

# **Department of Educational & Counselling Psychology, and Special Education**

## **2014 Self-Study Report**

2014 Self-Study Report



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA  
**Faculty of Education**



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# 1 EXECUTIVE SUMMARY

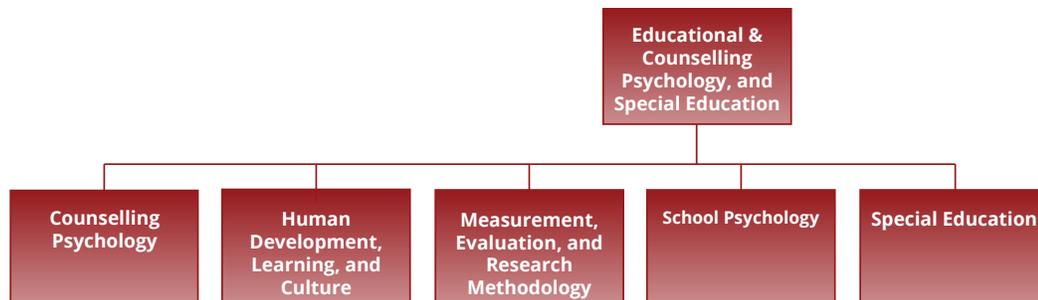
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## 1.1 Department Overview

The Department of Educational and Counselling Psychology, and Special Education was formed April 1, 1999. The department is known nationally and internationally for the scholarship of its faculty members and the excellence and societal relevance of its graduate and undergraduate programs.

The department is composed of five major graduate program areas: Counselling Psychology (CNPS), Human Development, Learning, and Culture (HDLC), Measurement, Evaluation, and Research Methodology (MERM), School Psychology (SCPS), and Special Education (SPED). Each area offers M.A., M.Ed., and Ph.D. Programs. The department also draws on expertise across areas to provide required and elective courses for the Faculty of Education's Teacher Education Programs. In addition, the department offers post-undergraduate diploma programs in Special Education and Guidance Studies and a certificate program in Orientation and Mobility.

*Figure 1.1: Overview of the Department of Educational and Counseling Psychology and Special Education.*



The Department's leadership team is comprised of the Department Head, Department Deputy Head, Director of Graduate Programs, Director of Undergraduate Programs, Department Manager and Area Coordinators representing each of the five major graduate program areas. This group also constitutes the Department Council.

In addition to the Department Manager, the department is supported by five other staff members: Assistant to the Department Head, Technology and Communications Assistant, Finance Specialist and Receptionist, and two Graduate Student Program Assistants.

The department has 452 graduate students currently enrolled and offers 141 graduate courses (470 credits). At the undergraduate level the department offers 156 courses (402 credits) within and outside the Teacher Education Program.

## 1.2 Department Strengths

### 1.2.1 Excellence in Scholarship

The department has earned a reputation of excellence for its scholarly work, graduate and undergraduate program offerings, and high levels of

community engagement. ECPS has a research intensive environment and many faculty members have an excellent record of obtaining grant support for their research. During the last five years, faculty members have published 471 peer reviewed journal articles, 45 books, 178 book chapters, and have given 387 keynote addresses and 786 conference presentations.

Faculty members' excellence in scholarship is recognized by numerous awards, leadership positions and distinctions. Currently, seven faculty members have prestigious fellowships in national and international professional and research organizations; 19 faculty members hold at least one award for their scholarly contributions; 11 faculty members have taken on leadership roles in national and international organizations and two have been awarded honorary doctorates.

The department is engaged in continued efforts to enhance its programs. The Counselling Psychology programs are accredited at both the master's and doctoral levels, and the School Psychology doctoral program was accredited in 2013. The department has provided infrastructure resources to support the application process and to maintain accreditation standards. The programs in Special Education are highly specialized and, in many cases, are required to meet professional certification standards. The graduate program in Human Development, Learning, and Culture is attracting increasing numbers of excellent applicants and has worked towards consolidation of program offerings. The program in Measurement, Evaluation, and Research Methodology (MERM) offers well-respected, highly-specialized graduate programs. The great majority of the courses that serve the MERM programs are required by other programs offered by the department and are taken by students in all program areas. Students from other departments in the Faculty of Education and from other faculties in the university also regularly enroll in these courses.

### **1.2.2 Community Engagement**

Community engagement is an important component of the work of most members of the department. It informs the scholarly activity, teaching and service components of their work. The impact of this engagement is evident in government and other institutional policies, and improved professional practice provincially, nationally and internationally. As a collective, ECPS has been greatly enhanced by its significant contributions across a wide range of communities.

### **1.2.3 Aboriginal Engagement**

The work of the department through its scholarly contributions, research development and community involvement touches upon many aspects of Aboriginal life. The admission of First Nations graduate students is a priority and the numbers of students applying and being admitted to both master's and doctoral programs have been steady over the past few years.

### **1.2.4 Working and Educational Environment**

In a survey we conducted, the great majority of faculty members, staff and students reported that ECPS offers a positive work environment and they enjoy being part of ECPS. An even greater majority of faculty members also reported that their scholarly work, interdisciplinary scholarship, professional development, and teaching are supported by the department.

In the student survey, the large majority of students expressed satisfaction with being a student within ECPS. Specifically, across all program areas, most students indicated that they are happy and proud to be a student within ECPS, and that they feel welcomed and supported by the department, are provided with a 'positive educational environment' where academic expectations are clear. In addition, the majority of students indicated that teaching in ECPS is of a high quality and there are good opportunities to be engaged in research.

## **1.3 Department Challenges and Opportunities**

### **1.3.1 Grant Support**

The department has a strong track record of excellence in scholarly activity including publications, grants and knowledge translation. At this point, the department believes that it is poised to bring this activity to another level. This, however, will require additional infrastructure support at department and Faculty levels to encourage faculty members who are already recognized nationally and internationally for their research to move toward becoming principal investigators for large multi-university and community-research teams, and to encourage others to expand the scope of their activities.

### **1.3.2 Meeting Program Demands**

The department has not been able to meet program demands with tenure track faculty appointments, and has a history of augmenting staffing levels with sessional appointments. This has been exacerbated in the recent years as we have been unable to address shortages created by the retirement of tenure-track faculty members.

To alleviate the impact of this shortage, the department hired a number of sessional instructors to teach graduate and undergraduate courses in 2012-13. This academic year, 2013-14, the number of sessional appointments is substantially reduced from previous years because of the increased number of twelve-month lecturers and full time appointments (without review) that we have been authorized to hire. This change has been helpful in promoting increased consistency in ECPS teaching quality and in reducing the number of one and two course appointments, as well as decreasing the need for peer evaluations of teaching quality. It has not, however, expanded the number of tenure-track individuals who are available to engage in graduate student research supervision.

### **1.3.3 Shortage of Faculty**

At this point, workloads of faculty members are at or beyond their maximum as a result of the number of graduate students in the department, increased numbers of grants being held by faculty members, increased use of technology, and increased devolution of activities to departments. These shortages sometimes lead to frustration amongst staff and faculty members.

### **1.3.4 Small Graduate Programs**

Another issue we have been attempting to address relates to graduate programs that at times have difficulty offering classes due to insufficient student registration. This sometimes means that students have difficulty completing their programs in the time allotted by their funding. This is an issue that requires ongoing discussion within the department, and the wider Faculty.

### **1.3.5 Space and Facilities**

The department has participated in ongoing dialogue regarding more suitable research, clinical, and practicum space. In terms of space for research, several discussions have been had at a department and Faculty level about more innovative use of our current space. It is the belief of the department that these issues are critical in maintaining and enhancing the department's reputation within a research-intensive university.

## **1.4 Research Alignment to Strategic Plan**

ECPS faculty members are engaged in a broad range of scholarly endeavours. Their interests reflect department programs and courses, and their professional expertise. Areas of focus include research methodology, measurement, and developmental and psychological content areas across the lifespan in domains related to various aspects of personal and societal well-being, schooling and to education more generally.

In its *Strategic Plan 2011-2016* (<http://strategicplan.ubc.ca>), UBC's Faculty of Education is described as "a diverse community of scholars, educators, staff, and students committed to improving teaching and learning through innovative and inquiry-driven programs, research, reflection, and critique in partnership with its communities". The Strategic Plan articulates the priorities and objectives toward which we are striving as a community and highlights our contribution to UBC's strategic vision *Place and Promise*.

The Faculty of Education as a whole, and the ECPS department in particular, play an important role in helping UBC achieve its stated mission. The Faculty is committed to "the initial and continuing education of teachers and related professionals in the settings in which they work, the graduate preparation of scholars and practitioners, and the cultivation of close connections among educational theory, policy, and practice." For example, by providing professional programs for pre-service and practicing teachers, and by

conducting collaborative research in educational settings and communities, the Faculty of Education fosters the construction of knowledge with and for the community, leading to improvement in the quality of life for children, parents, practitioners, and other community members. ECPS contributes by offering leading-edge programs for professional preparation (e.g., Counselling Psychology, School Psychology and Special Education), and across all department areas by fostering the development of innovative scholars who advance the construction and dissemination of knowledge in academic, professional and broader community settings.



## 2 Department Background and Overview

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### 2.1 Introduction

The Department of Educational and Counselling Psychology, and Special Education was formed April 1, 1999. The department is known nationally and internationally for the scholarship of its faculty members and the excellence and societal relevance of its graduate and undergraduate programs. The department is composed of five major graduate program areas: Counselling Psychology (CNPS), Human Development, Learning, and Culture (HDLC), Measurement, Evaluation, and Research Methodology (MERM), School Psychology (SCPS), and Special Education (SPED). Each area offers M.A., M.Ed., and Ph.D. Programs. The department also draws on expertise across areas to provide required and elective courses for the Faculty of Education's Teacher Education Programs. In addition, the department offers post-undergraduate diploma programs in Special Education and Guidance Studies and a certificate program in Orientation and Mobility. Each of the five program areas are described below.

#### 2.1.1 CNPS

The Counselling Psychology faculty members have achieved high levels of recognition nationally and internationally for their research and clinical expertise. CNPS master's programs have been accredited for the past 25 years, first by the American accreditation body (CACREP) since 1988 and then more recently by the Council on Accreditation of Counsellor Education Programs (CACEP) since 2007. The Ph.D. Program has been accredited by both the American Psychological Association (APA) and the Canadian Psychological Association (CPA) since 2000. The doctoral program is also a part of the Association of Psychology Postdoctoral and Internship Centers' (APPIC) internship matching process, which has opened up many internship placements for our doctoral students.

#### 2.1.2 HDLC

The Human Development, Learning, and Culture (HDLC) program addresses the interface of research and practice in education, weaving together theoretical models and concepts in their application to real world educational issues. Investigations of learning, culture, and human development are applied to a wide range of contexts including classroom, work, and technological environments, and are interpreted through a variety of theoretical lenses (e.g., constructivist, cognitive developmental, socio-cultural, and social-developmental).

#### 2.1.3 MERM

The Measurement, Evaluation, and Research Methodology area is known for the national and international reputation of its faculty members. The quality and rigor of its graduate programs and its undergraduate and graduate

courses attract graduate and undergraduate students from across the department, Faculty and the university. In addition to Ph.D., M.A., and M.Ed. degrees, the MERM program offers a Research Methodology concentration for students in other doctoral programs in the Faculty of Education.

### 2.1.4 SCPS

The School Psychology area was recently granted CPA accreditation for its Ph.D. program. The Ph.D. program is also recognized by the Association of Psychology Postdoctoral and Internship Centers (APPIC) so that SCPS students may also be considered for their internship-matching system. In addition, a process is currently underway which may see the BC School Psychology Internship Consortium being recognized as a potential internship resource in the future. Developed by SCPS faculty members, this recognition reflects the strong and growing national and international reputation of the program.

### 2.1.5 SPED

The Special Education area is committed to both research and teaching endeavours across a broad range of exceptionalities; a reflection of the complex special needs that characterize approximately one-third to one-half of today's learners, from infancy through adulthood. There is increasing understanding of Special Education in the educational and wider community, with a concomitant need for continued expansion of the SPED program. All faculty members in SPED are extensively involved in local, provincial, national, and international research activities, and because of their strong connection with the community, they are frequently called upon by professional, consumer, and parent organizations for consultation and input.

## 2.2 History and Formation of the Department

### 2.2.1 Foundation Years

When the Faculty of Education was established at UBC in 1956 there were no departments within the faculty, instead, the Faculty was organized into a series of program divisions. Over time, quasi-administrative units were formed as “departments”, although they did not have the official status of formal university departments. Across the 1970s the number of quasi-administrative units within the Faculty grew to at least 23 (administrative accounts vary on this exact number). A faculty reorganization effort was implemented in 1982 to form seven formal university departments, two of which were Counselling Psychology (CNPS) and Educational Psychology and Special Education (EPSE).

Initially, four distinct program areas in EPSE functioned as “departments within a department”, with area coordinators forming an administrative council for the Head. These four areas were: (1) Human Learning, Development, and Instruction (HLDI); (2) Measurement, Evaluation, and Research Methodology (MERM); (3) School Psychology (SCPS); and (4) Special

Education (SPED). The Special Education program area continued to function as a separate department within EPSE until 1987, maintaining separate offices and administrative services.

### **2.2.2 Early Success**

Starting in 1987, the EPSE department made a deliberate decision to foster the development of a “truly integrated department of educational psychology and special education” (from the 1996 EPSE self-study document). This was to be accomplished by integrating and unifying programs, services, and personnel, and developing a new administrative model. New faculty appointments were also used strategically to foster cross-area collaboration. By hiring new faculty who could work across at least two of the four program areas, EPSE hoped to foster greater collegiality and collaboration. According to EPSE’s departmental self-study in 1996, this approach met with considerable success through the 1980s and 1990s. By 1996, “the vast majority of EPSE faculty identified and/or were active within at least two of the department’s programs”. Shifts in structure also resulted in a “more efficiently and economically administered” department. According to a faculty survey at the time, 76% were happy with the democratic department structure; 88% enjoyed the departmental cohesiveness, and 76% thought the cross-area hiring strategy should be “continued in its present form.” At the same time, EPSE also recognized the need to complement existing faculty with individuals with depth of expertise in a single program area.

### **2.2.3 Counselling Psychology – its foundations**

CNPS became a distinct administrative unit in the Faculty of Education as early as 1965. It became a distinct department in 1981 when the units within the Faculty were departmentalized. As a department, CNPS defined itself as the study of how individuals adjust to problematic events and accomplish life tasks within major spheres of living, such as work, education, relationships, family and recreation. Specifically, the Department emphasized its professional role, its graduate preparation of scholars and practitioners whose work is informed by research, and the pursuit of research and development activities.

By the mid-1980s, CNPS was the flagship Canadian department for educating qualified and competent counselling professionals at both the master’s and doctoral levels. It was the largest department of its kind in Canada, and had the only master’s programs to be accredited by the Council of Accreditation for Counselling and Related Educational Programs (CACREP), an affiliate of the American Counselling Association. Accredited master’s programs continue to be offered in Community and Agency Counselling, Student Personnel Work in Higher Education (College Counselling), and School Counselling. Within two of these accredited programs there are additional areas of focus, including Cross-Cultural, Gender, Family, Elementary School, and Secondary School/ Adolescent Counselling. Since 2000, the CNPS doctoral program has been

accredited by both the CPA and APA. The department's Diploma of Education in Guidance Studies has also been well subscribed and has provided leadership in the field.

### 2.2.4 The Emergence of ECPS

In April 1999, the former EPSE and CNPS departments were merged together to become one department. By the time of its merger with CNPS in 1999, EPSE faculty represented a productive combination of faculty who could contribute within and across areas. The four program areas were academically distinct but with good cross-collaboration across areas. Thus, at the time of the merger with CNPS, EPSE had already undergone considerable transition towards becoming an integrated department. Our goal has for some time been to create departmental structures and systems that facilitate all members' participation in the department and provide support for individual scholarly development. Inclusion and diversity are central values adopted by the department through its scholarly, teaching and service activities.

## 2.3 Context in the University and the Faculty of Education

### 2.3.1 Place and Promise

UBC's *Place and Promise* strategic vision has been carefully designed to guide the university toward the year 2020, when the goal is for the university to be defined by its "leading-edge teaching and learning practices", and when "UBC research is seen by British Columbians as vital to their social and economic well-being, and citizens look to the University as a place for dialogue on the issues of the day." The *Place and Promise* document outlines a collective vision and a clear set of values, commitments, goals, and actions clustered around three principal strategic themes, namely Student Learning, Research Excellence, and Community Engagement. Six further themes elaborate upon this strategic vision, namely Aboriginal Engagement, Alumni Engagement, Intercultural Understanding, International Engagement, Outstanding Work Environment and Sustainability.

The University of British Columbia, as determined by its *Place and Promise* vision, seeks to "create an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world". UBC strives for its students to "acquire the knowledge, inquiry and communication skills, professional abilities, and understanding of other cultures that enhance their personal development and enable them to contribute and lead in a global society" by providing "the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life." Finally, UBC has committed itself to working with government, business, industry, other educational institutions, and the general community as it "creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination, and application of research."

### 2.3.2 Faculty of Education Strategic Plan

In its *Strategic Plan 2011-2016*, UBC's Faculty of Education is described as "a diverse community of scholars, educators, staff, and students committed to improving teaching and learning through innovative and inquiry-driven programs, research, reflection, and critique in partnership with its communities." *The Strategic Plan* articulates the priorities and objectives toward which we are striving as a community, and highlights our contribution to UBC's strategic vision as presented in *Place and Promise*. The Faculty is committed to "the initial and continuing education of teachers and related professionals in the settings in which they work, the graduate preparation of scholars and practitioners, and the cultivation of close connections among educational theory, policy, and practice."

The Faculty of Education, as a whole, and the ECPS department in particular, play an important role in helping UBC achieve its stated mission. For example, by providing professional programs for pre-service and practicing teachers, and by conducting collaborative research in educational settings and communities, the Faculty of Education fosters the construction of knowledge with and for the community, leading to improvement in the quality of life for children, parents, practitioners, and other community members. ECPS in particular contributes by offering leading-edge programs for professional preparation (e.g., Counselling Psychology, School Psychology and Special Education). ECPS also contributes by fostering the development of innovative scholars who advance the construction of knowledge in academic, professional and broader community settings.

### 2.3.3 Cross-campus Connections

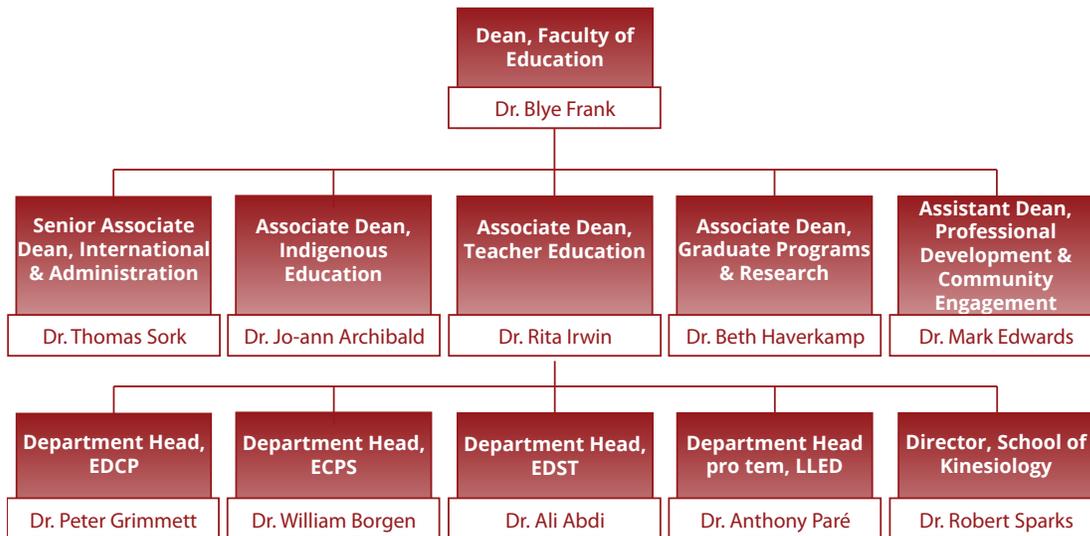
The Faculty of Education is one of twelve faculties and twelve schools that operate within UBC. ECPS has close connections with many other units across the faculty and the university. For example, the Counselling Psychology program is an affiliated program of the College of Health Disciplines. The mission of the college is to foster, enhance and sustain a culture of inter-professional and interdisciplinary education for future health and human service practitioners through innovative student learning, collaborative research and better practices. ECPS's HDLC program area is affiliated with the Human Early Learning Partnership (HELP) in the Faculty of Medicine, and has several projects underway with HELP and the Division of Health Care Communication. ECPS's SPED program area is connected with the Institute of Health Promotion Research and the Rick Hansen Institute. Programmatic connections also exist with the Schools of Nursing and Kinesiology. Collaborative research has been coordinated across

Faculties including work with the Faculty of Medicine's Centre for Prisoner Health and the Movember collaboration with the School of Nursing, as well as a co-operative project currently underway between the Faculty of Education and the Faculty of Science. These are just a few examples of close ties between ECPS and other units across UBC.

### 2.3.4 Faculty Structure

The Department of Educational and Counselling Psychology, and Special Education is one of four academic departments in the Faculty of Education, which also houses the School of Kinesiology. The other three departments are Curriculum and Pedagogy (EDCP) Language and Literacy Education (LLED), and Educational Studies (EDST). The Faculty’s organizational chart overleaf (figure 2.1) illustrates the relationship between ECPS and the other departments across the Faculty. The structure of the faculty includes the Dean, and four Associate Deans with the respective responsibility for (International and Administration, Indigenous Education, Teacher Education) and one Assistant Dean (Professional Development and Community Engagement, Graduate Programs and Research).

Figure 2.1: Faculty of Education Organizational Structure



### 2.3.5 Cross Departmental Centers

Within the Faculty of Education, there are also thirteen cross-departmental centers, each administered by a director. These include the Centre for the Study of Teacher Education (CSTE), Centre for Cross-Faculty Inquiry in Education (CCFI), Centre for Culture, Identity and Education (CCIE), Centre for Intercultural Language Studies (CILS), Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA), Centre for Policy Studies in Higher Education and Training (CHET), Centre for Sport and Sustainability (CSS), Centre for the Study of Historical Consciousness (CSHC), Centre for the Study of the Internationalization of Curriculum Studies (CSICS), Edudata Canada, Institute for Early Childhood Education and Research (IECER), Institute for Critical Education Studies (ICES), and the Psychoeducational Research and Training Centre (PRTC).

ECPS has close ties with the PRTC especially, in that it supports the functioning of at least two of our program areas (CNPS and SCPS). Other administrative units closely connected with ECPS are the Teacher Education Office (TEO), the Office of Graduate Programs & Research (OGPR), and the Professional Development & Community Engagement and Education (PDCE).

## **2.4 Program Administration**

### **2.4.1 Teacher Education**

Programs within the Faculty of Education are administered in several ways. The Teacher Education Program is operated and funded through the Teacher Education Office (TEO), which is administered by the Associate Dean, Teacher Education. Faculty, students, and sessional teaching faculty from across departments are brought together to teach in the Teacher Education Program (TEP). To support the TEP, each department is responsible for identifying instructors for a subset of identified courses, which in the case of ECPS include a number of core courses and electives. In addition, ECPS contributes to themed cohorts to the Elementary stream. The themes focus on research and classroom-based application and are staffed and coordinated by ECPS. Funding and coordination of diploma programs also flow through the TEO.

Off-campus programs at the diploma and graduate levels are supported by the Professional Development and Community Engagement (PDCE) unit. Credit and non-credit professional development programs are available to practicing teachers, and are offered in conjunction with School Districts and Teachers' Associations.

### **2.4.2 Graduate Studies**

Graduate education within the Faculty is coordinated at several levels. The Faculty of Graduate Studies (FOGS) at UBC is responsible for the administration of all graduate programs at UBC. As of July 1, 2014, FOGS was reaffirmed as an academic unit and renamed Graduate and Postdoctoral Studies (G+PS).

Ultimately, G+PS admits students and oversees their progress, sets procedures, approves programs, and supervises exams. Within the Faculty of Education, the Office of Graduate Programs and Research (OGPR) is charged with coordinating policies related to graduate education in the Faculty, and is administered by an Associate Dean. Departments are responsible for defining and operating the graduate programs within their units.

## **2.5 Recent Departmental Achievements**

The department has been engaged in a number of initiatives to sustain and enhance its activities. In this section some departmental accomplishments are reviewed within the context of the Faculty of Education Strategic Plan 2011 – 2016.

### 2.5.1 Research Excellence

Many faculty members in the department have an excellent record of obtaining grant support for their research. An increasing number are partnering to form collaborative research teams, which has the potential of increasing the amount of funding that they receive.

### 2.5.2 Funding Support and Resources

In terms of departmental infrastructure support for research, there was a clear message back in 2008 by faculty members that they were experiencing difficulties in terms of grant application support and tracking finances related to their grants once they obtained them. The department applied to the Dean's office for funding to hire a half-time grant support person for two years to assist in grant development. This initiative was successful in providing additional grant application support to faculty and encouraged more faculty members to initiate grant applications. It also raised awareness of the need for increased grant support within the Faculty of Education. When the project ended, the person that the department had hired was retained by OGPR to augment research support at the faculty level. Regarding support for the financial management of grant awards, the department initiated action to improve staff service to faculty members, which so far appears to have been successful. Increased levels of financial management support will be required as the number of grants, as well as, their complexity, increases.

### 2.5.3 Department Funding

After reviewing the departmental accounts, it became apparent that the department was operating with a modest surplus, sustained mostly by monies from courses operated through PDCE. It was proposed that a proportion of these funds be made available for strategic and catalytic purposes to promote the scholarly and community engagement activities of faculty members and students. The Head and the ECPS Council developed criteria for the use of these funds that were then approved by the department. The fund has a capacity to provide support of up to \$30,000 annually, and has been in operation for three years.

### 2.5.4 Teaching and Learning

#### 2.5.4.1 Program accreditation and enhancement

The department is engaged in continued efforts to enhance its programs. The Counselling Psychology programs are accredited at both the master's and doctoral levels, and the School Psychology doctoral program received accreditation in 2013. The department has provided infrastructure resources to support the application process and to maintain accreditation standards. The programs in Special Education are highly specialized and, in many cases, are required to meet professional certification standards. The graduate program in Human Development, Learning, and Culture is attracting increasing numbers of

excellent applicants and has worked toward consolidation of program offerings. The program in Measurement, Evaluation, and Research Methodology (MERM) offers well-respected, highly-specialized graduate programs. A great majority of the courses that serve the MERM programs are required by other programs offered by the department and are taken by students in all program areas.

#### **2.5.4.2 Teacher education development**

The department has been a full participant in the development of the revised Teacher Education Program. Department members have put a great deal of coordinated effort into creating and adapting courses for the new program. They also developed resources and offered orientation programs to people who will be teaching courses in order to help ensure successful operation of the program. Furthermore, ECPS department members contribute by serving as guest lecturers and seminar leaders, as well as by designing and coordinating elementary themed cohorts. Currently there are two ECPS-themed cohorts, Self-Regulated Learning, and Social and Emotional Learning, with a third cohort, Special Education, currently in development.

#### **2.5.4.3 Online course provision**

There is a great deal of interest within the department in online courses and programs. In the past few years, the department has increased its involvement in master's-level off-campus programs. Currently there are M.Ed. cohort programs in Counselling Psychology; Human Development, Learning, and Culture; and Special Education. The department also offers a range of other undergraduate and graduate courses using mixed delivery and online modes.

#### **2.5.4.4 Recognition of excellence in teaching**

Killam Teaching Prize is awarded to two faculty members in the Faculty of Education in each academic year. Several ECPS faculty members are recipients of this award. The recipients since 2008 are listed below:

2008 - 9	Beth Haverkamp
2009 – 10	Nancy Perry
2010 – 11	Marla Buchanan
2011- 2012	Cay Holbrook, Bruno Zumbo

### **2.5.5 Graduate Student Involvement**

Most of our graduate students have a high level of involvement with the programs to which they have been admitted. In a large and diverse department like ECPS, it can be a challenge for students to develop and sustain a sense of connection with the department as a whole. Two years ago, with the assistance of Dr. Jennifer Shapka, the ECPS Director of Graduate Programs, the department formed a cross-departmental student organization with representatives from all program areas. To this point, student feedback has been very positive. It is important that the department support its

ongoing development in order to promote effective communication among students from across the department and between faculty members and students. As this student organization becomes stronger over the next few years, there will be an opportunity to form an ECPS chapter of the Alumni Association. Such a chapter will greatly enhance opportunities for departmental connections with current students and graduates. A better connection among faculty, students and graduates is an important element in sustaining an environment for effective teaching and learning and also for ongoing development and alumni engagement.

## **2.5.6 Development and Alumni Engagement**

### **2.5.6.1 Donation and endowments**

The department has a healthy track record for the receipt of donations and endowments to support its work. In the past five years, donors provided funding for the Myrne Nevison Professorship and the Struggling Youth Professorship. Also, the Royal Canadian Legion provided sufficient funding for a tenure-track position in Group Counseling and Trauma and the funding to support research connected with the Veterans Transition Program.

The SPED area is able to offer several yearly scholarship opportunities for graduate students due to endowments and donations it has received. For example, a bequest from Wilda Adams has allowed for a yearly scholarship to an M.A. or Ph.D. student, and an endowment from Marg Csapo supports Special Education doctoral students from developing countries. In addition, the blindness and visual impairment concentration has acquired a new endowment, which will support a master's student each year to focus on teaching students with visual impairments in rural areas in British Columbia.

### **2.5.6.2 Government funding**

Along with endowments, two areas have received government funding to expand their programs. The School Psychology area received funding from the Ministry of Advanced Education to hire two new tenure track faculty members in the past five years. The Special Education area was able to hire three new faculty members in the past 5 years, one in the area of visual impairment and one in the area of education of the deaf and hard of hearing due to funding from the Ministry of Advanced Education, as well as one faculty member in the area of autism, thanks to funding provided by the Ministry of Education. Given the steady and increasing interest by government ministries and community groups in the work of ECPS, it is reasonable to expect funding opportunities to continue and increase for its faculty members.

### **2.5.6.3 Future alumni connections**

As already noted, the creation of the cross departmental ECPS Student Council has laid a foundation for more continued contact

with current and former students. This council will promote expanded programmatic contact with graduates, and perhaps provide a relatively untapped source of financial contributions to support the work of the department.

## **2.6 Department Governance**

### **2.6.1 Leadership team**

The department's leadership team is comprised of the Department Head, Department Deputy Head, Director of Graduate Programs, Director of Undergraduate Programs, Department Manager and Area Coordinators representing each of the five major graduate program areas. This group also constitutes the ECPS Council.

Regarding the ways in which leadership positions are filled, after consultation with Program Coordinators and other department members, the Head appoints the Deputy Head and the Directors of the Graduate and Undergraduate programs, who typically serve for a three-year term. The Area Coordinators are chosen by the areas themselves, usually for a 1-to 3-year term. In addition to the Department Manager, the department is supported by five other staff members: Assistant to the Department Head, Technology and Communications Assistant, Finance Specialist and Receptionist, and two Graduate Student Program Assistants.

### **2.6.2 ECPS Council**

The ECPS Council meets once or twice monthly. Issues are typically discussed by program areas and the Council prior to being brought to the monthly department meeting. This structure has been effective in optimizing consultation and allowing decisions to be made in a timely manner. The Council members bring varied perspectives to discussions and address issues collaboratively.

### **2.6.3 Personnel Committee**

The Department Standing Personnel Committee (DSPC) is elected by the department and includes one assistant professor, two associate professors, and three full professors. This committee is responsible for advising the Department Head on renewal, tenure, promotion, and merit decisions. Jointly with the Department Head, the committee plays an important role in promoting the sustainability and career development of faculty members. The Department Head works to maintain fair and equitable workloads across the Department; invites faculty members to consider promotion applications; works with them to develop their dossiers for reappointment, tenure and promotion; and chairs the DSPC with the aim of ensuring that criteria for personnel decisions are applied according to UBC's policies and procedures.

## 2.6.4 Other

Other committee-related responsibilities of department members are published yearly, with the intent that department discussion can help ensure work is distributed equitably.

## 2.7 Graduate and Undergraduate Involvement

The Department of Educational and Counselling Psychology, and Special Education is fully engaged in both graduate and undergraduate education. As noted in the table below, we have 452 graduate students currently enrolled, and offer 141 graduate courses (470 credits). At the undergraduate level the Department offers 156 courses (402 credits) within and outside the Teacher Education Program.

*Table 2.1: Number of Graduate Students as of January 1, 2014*

	PhD.	M.A	M.Ed.	Total
<b>CNPS</b>	40	58	59	157
<b>CNPS Cohorts*</b>	0	0	43	43
<b>HDLC</b>	26	18	8	52
<b>HDLC Cohort**</b>	0	0	20	20
<b>MERM</b>	12	11	5	28
<b>SCPS</b>	14	19	4	37
<b>SPED</b>	14	16	75	105
<b>SPED Cohort***</b>	0	0	20	20
<b>Total</b>	<b>106</b>	<b>122</b>	<b>234</b>	<b>462</b>

\* The CNPS cohorts are: (a) the Vocational Rehabilitation Counselling Program and (b) the CNPS M. Ed. School Counselling Program in Kelowna, BC

\*\* The HDLC cohort is an off-campus offering of the self-regulated learning M.Ed. cohort

\*\*\*The current SPED cohort is an off-campus offering of the SPED M.Ed. in the Fraser Valley in association with four school districts (Langley, Coquitlam, Mission, and Maple Ridge-Pitt Meadows, BC)

*Table 2.2: Graduate and Undergraduate Courses 2013-14*

	Undergraduate	Graduate	Total
<b>No. of Credits</b>	40 <sup>1</sup>	58 <sup>2</sup>	59 <sup>3</sup>
<b>No. of Courses</b>	187 <sup>4</sup>	158 <sup>5</sup>	348 <sup>6</sup>

<sup>1</sup> Summer 153 Credits (36 PDCE Credits), Winter 301 Credits (78 PDCE Credits)

<sup>2</sup> Summer 132 Credits (33 PDCE Credits), Winter 416 Credits (54 PDCE Credits)

<sup>3</sup> 01 Credits PDCE

<sup>4</sup> Summer 52 Courses (12 PDCE Courses), Winter 135 Courses (25 PDCE Courses)

<sup>5</sup> Summer 41 Courses (9 PDCE Courses), Winter 117 Courses (10 PDCE Courses)

<sup>6</sup> 56 Courses PDCE

## 2.8 Faculty and Short-Term Appointments

The department has not been able to meet program demands with tenure-track faculty appointments, and has a history of augmenting staffing levels with sessional appointments. This has been exacerbated in the recent past because we have not been able to address shortages created by the retirement of tenure-track faculty members. In 2012-13 the department hired a number of sessional instructors to teach graduate and undergraduate courses. This year the number of sessional appointments is substantially reduced from earlier years because of the increased number of twelve-month lecturers and full-time appointments (without review) which have been authorized. This change has been helpful in promoting a higher level of consistency in the ECPS teaching quality and in reducing the number of one- and two-course appointments, along with a corresponding decrease in the need for peer evaluations of teaching. It has not, however, expanded the number of tenure-track individuals who are available to engage in graduate student research supervision. Following is a summary of faculty and short-term appointments currently in the department.

*Table 2.3: Tenure Track Positions 2013-14*

Program	CNPS	HDLC	MERM	SCPS	SPED	Total
<b>Professors</b>	6	4*	4	0	5.5*	19.5
<b>Gt. Tnr. Prof.</b>	1	0	0	0	0	1
<b>Assoc. Prof.</b>	3.5	2	1	1.5	2	10
<b>Assist. Prof.</b>	1	0	0	4	3	8
<b>Sen. Instr.</b>	0	0	0	0	1	1
<b>Instructor</b>	1	0	0	0	0	1
<b>Total</b>	<b>12.5</b>	<b>6</b>	<b>5</b>	<b>5.5</b>	<b>11.5</b>	<b>40.5**</b>

\*Some faculty members contribute to two areas. They were counted .5 in each of their areas of involvement.

\*\*Included in this total are three individuals who are mostly or totally seconded to engage in administrative duties: Dr. William Borgen, ECPS Department Head, Dr. Hillel Goelman, Chair, Interdisciplinary Studies and Dr. Beth Haverkamp, Associate Dean Graduate Programs and Research.

*Table 2.4: Appointments without review 2013-2014*

Program	CNPS	HDLC	MERM	SCPS	SPED	Total
<b>12 Mo. Lect.</b>	1	1.6	1	0	0	3
<b>Term Appts.</b>	0	1	1	0	0	2.6
<b>Total</b>	<b>1</b>	<b>2.6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5.6</b>

Table 2.5: Graduate and undergraduate course teaching personnel 2013-14

Program	CNPS	HDLC	MERM	SCPS	SPED	Total
Sessionals	21 (7 PDCE)	1 (1 PDCE)	1	4	33 (11 PDCE)	60
Adjuncts	0	0	0	0	0	0
Secondments	1	1.67	0	0	.33	3
Noted Scholars	1	0	0	0	0	1
<b>Total</b>	<b>23</b>	<b>2.67</b>	<b>1</b>	<b>4</b>	<b>33.33</b>	<b>64*</b>

\*These 64 individuals teach a total of 289 credits.

#### Recent Retirements Not Replaced

MERM – Dr. Marshall Arlin

CNPS – Dr. Bonnie Long

#### Recent Transfer

HDLC – Dr. Mary Bryson

#### Change as of January 1, 2015

Retirement: Dr. Nand Kishor

#### Changes as of July 1, 2015

Retirements:

Dr. Lynn Miller (CNPS)

Dr. Marvin Westwood (CNPS)

#### Hiring in Process or recently completed

CRC II Chair

Dorothy Lam Chair

Dr. Owen Lo, Assistant Professor in response to the retirement of Dr. Marion Porath

Dr. Alanaise Goodwill Assistant Professor in response to the resignation of Dr. Rod McCormick

## 3 Undergraduate Instruction and Learning

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### 3.1 Program overview

All five areas of ECPS have some involvement in undergraduate instruction and learning. Within the department, two Diploma programs are offered: a Diploma in Guidance study offered by CNPS and a Diploma in Special Education offered by SPED. In addition, ECPS has been a key member involved in the Bachelor of Education program offered through the Teacher Education Office (TEO).

#### 3.1.1 Teacher Education Influence and Development

Four required and one elective courses within the teacher education program are held within ECPS and thus are designed, coordinated and staffed by the unit. ECPS also offers a remedial course for those students who are not successful in their practicum placements. In addition, ECPS helps to staff courses within the B.Ed. program that are not run within the regular program (e.g. WKTEP –West Kootenay Teacher Education Program). On occasion, ECPS works with other departments to staff courses with people that fit within the cohort focus run by that unit. As well, every effort is made by the department to find suitable French-speaking instructors for the French language program cohorts for each of our courses as well as participating in the Native Indian Teacher Education Program (NITEP).

A revised teacher education program was implemented in September of 2012. To the extent possible, members of ECPS were instrumental in the design and evaluation of this new program. Faculty members also sat on the Community to Reimagine Educational Alternatives for Teacher Education (CREATE) committee to help design the program, and maintain involvement through Working Group on Teacher Education (WGOTE) committee and the Teacher Education Advisor Committee (TEAC). Some major changes were made to ECPS's undergraduate course offerings for the revised B.Ed. program, with more revisions made during its second year of implementation. Some of these changes addressed challenges listed in our previous department review (e.g. the evaluation course is now before the practicum rather than after). ECPS continues to be highly involved in the evaluation and revision of the teacher education program.

#### 3.1.2 Cohort Development and Support

Members of ECPS have been instrumental in designing and coordinating elementary cohorts within the B.Ed. program and have shown leadership and responsiveness to the field in the creation of these cohorts. The cohort foci are: social and emotional learning (SEL) and self-regulated learning (SRL). Faculty members have also demonstrated leadership by making themselves available as guest lecturers and by running large seminars on topics (e.g. SEL) for all teacher candidates in the program. As well, ECPS faculty members make themselves available as resources or consultants to support students

with disabilities. Currently, ECPS is working with the TEO to develop minors in education within the Faculty of Arts.

### 3.1.3 ECPS Units involved in Undergraduate Education

CNPS (diploma)

- Diploma in Guidance Studies

HDLC (B.Ed. Courses)

- EPSE 308: Human Development, Learning and Diversity (3 credits)
- EPSE 311: Cultivating Supportive School and Classroom Environments (1 credit)
- EPSE 401: Instructional Design (3 credits)

MERM (B.Ed. Courses)

- EPSE 310: Assessment and Learning in the Classroom (2 credits)
- SPED (including B.Ed. Courses)
- Diploma in Special Education
- EPSE 317: Development and Exceptionality in the Regular Classroom (3 credits)
- EPSE 432: Classroom Management (3 credits)

### 3.1.4 Student Experience

A survey of undergraduate diploma students was conducted for the purposes of this review (Appendix A). In this survey, students were asked to rate their experience of their respective programs. While only 51/168 students (30% response rate) responded to this survey, we can still glean some tentative ideas about how the students are feeling about many aspects of the program. Student “voices” are included throughout this section of the report.

## 3.2 Enrolment and Recruitment Statistics

The enrolment and recruitment for the B.Ed. program is done through the TEO and ECPS is not involved in this process. As this is outside the unit’s purview, much of the statistical information is not meaningful for purposes of this department review. However, ECPS offers two undergraduate diploma programs outside of the B.Ed. (the Diploma in Guidance Studies and the Diploma in Special Education); the enrollment and recruitment information which follows refers to these programs.

### 3.2.1 Recruitment Approaches

ECPS utilizes various recruitment and selection methods for its undergraduate diploma programs. One approach involves working closely with the TEO to help identify qualified students near completion of their B.Ed. with the view of furthering their professional development within our diploma programs. ECPS also engages in knowledge translation activities within the

community that not only helps with current practice but also showcases our programs. Online presence and positive word of mouth also play a central role. No specific means of recruiting Aboriginal or International students are utilized by ECPS, however, ECPS continue to attract candidates from these groups. Candidates that apply to the diploma programs are selected based on the requirements of each program, but generally a B.Ed. is required, as well as a letter of reference and appropriate pre-requisite courses.

### 3.2.2 Undergraduate Enrolment Diversity

ECPS undergraduate enrolments (outside the Teacher Education Program) are on average 141 students per year (2009-2013), ranging from 129 to 168 students. A high percentage (85%) of undergraduate diploma students are part-time students as many are working in the field while pursuing professional development. For this reason, many of our programs are directed at people in the field and course timing and content are developed to accommodate this group. In more recent years, this part-time student proportion has grown to over 90%. Given the focus on professionals working in the field, the student population tends to be a domestic rather than international (ECPS 98%; Faculty of Education 97%). However, in the past 5 years the department has attracted students from the Americas, Asia, and Oceania. The Faculty of Education is overall a strongly female population (faculty 67%) and ECPS is similar (82%)

Numbers of Aboriginal undergraduate students have ranged from 1-6 in any given year, with a high of 6 being in 2013. The total of Aboriginal students enrolled in undergraduate ECPS programs for the past 5 years is 16. At this time, ECPS does not have a specific recruitment strategy for undergraduate Aboriginal students, though this is expected to change with the hiring of a new faculty member Dr. Alanaise Goodwill (to replace Dr. McCormick) and CRC II Chair (in Indigenous Health, Healing and Psychological Wellness in Education) are completed.

### 3.2.3 Undergraduate Retention and Success

In ECPS, undergraduate retention rates (i.e., remain until completion) are on average 68% over the past 5 years (2008-2012). Upper undergraduate (courses labeled 300-499) course failure rates are low (less than 1% on average between 2009-2013, university mean rate is 3.4%). Lower undergraduate course (100-299) failure rate statistics are not available at the university.

## 3.3 Curriculum Review

### 3.3.1 Continuous Development

Curriculum review for the B.Ed. program is done through the TEO. As noted above, a number of ECPS faculty members have helped to develop the revised B.Ed. program and continue to work on committees that focus on the

continual development and evaluation of the teacher education program. The evaluator of the B.Ed. program is a member of ECPS and thus we are a key contributor in the B.Ed. curricular review and reform. With the implementation of the new B.Ed. program, changes were made to the number and types of courses offered by ECPS. These courses were designed based on the latest teacher education research to provide Teacher Candidates (TC) with the necessary knowledge and skills to help them become effective practicing teachers. After the first year of the new program, ECPS courses were reviewed using data gathered from course coordinators, course instructors, students and the formal program evaluation. Based on this data, some revisions were made to our course offerings (e.g., EPSE 307: Applying Developmental Theories in the Classroom, and EPSE 308: Understanding Diverse Learners) were combined to create a more cohesive and consistent experience for the students (new course: EPSE 308: Human Development, Learning, and Diversity). As well, content changes were made to other courses to help reduce redundancy and to increase the practical aspects of the courses.

### **3.3.2 Graduate Teaching Experience**

In ECPS, graduate students are offered the opportunity to assist in teaching some of the courses in the B.Ed. program. While all graduate students must get approval from their supervisor and have the prerequisite background and skills before they are appointed to become graduate teaching assistants (GTAs), each area may have additional requirements for GTA hiring. For example, HDLC GTAs must also have successfully completed EPSE 606 (College and University Teaching) before they can be appointed. As well, this year a number of areas (e.g. HDLC and MERM) offered graduate level courses directed specifically at the content of the B.Ed. courses so as to improve the quality of instruction for the TCs. Further, the quality of teaching is supported by course coordinators that help with consistency of course offerings as well as support both the GTA and the TCs that they teach.

## **3.4 Required ECPS Course Descriptions (B.Ed.)**

### **3.4.1 EPSE 308: Human Development, Learning and Diversity (HDLC)**

An understanding of how children develop and learn is central to careers of future educators; equally important is an appreciation of the diversity that exists among students. This course is designed to provide a broad exposure to theories about how children develop, learn and grow up in a diverse society, and teachers can best facilitate these processes by considering the classroom organization, the pedagogical approaches adopted, and the kinds of relationships developed with students.

During the first few weeks of the course, educational applications are explored of both theory and research pertaining to the development of cognitive, academic, motivational, social, emotional and moral competencies,

as they unfold from early childhood to adolescence. Within this foundational understanding of development, issues of diversity are considered, such as identity, culture, ethnicity, gender, sexuality and sexual identity, social class, mental health, and other key characteristics that impact both learning and teaching. In addressing student diversity, a primary focus is on understanding and valuing differences within classroom and school settings. Throughout the course, emphasis is placed on practical applications and implications of theoretical and empirical issues of developmental psychology and theories of diversity to classroom educational practices, with a focus on how child and adolescent development as well as the socio-cultural environment are relevant to teaching in elementary, middle, and secondary schools. The goal is to optimize learning and development, both academic and behavioural, in all students.

#### **3.4.2 EPSE 310: Assessment and Learning in the Classroom (MERM)**

This course introduces teacher candidates to principles and practices of fair and effective classroom assessment. A coordinator and a team of instructors support teacher candidates in becoming reflective, receptive, knowledgeable, and skilled in their assessment practices. Key topics in this course include: a) the purposes of assessment in relation to teaching and learning, b) strategies, tools and professional judgment for assessing learning, c) communication about assessment criteria, procedures and results, and d) issues encountered by teachers and students in classroom assessment.

#### **3.4.3 EPSE 311: Cultivating Supportive School and Classroom Environments (HDLC)**

This course focuses on building teachers' competencies in creating school and classroom environments that are safe, supportive, caring and respectful. Students reflect on their own school experiences as well as their expectations for student behaviour and are introduced to a range of approaches for promoting respect in the classroom and school context. Recognizing the long-standing, historical debates regarding discipline and classroom management, this course provides TCs with an appreciation of how traditional practices that emphasized reactive and punitive approaches have given way to a more recent focus on positive approaches, including self-discipline, internalization and restorative practices that focus on building and preserving relationships in an effort to promote positive classroom contexts for learning. Course content will also provide the training teacher with knowledge and skills regarding positive relationships and effective communication to enhance climate and facilitate learning.

#### **3.4.4 EPSE 317: Development and Exceptionality in the Regular Classroom (SPED)**

This course is an introduction to the area of students with special needs. The purpose is to help prospective teachers become cognizant of the teacher's role in dealing with major developmental and special educational issues

within the regular classroom program, including working with supportive services, parents, and communities. This course is particularly important in providing students with foundational knowledge about serving students with disabilities in their classrooms, particularly given today's classroom of diversity and the expectation of general education teachers to meet the needs of all children in the classroom.

### **3.5 Elective Course Descriptions (B.Ed.)**

#### **3.5.1 EPSE 432: Classroom Management (SPED)**

The central purpose of this course is to enable teacher candidates to design a positive classroom climate where students can engage in meaningful learning experiences together with their teachers. In order to reach this goal, a range of research supported strategies are explored for individual, classroom and school-wide behaviour support. The class is designed to be highly interactive and experiential, providing opportunities for student discussion, skills practice and exploration of classroom management topics. Throughout the course, students learn (a) important preventative strategies to avoid problem behaviour in the first place, (b) the basic functions of student behaviour, and (c) the skills to apply those principles to teaching, positive behaviour support, and the design of effective classrooms. The course is organized to prepare teacher candidates to achieve success with most of their students and therefore increase the likelihood of their personal satisfaction as a teaching professional.

#### **3.5.2 EPSE 401: Instructional Design (HDLC)**

Principles of instructional design and their application to the development, analysis, and evaluation of instructional plans for selected settings, instructional formats, and age groupings of learners. This course focuses on a systematic approach to designing instruction and/or training for a variety of learning situations. Some of these situations include, but are not limited to, pre-service education elementary and secondary curriculum and instruction, parents and community training, corporate training and self-development programs. This course encourages teacher candidates to concentrate on the process of instructional design and their immediate application of this process to a curriculum and audience of their choice. This is a remedial course for students who were not successful in their practicum placements.

### **3.6 Diploma Programs**

Outside of the TEO program, ECPS members work towards continuous review of both content and selection of courses in our undergraduate diplomas in Guidance Studies and Special Education.

### 3.6.1 Diploma in Guidance Studies (CNPS)

The following are the undergraduate Diploma in Guidance Studies courses which illustrates the breadth of the courses and the options available to the students:

- CNPS 362: Basic Interviewing Skills (3 credits)
- CNPS 363: Career Counselling (3 credits)
- CNPS 364: Family Education and Consultation (3 credits)
- CNPS 365: Theories in Counselling Psychology (3 credits)
- CNPS 426: The Role of Guidance in Teaching (6 credits)
- CNPS 427: Guidance Planning and Decision-Making (3 credits)
- CNPS 433: Personal and Social Development in Adults (3 credits)

The instructional model used in this diploma is a practitioner model of learning. Students are assessed in a variety of ways: essays, presentations, quizzes, and projects. The TEO, in consultation with the CNPS area, have made an effort to ensure accessibility to students across Canada by offering several of the CNPS undergraduate courses online. Most of the students enrolled in the CNPS diploma program are teachers from the lower mainland area of British Columbia.

### 3.6.2 Diploma in Special Education (SPED)

The following are the undergraduate special education courses available for selection under the Diploma in Special Education.

#### 3.6.2.1 Core Requirements

- EPSE 312: Introduction to the Study of Exceptional Children (3 credits)  
**or**
- EPSE 317: Development and Exceptionality in the Regular Classroom (3 credits)

#### 3.6.2.2 Course Electives

- EPSE 303: Teaching Highly Able Learners (3 credits)
- EPSE 316: Learning Disabilities (3 credits)
- EPSE 320: Classroom Inclusion of Students who are Blind or Visually Impaired (3 credits)
- EPSE 344: Programming in Special Education: Developing Perspective (3 credits)
- EPSE 348: Family-Centered Practice for Children with Special Needs (3 credits)\*
- EPSE 390A: Special Topics in Special Education (3 credits)
- EPSE 403: Education of Students with Developmental Disabilities in Inclusive Settings (3 credits)\*
- EPSE 406: Typical and Atypical Development in Infants and Young Children (3 credits)\*

- EPSE 408: Educational Programming for Highly Able Learners (3 credits)
- EPSE 410: Assistive Technologies in Special Education (3 credits)\*
- EPSE 411: Augmentative and Alternative Communication for Individuals with Severe Speech and/or Physical Impairments (3 credits)
- EPSE 421: Assessment of Learning Difficulties (3 credits)
- EPSE 431: Programming for Children with Specific Learning Disabilities (3 credits)
- EPSE 432: Classroom Management (3 credits)\*
- EPSE 433: Assessment and Positive Behavioral Support in School and Community Settings (3 credits)
- EPSE 436: Survey of Behavior Disorders in Children and Adolescents (3 credits)
- EPSE 437: Interventions for Children and Adolescents with Behavior Disorders (3 credits)
- EPSE 449: Education of Students with Autism (3 credits)\*

\*Available on-line

### 3.6.2.1 Course Relevance and Context

The objective of the Diploma in Special Education is to prepare teachers to work with children and adolescents with a variety of special needs who have been integrated into regular classrooms. Practicing teachers with a B.Ed. degree typically have only foundational or survey knowledge of students with exceptionalities. The Diploma in Special Education has been enthusiastically received by school districts and teachers as one effective response to the widespread implementation of inclusive education. In fact, over the last several years, the Diploma in Special Education has become a requirement in several local school districts for Resource Room Teachers or Learning Assistance Teachers. Unfortunately, because of a decrease in Special Education faculty members available to teach in the program, it was necessary to stop admitting students for a three-year period (2009-2012). During this time, the Special Education faculty group experienced renewal with the hiring of three new members, and was able to reinstate the Diploma in 2012. Since that time, 151 students have enrolled. As one of the only universities in Canada that has faculty who specialize across multiple disability areas, the SPED area is uniquely equipped to be able to offer breadth and choice. Students who wish to further specialize can pursue an M.A. or M.Ed. Given limited exposure to SPED areas in the B.Ed., students who continue and pursue the Diploma will enter the school system with greater depth about the unique learning needs of students with disabilities within the classroom.

### 3.7 Research and Scholarship

ECPS offers a number of enrichment opportunities for undergraduate students. While most student research work is done at the graduate level, in CNPS the Myrne Nevison professorship allows Dr. Lynn Miller to hire both undergraduate and graduate students to work on issues regarding child mental health. She is currently operating a child anxiety lab and delivers intervention programs for anxiety among children in British Columbian schools. Other enrichment opportunities offered are themed cohorts within the B.Ed. program. SPED and HDLC core faculty members co-coordinate a concentration focused on Self-Regulated Learning (SRL). This allows students to more deeply understand an important area related to effective teaching and learning, especially regarding groups of exceptional learners who often struggle with executive functions and SRL. HDLC also offers a concentration in Social and Emotional Learning (SEL) which has been shown to be foundational for school success. A focus on SEL emphasizes active learning approaches in which skills can be generalized across curriculum areas and contexts when opportunities are provided to practice the skills that foster positive attitudes, behaviours, and thinking processes.

### 3.8 Reflection of Place and Promise on the Curriculum

ECPS cohorts and courses offered in the B.Ed. as well as the Diploma programs strive to meet the *Place and Promise* priorities in the following ways:

#### 3.8.1 Research Excellence

ECPS faculty has research expertise and knowledge across a broad range of areas applicable to teacher education and counselling. This knowledge is incorporated into coursework and the development and coordination of cohorts and diploma programs. This breadth of expertise can also provide opportunities for students to become involved in research.

#### 3.8.2 Community Engagement

ECPS faculty historically has had a long tradition of community engagement. Through their research and other projects, faculty members have established community connections that bridge research and practice. For example, research findings from projects conducted in schools and in clinics filter back into the coursework content as one way to promote evidence-based practices.

#### 3.8.3 Student Learning

The majority of the programs and courses in ECPS aim to empower students to effectively teach and support all students in classroom and school settings. The aim of the Diploma in Guidance Studies is to provide a foundation in counselling topics for students wishing to further their education by enrolling in graduate education at UBC. In all areas, coursework strives to balance theory, research, practice and evidence-based learning so that students gain a solid base in the area that they are studying. A recent survey of ECPS undergraduate students illustrate how we are meeting *Place and Promise*

for Student Learning as when asked about the program strengths of their diploma program students wrote:

*'I appreciate those course instructors who are still in touch with the counselling practice. They help me to understand how the theories are applied in real-life.'*

*'Special Education offers a variety of current course work which is directly relevant to the field. The readings, discussions and presentations are closely tied to what is happening in real classrooms today.'*

*'A curriculum that is applicable for the workplace.'*

*'Expectations are clear, resources easy to access, website for distance-ed fairly easy to navigate...'*

*'Flexible courses that allow students to work full time as well as participate in the program...'*

*'SPED: I think that the strengths are the knowledge and organizations of the professors in the program.'*

*'Guidance Diploma: Flexibility and good coverage of general counselling knowledge.'*

*'Small classroom sizes allow for classroom discussions where everyone can be engaged.'*

### **3.9 Instructional Models, Assessments of Learning**

A variety of instructional methodologies are utilized across ECPS. These are designed to model teaching practices, provide application-based practices, and to link evidence-based research to practice. Instructional models include, but are not limited to classroom discussion, think-pair-share activities, in-class problem-based and case study learning, small group project work, personal reflections, team teaching, inquiry based reflections, learning journals, and blended learning (online and face-to-face).

Courses held by the TEO are evaluated on a pass/fail basis. Some members of the ECPS faculty involved in the teacher education program think that a non-graded approach to evaluation results in teacher candidates devaluing foundational coursework and focusing their attention on their methods course-work and preparation for student teaching. This means that, in an already course-heavy program, key issues of learning, development, assessment and culture are frequently experienced as ancillary to the "real work of teacher education." In an attempt to mitigate these issues work has been done to continue to develop an emphasis on theory-practice relations, to identify and incorporate materials that link theory-practice, and to encourage the teacher candidates themselves to ask "so what?" questions: so what does this theory mean for my practice, so how does this practice speak back to my own theoretical lenses? These links are extended into

the TCs short practicum by assigning observational assignments as a method for deepening the theory-practice link.

Students in diploma programs receive number grades for their coursework. Assignments in these courses also blend theory and practice, and focus on best-practice in teaching and/or counselling. Assessment in ECPS undergraduate courses is both formative and summative (“for learning”, “of learning” and “as learning”) and takes place both formally and informally. Assessment is held both in the hands of students (peer and self-assessment) and by the instructors and include activities such as: observations, individual and group presentations of learning, poster sessions, quizzes, blog submissions, video recordings and written assignments (e.g., case study problem solving, reading reflections, personal journaling, auto-geography, reflection papers).

### **3.10 Teaching and Learning Evaluation, and Effectiveness**

#### **3.10.1 Course Coordination and Evaluation**

All courses in ECPS are evaluated by the students in the course as per UBC policy. As well, graduate teaching assistants’ (GTAs) and new instructors’ teaching is peer evaluated by faculty in the area. Currently, most undergraduate courses in ECPS for the B.Ed. program have a course coordinator who is responsible for oversight of the course. This oversight entails meeting with the instructors, reviewing the course expectations, and the course outline and providing course materials to the instructor. The course coordinator meets with the instructor over the period of the course and advises the instructor if student issues arise.

#### **3.10.2 Teacher Assistant Evaluation**

The process for the GTA evaluation varies among the areas but in many areas a GTA is observed once a term and a formal teaching evaluation is completed by the Course Coordinator. This observation takes place for at least one hour of each course that a GTA is instructing and a standard form created by each area is utilized. The evaluation process focuses on formative evaluation and the results are shared with the GTA soon after the evaluation so that GTAs can utilize the information within the same course. Some of the areas covered in the evaluation include: organization, presentation skills, instructor-student interactions and overall comments/suggestions. The evaluation form often includes both a Likert type scale as well as space for narrative comments to help GTAs focus on areas for improvement. Once the evaluation is completed and shared with the GTA, the completed forms are kept by the course coordinators.

Currently, our GTA evaluation procedures are under review and changes to the process are expected to take place in the upcoming academic year. Some of the expected changes include: differentiation between process for first time GTAs and GTAs who have taught before, revisions to the evaluation

forms, as well as changes to where the completed evaluations are kept. Also, it may be advisable to establish standard criteria for GTA evaluation across the areas.

### **3.10.3 Peer Review**

For each sessional instructor who is teaching a course for the first time, a formal peer review is conducted. The teaching evaluation for each sessional instructor who teaches in the teacher education program for the first time consists of a peer review by two ECPS faculty members. The peer review begins with a conversation about the course outline and the instructor's experience of teaching the course. An hour-long observation is conducted, which includes time for an in-camera discussion with teacher candidates about the course. Subsequently, the peer review form is completed. At the end of the term, once grades have been submitted, the peer reviewers go over the review with the instructor and provide both summative and formative feedback. The instructor may formally respond to the review if desired. The form is also submitted to the department head.

### **3.10.4 Previous Challenges**

The appointment of tenure-track faculty members at the Instructor I level was viewed as a proposed solution to the challenges associated with the large number of sessional instructors teaching courses. Some development has been achieved in this area, with the hiring of a number of untenured 12-month lecturers to provide a more stable and committed instructor group. Furthermore, in an effort to improve consistency and quality of teaching, ECPS provided dedicated credits for course coordination for each of the B.Ed. courses for the first two years of the revised program's implementation.

### **3.10.5 Graduate Teaching Opportunity and Development**

ECPS continues to provide opportunities for graduate students to be employed as GTAs. In an effort to improve GTA efficacy, graduate students applying for a GTA appointment for all areas must have approval by their supervisor and some areas require that graduate students have successfully completed a teaching course (EPSE 606—College and University Teaching). For some courses, appointed GTAs must also take a content area teaching course that focuses specifically on the course they will be teaching.

## **3.11 ECPS Undergraduate Perspectives**

### **3.11.1 Survey Response to Teaching Quality**

A survey was conducted with the undergraduate students regarding the quality of teaching. A number of questions addressed the quality of teaching in the diploma programs in the undergraduate student survey completed for this review. Great majority of students reported positive perceptions of the quality of teaching: 84% of respondents strongly agreed or agreed

that the quality of teaching in ECPS is good; 90% reported that academic expectations are clear; 77% agreed that they felt supported by ECPS in pursuit of their diploma; and 74% agreed that their program is designed to help them complete in a timely manner.

### **3.11.2 Student Advising and Development**

Advising and development for undergraduate ECPS students is mostly contained within the Teacher Education Office (TEO). The TEO helps guide students within the larger B.Ed. program, deals with any student issues and supports students in their future development (both in terms of career and further education). ECPS course and cohort coordinators and instructors work with the TEO to help support students. Contributions include special activities for the cohorts held in HDLC and SPED, mentoring students who are having academic difficulties in our courses, providing information on ECPS diploma and graduate programs, delivering guest lectures in courses, and delivering a large seminar in SELD to all B.Ed. students, as well as providing accurate and current information about ECPS programs for inclusion on websites. In the student survey conducted, 76% of students who responded reported that they would feel safe to raise issues with someone in the department if they were experiencing difficulties. Similarly, 76% stated that they knew where to get important information in ECPS when they needed it and 84% of students agreed that ECPS offers a positive educational environment for students.

Overall, 90% of students reported that they were happy being a student in ECPS.



## 4 Graduate and Postdoctoral Studies

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### 4.1 Overview of Graduate programs

The Department of Educational and Counselling Psychology, and Special Education is a large department that houses five separate program areas: Counselling Psychology (CNPS); Human Development, Learning and Culture (HDLC); Measurement, Evaluation, and Research Methodology (MERM); School Psychology (SCPS); and Special Education (SPED). The mission of the department is to develop and apply psychological perspectives and methodologies through innovative and ongoing programs of research to understanding and addressing human concerns across the life course in diverse contexts, including families, communities, schools, and workplaces. The applied focus of the department enables considerable attention to socially-relevant research questions, as well as a commitment to applying, translating, and sharing research findings broadly. There is a strong emphasis on the integration of practice and research. This is especially so for our two clinical programs (CNPS, SCPS), which include a large focus on practical and clinical skill development. Below is a more detailed description of each of the five program areas, including how the programs have evolved since the last review.

#### 4.1.1 Counselling Psychology (CNPS)

The Counselling Psychology Program (CNPS) started at UBC in 1965 as part of the un-departmentalized Faculty of Education and has a 49-year history. In 1981, the counselling program became a department in the Faculty of Education; in 1999 the CNPS department amalgamated with Educational Psychology and Special Education (EPSE) to become one of the five programs in Educational and Counselling Psychology and Special Education (ECPS). There have been three areas of focus in our masters counselling program: school counselling, community and agency counselling, and counselling in higher education. Since our last departmental review, we have added two online cohort programs situated within Professional Development and Community Engagement (PDCE): School Counselling and Vocational Rehabilitation Counselling. These two cohort programs are being considered for accreditation by our accrediting body, CACEP (Council on Accreditation of Counsellor Education Programs). In terms of faculty within the program, we have had 3 retirements and anticipate a number of additional faculty retirements (9 in total) between 2015 and 2020. Our future plans are to create an area of focus in Indigenous Mental Health Counselling and to implement an accelerated M.A./ Ph.D. stream within the program. We have developed a tentative faculty renewal plan to ensure the ongoing integrity of our graduate programs.

Regarding an update of our accreditation, the Counselling Psychology master's program is accredited with CACEP. The CNPS program has been accredited for over 25 years, first with CACREP since 1988 and now with CACEP, the Canadian Counselling and Psychotherapy Association's accrediting body since 2007. The accreditation of our master's counselling program

expired on June 30, 2013. We have been granted an extension until June 30, 2014. A site visit in the spring of 2014 has been completed to complete our evaluation of the program and maintain our accreditation. Yearly, we send a report to CACEP that includes any changes made to curricular offerings, and changes to core and other faculty members. The doctoral program in counselling psychology is currently accredited with the Canadian Psychological Association, and will continue to be accredited by the American Psychological Association (APA) until 2015.

#### **4.1.2 Human Development, Learning, and Culture (HDLC)**

The Human Development, Learning, and Culture (HDLC) program area addresses the intersection of research and practice in several contexts for learning, weaving together theoretical models and concepts in their application to real world educational issues. Investigations of learning, development, and the unique contributions of culture to these processes, are applied across a wide range of contexts including classroom, school, out-of-school programming, work, and technological contexts. Our research is conducted and interpreted through a variety of theoretical lenses, including developmental, cognitive, socio-cultural, and social and emotional development perspectives. The HDLC program area offers Ph.D., M.A., and M.Ed. degree programs, as well as two graduate level concentrations: one in Social and Emotional Learning and Development (SELD) for M.A. and M.Ed. students and the second in Self-Regulated Learning (SRL) for M.A. and M.Ed. students with both on and off-campus cohorts. In addition, our faculty members are involved in other key initiatives that integrate university and community engagement, including organizing and hosting a Self-Regulated Learning Institute in summer 2014 for educators, the Engaged Philosophical Inquiry hub for Western Canada, and the bi-annual conference for the International Council for Philosophical Inquiry with Children in 2015.

Since our self-study in 2003, there have been a number of significant changes in HDLC in relation to our expanding role in the Teacher Education Program, the way we organize and offer graduate coursework and programs, and the extent of our community engagement. Since 2005, HDLC faculty members have played a lead role in reconnecting with the Teacher Education Program. This work has included participating in a range of Teacher Education committees, including the CREATE Committee to redesign the Teacher Education Program that was launched in 2012, designing, coordinating, and teaching two required courses (EPSE 308 and EPSE 311) that have multiple sections in both elementary and secondary programs, and organizing and teaching two separate cohorts for elementary and middle years, the social and emotional learning and self-regulated learning cohorts.

A significant issue noted in our previous self-study that has not been addressed is the way that HDLC has been constituted. At present, there are four full-time tenure track HDLC faculty members, and the remainder of our faculty members are affiliated across areas. This arrangement causes

two significant problems: we have a shortage of faculty members who can supervise graduate students, and we have too many affiliated faculty members for the courses we teach. In HDLC graduate programs, we have met with a growing demand from educators to offer concentrations in areas where we have significant expertise. Our master's programs in social and emotional learning and development (SELD) and self-regulated learning (SRL) attract the bulk of graduate students to HDLC and meet the needs and interests of both local and international students.

#### **4.1.3 Measurement, Evaluation, and Research Methodology (MERM)**

The Measurement, Evaluation, and Research Methodology (MERM) program offers M.A., M.Ed., and Ph.D. programs through advanced research in a variety of contexts including education, psychology, health, and social services. MERM courses and faculty expertise meet the needs of graduate students and faculty research in all areas of the ECPS department, other departments in the Faculty of Education, and also in Kinesiology, Management Information Systems, Human Computer Interaction, Neuroscience, Epidemiology and Nursing. Graduates from MERM have taken teaching, research or management positions in several Universities and Institutions in Canada and abroad.

Historically, since 1990, emphasis in the MERM area has been on classroom assessment, psychometrics, program evaluation, and quantitative data analysis methods. Since the last review, advanced qualitative data analysis methodology courses have been added. However, our plan to add courses in categorical data analysis has been delayed.

Future plan includes additional graduate level courses in categorical data analysis, program evaluation, and classroom assessment. However, unless the three tenure track faculty positions in our 2014 faculty hiring plan are filled, the future plans are unlikely to materialise. Since 1990, we have had five retirements and only three new tenure track hires. Another tenure track retirement is confirmed for end of this year. Two short-term appointments have enabled us to maintain the number of courses we offer for students in MERM, as well as for students in the four other areas in the department.

#### **4.1.4 School Psychology (SCPS)**

The School Psychology Program prepares graduate students to become psychologists who work in schools, as well as academic, research, community, and private practice settings. The primary goal of the program is to develop professional psychologists whose research, training, and practice activities enhance the educational and psychological well-being of children and youth. Following a scientist-practitioner model, the program emphasizes the integration of theory, research, and clinical skills. Training encompasses academic, social, behavioural, consultation, intervention, and prevention domains, and students receive training in the integration of assessment and intervention, and relevant professional, legal, and ethical concerns. Science

and professional practice are viewed as interactive and complementary, with research integrated across core psychological and educational foundations training and relevant practical experiences provided at all levels of the program.

There have been numerous changes since the last review. First, the M.A., M.Ed., and Ph.D. programs have been revised to better align with the College of Psychologists of British Columbia course requirements for registration as psychologists, and, while the total number of courses being offered has not changed, their position in the course sequence was adjusted as some courses have been moved to the Ph.D. program and are no longer required at the master's level. The course sequence at the Ph.D. level, as well as the total number of credits at both levels, reflect these changes. Secondly, six new faculty have been hired since the last review and two have left the area or the university. The new hires reflect the continuity as well as the expansion of the school psychology program. Thirdly, the Internship Consortium was created in and has expanded to include master's and doctoral level interns, both from UBC and other universities. The Internship Consortium coordinates local placements as well as its own internship site. It is currently seeking accreditation through the Canadian Psychological Association. Finally, and probably our biggest change since the last review, is the fact that the SCPS Ph.D. program was accredited by the Canadian Psychological Association in 2013. The accreditation is for three years and impacts our visibility within Canada and internationally as it is a recognition of its quality.

#### **4.1.5 Special Education (SPED)**

The Special Education area offers M.A., M.Ed. and Ph.D. degrees and currently has 13 Ph.D.-level faculty members. The mission of the Special Education (SPED) graduate program is to promote practices that facilitate the inclusion, empowerment, and self-determination of individuals with disabilities. In order to provide an appropriate education environment that respects the unique strengths and needs of children with disabilities, the SPED graduate program operates under the premise that teachers, school administrators and other professionals working with individuals with special needs must have access to specialized preparation programs. With a faculty that has diverse expertise, the SPED program at UBC is in a unique position to offer specialization opportunities across a broad range of areas of exceptionality. The program is designed to provide unifying coursework for all M.A. and M.Ed. students while providing choices for specialization (concentrations). There are seven concentrations in the SPED program, including: Autism/Developmental Disabilities, Behaviour Disorders, Blindness and Visual Impairment, Deaf and Hard of Hearing, High Ability, Learning Disabilities, and Supporting Inclusive Education.

Since the last review in 2003, the SPED area has evolved in several ways. First, the concentration in learning disabilities was designed to provide specialization in high-incidence areas of special education. More recently, the General

Special Education concentration has been replaced by the Supporting Inclusive Education concentration to provide a more focused experience that addresses current needs in the school system to better support students with disabilities in the classroom and school environment. Finally, the SPED Area has also grown by adding three new faculty members—one in Blindness and Visual Impairments, one in Education of the Deaf and Hard of Hearing, and one in Autism/Developmental Disabilities—in 2009, 2010, and 2011 respectively.

The SPED Area has many plans and goals for continued improvement, including 1) Improve promotion of the new Supporting Inclusive Education and recruit across special and regular education contexts; 2) The Dorothy Lam Research Chair search, which is underway and has been framed to search for a scholar with expertise in research in the area of inclusion as well as policy, the SPED faculty envisions that this individual will further connect the SPED faculty with schools and community to influence inclusionary practices that better support students; 3) The SPED area has requested an additional faculty member for the behaviour disorders concentration. This area is in high demand and currently faculty members who support this concentration are either part-time or divide their time between more than one concentration. The hope is to add a faculty member with expertise who can open up additional interdisciplinary collaborations in research and teaching between behaviour disorders and mental health.

## **4.2 Enrolment, Recruitment, Admissions, and Completion Rates**

### **4.2.1 Enrolment**

We are one of the largest graduate departments at UBC, with 452 current graduate students spread across our five programs. The breakdown for enrolment over the past 10 years by degree and program area is provided in the table below. Information regarding the number of Aboriginal students in our programs, the gender split for our students, and number of international students is also provided below.

Table 4.1: ECPS Enrolment by Program Area, Degree, Aboriginal, International, and Gender

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
M.Ed.	CNPS	73	77	87	77	99	118	125	125	105	100
	HDLC	6	1	4	8	4	10	12	14	12	8
	MERM	2	2	1	0	1	1	1	2	3	5
	SCPS	10	3	3	6	9	13	12	14	12	8
	SPED	45	50	63	53	68	90	117	110	107	94
MA	CNPS	99	72	76	79	70	54	59	58	62	65
	HDLC	11	12	15	12	15	12	14	14	12	19
	MERM	7	5	6	7	5	7	9	11	9	10
	SCPS	20	25	25	22	19	21	23	18	22	23
	SPED	24	21	19	23	23	28	25	25	18	16
Ph.D.	CNPS	41	37	40	37	39	39	39	37	39	41
	HDLC	21	22	23	22	25	23	26	24	25	25
	MERM	14	13	15	14	16	15	10	12	11	12
	SCPS	13	14	16	17	17	13	12	11	1	12
	SPED	14	15	14	15	13	13	12	9	12	14
Total Students		400	369	407	392	423	457	496	484	461	452
Aboriginal		4	2	4	7	9	10	13	11	13	12
International		28	27	25	30	28	30	30	37	36	40
% Female		83%	83%	83%	82%	82%	84%	85%	86%	84%	83%

#### 4.2.2 Recruitment

We engage in several recruitment strategies, however, given the diversity in our programs, this engagement primarily occurs at the program level and differs based on the demand for the program. While there is no department-wide recruitment initiative, many programs rely on their websites, use word-of-mouth, professional contacts and conferences (local, regional, and international), and testimonials of current and former students as a means for recruiting new students. For high-demand programs, such as CNPS, HDLC, and many of the SPED programs, this recruitment approach appears to be effective.

In addition to these strategies, some programs (SCPS and SPED) have used recruitment presentations. These presentations are generally made for current undergraduate students (i.e., undergraduate psychology students, teacher candidates) or at conferences. The SPED program promotes the program through professional publications and list-serves, as well as by targeting school district personnel. In addition, HDLC has developed recruitment information 'postcards' that can be distributed to potential applicants at various venues. Finally, MERM utilizes social media, such as Twitter and Facebook to raise awareness about the program through its established professional networks.

Regarding Aboriginal students, although no direct efforts are geared towards the Aboriginal population, there is always special consideration given to applicants. Historically, we have had several Aboriginal students enrolled in our programs and we look forward to admitting more.

### 4.2.3 Admissions

ECPS has an application deadline of December 1st each year. After this date, the Graduate Program Assistants review the applications for completeness, as well as for eligibility in accordance with the academic standards of the UBC Faculty of Graduate and Postdoctoral Studies. Eligible applicants are then uploaded to an online course shell in Blackboard/Connect for faculty review. Admission decisions are made at the program level, but the process is fairly consistent across program areas, with noted exceptions. In general, the program area coordinator oversees admissions, and all full-time faculty members are expected to participate in the application process. Once the files are available for reviewing, faculty members individually review and rate all of the applicants in his or her program area. Once this review is complete, the program area meets as a group to make final admission decisions, which are generally consensus-based and dependent upon a fit between student and potential faculty advisor. A list of successful applicants is then forwarded to the Director of Graduate programs who, in turn, makes admission recommendations on behalf of the program areas.

For CNPS and SPED, which receive a large number of applications, a dedicated Admissions Coordinator is assigned each year. In CNPS, the Admissions Coordinator, plus a committee of two additional faculty members review all files and create a shortlist of eligible applicants. A shortlist of Ph.D. candidates is then circulated to all full-time CNPS faculty and the process becomes similar to the other programs. CNPS's process differs also by the fact that it awards places to a limited number of applications each year: current quotas include 6 Ph.D. and 35 M.A. /M.Ed. admits per year. SPED program application decisions occur in similar manner to other program areas but award decisions are made at the concentration level. As such, the Admissions Coordinator is responsible for reviewing, sorting, and distributing the applications to the coordinator of each concentration.

In SPED, for applicants who indicate an interest in more than one concentration, both concentrations will review the file. Similar to above, faculty members in each concentration then meet and make consensus-based decisions about admissions. For doctoral applicants, final admission decisions are made by discussion at the February SPED program area meeting. At this point, the SPED Admissions Coordinator relays all admissions decisions to the Director of Graduate Studies.

For HDLC, historically, the admissions process has involved a committee of the whole: every faculty member available reviewed each file. However, the application pool for 2014-15 was so large that we shifted our admissions process this year. Currently, each application file is reviewed by three faculty

members, one of whom has been identified as a potential faculty advisor by the student. In an admissions meeting of the whole, M.A. and Ph.D. applications are presented by the three reviewers to the group, questions are asked, and a final decision is made. M.Ed. applications are presented at a second meeting in the same fashion.

For several cohort-based, off campus, or otherwise special programs, files are reviewed separately by one or two faculty members with relevant expertise. This includes the School Counselling Stream (CNPS), the Vocational Rehabilitation Counselling Program (CNPS); and the Supporting Inclusive Education Concentration (SPED). Files for the Self-Regulated Learning Cohort (HDLC) are reviewed by at least two faculty members, one of whom is related to the concentration and the second is outside the concentration. Each year, across all five programs, we have up to 380 applicants. Please see below for an overview of the rates of admissions and offers for the department for each program area over the past 10 years.

#### 4.2.3.1 ECPS Applications, Offers, and Admissions by Program Area and Degree

The number of applications, offers and admissions by program are summarized in Tables 4.2 to 4.6.

*Table 4.2: CNPS applications, offers and admissions.*

CNPS		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
M.Ed.	Applicants	75	94	74	119	73	107	131	98	101	103
	% Offers	55%	33%	42%	47%	27%	45%	47%	39%	35%	39%
	% Admits	49%	27%	35%	36%	25%	36%	39%	30%	30%	34%
MA	Applicants	54	54	43	59	42	37	44	44	42	42
	% Offers	35%	28%	40%	34%	33%	46%	36%	34%	33%	43%
	% Admits	31%	24%	28%	27%	33%	35%	34%	32%	31%	41%
Ph.D.	Applicants	25	28	20	24	20	28	25	23	30	28
	% Offers	40%	21%	25%	29%	40%	47%	20%	26%	23%	25%
	% Admits	32%	21%	20%	25%	30%	39%	20%	26%	20%	25%

*Table 4.3: HDLC applications, offers and admissions.*

HDLC		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
M.Ed.	Applicants	5	6	3	5	10	8	9	10	17	14
	% Offers	100%	67%	0%	60%	60%	38%	78%	90%	59%	50%
	% Admits	60%	33%	0%	20%	40%	25%	56%	70%	35%	29%
MA	Applicants	13	6	6	8	5	7	6	12	9	10
	% Offers	85%	67%	50%	100%	100%	72%	67%	67%	44%	70%
	% Admits	69%	33%	33%	88%	60%	43%	33%	33%	33%	40%
Ph.D.	Applicants	5	7	7	7	8	8	9	10	7	11
	% Offers	100%	57%	86%	71%	50%	63%	56%	60%	43%	37%
	% Admits	80%	57%	43%	57%	25%	63%	44%	60%	29%	36%

Table 4.4: MERM applications, offers and admissions.

MERM		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
M.Ed.	Applicants	1	5	1	4	2	3	4	7	3	2
	% Offers	100%	40%	100%	25%	100%	67%	25%	29%	33%	50%
	% Admits	100%	40%	0%	0%	0%	33%	0%	14%	33%	50%
MA	Applicants	8	3	5	1	4	5	3	3	8	5
	% Offers	63%	67%	20%	100%	50%	40%	100%	67%	75%	40%
	% Admits	38%	67%	20%	0%	25%	0%	100%	67%	63%	40%
Ph.D.	Applicants	3	6	3	4	7	4	2	8	6	4
	% Offers	100%	67%	10%	50%	57%	50%	50%	25%	50%	50%
	% Admits	67%	67%	100%	25%	43%	50%	50%	0%	17%	25%

Table 4.5: SCPS applications, offer and admissions.

SCPS		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
M.Ed.	Applicants	6	25	8	13	12	9	18	19	19	16
	% Offers	67%	24%	25%	8%	58%	44%	44%	16%	21%	6%
	% Admits	17%	20%	13%	0%	42%	33%	39%	11%	11%	6%
MA	Applicants	12	16	12	27	14	18	18	24	27	25
	% Offers	92%	75%	58%	33%	71%	78%	61%	38%	33%	28%
	% Admits	42%	44%	50%	19%	36%	33%	28%	29%	22%	20%
Ph.D.	Applicants	5	5	6	4	6	3	3	6	6	5
	% Offers	100%	80%	67%	75%	50%	0%	100%	50%	50%	60%
	% Admits	60%	60%	67%	50%	50%	0%	67%	50%	33%	60%

Table 4.6: SPED applications, offers and admissions.

SPED		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
M.Ed.	Applicants	47	38	50	62	43	56	93	77	84	69
	% Offers	68%	61%	62%	56%	49%	57%	69%	72%	50%	74%
	% Admits	49%	34%	56%	50%	37%	50%	62%	61%	42%	68%
MA	Applicants	15	11	11	11	15	14	9	15	11	9
	% Offers	87%	45%	82%	73%	60%	57%	56%	27%	55%	56%
	% Admits	67%	36%	55%	45%	53%	43%	56%	13%	36%	33%
Ph.D.	Applicants	7	12	5	6	9	3	4	6	6	7
	% Offers	57%	75%	40%	17%	33%	67%	75%	33%	67%	71%
	% Admits	29%	50%	40%	17%	22%	33%	75%	17%	17%	57%

#### 4.2.4 Completion Rates and Time to Completion

Rates of completion for admitted students vary considerably by the degree and the program. Most of our master's programs are targeted to be 2

years in length, and our doctoral programs are targeted to be completed 4 years. However, for our clinical programs (SCPS and CNPS), which require a practicum and/or internship, the expected length of the masters and doctoral programs are 3 and 4-5 years, respectively. Regarding students' time to completion, our master's student average rates of completion are 3.3 and 2.86 years for research intensive and course-based master's, respectively. These numbers are slightly higher than the Faculty of Education (3.21 years) and quite a bit higher than the university average (2.58 years). These longer rates of completion are expected to be due to the large number of part-time students we have (e.g., full time teachers), as well as the increased time for clinical programs (noted above).

Regarding time to completion for doctoral students, our times to completion are much better in comparison to the Faculty of Education and the wider university. As an illustrative example, data has been compiled for the doctoral students who were admitted into the ECPS doctoral program between 2001 and 2004 (n=56). Of these students, 63% of them had graduated by the end of year 6, and 84% by the end of year 10. In total, 11% of these students (n=6) left the program. Although there is room for improvement in these completion times, as noted, these are superior to rates of completion in comparison to the Faculty of Education and to UBC as a whole for this same cohort. We also have fewer students leaving the program than at the faculty level (17%) or at the university level (19%).

*Table 4.7: Doctoral Rates and Completion Times for the 2001-2004 cohorts: ECPS, Faculty of Education (EDUC) and UBC*

	Year	1	2	3	4	5	6	7	8	9	10
ECPS (n=56)	% Graduated	0%	2%	7%	13%	34%	63%	73%	79%	84%	84%
	% Withdrawn	0%	0%	0%	7%	9%	9%	11%	11%	11%	11%
EDUC (n=209)	% Graduated	0%	0%	3%	11%	27%	47%	60%	60%	75%	75%
	% Withdrawn	3%	4%	7%	11%	14%	14%	16%	16%	17%	17%
UBC (n=1631)	% Graduated	0%	0%	2%	8%	26%	46%	62%	71%	74%	75%
	% Withdrawn	7%	11%	14%	16%	18%	18%	19%	19%	19%	19%

Over the past 10 years, the average number of ECPS students who graduate each year is 100 master's students and 14 Ph.D. students. This represents almost 30% of all graduate students who graduate each year from the Faculty of Education and 5% of the students who graduate from UBC. The table below indicates the numbers of students graduating each year over the past decade, as well as the proportion in the current study body.

*Table 4.8: Graduating ECPS Students by year as expressed as a percentage of the current student body*

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
M.Ed./M.A.	100	94	84	91	65	107	71	117	152	117
% of EDUC	34%	35%	28%	32%	21%	30%	18%	30%	43%	34%
Ph.D.	11	14	11	17	12	16	16	12	12	12
% of EDUC	11%	14%	10%	16%	11%	16%	16%	13%	12%	12%

### 4.3 Structure, Curriculum/Pedagogy, and Assessment

#### 4.3.1 Counselling Psychology (CNPS)

The programs currently being offered in CNPS are master's degrees (M.A. and M.Ed.) in Counselling Psychology and a Ph.D. in Counselling Psychology. The cohort programs in School Counselling and Vocational Rehabilitation Counselling also offer master's degrees in Counselling Psychology (M.Ed.). Please refer to our website link to review our counselling program's mission statement, program of studies, course list, course descriptions, admissions process, accreditation and other information pertaining to our program and faculty. The link to our program is: [http://ecps.educ.ubc.ca/cnps\\_grad\\_programs](http://ecps.educ.ubc.ca/cnps_grad_programs).

All master's programs contain a substantive common core of courses in counselling theory and skill acquisition. In addition to basic counselling theory, important aspects of the core program include counselling skill development under direct faculty supervision in one of the Department's school or community-based training centers, development of appropriate assessment skills using standardized and non-standardized measures, and further development of counselling skills in a final practicum which most often reflects the student's interest area. The Counselling Program offers a balanced integration of theory and supervised practice based on a scientist/practitioner model of pedagogy. It is sufficiently flexible to allow for individual differences in student background, interest and ability. The program offers opportunities for student self-appraisal and self-understanding. The program encourages students to participate in professional activities such as workshops and seminars. Educational, career, and personal counselling services are available to all students as part of UBC student services, and are provided by qualified persons other than the Counselling Psychology faculty.

Course materials involve the use of relevant research by faculty and students. There are ongoing and long-term relationships between program faculty and professional counsellors in the community. Faculty are involved in community-engagement activities that are evident in faculty CVs. The CNPS program has a Community Advisory Board made up of representatives of major stakeholders such as former students, personnel in collaborating agencies, professionals from the community and potential employers. CNPS

faculty members meet with the Advisory Board members yearly. This ongoing collaboration aims to inform the program's development and ensure valuable community links are maintained

#### 4.3.1.1 Master's Curriculum in CNPS

##### 4.3.1.1.1 Pre-requisite Requirements

Pre-requisites for the MA program are CNPS 362 (Counselling Interview Skills), CNPS 363 (Career Counselling), CNPS 365 (Introduction to Theories of Counselling), upper level courses in Statistics, Learning and Abnormal Psychology or Behavior Disorders. The MA program is comprised of 54 credits but also has a variable requirement of 36 to 54 credits that may be completed on a full time or part time basis. This variation may be dependent on whether credit for previously completed equivalent courses are accepted. Pre-requisites for the M.Ed. program are CNPS 362, CNPS 365, and upper level courses in Learning and Abnormal Psychology or Behavior Disorders. The M.Ed. program is comprised of 48 credits of course work but also has a variable requirement of 36 to 48 credits that may be completed on a full time or part time basis.

##### 4.3.1.1.2 Core Course Requirements

- **CNPS 363** (3 credits) Career Counselling (For M.Ed. students; MA students take this as a pre-requisite course)
- **CNPS 504** (3 credits) School Counselling or CNPS 514 (3 credits) Counselling Adolescents or CNPS 524 (3 credits) Counselling Adults (offered once a year)
- **CNPS 532B** or **CNPS 532C** (3-6 credits) Psychological Assessment in Counselling (offered once a year)
- **CNPS 564** (3 credits) Group Counselling (offered twice a year)
- **CNPS 574** (3 credits) Career Counselling (offered twice a year)
- **CNPS 578C** (6 credits) Individual and Family Theories and Interventions (includes lab) (offered twice yearly)
- **CNPS 584** (3 credits) Program Planning and Development (offered twice yearly)
- **CNPS 586** (3 credits) Ethics in Counselling (offered twice yearly)
- **CNPS 588** (6 credits) Supervised Training in Counselling (offered once a year over two terms)
- **CNPS 598** (6 credits) Field Experiences (Practicum): 500 hour practicum requirement (offered twice yearly)
- **EDUC 500** or **EPSE 481** (3 credits) Introduction to Research in Education or **EPSE 595** (3 credits) Qualitative Research Methods or a research course approved by the program advisor

##### 4.3.1.1.3 Additional Courses for the School Program

- **CNPS 504** (3 credits) School Counselling (instead of CNPS 514 or CNPS 524, offered once yearly)
- **EPSE 552** (3 credits) School-based Interventions (offered once yearly)
- **EPSE 535** (3 credits) Social and Emotional Assessments in Schools (replaces CNPS 532C, offered once yearly)

**4.3.1.1.4 Additional Courses for the MA students**

- **CNPS 579** (3 credits) Research in Counselling (offered once yearly)
- **CNPS 599** (3 credits) Thesis

**4.3.1.1.5 Additional Courses for the Vocational Rehabilitation Counselling Students**

- **VRHC 501** (3 credits) Issues in Vocational Rehabilitation Counselling (Year 1)
- **VRHC 512** (3 credits) Psychosocial & Vocational Aspects of Disability (Year 1)
- **VRHC 502** (3 credits) Medical Aspects of Disability (Year 1)
- **VRHC508** (3 credits) Review of Research in Educational Methods (Year 2)

**4.3.1.1.6 Elective Courses available to all MA students**

- **CNPS 534** (3 credits) Gender and Social Issues in Counselling (offered every other year)
- **CNPS 545** (3 credits) Family Counselling II (offered twice yearly)
- **CNPS/EPSE 551** (3 credits) School Consultation (offered yearly in SCPS)
- **CNPS 566** (3 credits) Advanced Group Counselling (offered once yearly)
- **CNPS 594** (3 credits) Cross-cultural Counselling (offered once yearly)
- **EPSE 507** (3 credits) Applied Child and Adolescent Psychopathology (offered once yearly)

**4.3.1.1.1 Proposed Accelerated M.A. to Ph.D. Program**

Students admitted to the M.A. in Counselling Psychology are eligible to apply for the accelerated M.A. /Ph.D. Program (SL-Ph.D.) in their 2nd year of M.A. studies. SL-Ph.D. permits integrated completion of the M.A. /Ph.D. in Counselling Psychology in less time than separate completion of an M.A. and Ph.D. degree. In December of the 2nd year of master's study, those who wish can apply for entrance to the Ph.D. program. Students interested in this option must follow the recommended schedule for M.A. /Ph.D. course completion. Completion of the SL-Ph.D. course schedule makes students eligible to apply to the Ph.D. program, but does not guarantee admission. Successful applicants will have demonstrated a high level of achievement in their M.A. work. Applicants who are not accepted into the streamlined program continue with M.A. studies through graduation and retain the option of applying for the Ph.D. program in subsequent years. This change is proposed for implementation from September 2015.

**4.3.1.2 Doctoral Program in CNPS**

The Doctoral Program in Counselling Psychology provides graduate education and research training leading to the Ph.D. degree and eligibility to be examined for licensure as a psychologist in the Province of British Columbia. The doctoral program in Counselling Psychology is identified as a professional psychology program that provides the foundation for professional practice and research. It is affiliated with

the Council of Counselling Psychology Training Programs. The doctoral program in CNPS with its mission statement, values and objectives is described on our department's website at: <http://ecps.educ.ubc.ca/cnps>.

Eight CNPS faculty members are registered as psychologists with the College of Psychologists of British Columbia (Drs. Borgen, Haney, Haverkamp, James, Miller, Schultz, Westwood and Young). Dr. Cox is registered in the US and will be eligible for registration in BC. Dr. Daniluk and Dr. Young are Fellows of the Canadian Psychological Association and Dr. Haverkamp and Dr. Young are Fellows of the American Psychological Association. Core faculty members participate in decisions affecting the doctoral program, including the formulation of basic policies and goals, operational procedures, student supervision and modification of the training program. Important decisions are made by consensus at regular meetings. The faculty members also monitor the standing and progress of the doctoral students. Upon admission, each student is assigned a Program Advisor and given a program of study that lists required courses and electives. Any changes to the student's program require approval of the Program Advisor, the department, the Dean of Graduate and Postdoctoral Studies, as well as, a designated Director of the Ph.D. Program, and a standing Ph.D. Committee that oversees the CNPS program. For further faculty descriptions see our website at: <http://ecps.educ.ubc.ca/cnps>.

#### 4.3.1.2.1 Doctoral Required Courses (offered once yearly)

##### Year One

- **CNPS 588** (6 Credits) Supervised Training in Counselling
- **CNPS 678** (3 Credits) Theoretical Perspectives in Counselling
- **EPSE 568** (3 Credits) Applied Developmental Neuropsychology
- **CNPS/EPSE 569** (3 Credits) Social Psychology Foundations in Applied Psychology
- **CNPS 587** (1-3 Credits) History and Systems in Psychology
- **CNPS 669** (1.5 Credits) Research Approaches in Counselling Psychology
- **CNPS 632** (3 Credits) Advanced Assessment in Counselling
- **CNPS 535** (3 Credits) Perspectives in Adult Psychopathology OR **EPSE 507** (3 Credits) Applied Child and Adolescent Psychopathology
- **CNPS 677** (3 Credits) Theories of Vocational Development

##### Second Year

- **EPSE 592** (3 Credits) Experimental Designs and Analysis in Educational Research
- **CNPS 669** (1.5 Credits) Research Approaches in Counselling Psychology
- **CNPS 586** (3 Credits) Ethics in Counselling Psychology
- **CNPS 688** (3 Credits) Supervision in Counselling Practice
- **EPSE 553** (3 Credits) Theories of Cognitive Abilities
- **ELECTIVES** (6 Credits) Advanced graduate courses in statistics or research methods

Third Year

- **CNPS 699** (6 Credits) Doctoral Dissertation

Fourth Year

- **CNPS 698** – Pre-doctoral Internship

In addition to these required courses, the doctoral students must successfully complete a clinical comprehensive examination after their first year and a specialty comprehensive examination after their second year before completing a research proposal.

#### **4.3.1.3 Evaluation**

Student performance is systematically reviewed as they progress through the program. Students are responsible for completing the “Annual Student Progress Report” yearly in May and meeting with their program advisor to discuss their progress. This process is in place both at the masters and doctoral level.

Where performance reviews indicate inappropriateness for the field of counselling psychology, faculty members assist in facilitating the students’ transition out of the program and if possible, into an area of study more appropriate for the student.

In the event that the faculty observes a student having difficulty, a provision is made for those concerns to be addressed at a special meeting with the involved faculty members present. Progress in these courses is carefully reviewed and monitored and instructors are required to provide written feedback to the students at regular intervals. Advisors meet with students at least once per semester to guide and support successful navigation through the program. Students receive feedback either through written or verbal means and are assigned grades. The assignments are cumulative with opportunities for students to improve their skills/knowledge. The core faculty meet annually to review student progress. In the doctoral program, if concerns are made known, the Ph.D. committee reviews the student’s progress and makes recommendations for remediation.

University regulations require that a grade of at least 68% be obtained in any graduate course taken for credit. When repeating a failed grade, a minimum grade of 75% must be obtained. A student who obtains more than one grade below 68% is normally required to withdraw. If progress in research is unsatisfactory, a student is required to withdraw. Failure on the clinical comprehensive examination or specialty comprehensive examination would also result in withdrawal

#### **4.3.1.4 Comprehensive Examination Format and Regulations**

See our website: in the CNPS Doctoral Program attached for a full description of the comprehensive examination processes.

- “Clinical Comprehensive Examination”: <http://ecps.educ.ubc.ca/counselling-psychology/cnps-graduate-programs/cnps-phd-program/cnps-phd-program-requirements/#clinical>
- “Specialty Comprehensive Examination”: <http://ecps.educ.ubc.ca/counselling-psychology/cnps-graduate-programs/cnps-phd-program/cnps-phd-program-requirements/#specialty>

#### **4.3.1.5 Master’s Clinical and Practicum Placements and Evaluation Procedures**

Practicum provides for the development of individual and group counselling skills under supervision. The master’s students in CNPS have a clinic experience (CNPS 588) in which they provide 40 hours of direct service to clients. One hour of supervision per week (using audiotape, videotape, and/or direct observation) over two academic terms is provided in CNPS 588. Clinic instructors provide written evaluation of counselling performance at the end of the first term and the end of the course in CNPS 588. Instructors also provide weekly verbal and sometimes written feedback after client sessions. If they are successful in clinic and have completed the required coursework they enroll in the practicum seminar (CNPS 598) and are placed in a practicum setting. Here supervisors are required to have at least a Master’s Degree in Counselling Psychology or a related mental health field, and four years work experience in the field of counselling. A formal written evaluation at the completion of the practicum is provided to each student. Students are required to complete 500 practicum hours: 160 direct client contact hours (individual, couple or family), 50 hours of group leadership, and 290 professional/administrative hours. In addition, students in practicum attend seminars every other week during the September-April term or weekly seminars during the spring session from April to June. Students present, discuss and consult on both individual cases and group counselling experiences and other clinical/professional issues.

#### **4.3.1.6 Doctoral Clinical and Pre-doctoral Internships**

##### **4.3.1.6.1 Pre-Admission Preparation**

Since students in the doctoral program will have completed a master’s degree, the practicum hours from their previous degree are added to the hours accumulated in the program in order to meet the 1000-hour requirement prior to entering their internship. One of the requirements for the doctoral program is that students have completed a minimum of 500 hours of practicum at the master’s level.

Those who have completed our master’s program have accrued a total of 782 hours of supervised clinical experience, including the following components: (a) 182 hours of supervised field experience (CNPS 588) usually in their first year in the Master’s program (including a minimum of 40 hours of individual counselling), and (b) 500 or more hours of practicum experience (CNPS 598) that includes a minimum of 160

hours of individual, couple or family counselling, and 0 hours of group counselling.

### **Year One**

Students enroll in CNPS 588 Doctoral Clinic that consists of one day per week for 26 weeks. This clinic team is composed of first year doctoral students and is supervised by a registered psychologist.

### **Year Two**

CNPS 688 Doctoral Supervision course provides students with training as clinical supervisors. They are assigned to a master's clinic team as a doctoral student supervisor in training. There is a seminar attached to this course which is organized around bi-weekly seminars with students and focuses on assisting students in developing an integrated model of supervision, as well as the opportunity to provide direct feedback on student performance in clinic.

### **Year Three, Four or Five**

A CPA-APA accredited internship, or its equivalent, is also required as part of the doctoral program and usually occurs in the third or fourth year, once students reach candidacy (completion of all course and comprehensive examination requirements and successful defense of their dissertation proposal). Students are encouraged to complete and successfully defend their dissertation prior to commencing their internships. Students complete a 1600-hour internship at an accredited (or equivalent) internship site. Please refer to the Doctoral Student Handbook at our website for more information: <http://ecps.educ.ubc.ca/cnps/>.

#### **4.3.1.7 Thesis Guidelines and Graduation Requirements**

Students in the M. Ed. programs in CNPS must complete 48 credits of course work in order to graduate with a M.Ed. degree in Counselling Psychology. Students in the M.A. program in Counselling Psychology must complete 54 credits of course work that includes a 6-credit thesis that meets the standards of the Faculty of Graduate and Postdoctoral Studies. M.A. students must have a research proposal approved by a committee of one faculty research supervisor and two other committee members. There is an oral examination upon completion of the thesis at which the research supervisor and one committee member must be in attendance to evaluate whether the oral defense and the written thesis is a pass or fail. For descriptions of thesis support and thesis supervision please refer to our website: <http://ecps.educ.ubc.ca/cnps/>.

Doctoral students in CNPS must complete 51 credits of course work, both a clinical comprehensive and a specialty comprehensive exam, a dissertation proposal, a dissertation that has been accepted at the Faculty of Graduate and Postdoctoral Studies, and a 1600-hour pre-

doctoral internship. Once completed, CNPS doctoral students may graduate with a Ph.D. in Counselling Psychology.

#### 4.3.1.8 How do we assess our program's success?

1. Maintenance of our accreditation with CCPA, CPA and APA
2. Feedback from our Advisory Board
3. Information gathered from the Annual Student Progress Reports
4. Demand for the program through admissions applications
5. Student employment following graduation
6. Student success in gaining licensure with RCC or BCCCA or College of Psychologists of BC
7. Student acceptance rates at conferences both nationally and internationally
8. Student publication rates
9. Student's successful attainment of competitive scholarships
10. Student participation in further training through attendance at professional workshops and seminars
11. Participation in community-engagement
12. Commitment to diversity issues through research, service and community engagement
13. Creation of the first Vocational Rehabilitation Counselling program in BC and creation of the first program in Aboriginal Mental Health Counselling (in progress) that offers a degree in Counselling Psychology

#### 4.3.2 Human Development, Learning, and Culture

Since the previous self-study, several substantial changes have occurred in HDLC, in terms of the structure of graduate programs, scheduling, and course offerings. At the time of our previous self-study, HDLC had many commitments outside our program area, allowed graduate students to begin at multiple times during the year, and changed course offerings yearly. In addition, we were considering, but had not yet agreed to, a set of core courses that would both streamline and provide a cohort opportunity for new HDLC graduate students across Ph.D., M.A., and M.Ed. programs. While we continue to share courses with some program areas, the number of courses that we do share is greatly reduced. Some HDLC courses still serve as foundational knowledge for other programs within our department, in particular, programs in SPED. Of interest, however, are our special topics courses—EPSE 511, 604A, and 604B—that attract a wide variety of students from outside of our department, faculty, and even university through the Dean's Agreement.

Currently, our graduate programs begin uniformly in September, rather than at multiple times throughout the year. Under an initiative brought about by Professor Hymel, as former Department Head, we created a course schedule that was flexible enough to respond to the workloads, buy-outs, and administrative responsibilities of faculty members, while also stable enough

to allow students to plan for the majority of course offerings. Core courses—EPSE 501, 503, and 505—begin in September, are offered at the same time each year, and the vast majority of new students from the Ph.D., M.A., and M.Ed. programs enroll in them at the same time. We do have a few part time students, who take one course per term.

All HDLC students complete the Annual Student Progress Report. This requires a meeting with their advisor and signatures from both the student and advisor regarding the student's progress and/or feedback regarding support. Potential student difficulties are discussed in camera during HDLC meetings. On occasion, when difficulties faced cannot wait until a monthly meeting, faculty members have scheduled brief meetings with each other to identify concerns and discuss strategies to support students.

The rest of this section highlights the Ph.D. program, the M.A. program, and the M.Ed. programs offered in HDLC. At present, we are the only graduate program in North America that provides concentrations to graduate students in the areas of social and emotional learning and development (SELD) and self-regulated learning (SRL), both of which are in high demand from local educators and a central reason why our applications have increased exponentially over the past 10 years. These two concentrations are offered to M.A. and M.Ed. students, and the SRL cohort has an on campus and off campus cohorts.

#### **4.3.2.1 Doctoral Program in HDLC**

The Doctoral Program in HDLC attracts students who are interested in becoming future academics, research fellows, and consultants. From the beginning of their program, doctoral students are engaged in a range of research experiences, and mentored into university teaching, participation in conferences through poster and paper presentations, and a range of publishing experiences that lead to publications. HDLC mindfully supports the development of well-rounded doctoral students who have a balanced CV upon graduation.

Along with excellent supervisory relationships, HDLC faculty members are committed to engaging graduate students in research mentoring experiences. Historically, the HDLC program was the first Ph.D. program in the department and in the Faculty of Education. We have continued a research intensive focus in HDLC and we currently have the second largest number of Ph.D. students in the Department. One indication of the success of our program is the quality of our graduates, who have found careers in a variety of settings where research and development plays a central role including university teaching, research, and administration, social policy analysis, curriculum and program evaluation, and community organizations.

One unique feature of our graduate education is its focus on preparing the future professoriate by engaging graduate students in both

research and teaching experiences that are specifically aimed at enabling them to contribute to research, scholarship, and teaching in universities. Our students are encouraged to engage in our on-going research groups and labs, as well as engaged in university teaching opportunities with on-going supervision and professional development in a unique “community of practice” in which graduate students and faculty work together to develop and offer foundational courses in the Teacher Education Program in development and diversity and cultivating supportive classroom and school environments.

The doctoral program is appropriate for students who already hold a master’s degree in HDLC or a related area (<http://ecps.educ.ubc.ca/human-development-learning-and-culture/hdlc-graduate-programs/hdlc-phd-program/hdlc-phd-program-requirements/>).

The Ph.D. program is normally completed over four to five years and involves the completion of coursework, a comprehensive exam, and a research-based dissertation. The program is of interest to students who want to obtain an advanced degree in their subject area. A teaching certificate is not a requirement. The Program of Graduate Studies form is included below to reflect coursework, followed by a description of the comprehensive exam, with procedure and evaluation. This information is posted and updated regularly on our HDLC web page: <http://ecps.educ.ubc.ca/human-development-learning-and-culture/hdlc-graduate-programs/>.

#### 4.3.2.1.1 Ph.D. Program Coursework

The following is indication of a typical doctoral program of studies under the HDLC program. The first three courses are the HDLC core. Students who completed their M.A. degree in HDLC do not need to retake these courses.

- **EPSE 501** (3 Credits) Seminar in Human Development, Learning and Culture
- **EPSE 503** (3 Credits) Cultural Perspectives on Learning, Development and Media
- **EPSE 505** (3 Credits) Foundations in Human Development: Infancy to Adulthood

HDLC Content Requirements include 6 to 12 credits and one relevant course from outside the area of specialization. The advanced courses below are options, although the EPSE 606 course is a requirement for doctoral students who would like to apply to become graduate teaching assistants (GTAs).

- **EPSE 604A** and/or **EPSE 604B** (3/ 6 Credits) Advanced Topics in Human Development, Learning and Culture
- EPSE 606 College and University Teaching [required course for Graduate Teaching Assistants]

Additional advanced methodology courses are required (6-12 credits), in preparation for dissertation research, and approved in consultation with the student's program committee. In addition to these required courses, doctoral students must successfully complete a comprehensive examination before completing a research proposal and moving on to candidacy. When actively dissertating, each student enrolls in EPSE 699 Doctoral Thesis.

#### **4.3.2.1.2 Comprehensive Examination**

For the Human Development, Learning and Culture (HDLC) area, the comprehensive examination is designed to meet two basic objectives:

##### **1) *Demonstration of depth and breadth of knowledge in HDLC***

Students demonstrate their depth and breadth of knowledge through the analysis, synthesis, critical evaluation, and integration of two distinct domains within the field. Students are expected to consider information derived from coursework, research and practical experiences, directed studies, and their own independent readings to address a significant question or issue within the field in a scholarly, integrative review paper. To facilitate breadth of knowledge, the comprehensive examination must be distinct from the student's M.A. thesis research and doctoral dissertation research, though there may be some overlap.

##### **2) *Evaluation of theoretical and applied competencies***

The comprehensive examination provides program area faculty with a cumulative evaluation of each doctoral student in terms of their understanding of both theory and application within their chosen field of study. Successful completion of the comprehensive examination indicates that competencies in the student's primary area of study are consistent with study and learning at the doctoral level and that the student can communicate his or her knowledge in a scholarly manner.

For the comprehensive examination in the Human Development, Learning, and Culture area, doctoral students are required to write an integrative review paper addressing a significant issue or question relevant to HDLC that integrates two distinct areas or domains within the field. The student must demonstrate a good understanding of the chosen areas of focus as reflected in an in-depth review and critical analysis of the areas and must demonstrate the capacity to consider theory and research as well as application to issues of development, learning and culture.

The paper should reflect well-developed written communication skills, strong intellectual scholarship, and should be of publishable quality. It must be of standard manuscript length (e.g., 25 to 30 pages, excluding references and tables) and must conform to the style and

requirements of the Publication Manual of the American Psychological Association (6th Ed.).

#### **4.3.2.1.3 Comprehensive Exam Procedures and Evaluations**

The comprehensive examination is normally undertaken following completion of coursework and prior to embarking on the doctoral thesis, usually near the end of the second year of the doctoral program. Normally, the comprehensive paper is completed over a period of six weeks.

The comprehensive examination is overseen and evaluated by a comprehensive examination committee. This committee typically consists of the student's advisor and two other faculty members with expertise relevant to the chosen areas of focus. With the exception of the student's advisor, the membership of the comprehensive examination committee may or may not include members of the student's dissertation committee. At least one faculty member of the exam committee must be a member of HDLC.

Students select a topic for their comprehensive examination paper in consultation with their advisor and comprehensive examination committee. Prior to writing his/her comprehensive examination, the student must obtain formal approval from his/her comprehensive exam committee. To obtain this approval, the student needs to complete Part 1 of the Comprehensive Exam Proposal and Approval Form (<http://ecps.educ.ubc.ca/files/2013/10/Comp-Exam-form.doc>). All three committee members must sign it, indicating that they approve of the proposal, as well as the timeline for completion. The one page proposal needs to be submitted with the form upon completion of the comprehensive exam.

Students are expected to complete the paper within six weeks following receipt of approval from all members of the committee. Students are expected to notify the comprehensive committee at least two weeks in advance of submission of a paper. Committee members provide the student with an evaluation of their comprehensive examination within one month of submission of the paper to committee members.

Evaluation of the comprehensive examination is coordinated by the student's research supervisor. Each reader evaluates the paper as either pass or fail, on the basis of the following criteria:

1. Demonstration of the ability to integrate literatures to address a significant question or issue within Human Development, Learning, and Culture
2. Demonstration of in-depth understanding of the chosen areas of focus

3. Good use of the literature to derive support for scholarly arguments
4. Evidence of critical thinking and critical evaluation of each domain considered
5. Ability to consider both theory/research and application
6. Ability to consider multiple points of view
7. Demonstration of high standards of written communication, with clear and concise presentation of arguments in APA style.

Successful completion of the comprehensive examination requires a mark of “pass” from at least two of the three committee members. Students are required to have committee members sign part 2 of the Comprehensive Exam Proposal and Approval Form (<http://ecps.educ.ubc.ca/files/2013/10/Comp-Exam-form.doc>). An email is sufficient for this part, although it must be submitted along with the form.

For each paper that is assigned a failing mark by two or more committee members, students are provided with specific feedback outlining problems and are allowed to revise and resubmit their comprehensive paper within two months. On the Proposal and Approval form, a space is available to indicate the date of resubmission, should this be necessary. Only one re-write is allowed; students who have not passed after one revision are asked to withdraw from the program.

After students have successfully completed their comprehensives exam, they move on to constituting their research committee and writing their dissertation proposal. After the research proposal is successfully defended, they are formally admitted to candidacy and can apply to the behavioral review ethics board for their research.

#### **4.3.2.2 M.Ed. Program in HDLC (General)**

The M.Ed. program is appropriate for students with an undergraduate degree in an area related to HDLC. The M.Ed. program is a course-based 30-credit program that is normally completed over two years. It is usually a terminal degree appropriate for those with an interest in advancing their knowledge in the area of HDLC, but who are not interested in conducting research. A teaching certificate is not a requirement although a number of our M.Ed. students are practicing teachers. Students with no research courses prior to beginning their program are required to take:

- **EPSE 481** (3 credits) Introduction to Research in Education

##### **4.3.2.2.1 Core Content Requirements**

- **EPSE 501** (3 credits) Seminar in Human Development, Learning, and Culture
- **EPSE 503** (3 credits) Cultural Perspectives on Learning, Development, and Media

- **EPSE 505** (3 credits) Foundations in Human Development: Infancy to Adulthood

#### 4.3.2.2.2 Other Content Requirements

- **EPSE 502** (3 credits) Cognition, Language, and Literacy Processes in Education
- **EPSE 511** (3 credits) Special Topics in Human Development, Learning, and Culture
- **EPSE 584** (3 credits) Motivation in Education
- **EPSE 630** (3 credits) Advanced Seminar: Adolescence through Emerging Adulthood
- **EPSE 585** (3 credits) Social Emotional Development in Education **or**
- **EPSE 561H** (3 credits) Laboratory Practicum

A remaining 9 credits of course electives are required to be completed in addition to:

- **EPSE 590** (3 credits) Graduating Seminar

#### 4.3.2.3 M.A. Program in HDLC (General)

The M.A. program is appropriate for students with an undergraduate degree in an area related to HDLC. Depending on the concentration, the M.A. program is a 30-credit program that involves completion of coursework and a research-based thesis, and is normally completed over two to three years (<http://ecps.educ.ubc.ca/human-development-learning-and-culture/hdlc-graduate-programs/hdlc-ma-program-requirements/>). The program is appropriate for those with an interest in research and the possibility of continuing on to advanced work in a doctoral program. A teaching certificate is not a requirement. Below is a course outline for the HDLC M.A. (general) program.

##### 4.3.2.3.1 Course Requirements

For students who have not had equivalent course work prior to starting the M.A., the following courses are required:

- **EPSE 481** (3 credits) Introduction to Research in Education
- **EPSE 482** (3 credits) Introduction to Statistics for Research in Education

##### 4.3.2.3.2 Core Content Requirements

- **EPSE 501** (3 credits) Seminar in Human Development, Learning, and Culture
- **EPSE 503** (3 credits) Cultural Perspectives on Learning, Development, and Media
- **EPSE 505** (3 credits) Foundations in Human Development: Infancy to Adulthood

##### 4.3.2.3.3 Methodology Course Requirements

- **EPSE 592** (3 credits) Experimental Designs and Analysis in Educational Research or

- **EPSE 596** (3 credits) Correlational Designs and Analysis in Educational Research;

and

- **EPSE 595** (3 credits) Qualitative Methodologies in Educational Psychology and Special Education or equivalent

#### 4.3.2.3.4 Elective Requirements

A remaining 9 credits of course electives are required to be completed.

- **EPSE 502** (3 credits) Cognition, Language, and Literacy Processes in Education
- **EPSE 511** (3 credits) Special Topics in Human Development, Learning, and Culture
- **EPSE 584** (3 credits) Motivation in Education
- **EPSE 585** (3 credits) Social Emotional Development in Education or
- **EPSE 561H** (3 credits) Laboratory Practicum
- **EPSE 604** (3 credits) Advanced Topics in Human Development, Learning, and Culture
- **EPSE 630** (3 credits) Advanced Seminar: Adolescence through Emerging Adulthood

In addition to these electives:

**EPSE 599** (6 credits) M.A. Thesis

#### 4.3.2.4 The Concentration in Social and Emotional Learning and Development (SELD)

We have created a Social-Emotional Learning and Development (SELD) concentration option in the HDLC M.A. and M.Ed. programs for students with an interest in learning more about theories, research, and practice in the area of social-emotional learning (SEL) and development. This concentration is offered in the HDLC Master's programs (M.Ed. and M.A.) or as a "sub-specialization" for graduate students from other programs at UBC (e.g., Social Work, Nursing, Psychology, and Human Kinetics) who have an interest in developing a greater understanding of SELD.

Social and emotional learning and development, or SELD, is the process of acquiring the competencies to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. In short, SELD competencies comprise the foundational skills for positive health practices and interpersonal relationships, engaged citizenship, and school success. SEL is sometimes called "the missing piece," because it represents a part of education that is inextricably linked to school success, but has not been explicitly stated or given much attention until recently. The concentration in SELD emphasizes active learning approaches in which skills can be generalized across curriculum areas and contexts when opportunities

are provided to practice the skills that foster positive attitudes, behaviors, and thinking processes.

#### **4.3.2.4.1 SELD Concentration (M.Ed.) Program**

Students with no course in Research Methods will be required to take the following course as one of their electives in the HDLC M.Ed. program:

- **EPSE 481** Introduction to Research in Education (3 credits)

##### **4.3.2.4.1.1 Content requirements**

- **EPSE 501** Seminar in Human Development, Learning, and Culture (3 credits)
- **EPSE 503** Cultural Perspectives on Learning, Development, and Media (3 credits)
- **EPSE 505** Foundations in Human Development: Infancy to Adulthood

##### **4.3.2.4.1.2 Concentration requirements**

- **EPSE 585** Social and Emotional Development in Education (3 credits)
- **EPSE 561H** Practicum in Social and Emotional Learning (3 credits)
- **EPSE 535** Social and Emotional Assessment in Schools (3 credits)
- **EPSE 591** Theory and Practice of Program Evaluation (3 credits)

##### **4.3.2.4.1.3 Concentration Electives**

- **EPSE 502** Cognition, Language and Literacy Processes in Education (3 credits)
- **EPSE 584** Motivation in Education (3 credits)
- **EPSE 511** Special topics in Human Development in Education (3 credits)

In addition to these electives:

- **EPSE 590** Graduating Seminar (3 credits)

These are the minimum requirements for the Masters of Education. Students are strongly encouraged to take additional relevant courses selected in consultation with, and approved by, their advisor. Students completing a Masters of Education in Human Development, Learning, and Culture must complete EPSE 590: The Graduating Seminar at the end of their program. Students must complete 24 credits of coursework before taking the course, and they must register for the course through their graduating advisor. The course is offered three times each year: during Winter 1 and 2 and Summer 2.

#### **4.3.2.4.2 SELD Concentration (M.A.) Program**

For students who have not had equivalent course work prior to starting the M.A.:

- **EPSE 481** Introduction to Research in Education (3 credits)
- **EPSE 482** Introduction to Statistics for Research in Education (3 credits)

##### **4.3.2.4.2.1 Content requirements**

- **EPSE 501** Seminar in Human Development, Learning, and Culture (3 credits)

- **EPSE 503** Cultural Perspectives on Learning, Development and Media (3 credits)
- **EPSE 505** Foundations in Human Development: Infancy to Adulthood (3 credits)

#### **4.3.2.4.2.2 Concentration requirements**

- **EPSE 585** Social and Emotional Development in Education (3 credits)
- **EPSE 561H** Practicum in Social and Emotional Learning (3 credits)
- **EPSE 535** Social and Emotional Assessment in Schools (3 credits)
- **EPSE 591** Theory and Practice of Program Evaluation (3 credits)

#### **4.3.2.4.2.3 Methodology course requirements**

- **EPSE 595** Qualitative Methodologies in Educational Psychology and Special Education (3 credits)
- **EPSE 592** Experimental Design and Analysis in Educational Research (3 credits) or
- **EPSE 596** Correlational Design and Analysis in Educational Research (3 credits)

In addition to these courses:

- **EPSE 599** Master Thesis (6 credits)

#### **4.3.2.5 Program Concentration in Self-Regulated Learning (SRL)**

Across North America, “self-regulated learning” is being associated with the kinds of “21st century learning skills” that schools need to foster, if today’s learners are to experience success from primary grades through the adult years. Self-regulation is critical because it entails learners’ adaptive engagement in activity within particular environments (e.g., students’ successful navigation of academic work in schools). Models of self-regulation describe how “metacognition” (e.g., understanding oneself as a learner), motivation/emotions, and strategic action combine to ensure success in learning. Research suggests that these models provide a powerful framework from which educators can build to better understand challenges/successes in students’ learning and engagement, and for constructing practices that foster students’ development as empowered, strategic learners.

We have created a Self-Regulated Learning concentration option in the HDLC M.Ed. and M.A. programs for students with an interest in learning more about theories, research, and practice in the area of self-regulated learning. This concentration will be offered in the HDLC Master’s programs (M.Ed. and M.A.), or as a “sub-specialization” for graduate students from other programs at UBC (e.g., in Psychology, Health Professions Education, or Science).

Participants in this program will engage in rich, inquiry-based processes through which they will continually have opportunities to co-construct knowledge related to learning and development, and to bridge

theory, research and practice. More specifically, through the program, participants will consider together theories, principles, and practices related to:

1. developmental and learning processes in the academic, social-emotional, and cultural domains;
2. self-regulation and motivation in classrooms and schools;
3. meeting the diverse learning needs in today's classrooms;
4. how to interpret and take up theory/research to inform on-going practice development

#### **4.3.2.5.1 SRL Concentration (M.Ed.) Program**

These are the minimum requirements for the Masters of Education. Students are strongly encouraged to take additional relevant courses selected in consultation with, and approved by, their advisor

Students completing a Masters of Education in Human Development, Learning, and Culture must complete EPSE 590: The Graduating Seminar at the end of their program. Students must complete 24 credits of coursework before taking the course, and they must register for the course through their graduating advisor. The course is offered three times each year: during Winter 1 and 2, and Summer 2.

Students who have not had equivalent research methods course work prior to starting the M.Ed. are required to take the following course prior to or early in their program:

- **EPSE 483** Reading and Interpreting Research in Education (3 credits)

#### **4.3.2.5.1.1 Content Requirements**

- **EPSE 501** Seminar in Human Development, Learning, and Culture (3 credits)
- **EPSE 503** Cultural Perspectives on Learning, Development, and Media (3 credits)
- **EPSE 505** Foundations in Human Development: Infancy to Adulthood (3 credits)

#### **4.3.2.5.1.2 Concentration Requirements**

- **EPSE 561R** Practicum in Self-Regulated Learning (3 credits)
- **EPSE 565R** Self-Regulated Learning in Education (3 credits)
- **EPSE 584** Motivation in Education (3 credits)
- **EPSE 585** Social and Emotional Development in Education (3 credits)

#### **4.3.2.5.1.3 Remaining Requirements**

- Choose 6 credits of electives in consultation with, and approved by, the student's program advisor
- **EPSE 590** Graduating Seminar (3 credits)

#### 4.3.2.5.2 SRL Concentration (M.A.) Program

These are the minimum requirements for the M.A. concentration. Students are strongly encouraged to take additional relevant courses selected in consultation with, and approved by their program advisor. Students who have not had equivalent research methods course work prior to starting the M.A. will be required to take the following courses prior to or early in their program:

- **EPSE 481** Introduction to Research in Education (3 credits)
- **EPSE 482** Introduction to Statistics for Research in Education (3 credits)

##### 4.3.2.5.2.1 Content Requirements

- **EPSE 501** Seminar in Human Development, Learning, and Culture (3 credits)
- **EPSE 503** Cultural Perspectives on Learning, Development, and Media (3 credits)
- **EPSE 505** Foundations in Human Development: Infancy to Adulthood (3 credits)

##### 4.3.2.5.2.2 Concentration Requirements

- **EPSE 584** Motivation in Education (3 credits)
- **EPSE 585** Social and Emotional Development in Education (3 credits)
- **EPSE 565** Self-Regulated Learning in Education (3 credits)
- **EPSE 561** Practicum in Self-Regulated Learning (3 credits)

##### 4.3.2.5.2.3 Methodology Requirements

- **EPSE 595** Qualitative Methodologies in Educational Psychology and Special Education (3 credits) and
- **EPSE 592** Experimental Design and Analysis in Educational Research (3 credits) or
- **EPSE 596** Correlational Design and Analysis in Educational Research (3 credits)

In addition to the above courses:

**EPSE 599** Master's Thesis (6 credits)

In keeping with UBC's strategic plan, HDLC faculty members maintain high standards with regard to all three dimensions—student learning, research excellence, and community engagement. In the HDLC program, our commitment is integrated to deliver to high standards across student learning, research excellence, and community engagement. Students do not have separate learning, research, and community experiences, but participate in a program area that integrates all three at the level of experience. The research experiences our students participate in are a central aspect of their learning. Evidence for the high caliber of the student learning that occurs in the HDLC program comes via several sources.

#### 4.3.2.5.3 How do we assess our program's success?

1. Information gathered from the Annual Student Progress Reports
2. Demand for the program through admissions applications
3. Student employment upon graduation
4. Student acceptance rates at conferences both nationally and internationally
5. Student publication rates
6. Student's successful attainment of competitive scholarships
7. Participation in community-engagement
8. Commitment to diversity issues through research, service and community engagement

Given the research intensive focus of HDLC faculty members, along with our commitment to knowledge sharing and community engagement, it is not surprising that our graduate students are productive both in terms of conference presentations and publications. HDLC graduate students participate in a range of local, national, and international conferences each year, including meetings of the American Educational Research Association, the Canadian Psychological Association, the American Psychological Association, and the Society for Research in Child Development, and the Canadian Society for the Study of Education. Many of the presentations, both posters and papers, ultimately become publications in research journals. Graduate students also contribute to the literature by authoring and co-authoring book reviews, encyclopedia entries, literature reviews, conceptual pieces, and book chapters.

Taken together, our work in HDLC is shaping how people teach, learn, and lead in schools and universities, after-school and community based programs, high-tech companies, and international organizations. The HDLC faculty is pushing the frontiers of education, and the effects of our innovative approaches are improving education around the world.

### 4.3.3 Measurement Evaluation Research Methodology (MERM)

#### 4.3.3.1 Ph.D. Program

The Ph.D. program in MERM is determined on a case-by-case basis, as outlined in an individualized Program of Graduate Studies (PGS) developed for each student in consultation with his/her Academic Advisor and the Advisory Committee. However, every student is required to complete a minimum of three 600 level MERM courses and a dissertation. Ph.D. students typically take more courses than the minimum required, and some take a course or two in the Departments of Statistics or Psychology.

A Comprehensive Examination is required upon completion of the planned course work. Only students who obtain 85% or higher in the

required core MERM courses listed in a student's approved PGS can attempt the Comprehensive Examination. Students who do not meet this requirement must obtain 85% either by retaking the course(s) or by writing a sit-in examination on material specific to the course(s) prior to starting the Comprehensive Examination. This examination requires the student to research and compose a comprehensive essay/paper on a topic identified by the student's examining committee comprised of three MERM professors who may be part or all of the student's supervisory committee. The student's advisor acts as the coordinator of the Comprehensive examination. Students are given four weeks to complete the paper.

The content of the Comprehensive Examination paper may be related to student's dissertation topic, but cannot be part of the dissertation. In addition to the written essay, an Oral Examination is required, where the student presents a brief summary of his/her topic and answers questions from the Examining Committee members who would have read the written answer. The student has to demonstrate depth of understanding and originality via synthesis and application. An expectation of the scope of the answer is stated along with the question. Both the written and the oral examination are considered together for a pass or fail decision. Students receive an immediate evaluation decision of their performance following the oral examination. Normally, both the written and oral examinations are completed within six weeks.

In the case of unsatisfactory performance, the student is allowed one re-write and/or one oral presentation of the whole examination or the part(s) the examining committee may require. The time for the re-examination is specified by the examining committee. Students successfully completing the Comprehensive Examination progress to their dissertation research. The student identifies a dissertation topic in his/her area of research and career interests, and forms the dissertation supervisory committee. The dissertation supervisor is a MERM faculty member. There are at least two other members of the dissertation committee, one of whom must be a MERM faculty member. The dissertation defense follows procedures as specified by the University's Faculty of Graduate Studies.

#### **4.3.3.2 M.A. Program**

The M.A. is a 30-credit degree with a thesis worth 6 credits in the student's area of research and career interests. The M.A. thesis supervisor is a MERM faculty member. There are at least two other members on the thesis committee, one of whom is a MERM faculty member. The thesis examination follows Faculty of Graduate and Postdoctoral Studies procedures. There are four required and four elective courses as outlined below.

**4.3.3.2.1 Core Requirements**

- **EPSE 528** Basic Principles of Measurement (3 credits)
- **EPSE 592** Experimental Designs and Analysis in Educational Research (3 credits)
- **EPSE 595** Qualitative Research Methods (3 credits)
- **EPSE 596** Correlational Designs and Analysis in Educational Research (3 credits)

**4.3.3.2.2 Approved Electives**

Choose 12 credits:

- **EPSE 529** Development of Scales and Measures (3 credits)
- **EPSE 581** Special Topics in Research Design and Analysis (3 credits) (With Permission\*\*)
- **EPSE 591** Theory and Practice of Program Evaluation (3 credits)
- **EPSE 593** Design and Analysis of Research with Small Samples and Single Subjects (3 credits)
- **EPSE 594** Meta-Analysis: Quantitative Research Synthesis (3 credits)
- **EPSE 597** Structural Equation Modelling and Factor Analysis (3 credits) (With Permission\*\*)
- **EPSE 681** Advanced Topics in Research and Measurement (3 credits) (With Permission\*\*)
- **EPSE 682** Multivariate Designs and Analysis in Educational Research (3 credits) (With Permission\*\*)
- **EPSE 683** Hierarchical Linear Modelling, Growth and Change (3 credits)
- **EPSE 684** Item Response Theory (3 credits)

In addition to these courses:

- **EPSE 599** Master's Thesis (6 credits)

\*With permission of the student's advisory committee, the student may choose one non-MERM methodology elective in the Department, Faculty or University

\*\*By permission of the instructor and the student's advisory committee

**4.3.3.3 M.Ed. Program**

The M.Ed. requires 30 credits of course work only. There are four required and six elective courses as outlined below.

**4.3.3.3.1 Core requirements**

- **EPSE 528** Basic Principles of Measurement (3 credits)
- **EPSE 592** Experimental Designs and Analysis in Educational Research (3 credits)
- **EPSE 595** Qualitative Research Methods (3 credits)
- **EPSE 596** Correlational Designs and Analysis in Educational Research (3 credits)

**4.3.3.3.2 Approved electives**

Choose 18 credits:

- **EPSE 529** Development of Scales and Measures (3 credits)

- **EPSE 581** Special Topics in Research Design and Analysis (3 credits) (With Permission\*\*)
- **EPSE 591** Theory and Practice of Program Evaluation (3 credits)
- **EPSE 593** Design and Analysis of Research with Small Samples and Single Subjects (3 credits)
- **EPSE 594** Meta-Analysis: Quantitative Research Synthesis (3 credits)
- **EPSE 597** Structural Equation Modelling and Factor Analysis (3 credits) (With Permission\*\*)
- **EPSE 681** Advanced Topics in Research and Measurement (3 credits) (With Permission\*\*)
- **EPSE 682** Multivariate Designs and Analysis in Educational Research (3 credits) (With Permission\*\*)
- **EPSE 683** Hierarchical Linear Modelling, Growth and Change (3 credits)
- **EPSE 684** Item Response Theory (3 credits)

\*With permission of the student's advisory committee, the student may choose up to two non-MERM electives, but at least one should be a methodology elective. The other can be a content course or a methodology course. These courses may be in the Department, the Faculty, or the University.

\*\*By permission of the instructor and the student's advisory committee.

#### 4.3.3.4 MERM Graduate Courses

A list of MERM courses is provided overleaf. Course objectives and content and assessment details are available online (<http://ecps.educ.ubc.ca/measurement-evaluation-and-research-methodology/merm-courses/>). All MERM courses are taken by students in other programs in the ECPS department, Faculty of Education, and also by students in programs outside the Faculty of Education: Commerce (Management Information Systems), Computer Science (Human Computer Interaction), Health Studies, Neuroscience, Nursing and Psychology. EPSE 528, EPSE 592, EPSE 596 meet the requirements of the accredited professional programs of Counselling Psychology (CNPS) and School Psychology (SCPS) in the ECPS department.

	MERM Course	Program Level	Frequency/ year
EPSE	481 Introduction to Research in Education	Pre-requisite for admission into other programs	2 sections
EPSE	482 Introduction to Statistics for Research in Education		4 sections
EPSE	483 Reading and Interpreting Research in Education		3 sections
EPSE	528 Basic Principles of Measurement	M.Ed., M.A. Ph.D.	2 sections
EPSE	529 Development of Scales and Measures		1 section/ 2nd year
EPSE	581 Special Topics in Research Design and Analysis		1 section
EPSE	591 Theory and Practice of Program Evaluation		1 section/ 2nd year
EPSE	592 Experimental Designs and Analysis in Educational Research		3 sections
EPSE	593 Design and Analysis of Research with Single Subjects		1 section
EPSE	594 Meta-analysis: Quantitative Research Synthesis		1 section/ 2nd year
EPSE	595 Qualitative Research Methods		2 sections
EPSE	596 Correlational Designs and Analysis in Educational Research		2 sections
EPSE	597 Factor Analysis and Its Application to Behavioral Sciences		1 section
EPSE	599 Master's Thesis	M.A.	
EPSE	681 Advanced Topics	M.A. Ph.D.	1 section
EPSE	682 Multivariate Designs and Analysis in Educational Research		1 section
EPSE	683 Hierarchical Linear Modeling, Growth and Change		1 section
EPSE	684 Item Response Theory		1 section/2nd year
EPSE	699 Doctoral Dissertation	Ph.D.	

#### 4.3.4 School Psychology (SCPS)

The authority for all three School Psychology Programs (M.A., M.Ed., and Ph.D.), as with all graduate programs that are offered by the department, lies with the Faculty of Education and the Faculty of Graduate and Postdoctoral Studies at the University of British Columbia. Students are admitted to the Faculty of Graduate and Postdoctoral Studies, with the Department and Program being responsible for delivery of the program.

Within the department, the authority for the development of the three programs in school psychology, determination of admission to these programs, decisions affecting the training program including the formulation

of program policies and goals, operational procedures, student advisement, student supervision, program curriculum, and program modifications are the responsibility of the core Program faculty. Important decisions are made by consensus at regular (typically monthly) meetings. A structure is in place that incorporates input from faculty, as well as student representatives, on program committees and at area meetings. Students provide feedback on important decisions through their elected student representatives or directly to any faculty member. Students also provide input to the program's operation through their Annual Review document, area Towne Meetings for all students in the Program (held a minimum of once per term), Doctoral Student Meetings, and other special student meetings scheduled as needed. Through this structure the core faculty have clear decision-making responsibilities, along with input from students when appropriate, and accountability for decisions.

All matters pertaining to program operational procedures and academic curriculum are under the jurisdiction of the Program faculty. Although there are multiple levels of review for any curriculum changes, ultimately all operational and curriculum decisions regarding the program rest with the Program faculty. Recommendations regarding the curriculum are made by the Program faculty and then reviewed by the ECPS Council, which serves as the departmental curriculum committee. Any course additions, deletions, or changes requiring catalogue alterations recommended by the program faculty must be approved (in turn) by the Department, the Faculty Graduate Curriculum Committee, the Faculty, the Faculty of Graduate and Postdoctoral Studies Curriculum Committee, the Graduate Council of the Faculty of Graduate and Postdoctoral Studies, and the Senate of the university. Routinely, approval given at the Departmental level is supported through all lines of the university approval process. Over the past 8 years, as the Program has engaged in the curriculum changes required to move the Program forward for accreditation, all of the changes recommended by the Program have been approved at all levels of the university.

In line with UBC strategic plan, the School Psychology program aims at offering students the opportunity for transformative learning through a number of diversified teaching, research, as well as other educational experiences. This is done by offering a training that emphasizes breadth and depth of knowledge and experience, a program that supports the discovery, dissemination, and application of research within and across disciplines and, allows its students to contribute to their community through their school-related involvement as well as their overall community engagement.

The following are the course sequences for the three school psychology programs offered, including the course options. Note that the majority of master's courses are taken by students as a cohort. More flexibility is offered in the Ph.D. program where the Program of Graduate Studies list the actual individualised program taken by doctorate students.

#### 4.3.4.1 M.A. Program

The M.A. program is comprised of 61 credits that include a thesis and a 1200-hour 9-credit internship or a 3-credit intensive practicum.

##### Year One

- **EPSE 528** Basic Principles of Measurement (3 credits)
- **EPSE 531** Curriculum-Based Assessment & Intervention (3 credits)
- **EPSE 534** Academic Assessment in Schools (3 credits)
- **EPSE 535** Social & Emotional Assessment in Schools (3 credits)
- **EPSE 550** Professional, Legal, and Ethical Issues in School Psychology (3 credits)
- **EPSE 553** Theories of Cognitive Abilities (3 credits)
- **EPSE 554** Practicum in Cognitive Assessment (3 credits)
- **EPSE 561** Practicum in School Psychology (3 credits)

In addition 6 credits from the following methodology courses are required:

- **EPSE 592** Experimental Design & Analysis (3 credits)
- **EPSE 596** Correlational Design & Analysis (3 credits)
- **EPSE 595** Introduction to Qualitative Research (3 credits)
- **EPSE 593** Design & Analysis of Research with Small Samples & Single Subjects (3 credits)

##### Year Two

- **EPSE 507** Applied Child & Adolescent Psychopathology\* (3 credits)
- **EPSE 551** School-Based Consultation (3 credits)
- **EPSE 552** School-Based Interventions (3 credits)
- **EPSE 561** Practicum in School Psychology (9 credits)

##### Year Three

- **EPSE 589** Master's Internship in School Psychology (9 credits) or
- **EPSE 598** Intensive School-Based Practice (3 credits)

In addition to these courses:

- **EPSE 599** Master's Thesis (9 credits)

\*Courses that a student needs to take to pursue College of Psychologists (CPBC) registration.

#### 4.3.4.2 M.Ed. Program

The M.Ed. program is comprised of 57 credits that also include a 1200-hour 9-credit internship as well as a 3-credit Graduation Paper.

##### Year One

- **EPSE 528** Basic Principles of Measurement (3 credits)
- **EPSE 531** Curriculum-Based Assessment & Intervention (3 credits)
- **EPSE 534** Academic Assessment in Schools (3 credits)

- **EPSE 535** Social & Emotional Assessment in Schools (3 credits)
- **EPSE 550** Professional, Legal, and Ethical Issues in School Psychology (3 credits)
- **EPSE 553** Theories of Cognitive Abilities (3 credits)
- **EPSE 554** Practicum in Cognitive Assessment (3 credits)
- **EPSE 561** Practicum in School Psychology (3 credits)

In addition 6 credits from the following methodology courses are required:

- **EPSE 592** Experimental Design & Analysis (3 credits)
- **EPSE 596** Correlational Design & Analysis (3 credits)
- **EPSE 595** Introduction to Qualitative Research (3 credits)
- **EPSE 593** Design & Analysis of Research with Small Samples & Single Subjects (3 credits)

Year Two

- **EPSE 507** Applied Child & Adolescent Psychopathology (3 credits)
- **EPSE 551** School-Based Consultation (3 credits)
- **EPSE 552** School-Based Interventions (3 credits)
- **EPSE 561** Practicum in School Psychology (9 credits)

Year Three

- **EPSE 589** Master's Internship in School Psychology (9 credits)
- **EPSE 590** Graduating Paper (3 credits)

#### 4.3.4.3 Doctoral Program

The Ph.D. program is comprised of a minimum of 39 credits. In addition to coursework, it is also comprised of a comprehensive exam, two practica and a 1600-hour year-long pre-doctoral internship.

Year One

- **EPSE 632** Systems Change in Schools (3 credits)
- **EPSE 568** Applied Developmental Neuropsychology (3 credits)
- **EPSE 569** Social Psychology Foundations in Applied Psychology (3 credits)
- **CNPS 587** History and Systems of Psychology (3 credits)

In addition to these courses:

- 2 Professional Practice Courses (6 credits)
- 2 MERM Courses (6 credits)
- 1 Multi-cultural Course (3 credits)

Year Two

- **EPSE 633** Community-Based Systems (3 credits)
- **EPSE 687** Doctoral Field Practicum: Specialty Placement (3 credits)
- **EPSE 688** Supervision of School Psychology Practice (3 credits)

In addition to these courses:

- 1 Measurement, Evaluation and Research Methods Course (3 credits)
- Comprehensive Examination

Years Three and Four

- **EPSE 699** Doctoral Dissertation (6 credits)
- **EPSE 689** Pre-doctoral Internship in School Psychology (6 credits)

The latest School Psychology Student Handbook provides a sample of the documentation provided to students of the program's regulations, an outline of the required curricula, a list of credit courses taught by the unit for each program and level (e.g., M.Ed., Ph.D.) and the frequency with which they are offered, a list of the major credit courses taught outside the unit and taken by students in the program, a list of courses offered in the unit to serve students in other programs. It also includes details on the Comprehensive examination format and regulations (for doctoral programs).

#### **4.3.4.4 The Comprehensive Examination Format and Regulations**

The comprehensive examination in School Psychology consists of preparation for the examination, a written proposal, written presentation (Literature Review Paper and Psycho-educational Case Report) and a Final Oral Examination of the written presentation documents. Details of these components are provided below. It is expected that the case study will be completed within a six-month period at or near the end of the student's formal program course work. Successful completion of the Comprehensive Examination and oral defense of the dissertation research proposal are the final requirements for admission to candidacy.

#### **4.3.4.5 Expectations and Primary Components of the Comprehensive Examination**

The student will complete a psycho-educational case selected in consultation with the student's Comprehensive Examination Committee (described below). The written presentation of the case will consist of two major components: 1) Literature Review Paper and 2) Psycho-educational Case Report. Students may elect to conduct an assessment focused or an intervention focused case. Details of these components are described below.

The literature review paper emphasizes links between relevant research and selected aspects of the case conducted. The particular focus of the case depends on the nature of the referral problem described, but students are free to choose whether the primary emphasis of the literature review component of the comprehensive examination is on intervention or assessment issues relevant to the case. The Literature Review Paper should be a focused critical review paper.

Students are encouraged to identify one aspect of the case and develop a paper around the topic in consultation with the examination

committee. The student will be asked questions about the paper at the Final Oral Examination including aspects of the Literature Review Paper that may have informed conceptualization and assessment and intervention procedures for their case.

#### **4.3.4.6 Practica, Off-campus Placements, and Mechanisms of Assessment**

There are various practica and internships being offered at the master's and doctoral levels.

The master's practicum in school psychology is a supervised, integrated experience in psychosocial and psycho-educational assessment and intervention for school-aged children and youth. The course is intended to provide opportunities for students to integrate and apply knowledge and skills acquired through previous coursework in the context of general school psychology practice. The primary goal is for students to develop competency and confidence in addressing the psychosocial and psycho-educational needs of children and youth.

The practicum includes supervised experiences in conducting comprehensive psycho-educational and psychosocial assessments, as well as developing, implementing, and evaluating interventions using a multi-method, multi-source, problem-solving approach. This multi-method/multi-source approach may include a review of existing information/records, systematic observations in a variety of settings, interviews of parents, school personnel and other referral sources, administration of rating scales, standardized norm-referenced, criterion-referenced, curriculum-based, and informal assessment tools. Emphasis is placed on assessment and intervention (primary, secondary, and/or tertiary) at an individual, small group, class, or school-wide level. In addition, students receive supervised experience in interpreting results to parents, school staff and other referral agencies and in writing comprehensive reports. Students also participate in IEP and school-based team meetings. Students' skills will be refined through direct experience, individual and group discussion and supervision. Upon course completion students will demonstrate readiness for more independent practice in the range of school psychology skills and professional responsibilities required for the field-based practicum, specialty placement, and internship experiences.

The Intensive Field Practicum is an essential component of the master's-level graduate program in School Psychology. This practicum is the culminating master's training experience for students continuing directly to Ph.D. study in School Psychology at UBC. The practicum is only an option for M.A. students approved to continue directly to the Ph.D. program. All other Masters students will complete the master's Internship in School Psychology (EPSE 589). The Intensive Field Practicum in School Psychology provides students with the opportunity to take substantial responsibility for carrying out professional functions

as school psychologists in the context of appropriate supervision. The practicum further facilitates the development and integration of knowledge and skills gained from classroom and clinic practicum work.

The practicum student operates within the requirements of the school district and under the direct supervision of the Field Supervisor. Typically, the practicum student works under the administrative control of the school district. Throughout all aspects of the practicum experience, the agency and Field Supervisor maintain administrative responsibility for activities undertaken by the practicum student. Practicum supervision is the responsibility, primarily, of the agency and the identified Field Supervisor.

Its length and placement in the overall training sequence further defines the Intensive Field Practicum. The practicum occurs after completion of required master's degree coursework, successful completion of second year practicum (EPSE 561), and with approval of the School Psychology faculty. The practicum will normally be completed in the fall of year three of the M.A. program. The Intensive Field Practicum requires a full-time experience, for a minimum of six weeks, following an initial orientation to the site. This may be defined as 30 regular work days, at no fewer than three days per week (a minimum of 250 hours).

The Doctoral Field Experience: Specialty Placement is a core component of the Ph.D. program in School Psychology. The practicum builds upon prior practicum experiences at the Master's level and coursework at the doctoral level. The practicum facilitates the development and integration of knowledge and skills gained from prior course and practicum work. It provides the doctoral student with the opportunity for additional clinical skill development in their areas of specialty interest and is designed to help facilitate their transition to the Pre-Doctoral Internship.

In contrast to master's level practicum experiences, the Doctoral Specialty Placement may or may not occur in a traditional school setting. The practicum student operates within the requirements of the agency and under the direct supervision of the Field Supervisor. Typically, the student works under the administrative control of the agency. Throughout all aspects of the practicum experience, the agency and Field Supervisor maintain administrative control and responsibility for activities undertaken by the practicum student. Doctoral Specialty Placement supervision is the responsibility, primarily, of the agency and the identified Field Supervisor.

Its length and placement in the overall training sequence further defines the Doctoral Specialty Practicum. The practicum typically occurs between the midway point and end of the student's required

doctoral coursework, including successful completion of the intensive school-based practicum/internship at the master's level or equivalent. Students who did not complete the Intensive School-Based Experience/ Internship in School Psychology at the master's level may be required to add an additional school-based component to the Doctoral Specialty Placement resulting in additional required practicum hours. While one Doctoral Specialty Placement is required for completion of the Ph.D., students may elect to do additional Doctoral Specialty Placements to help facilitate meeting their own long-term professional goals.

Supervision of School Psychology Practice is a core component of the Ph.D. program in School Psychology. Supervision has become an increasingly important role of the doctoral level school psychologist, requiring both theoretical and conceptual understanding for the supervision process, as well as the acquisition of the necessary supervisory competencies. Both knowledge of supervision models and practice and skills to implement them is required.

The practicum builds upon prior didactic and practicum experiences at the master's level and coursework at the doctoral level. This course involves a didactic component (seminar) and practicum to integrate the two requirements of the subject. The practicum facilitates the development and integration of knowledge and skills gained from prior course and practicum work. It provides the doctoral student with the opportunity for supervised experience as a supervisor and is designed to improve their supervision and supervisee skills, facilitate their transition to the Pre-Doctoral Internship and subsequent independent practice as a psychologist.

The supervision practicum typically occurs between the midway point and end of the student's required doctoral coursework, including successful completion of the intensive school-based practicum/ internship at the master's level or equivalent. Though one Supervision of School Psychology Practice course (3 credits) is required for completion of the Ph.D., students may elect to complete an additional supervision practicum to help facilitate meeting their own long-term professional goals. Students work each week as trainee supervisors with faculty members who are teaching a masters level school psychology course with a significant practicum component. In addition, the student participates in the supervision seminar during the year in which they complete their supervision practicum (students who have yet to reach candidacy are encouraged to attend all sessions). The seminar provides students with the opportunity to present and receive feedback on their supervisory skills, and discuss research and theoretical readings pertaining to school psychology supervision. Six three-hour seminars are scheduled throughout the academic year.

Students culminate their graduate studies in School Psychology with one full academic year of supervised internship, including no less than 1600 hours in an approved setting (see note below). The Ph.D. or Pre-Doctoral Internship is an essential component of the graduate program in School Psychology. This internship is the culminating training experience to prepare School Psychologists to assume professional practice roles as psychologists in multiple settings. The internship provides students with the opportunity to undertake the responsibilities and functions of professional psychologists under appropriate supervision. The internship further facilitates the development and integration of knowledge and skills gained from initial practicum work. Internship requirements may be fulfilled by completing one full-time academic year or two years of half-time internship experience.

In contrast to other practicum experiences, the Pre-Doctoral Internship occurs primarily apart from the program and students work under the administrative control of the internship setting. Typically, the internship student is hired as an employee of the agency and operates as an Intern within the agency, under the direct supervision of the Field Supervisor.

Rates of remuneration and specific responsibilities are negotiated between the agency and the Intern, prior to the start of the Internship. Throughout all aspects of the internship experience the agency and Field Supervisor maintain administrative control and responsibility for activities undertaken by the Intern. The agency should inform the Intern (and the Intern should inform all other supervisors and the Internship Coordinator) of any administrative or professional responsibilities to be assigned to the Intern, in addition to those agreed to in the Internship Agreement. Internship supervision is the responsibility, primarily, of the internship setting and the identified Field Supervisor(s).

Field supervisors are required to provide the University Practicum Coordinator with a written evaluation of the Practicum Student's performance on two occasions – a formative evaluation at the mid-point of the Practicum, and a summative evaluation at the end of the Practicum. In the case of EPSE 561, the University Practicum Supervisor is the Field Supervisor. In the event that a student is not making satisfactory progress at any time during the Practicum, the Field Supervisor should contact the University Practicum Coordinator immediately. Such concerns are also typically shared with the SCPS area faculty as part of on-going student review.

A *School Psychology Practicum Evaluation Form* is completed by the practicum supervisor and discussed with the Practicum Student. The Practicum Student and Practicum Supervisor are jointly responsible for making sure copy of the completed *Practicum Evaluation Form* and

the *Practicum Completion Form* are on file with the SCPS Practicum and Internship Coordinator.

Field Supervisors normally complete an additional, open-ended, evaluation of the Practicum Student's performance and brief description of the activities undertaken in the Practicum. The latter evaluation typically is accomplished by an Addendum to the *School Psychology Practicum Evaluation Form* and a letter sent to the UBC Practicum and Internship Coordinator.

The University Practicum Coordinator maintains a file of the contacts with the Field Supervisor and Practicum Student, including a copy of all documents related to the practicum, and is responsible for assigning a grade for student performance on the Practicum. In the case of EPSE 561 the University Practicum Supervisor/Instructor forwards a copy of the final grade and final evaluation to the UBC Practicum and Internship Coordinator. Overall student performance is based on satisfactory attainment of program objectives for professional preparation, and completion of Practicum Student objectives, including demonstration of competence in clinical and professional practice. The summative evaluation provided by the Field Supervisor provides part of the information used to grade overall student performance.

A record of hours of work including direct and indirect client contact hours, range of activities, supervision hours, work samples and examples of evaluation and feedback procedures should be maintained by the University Practicum Coordinator and Field Supervisor for evaluation by representatives of the CPA/APA, the BC College of Psychologists, or UBC if needed. If all work is satisfactory, a grade of "P" or Pass will be assigned (for all practicum courses except EPSE 561 where letter grades are assigned). If practicum performance is not satisfactory additional work including additional cases or remedial practicum experiences will be required. This will include additional time and practicum experience until the practicum work is deemed satisfactory or "Pass". If the student is not able to achieve Pass-level work, they will be assigned a Fail grade and are subject to immediate review by the SCPS area faculty committee.

#### **4.3.4.7 Thesis Guidelines and Graduation Requirements**

As early as possible in their program of study, students should identify a faculty member from the department who is willing to act as their Research Supervisor and work with them to develop a thesis proposal. The Research Supervisor need not be the student's program Advisor. However for students in SCPS if a research supervisor outside the core SCPS faculty is selected, the student must identify a Program Advisor from the core SCPS faculty.

After the student has completed most of his/her coursework, and tentatively identified a research topic for the Thesis, the Research Supervisor and the student will establish a Dissertation or Thesis Research Committee. This Research Committee will supervise the student's research and completion of the Dissertation or Thesis. The Thesis Research Committee is chaired by the Research Supervisor and consists of a least one additional faculty member, one of whom must be from the SCPS area if the supervisor is not a core member of the SCPS faculty. Under special circumstances approved by the Graduate Advisor and with permission of the Dean of the Faculty of Graduate and Postdoctoral Studies, the Research Committee may include a person who is not a member of the UBC Faculty of Graduate and Postdoctoral Studies. The Dissertation Research Committee consists of a minimum of three faculty members, one of whom must be from the SCPS area if the supervisor is not a core member of the SCPS faculty. One of the members is the student's Dissertation Supervisor who normally chairs the Committee.

A major part of the MA student's work will consist of a Thesis summarizing the results of original research. The MA Thesis and dissertation are intended to serve as a vehicle for developing the student's research and scholarly capability. Ideally, the Dissertation and Thesis involve the student in all the rigors of critical reading, evaluation and analysis of research and theoretical literature, problem definition, research design and analysis, and the written and oral presentation of findings and conclusions. The nature of research may be theoretical, empirical, historical, qualitative, ethnographic, or analytical, according to what is appropriate to the student's area of study.

The Behavioral Sciences Review Board (BREB) of the university must approve the acceptability of all studies (including theses) which involve human subjects. This approval is required when any human being is subjected to experimental procedures or when an invasion of privacy may be involved (e.g., by examination of records, by interview, or by administration of a questionnaire). Information and all necessary forms for securing human subjects approval are available at: <http://www.orsil.ubc.ca/ethics/index.htm>. Both Human Subjects (ethics) approval and approval of the Research Committee must be secured prior to embarking on a research project.

The final dissertation and thesis documents must in all ways comply with the university requirements. When students are preparing the final thesis document, they should consult the most recent version of the Faculty of Graduate and Postdoctoral Studies website for details on thesis preparation and submission. For specific information on preparation and submission of the Master's thesis, see the Faculty of Graduate and Postdoctoral Studies website at: <http://www.grad.ubc.ca/students/thesis>.

#### 4.3.4.8 Dissertation and Final Oral Examination

For the Dissertation, there is arm's length requirement whereby an External Examiner is assigned to the Committee. Rules around the requirements for the Arm's length member are available in the most recent School Psychology Student Handbook, available on the school psychology website cited below.

A student's Dissertation or Thesis must be prepared according to the procedures outlined on the Faculty of Graduate and Postdoctoral Studies website: <http://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>.

The document should also conform to APA (American Psychological Association) style requirements unless those requirements are inconsistent with the procedures outlined by Faculty of Graduate and Postdoctoral Studies. The Faculty of Graduate and Postdoctoral Studies requires that an examiner who is not involved in advising the student in his or her research assess the M.A. Thesis. This Departmental or extra-departmental examiner from within the UBC academic community will be appointed by the Research Supervisor to join the Examination Committee, based on recommendations from the candidate's Research Committee. The examiner will be a selected for his/her general expertise in the area of the thesis topic and related areas.

The Dissertation or Thesis Supervisor arranges for a time and date for the Final Oral Examination through the Department Graduate Office. At least two weeks before the Final Oral Examination the candidate must supply enough copies of the approved form of the Thesis for delivery to each member of the candidate's examination committee. The candidate should make arrangements for any audio-visual needs for the final oral at least one week before the Final Oral Defense. Specific timelines for the Dissertation are available in the School Psychology Student Handbook, available on the school psychology website cited below.

The Final Oral Examination is open to all members of the university. Notice of the examination will be posted on the ECPS Department website by the thesis supervisor announcing the title of the candidate's thesis, date and place of the examination and the members of the Examination Committee. The Research Supervisor is to forward the program information and an Abstract of the Thesis to the Department Graduate Office at least two weeks prior to the defense. The Examining Committee will consist of a quorum of the candidate's Research Committee, including the Thesis supervisor, and the external examiner.

Following the presentation, members of the Examination Committee may ask questions of the candidate with reference to the thesis or to areas related to the thesis topic. After completion of this questioning,

the candidate and visitors will be asked to leave the examination room so that the Committee will decide if the thesis is assigned as “Pass with Honors”; “Pass” or “Fail”. After deliberations are completed, the candidate will be invited to meet the committee. In the case of a “fail”, the committee will make a recommendation as to whether the thesis needs to be rewritten using the data from the original study or alternatively that the student must begin the entire thesis process with a new topic. In either case, the rewritten document would follow the same protocol described previously.

The Master’s Thesis Approval form must be completed and have at least two signatures for approval, the supervisor and at least one member of the examination committee. In the instance of a pass with major or minor revision decisions, the signature of the Chairperson of the candidate’s Research Committee is withheld until final revisions are made. A copy of the Master’s Thesis Approval form may be found at: <http://www.grad.ubc.ca/forms/masters-thesis-approval>.

Upon receipt of a copy of the signed Thesis by the Faculty of Graduate and Postdoctoral Studies, the candidate will have completed all MA degree requirements. Students are encouraged to review the Thesis Submission Checklist well in advance of filing the final thesis document at: <http://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/resources-thesis-preparation-checking>.

For the Dissertation the evaluation can lead to various scenarios whereby the Dissertation is approved with no revision or only minor revisions required; is satisfactory subject to substantive revision affecting content; unsatisfactory in current form or; failed. The Doctoral Dissertation Approval Form has to be approved, signed by the research supervisor and at least two committee members. It is the submitted to the Faculty of Graduate and Postdoctoral Studies.

#### **4.3.5 Special Education (SPED)**

The SPED Area strives to address Student Learning Commitments in *Place and Promise* through its curriculum by routinely reviewing its courses and focusing on incorporating evidence based practices that provide students with skills that can be applied directly to effective teaching (*Enhance the quality and impact of teaching for all students*). The SPED faculty also conducts peer reviews of sessional instructors to ensure that students are receiving high quality instruction from instructors with expertise in the content (*Enhance the quality and impact of teaching for all students*).

Requirements for the SPED M.A., M.Ed., and Ph.D. are provided on-line at the department’s website (see below). The SPED area recently updated the information on the website to reflect the latest requirements and structure in the program area. In addition, every student is required to submit a Program of Studies (PGS), which is a form that they fill out with their academic advisor.

This “living” document is updated during the student’s program and serves as a way to make sure the student is staying on track and meeting all the requirements of his/her degree and concentration area.

**M.A. in SPED:** <http://ecps.educ.ubc.ca/special-education/sped-graduate-programs/sped-ma-programs/>

**M.Ed. in SPED:** <http://ecps.educ.ubc.ca/special-education/sped-graduate-programs/sped-med-programs/>

**Ph.D. in SPED:** <http://ecps.educ.ubc.ca/special-education/sped-graduate-programs/sped-Ph.D.-degree/>

**4.3.5.1 Course Requirements**

The SPED Area has the following pre-requisite course requirements (or approved equivalents from prior coursework) for all SPED graduate M.A. and M.Ed. students:

- **EPSE 312:** Introduction to the Study of Exceptional Children (3 credits) or
- **EPSE 317:** Development and Exceptionality in the Regular Classroom (3 credits)
- **EPSE 481:** Introduction to Research in Education (3 credits) and
- **EPSE 482:** Introduction to Statistics for Research in Education (M.A. Student pre-requisites) (3 credits) or
- **EPSE 483:** Reading and Interpreting Research in Education (3 credits) (acceptable alternative for EPSE 481 and EPSE 482 for M.Ed. students)

The following tables outline the required curricula for all special education students in the three different degree options (M.Ed., M.A., and Ph.D.). See the next section for a breakdown of additional course requirements specific to concentrations. The Master of Education (M.Ed.) degree in special education is appropriate for experienced teachers who wish to do advanced work related to educational practice in school settings. The common requirements for all SPED M.Ed. students serve to link the student’s graduate experience to application in practice.

*Table 4.9: SPED area M.Ed. Common Requirements Details*

<b>SPED Area M.Ed. Common Requirements (6 Credits)</b>	
EPSE 512: Critical Issues in Special Education (3 credits)	M.Ed. and M.A. Offered 1x/term Open to students in other programs
EPSE 590: Graduating Seminar (3 credits)	M.Ed. Offered 2x/year Taken with students in HDLC

The Master of Arts (M.A.) degree in special education is appropriate for teachers and other professionals who wish to increase their knowledge and expertise with regard to basic or applied research through the completion of a thesis, and who may plan to pursue doctoral-level education in the future.

Table 4.10: SPED area M.A. Common Requirements Details

SPED Area M.A. Common Requirements (12 credits)	
EPSE 512: Critical Issues in Special Education (3 credits)	M.Ed. and M.A. Offered once/term Open to students in other programs
EPSE 599: Master Thesis (6 credits)	M.A.
Approved Research Course (MERM) (3 credits) This course is in addition to the pre-requisite research courses and is more specialized e.g. experimental design and analyses, single-subject design and analyses, qualitative methods, etc.	M.A.

Doctoral training follows the scientist-practitioner model, with preparation in both research and professional skills. Doctoral students form an integral part of the Special Education area's research and teaching activities, and gain experience as part of their programs in university teaching; scholarly activities such as conducting research, preparing and submitting manuscripts for publication, and presenting at conferences; and providing service to community and/or professional organizations. Graduate student representatives may choose to serve on several department and program committees, and have opportunities to attend colloquia and research seminars regularly offered by faculty, international visiting professors, and community members.

Students are continuously exposed to the scholarly exchange of ideas and information, as well as to opportunities to participate in international and interdisciplinary collaborative research and discussion. Attendance and presentation at educational and discipline-specific conferences is important to faculty members and is encouraged in students. The common requirements for Ph.D. students in Special Education represent this focus on research and scholarly activity while allowing flexibility in overall coursework taken.

Table 4.11: SPED Area Ph.D. Common Requirements Details

SPED Area Ph.D. Common Requirements (12 credits)	
EPSE 699: Dissertation (6 credits)	Ph.D.
EPSE 592: Experimental Designs and Analysis in Educational Research (3 credits; unless previously taken)	Ph.D.
Approved Graduate Level Research Methodology Courses (MERM: EPSE 528, 593, 594, 595, 596, 597, 681, 682) (Minimum 3 credits)	Ph.D.
Comprehensive Exam	Ph.D.

#### 4.3.5.2 Additional Course Requirements by Concentration

In order to support the mission of student specialization, M.A. and M.Ed. students selecting different concentrations have specified course

requirements beyond the required curricula for all SPED M.A. (EPSE 512, EPSE 599, and research course) and M.Ed. (EPSE 512 and EPSE 590) students listed in the previous section. The following tables show the *additional* requirements by concentration and also indicate, for SPED area courses, the frequency of course offerings and those courses that are open to be taken by students in other programs. Courses for Ph.D. students beyond the required curricula mentioned above vary depending on their individual plans of study, but typically are in the 500-600 level taken from the different programs in ECPS including SPED as well as outside of the department.

*Table 4.12: SPED Supporting Inclusive Education (M.Ed. and M.A.)*

<b>Supporting Inclusive Education M.A. and M.Ed. (30 Credits)</b>			
<b>Course</b>	<b>Credits</b>	<b>Frequency of Offering</b>	<b>Open to Students in Other Programs</b>
EPSE 565: Conceptual Foundations in Inclusive Education	3	1x/year	✓
EPSE 515: Seminar in Behaviour Disorders (to be retitled: Building Supportive School and Community Environments)	3	1x/ 2 years	✓
EPSE 509: Leading Inclusive Education	3	1x/year	✓
EPSE 565R: Fostering Motivation and Self-Regulation	3	1x/year	✓
EPSE 531: Curriculum-based assessment and intervention (SCPS)	3	1x/year	
EPSE 551: Collaboration and Consultation (SCPS)	3	1x/year	
2 Approved Electives (SPED or related ECPS options - M.Ed. students only)	6		

Table 4.13: SPED Autism and Developmental Disabilities (M.Ed. and M.A.)

Autism and Developmental Disabilities M.A. and M.Ed. (30 credits)			
Course	Credits	Frequency of Offering	Open to Students in Other Programs
EPSE 449: Educating Students with Autism	3	2x/year	✓
EPSE 549: Seminar in Autism (pre-req is 449)	3	2-3x/year	✓
EPSE 574: Principles of Behaviour Analysis	3	1x/year	
EPS 575: Seminar in Instructional Methods for Persons with Significant Learning Challenges	3	1x/year	✓
EPSE 576: Assessment and Positive Behaviour Support in School and Community Settings	3	1x/year	✓
EPSE 577: Seminar in Assessment and Positive Behaviour Support (pre-req is 576)	3	1x/year	✓
EPSE 578: Ethics for Behaviour Analysts (pre-req) For students seeking BCBA*	3	1x/year	
EPSE 593: Design and Analysis of Research with Small Samples and Single Subjects For students seeking BCBA*	3	1x/year	
Non-SPED course and elective For M.Ed. students not seeking BCBA*	6		

\*BCBA = Board Certified Behaviour Analyst credential

Table 4.14: SPED Behavior Disorders (M.Ed. and M.A.)

Behaviour Disorders M.A. and M.Ed. (30 credits)			
Course	Credits	Frequency of Offering	Open to Students in Other Programs
EPSE 437: Interventions for Children and Adolescents with Behaviour Disorders	3	2x/year	
EPSE 515: Seminar in Behaviour Disorders	3	1x/2 years	✓ (SCPS Students)
EPSE 574: Principles of Behavior Analysis	3	1x/year	
EPSE 577: Seminar in Assessment and Positive Behaviour Support	3	1x/year	
EPSE 576: Assessment and Positive Behaviour Support in School and Community Settings	3	1x/year	
3-credit HDLC selection (EPSE 505; EPSE 584; or EPSE 585)	3	1x/year	
EPSE 593: Design and Analysis of Research with Small Samples and Single Subjects	3	1x/year	
Elective from ECPS (M.Ed. only)	3	1x/year	

Table 4.15: SPED Blindness and Visual Impairment (M.Ed. and M.A.)

<b>Blindness and Visual Impairment M.A. and M.Ed. (M.A. - 45 credits; M.Ed. - 39 credits)</b>			
Course	Credits	Frequency of Offering	Open to Students in Other Programs
EPSE 540: Seminar in Low Vision	3	1x/2 years	✓ (With permission)
EPSE 541: Braille Reading and Writing	3	1x/2 years	✓ (With permission)
EPSE 320 or 536: Foundations of Education of Students with Visual Impairments	3	1x/2 years	✓ (Undergraduate version EPSE 320)
EPSE 545: Teaching Independent Living Skills to Students with Visual Impairments	3	1x/2 years	
EPSE 415: Technology for Students with Visual Impairments	3	1x/2 years	
EPSE 455: Introduction to Orientation and Mobility for the Blind	3	1x/2 years	
EPSE 543: Working with Students with Visual Impairments: Elementary and Secondary Curriculum	3	1x/2 years	
EPSE 544: Literacy Instruction for Students who are Visually Impaired	3	1x/2 years	
EPSE 598 A: Practicum	6	1x/year	
EPSE 539: Research Issues and Trends in the Education of Students with Visual Impairments	3	1x/2 years	✓ (With permission)

Table 4.16: SPED Deaf and Hard of Hearing (M.Ed. and M.A.)

<b>Deaf and Hard of Hearing M.A. and M.Ed. (M.A. - 51 credits; M.Ed. - 48 credits)</b>			
Course	Credits	Frequency of Offering	Open to Students in Other Programs
EPSE 518: Speech Development of Deaf and Hard of Hearing Students	3	1x/2 years	
EPSE 519: Development of English Language Skills of Deaf and Hard of Hearing Students	3	1x/2 years	
EPSE 521: Psychosocial Aspects of Hearing Loss	3	1x/2 years	
EPSE 525: Studies in Sign Language	3	1x/2 years	✓ (dependent on experience)
EPSE 522: Designing English Language Programs for Deaf and Hard of Hearing Students	3	1x/2 years	
EPSE 565A: Fundamentals of Audiology for Teachers of Deaf and Hard of Hearing Students	3	1x/2 years	
EPSE 520: Curriculum Development in the Education of Deaf and Hard of Hearing Students	3	1x/2 years	
EPSE 517: Acoustic Environments & Amplification in the Classroom	3	1x/2 years	
EPSE 565M: Mentor Teacher Project	3	1x/2 years	
EPSE 565A: Special Topics: Development of Auditory and Spoken Language Skills	3	1x/2 years	
EPSE 598G: Field Experiences	9	1x/2 years	

Table 4.17: SPED Learning Disabilities (M.Ed. and M.A.)

Learning Disabilities M.A. and M.Ed. (30 credits)			
Course	Credits	Frequency of Offering	Open to Students in Other Programs
ECPS Course (outside SPED)	3		
EPSE 526: Seminar in Specific Learning Disabilities	3	1x/year	✓
EPSE 565H: Special Topics in Learning Disabilities	3	1x/year	✓
EPSE 421: Assessment of Learning Difficulties (Dependent on experience)	3	2x/year	✓
EPSE 431: Programming for Children with Specific Learning Disabilities (Dependent on experience)	3	1x/2 years	✓
EPSE 598: Practicum (M.Ed. only)	3		
Electives 2-4 courses * (from SPED, other ECPS programs or other departments in faculty and University)	6-12		

Table 4.18: SPED High Ability (M.Ed. and M.A.)

High Ability M.A. and M.Ed. (30 credits)			
Course	Credits	Frequency of Offering	Open to Students in Other Programs
EPSE 505: Foundations of Human Development: Infancy to Adulthood <b>or</b> EPSE 501: Seminar in Human Development, Learning and Culture (HDLC courses)	3		
EPSE 516: Seminar in the Development and Education of Highly Able and Creative Learners	3	1x/2 years	✓
EPSE 565D: Special Topics in High Ability	3	1x/2 years	✓
2-3 Approved Electives from ECPS or EDCP 514: Arts-Based Educational Research: A/r/tography or ECED 585B: Advanced Seminar on Research in Early Childhood Education	6 (M.A.) 9 (M.Ed.)		
HDLC course elective (EPSE: 501 or 505; EPSE 502; EPSE 584 or EPSE 585)	3 (M.Ed.)		
EPSE 598: Field Experience	3	As required	

#### 4.3.5.3 Other SPED Graduate Courses

The following list summarizes all the graduate SPED courses available. M.A. and M.Ed. students take courses predominantly in the 500 level, but are allowed up to 6 credits in the 300-400 level. Courses for Ph.D. students beyond the required curricula mentioned above vary depending on their individual plans of study, but typically are in the 500-600 level. See concentration breakdowns in the previous section for the frequency of graduate level course offerings.

- **EPSE 512** Critical Issues in Special Education (3 credits)
- **EPSE 515** Seminar in Behaviour Disorders (3 credits)
- **EPSE 516** Seminar in the Development and Education of Highly Able & Creative Learners (3 credits)
- **EPSE 517** Amplification & Acoustic Environments (3 credits)
- **EPSE 518** Speech Development in Deaf & Hard of Hearing Students (3 credits)
- **EPSE 519** Development of English Language Skills of Deaf & Hard of Hearing Students (3 credits)
- **EPSE 520** Curriculum Adaptation for Deaf & Hard of Hearing Students (3 credits)
- **EPSE 521** Psychosocial Aspects of Hearing Loss (3 credits)
- **EPSE 522** Designing English Language Programs (3 credits)
- **EPSE 525** Sign Language Studies (3 credits)
- **EPSE 526** Seminar in Specific Learning Disabilities (3 credits)
- **EPSE 536** Foundations of Education for Students with Visual Impairments (3 credits)
- **EPSE 537** Programming in Orientation & Mobility (3 credits)
- **EPSE 538** Seminar in Orientation & Mobility (3 credits)
- **EPSE 539** Research Issues & Trends in the Education of Students with Visual Impairments (3 credits)
- **EPSE 540** Seminar in Low Vision (3 credits)
- **EPSE 541** Braille Reading & Writing (3 credits)
- **EPSE 542** Working with Infants & Pre-Schoolers who are Blind or Visually Impaired (3 credits)
- **EPSE 543** Working with Students with Visual Impairments: Elementary & Secondary Curriculum (3 credits)
- **EPSE 544** Literacy Instruction for Students who are Visually Impaired (3 credits)
- **EPSE 547** Advanced Communication Skills Instruction for Students with Visual Impairments (3 credits)
- **EPSE 549** Seminar in Autism (3 credits)
- **EPSE 565** Special Course in Subject Matter Field (3 credits)
- **EPSE 574** Principles of Applied Behaviour Analysis (3 credits)
- **EPSE 575** Seminar in Instructional Methods for Persons with Significant Learning Challenges (3 credits)
- **EPSE 576** Assessment and Positive Behavioural Support in School and Community Settings (3 credits)
- **EPSE 577** Seminar in Assessment and Positive Behaviour Support (3 credits)
- **EPSE 578** Ethics for Behaviour Analysts (3 credits)
- **EPSE 590** Graduating Seminar (3 credits)
- **EPSE 598** Field Experiences (Practicum)
- **EPSE 599** Master's Thesis (6 credits)
- **EPSE 699** Doctoral Thesis (6 credits)

Within the broader department, the following are non-SPED courses that are pre-approved by the SPED Area faculty.

#### CNPS

- **CNPS 514** Counselling Adolescents (3 credits)
- **CNPS 524** Counselling Adults (3 credits)
- **CNPS 594** Cross-Cultural Counselling (3 credits)
- **CNPS 545** Family Counselling II (3 credits)
- **CNPS 578** Individual and Family Counselling (3 credits)

#### HDLC

- **EPSE 502** Cognition, Language, and Literacy Processes in Education (3 credits)
- **EPSE 505** Foundations of Human Development (3 credits)
- **EPSE 511** Special Topics in Human Development, Learning, and Culture (3 credits)
- **EPSE 584** Motivation in Education (3 credits)
- **EPSE 585** Social and Emotional Learning in Education (3 credits)

#### MERM

- **EPSE 528** Basic Principles of Measurement (3 credits)
- **EPSE 593** Design and Analysis of Research with Small Samples and Single Subjects (3 credits)
- **EPSE 594** Meta-Analysis: Quantitative Research Synthesis (3 credits)
- **EPSE 595** Qualitative Research Methods (3 credits)
- **EPSE 596** Correlational Designs and Analysis in Educational Research (3 credits)
- **EPSE 597** Structural Equation Modelling and Factor Analysis (3 credits)
- **EPSE 681** Advanced Topics in Educational Research and Measurement (3 credits)
- **EPSE 682** Multivariate Designs and Analysis in Educational Research (3 credits)

#### SCPS

- **EPSE 507** Applied Child and Adolescent Psychopathology (3 credits)
- **EPSE 531** Curriculum-Based Assessment and Intervention (3 credits)
- **EPSE 534** Academic Assessment in Schools (3 credits)
- **EPSE 535** Social and Emotional Assessment in Schools (3 credits)
- **EPSE 551** School Consultation (3 credits)
- **EPSE 552** School-Based Interventions (3 credits)
- **EPSE 553** Theories of Cognitive Assessment (3 credits)
- **EPSE 561** Lab Practicum in Social Emotional Learning (3 credits)
- **EPSE 568** Applied Developmental Neuropsychology (3 credits)
- **EPSE 569** Social Psychological Foundations in Applied Psychology (3 credits)

Outside of the department, there is a wide range of potential coursework students in the SPED program could take as electives as long as they are approved by the academic advisor on the program of study. As these vary from student to student, a specific list of suggested courses is not currently used. In the High Ability concentration, however, two 3-credit courses outside the department are specifically suggested:

- **EDCP 514** Arts-Based Educational Research: A/r/tography (3 credits)
- **ECED 585B** Advanced Seminar on Research in Early Childhood Education (3 credits)

Coursework is designed to build knowledge, critical thinking, and skills in areas of assessment, intervention and evaluation. Specific pedagogy to achieve these aims include problem-based learning activities, learning journals, field experiences, and major assignments focused on the development of specific competencies, among others.

Learning outcomes are focused on critical thinking and competent application of knowledge and skills across a range of common requirements of professionals in the different concentration areas. Students are also encouraged through assignments and class discussion to engage with current research and reflect on use of evidence-based practices.

Engagement of diverse student population may be seen in the wide range of students from different cultural and linguistic backgrounds enrolled in the M.Ed. or M.A. concentration or taking coursework in SPED. For example, the graduate concentrations in Blindness and Visual Impairment and Education of the Deaf and Hard of Hearing are often enriched by the presence of students who have vision or hearing loss, respectively.

#### **4.3.5.4 Comprehensive Exam**

The SPED Ph.D. comprehensive examination is designed to help the student develop and display those competencies expected of a recent Ph.D. graduate and required of a beginning academic. These competencies cover a broad range of areas within Special Education, including teaching, research, and service. SPED doctoral students are expected to show evidence of the competencies within two years of entering the program. The student, advisor, and at least one other agreed upon faculty member (the program of graduate study (PGS) committee or research committee) must approve each competency selection. The student's advisor and the other faculty member evaluate the competency.

The student, in consultation with the committee must choose one competency from Section A and two from Section B.

**Section A**

1. The generation of publishable research that makes a contribution to the field. This should be independently peer-reviewed by the student's PGS or research committee. Examples of products include an article or a chapter in an edited book.
2. A paper presentation of the quality expected at a peer-reviewed conference. In the case of collaborative presentations, the student must make a substantive contribution as judged by the student's PGS or research committee.

**Section B**

1. Involvement in a teaching-related activity at a professional level. This activity must be approved by the student's PGS or research committee. Examples of teaching-related activities include teaching a course or involvement in curriculum revision of a UBC course. Although it is not a formal requirement for completion of comprehensive exams, all SPED doctoral students are strongly encouraged to take EPSE 506, which is designed to help them develop the skills required for post-secondary teaching.
2. The preparation of an application form for research and/or fellowship support (to be adjudicated by the student's advisor and at least one other member of the student's PGS or research committee). The student must declare that he or she intends to use this application as a comprehensive requirement well in advance of submission. The advisor provides mentorship throughout the application development process. Faculty must be willing to state that the application will not meet comprehensive requirements if it is not timely, if feedback is not incorporated, or if it does not achieve a standard of excellence.
3. Demonstration of service to the community at a professional level. This could include, for example, consultation with teachers or families, leadership in a professional organization, or presentation of a workshop for teachers and/or families. The activity should be approved by the student's PGS or research committee beforehand and be selected with a view to expanding the student's repertoire of professional experiences.

**4.3.5.5 Practica**

Practica are not part of all SPED student programs, but several concentrations, as reflected in the curricula breakdown, do require practica (field experiences):

**4.3.5.5.1 Blindness and Visual Impairment (M.Ed. and M.A.)**

In the visual impairment concentration students take 6 course credits of practicum. The practicum is a very important component of the program that requires students to demonstrate an ability to put into practice what they are learning in the courses and learn from experienced professionals in the field. The work produced during the practicum and the observations of students' teaching are what serves as final evidence

that students are able to apply what they learn in class successfully in a practical setting with students who are visually impaired.

Students participate in 350 hours of practicum experiences. These hours address requirements that allow them to demonstrate competency in planning unique instruction in areas of the expanded core curriculum for students with visual impairments and work closely with general education classroom teachers to modify and adapt materials and class activities in areas of the core curriculum.

Students are provided with a practicum handbook that describes the requirements and the evidence they need to submit at the end of their practicum. During the first 3 credits of practicum, students submit a report of progress. During the second 3 credits of practicum, students submit their completed paperwork (artifacts, hour documentation forms, etc.). Both faculty members who coordinate the concentration score the submitted requirements based on a rubric. Students meeting the minimum rubric score receive a PASS for practicum.

#### **4.3.5.5.2 Education of the Deaf and Hard of Hearing (M.Ed. and M.A.)**

In Education of the Deaf and Hard of Hearing practicum, students are paired with Mentor Teachers of the Deaf and Hard of Hearing and follow the progress and performance of one child on the teacher's caseload for 10 months. Students complete one assignment monthly pertaining to this child. Assessment is on a Pass/Fail basis by one faculty member. In addition, students complete a 10-week, full-time practicum placement following completion of their specialty courses. Successful completion of the full-time practicum is assessed on a Pass/Fail basis by both faculty members.

#### **4.3.5.5.3 High Ability (M.Ed. and M.A.)**

This experience is designed in consultation with each student to ensure that the experience complements previous experience with highly able learners, builds on course work, and extends competencies relevant to working with highly able learners. Examples of completed field experiences include: shadowing and documenting the responsibilities of a coordinator of gifted education, designing a survey to capture former International Baccalaureate (IB) students' perspectives on their experiences; completing a practicum with twice exceptional learners (gifted students with learning disabilities); designing a mentorship program for a local school district. Students create a final product that demonstrates learning. These products have included publishing a paper of results, delivering a lecture to parents of twice exceptional learners, and presenting of a series of workshops.

#### **4.3.5.5.4 Learning Disabilities (M.Ed.)**

Students in the Learning Disabilities (LD) M.Ed. concentration enroll in a field experience (EPSE 598) toward the end of their program that

is project-based and supervised by their program advisor. A primary goal for this experience is to apply theory and research in a practical situation of students' choosing. Students' projects have included: the development and implementation of a set of Response to Intervention (RTI) reading materials in a grade 6/7 classroom; preparation of a transition handbook to support transitions from a private school for LD students back into the public school system; and evaluation of a social-emotional learning program used in a high school resource program for students with LD.

#### 4.3.5.6 Graduating Seminar

Students taking the M.Ed. in Special Education must complete a minimum of 30 credits (with some concentrations having additional credit requirements) according to their approved plans of study, which includes the common courses of EPSE 512 and EPSE 590. EPSE 590: Graduating Seminar is the culminating experience for the M.Ed. students.

The purpose of the Graduating Seminar (EPSE 590) is to facilitate a broad-based demonstration of students' theoretical and applied knowledge as acquired during their M.Ed. program. The Graduating Seminar is the culminating course in the final term of a student's program, to be taken concurrently with the final course or following completion of all courses outlined in the Program of Graduate Studies (PGS). During the Graduating Seminar students will create an electronic, web-based portfolio and provide a public presentation on a topic related to the focus of their graduate program. All M.Ed. students in Special Education and Human Development, Learning and Culture are required to enroll in this one-term, 3-credit course that meets face-to-face and is facilitated by a faculty member.

At the beginning of their programs students should articulate 2-3 statements of focus related to coursework they plan to undertake. Over the course of their M.Ed. it is the student's responsibility to accumulate authentic evidence of his or her development and learning in preparation for the Graduating Seminar. The evidence (artifacts) should represent a student's own work or collaborative work in which the student had a substantial role.

During EPSE 590 students are supported in compiling the electronic portfolio including the artifacts that they have collected throughout their graduate program. The artifacts should directly relate to the student's original statements of focus and/or additional or revised statements. During this class students also plan and provide a public presentation on a topic related to their professional focus throughout their graduate degree. Class presentations are open to students, faculty and the general public. Students' performances on their portfolio and public presentation are evaluated by the seminar facilitator and one additional faculty member, likely the student's

academic advisor. Grades are assigned on a pass/fail basis. Additional general information about EPSE 590 can be found at: <http://ecps.educ.ubc.ca/special-education/sped-graduate-programs/epse-590-graduating-seminar/>

#### 4.3.5.7 Thesis Guidelines

The SPED area follows the guidelines for theses and dissertations as outlined by the Faculty of Graduate and Postdoctoral Studies. <https://www.grad.ubc.ca/faculty-staff/policies-procedures/examinations-masters-theses-doctoral-dissertations>

## 4.4 Research mentoring

### 4.4.1 Supervisor to Student Ratios

All of our full time tenure track faculty members supervise graduate students. In addition, three of our 12-month lecturers supervise students, but only those who are on longer term appointments, and they only supervise at the master's level. Below is an overview of the average number of current students that faculty supervise per degree and per program.

*Table 4.19: Ratio of Faculty to Student Supervision by Program Area and Degree*

	CNPS (11 faculty*)	HDLG (7 faculty*)	MERM (5 faculty)	SCPS (5 faculty*)	SPED (11 faculty*)
M.Ed.	9.09	4.00	1.00	.60	8.81
M.A.	5.18	2.40	2.20	4.20	1.18
Ph.D.	3.45	3.71	2.40	3.00	1.27

\*some faculty are appointed to more than one program, so the sum of these numbers do not reflect the total number of faculty

As can be seen above in the faculty/student ratios, the number of students faculty supervise differs as a function of program area, with faculty members disproportionately supervising research-intensive students (e.g., Ph.D., M.A.) and students in course-based programs (MEd).

### 4.4.2 Approach to Supervision

The approach to research mentoring is quite consistent across all program areas in ECPS. Upon admission, each student is assigned an advisor. The advisor is usually chosen based on the student's stated research interests, and serves as the student's initial contact with the department and the program area. The advisor may become the student's research supervisor, however, it is made clear to students that they are free to change advisors and/or research supervisors. More often than not these initial pairings remain intact, but sometimes, as students are exposed to faculty research, they change. If a student does want to select a different research supervisor, he or she is encouraged to make this change as early in the program as

possible. In fact, to facilitate this, many programs attempt to expose students to a broad variety of faculty research early in the program. For example, at orientation, MERM faculty members each present their research to new students. In HDLC, one of the first courses that all HDLC students take is a pro-seminar course (EPSE 501) where different HDLC faculty give a presentation on their research at each week's class meeting.

The initial responsibility of the advisor is to provide the student with information about the department and to help him or her develop and fill out their Program of Graduate Study (PGS) form. The PGS is a document that specifies the coursework that students must complete in order to graduate within their chosen area of study. The PGS also identifies the faculty members who are responsible for overseeing the student's academic progress throughout his or her program (e.g., advisors, supervisors, research committee members when known). The PGS is generally completed within the student's first term. Once completed, it is signed by the supervisor and the Director of Graduate Programs, at which point it is put in the student's file. All amendments to the original plan of study are recorded on the PGS and approved by the Director of Graduate Programs. In addition to helping a student develop his or her PGS, program advisors/research supervisors are expected to engage students in dialogue about the roles and responsibilities of being a mentor and supervisor, for example by discussing how often they want to meet and how closely they want to work with each other.

As a resource for students and faculty members, on the ECPS website, there is a page, 'Graduate Student Guidance and Supervision', that outlines the above information. In addition, faculty members are directed to the Faculty of Graduate and Postdoctoral Studies' Handbook of Graduate Supervision: <https://www.grad.ubc.ca/handbook-graduate-supervision>. Some program areas have developed faculty and student guidelines that provide program-specific information about supervision. For example SCPS and CNPS publish a handbook each year, which covers supervision and role expectations

- SCPS: <http://ecps.educ.ubc.ca/files/2014/01/School-Psychology-Student-Handbook-2013-2014.pdf>.
- CNPS: <http://ecps.educ.ubc.ca/counselling-psychology/cnps-graduate-programs/cnps-phd-program/cnps-phd-program-requirements/#handbook>

While supervision issues are often discussed in program areas, department wide discussions are less frequent. Issues related to graduate supervision will be on the agenda of a department meeting in 2014-15.

### **Student Progress Monitoring**

As per the Faculty of Graduate and Postdoctoral Studies requirements, every student in ECPS is required to submit a Student Annual Review Form (see Appendix B). This report is submitted to the student's supervisor/advisor who reviews the report for performance and progress, and then submits the

annual review to the Graduate Program Assistants so that it can be placed in the student's file. The progress report is due on May 1st of each year. If progress on the report is deemed to be poor, the supervisor may choose to address the concerns alone, with assistance from the student's program committee, or program colleagues during an in camera discussion as part of an area meeting. If the situation remains unresolved, the Director of Graduate Programs will become involved.

## **Thesis Committees**

### **4.4.2.1 M.A. Thesis Committees**

Near the completion of a student's coursework, the student and Research Supervisor will establish a Thesis Research Committee, usually based on appropriate subject area expertise. This research committee will supervise the student's research and completion of his or her thesis. The committee is chaired by the Research Supervisor and consists of at least one other faculty member. A third faculty member joins the committee as an 'arm's length' examiner just prior to the student's final oral defense. Much of the work of the research committee is typically accomplished by means of informal meetings between the candidate and his/her committee (the frequency of which is determined at the discretion of those involved). There are two formal meetings where the student is examined about his or her thesis research. The first examination takes place at the Thesis Proposal Defense, where the student defends his or her proposed research. Successful completion of the proposal defense results in the student receiving committee support to proceed with conducting his or her research.

The committee meets a second time for the final oral examination of the master's thesis. After the Research Committee is satisfied that the thesis is ready to be defended, an appropriate departmental examiner is selected to join the committee and as a thesis examiner. The Committee responsible for evaluating the thesis must include a minimum of three people: the thesis supervisor, and two committee members, one of who has not involved in advising the student in his or her research. At the final oral examination, the candidate makes an oral presentation, normally of 20–30 minutes duration, often supplemented with audio-visual material, and responds to questions related to the topic. If successful, the candidate then makes revisions, as requested, and submits the final thesis to the Faculty of Graduate and Postdoctoral Studies.

### **4.4.2.2 Ph.D. Thesis Committees**

Ph.D. thesis committees function very similarly to M.A. thesis committees. They are formed in conjunction with the student, near the completion of the student's coursework and comprehensive examination requirements (note that for some programs, the

comprehensive exam committee is also the student's thesis committee. See the program area descriptions for specific practices around this). Committee membership is based on subject area expertise, and is typically comprised of the thesis supervisor, who serves as chair, as well as a minimum of two additional committee members. As with the M.A. thesis committees, much of the work of the committee happens through informal meetings that occur at the discretion of those involved. In addition, there are three formal meetings where the committee meets. The first is the Thesis Proposal Hearing, where the student defends his or her proposed research. Successful defense of the proposal is viewed as a contract of support for the research that the student plans to undertake.

The second and third meetings of the committee involve the defense of the final thesis. The first of which is a departmental defense, which occurs when the committee deems the thesis ready to be defended. At the departmental defense, which is chaired by the thesis supervisor and attended by all committee members, the candidate makes a 20-30 minute oral presentation (usually supplemented with audio-visual material) and then responds to questions related to the thesis from the committee. If the defense is successful, the candidate will make any requested revisions before submitting the final thesis to the Faculty of Graduate and Postdoctoral Studies. There is generally a delay of several weeks between the department and final defense to give the external examiner time to read the thesis. The final oral defense is structured similarly to the departmental one in that the candidate gives a 20-30 minute oral presentation, and then responds to questions from the examining committee. In addition to the committee members, the examining committee includes a Chair appointed by the Faculty of Graduate and Postdoctoral Studies, two university examiners and an external examiner. For more detailed information about UBC's policies on final doctoral examinations, please see the Faculty of Graduate and Postdoctoral website: <https://www.grad.ubc.ca/current-students/final-doctoral-examination>.

#### **4.4.2.3 Quality of Supervision**

If there is a concern with supervision, students tend to seek council from their Program Coordinator, the Director of Graduate Programs, or in other cases, the Department Head. These cases are addressed individually as they arise. During their annual reviews, doctoral students are given an opportunity to provide feedback to the program. This is a place where they can indicate concerns with the availability of their supervisor or quality of their supervision.

## **4.5 Environment Resources**

### **4.5.1 Student Work and Social Space**

The programs and faculty that comprise ECPS are housed on the third, fourth, and fifth floors of the SCARFE office building, as well as the second floor of the Education Library Block. Throughout this space, the department has 45 faculty offices and 24 faculty research labs. In addition, there are three faculty research labs in the basement of Scarfe. Although the basement offices have traditionally been deemed unacceptable by students, efforts have been made to increase their appeal by increasing their size, and adding amenities such as carpeting and a sink and refrigerator.

In addition to these offices, there are three seminar rooms throughout the departmental space, two of which are located in the Library Block. These meeting rooms can be booked by students and faculty alike and over the last few years they have each become equipped with projectors and smart board technology, making them ideal places for presenting and discussing thesis research.

Finally, regarding social space, the library block has an open area that is often used by students, and students are granted access to the fourth floor and the basement student lounges, where there is a small kitchen, tables and chairs, as well as comfortable couch-like seating. In addition, there are work tables in several of the halls and lobbies throughout the Faculty of Education. As noted below, students do think more space could be designated for socializing and collaborative work.

### **4.5.2 Research Resources**

Regarding research resources, UBC has the second largest research library in Canada and includes several branches and divisions at each of the major UBC campuses, as well as at other locations (e.g., St Paul's Hospital, Vancouver Hospital and Health Sciences Centre, Children's and Women's Health Centre or BC) and smaller campuses (Robson Square, Great Northern Way).

The Library's collections are large and diverse, which contributes to establishing UBC as a leading academic institution. Our collection includes four million books and journals; 49 million microforms, more than 15 million maps, video, and other multimedia materials, and over 33,500 subscriptions. The Library's web-based services and collection of electronic information resources is tremendous, with most functions able to be handled remotely online, including access to electronic databases and full texts of periodicals.

The branch of the library that is located within the Scarfe building provides students with access to books and periodicals, access to electronic databases, and informal learning spaces. Current renovations are underway to expand the library entrance and give it a facelift with the goal of enhancing and increasing informal learning spaces where collaboration and self-study can occur.

Students also have access to the Psychoeducational Research and Training Centre (PRTC), which is a facility based within the Faculty of Education that maintains a Test Library that contains standardized tests, assessment instruments, reference materials, and other resources that can be borrowed by ECPS faculty and students. The PRTC also includes a suite of six rooms, complete with video and audio equipment, which ECPS students and faculty can reserve to conduct research, or undertake assessments or counselling as part of course work or clinical training. In addition there is a suite of six offices on the third floor of the centre block of the Scarfe Building that are equipped with cameras and recording equipment, and can be booked through the PRTC.

### **Computer Access and Technical Support**

Prior to the current year, technical support for faculty and students was provided by Computer and Media Services, which was located within the Faculty of Education (the Scarfe building). This unit has now been amalgamated with UBC's central-based IT Services (for an overview see: [www.it.educ.ubc.ca](http://www.it.educ.ubc.ca)). The process for reporting IT-related issues, requesting IT assistance, or asking for IT information is now exclusively done using a 'ticket' system. To initiate a ticket, you can fill out an online form or call the IT support help desk. Although we no longer have direct access to tech-support personnel, there are IT Services staff located within the Scarfe building to ensure quick response times. We are still in the early stages of transitioning to this new queue-based system, however, it does appear to be a more equitable way of dealing with technological issues. This is beneficial to students who did not likely have direct access to tech-support staff under the former system. Moreover, technical support offered through the new system is extensive, and includes everything from email and internet access to learning technologies and audio-visual presentations. There are also several online technology training courses to which students have access.

Regarding access to technology equipment, there continues to be three computer labs in the Scarfe building; two Microsoft windows labs (29 computers) and one Mac lab (21 computers). All of these labs are open 24 hours per day, offer pay-for-printing services, and are accessible by students when not booked for courses or workshops. Regarding equipment loans, this was previously done through CMS, but is now done through the Chapman Learning Commons, which is about a five-minute walk from the Scarfe building.

In addition to the above, in recognition that students often carry mobile technology, a more modern informal learning space for students is in the process of being created. The existing benches in one of the open learning spaces will be replaced with laptop bars and stools. This upgrade will provide students with a place to work and collaborate outside the classroom area. Additional power will make it easy to plug-in and charge up before and after classes.

## 4.6 Student Involvement

ECPS is comprised of five separate program areas. One of the challenges the department has faced is balancing allegiances between program area and department. Although it seems that this balance has largely been achieved at the faculty level, over the years we noticed that there was very little student interaction between program areas. To alleviate this, as part of the duties required for each of the program area's Graduate Academic Assistant (GAA; a paid position that is described more fully below), each GAA is now part of the ECPS Student Council, which is a committee comprised of the five GAAs and the Director of Graduate programs. This committee meets 3-4 times per year and is focused on discussing department-wide student issues and concerns. We are in the third year of this initiative, and already we are seeing an increase in cross-program interaction and collaboration, ranging from spearheading funding initiatives to organizing workshops and social events. Creating the ECPS Student Council has also increased the level of student involvement in the administration of ECPS. Prior to the creation of this committee, GAAs only attended program area meetings, but not department meetings. Now, each member of the ECPS Student Council is expected to attend 2 department meetings per year. They are expected to take notes and then distribute relevant information to the other council members, who will in turn, distribute it to their program area student bodies. The occurrence of the council's regular meetings with the Director of Graduate Programs has created a direct way for students to have their concerns heard by the department.

## 4.7 Student Finances

### 4.7.1 Funding Sources

Although we are not able to fund all of our students, and we do not have any policy on minimum funding levels, there are several sources of funding available for students in ECPS. These include paid assistantships, scholarship funding, and bursary funding. Below is a table showing the current average levels of student funding for research-based Masters and Doctoral students in our department as compared with the Faculty of Education and UBC. This amount is based on current enrolments (2012/2013) and only for students in research-intensive programs (M.A. and Ph.D.). We provide some level of funding for 62% of our M.A. students and 65% of our Ph.D. students.

*Table 4.20: A Comparison of Current Average Funding for ECPS, Faculty of Education, and UBC students by Degree*

Funding Source	M.A. (n=77 out of 123 students)			Ph.D. (n=64 out of 99 students)		
	ECPS	EDUC	UBC	ECPS	EDUC	UBC
<b>RAs</b>	\$1,180	\$1,224	\$6,826	\$3,781	\$2,431	\$7,054
<b>TAs</b>	\$0	\$52	\$2,168	\$2,681	\$2,252	\$3,229
<b>Other Campus work</b>	\$1,456	\$1,268	\$559	\$1,341	\$1,610	\$603
<b>External Scholarships</b>	\$1,136	\$769	\$1,289	\$6,159	\$4,787	\$5,931
<b>Internal Scholarships</b>	\$2,448	\$1,468	\$2,268	\$9,601	\$10,002	\$8,370
<b>Bursaries</b>	\$203	\$550	\$112	\$69	\$36	\$36
<b>Total</b>	\$6,423	\$5,331	\$13,22	\$23,632	\$21,118	\$25,223

Regarding assistantships, there are three main types: Graduate Academic Assistants (GAAs), Graduate Teaching Assistants (GTAs), and Graduate Research Assistants (GRAs). GTAs are funded by the Faculty of Education based on allocations and course enrolments. The available positions are posted on the main website, advertised in the student newsletter and sent to the student listserv a few months before the start of each term. Preferred qualifications are listed for each course as per the GTA bargaining unit's procedures and are determined by the relevant program area. In addition, there are 5.5 Departmental GAA positions allocated to ECPS. A .5 position is allocated to each program area for Peer Advising, with a further .5 allocated to each of the CNPS and SCPS areas to assist with the maintenance of accreditation requirements. In addition, there are two 1.0 GAA positions allocated for providing technical support and qualitative/quantitative research methodology support. These positions are advertised each year, and hiring decisions are made at the program level or by the Director of Graduate Programs. GRAs and GAAs (besides the departmental GAAs) are typically funded by individual faculty member's research grants.

Regarding external scholarship funding, there are several federal funding competitions that our students are eligible for, including the Tri-Council awards (e.g., SSHRC, CIHR), the Vanier awards, and the Trudeau Fellowship. Below is an overview of the success rates of ECPS students in all of the Tri-Council competitions (SSHRC, CIHR, Affiliate) over the past 5 years.

*Table 4.21: ECPS Tri-Council Quotas and Success Rates*

Competition Year	UBC Applications Forwarded	ECPS Applications Forwarded	ECPS Successful Applicants	ECPS Success Rate
<b>2008</b>	1147	30	21	70%
<b>2009</b>	1010	27	8	30%
<b>2010</b>	992	13	6	46%
<b>2011</b>	807	22	10	45%
<b>2012</b>	626	19	11	58%

Regarding internal scholarship funding, there are several awards at the university level, including the Killam award and the Aboriginal Fellowship awards. We have been successful in both of these competitions over the past few years (3 Aboriginal Fellowships and 1 Killam since 2011). There are also awards at faculty level, however, these awards tend to be extremely competitive and are very low in value (\$1000 or less). Despite this, we do tend to be successful at obtaining these awards.

Within ECPS, we have quite a large amount of funding to distribute to incoming students, including Graduate Entrance Scholarship (GES; this funding initiative ended in 2009/2010), Graduate Student Initiative (GSI; this money can be awarded to incoming or continuing students and is allocated based on FTE enrolments), Faculty of Education Growth/Strategic fund, a \$14,000 Faculty of Education Ph.D. Entrance Scholarship, as well as 6 or 7 four-year-funding packages (4YFs; this funding is allocated based on Tri-Council success rates and FTE enrolments). Historically, we have ranked incoming students based on the strength of their admissions applications and we have distributed the funds in the form of a single-year funding packages (except for the 4YFs). Unfortunately, there was no equivalent funding competition for students in their second and subsequent years of schooling. Although we were very clear with students that the funding was for one year only, we have received extant feedback that students expected to be able to apply for similar funding in their second and subsequent years, which meant that they faced undue financial hardship after their first year. To alleviate this, for the past two years, we have allocated up to 25% of the GSI funds to be distributed to non-first year students who have less than \$10,000 worth of funding. Although the awards tend to be small (ranging from \$3,000 to \$10,000), the additional CV-item enhances their competitiveness for larger pots of money. Below is an overview of the number of students and the dollar amount of funding from all sources (GSI/GES, Strategic Fund, and Faculty of Education Scholarship) that we have distributed internally each year, including the percentage of funding that has gone to internal students. In addition to this funding, we have created a 'Conference Bursary Fund'. Essentially, every student is eligible to apply each year to have the cost of one conference registration reimbursed, up to \$100.

*Table 4.22: Amount and Number of Funding Awards Made by ECPS (including the percentage that went to Continuing Students)*

		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
<b>Master's</b>	\$	\$58,712	\$68,398	\$73,445	\$98,875	\$144,142	\$149,324
	#	7	11	12	10	20	19
<b>Ph.D.</b>	\$	\$46,135	\$201,980	\$2208,319	\$129,326	\$144,413	\$86,444
	#	9	29	27	25	18	13
<b>Total</b>	\$	\$104,847	\$270,378	\$281,764	\$228,201	\$288,555	\$235,768
	#	16	40	39	35	38	32
% to Continuing Students				25%	28%	15%	29%

Table 4.23: Number of Four-Year-Fellowships Awarded Yearly in ECPS

Year	2009/10	2010/11	2011/12	2013/2014
Four Year Fellowships	9	7	7	7

## 4.8 Graduate Student Research

ECPS graduate students participate in a range of local, national, and international conferences each year. Many of the presentations, both posters and papers, ultimately become publications in research journals. Graduate students also contribute to the literature by authoring and co-authoring book reviews, encyclopedia entries, literature reviews, conceptual pieces, and book chapters. Overall, we have a very productive student body, in terms of research contributions. Below is a table of publications and presentations over the past 5 years by program and degree. Note that these data come from student's annual reviews, which as noted above, are not completed by all students. As such, these numbers are likely slightly lower than the actual number of presentations and publications.

Table 4.24: Yearly Number of Publications and Presentations for M.A. and Ph.D. students for each Program Area

		Year	2008/09	2009/10	2010/11	2011/12	2012/13
<b>CNPS</b>	M.A. (n*=61)	Publications	1	0	1	4	8
		Presentations	1	3	5	2	13
	Ph.D. (n*=39)	Publications	15	15	16	17	24
		Presentations	27	23	45	74	62
<b>HDLC</b>	M.A. (n*=14)	Publications	1	1	1	2	1
		Presentations	9	4	6	5	10
	Ph.D. (n*=25)	Publications	9	2	14	9	27
		Presentations	31	6	24	28	25
<b>MERM</b>	M.A. (n*=9)	Publications	0	0	0	3	1
		Presentations	1	0	0	4	1
	Ph.D. (n*=13)	Publications	9	0	8	12	11
		Presentations	14	0	10	11	14
<b>SCPS</b>	M.A. (n*=21)	Publications	0	0	0	0	6
		Presentations	0	0	1	7	12
	Ph.D. (n*=13)	Publications	10	3	2	9	16
		Presentations	12	14	14	21	25
<b>SPED</b>	M.A. (n*=23)	Publications	0	0	4	0	0
		Presentations	0	0	2	0	0
	Ph.D. (n*=12)	Publications	0	0	2	1	2
		Presentations	0	0	8	5	0

\*average yearly M.A. and Ph.D. enrolments from 2008–2013

## 4.9 Post-graduation Outcomes

Given that we are a large department that houses five unique program areas, it is not surprising that there is a lot of diversity in the careers undertaken by our graduate students. Many of our graduates have gone on to become leaders within academia. For example, graduates from our department hold faculty positions at a number of universities in Canada (e.g., Saskatchewan, Alberta, Victoria, Queens, Calgary, Simon Fraser, New Brunswick) and the US (e.g., Harvard, University of Maryland, Smith College School of Social Work), several hold Canada Research Chairs, and some hold university-level appointments (e.g., Vice Provost, Special Director/Advisor for Aboriginal Affairs). ECPS graduated students from this review period (2008-2013) now hold assistant professorship roles, as well as those holding post-doctoral fellow positions across leading universities. In addition, several of our students have won awards for their outstanding university teaching. Those who have chosen careers within academia have also found success. In addition, many of the graduates from our clinical programs have gone on to have successful clinical careers, either by setting up their own practice, or by working within hospitals or other mental health care settings.

Finally, a large proportion of our M.Ed. students, who were already successful classroom teachers, have been able to advance their careers after completing our program. For example, graduates of the M.Ed. program have gone on to become school principals and vice principals, special education teachers, district level specialists (e.g., visual impairment, deaf and hard of hearing, autism, etc.), as well as other leadership positions in school districts.

Many of our graduate students turned to careers in industry. For example, many of our MERM graduates now work at national and international testing organizations (e.g., Educational Testing Service, Medical Council of Canada). Our graduates have also found successful positions as consultants, and many have also been recognized as leading community developers in worldwide non-profit organizations (NGOs) and as community leaders in local community organizations. Finally, many of our graduates have gone on to work for the government departments and agencies, for example: Statistics Canada.

## 4.10 Graduate Student Report

Given that we are a large department, we were motivated to obtain opinions about the department from as many graduate students as possible. We developed an online survey for all graduate students to fill out anonymously (Appendix A).

### 4.10.1 Survey Overview

In total, 148 students completed the survey during February and March of 2014, which represents a 33% response rate. To provide a simple overview, the online survey was developed in consultation with students, staff and faculty and included the following:

- 7 survey relevant demographic questions
- 25 statement items with 4-point response scale options: Strongly Agree - Strongly Disagree
- 3 open-ended questions

Response by program area was very similar for CNPS, MERM, and SCPS (range 30-33%). HDLC had a much higher response rate of 58% and SPED had the lowest, at 19%. These response rates were in line with expectations given the varied level of campus-based involvement for many of our graduate students (e.g., practicum, internship, leave etc.)

In terms of other key demographics, the sample was reasonably in line with the population. The sample was 12% male; 68% female; 22% undisclosed, and the majority of participants were between the ages of 25 and 34. The majority of respondents were Canadian citizens (81%), however, 12% were international, and 8% chose not to disclose. The sample was fairly well represented across all degree programs, with 19%, 41%, and 35% of current M.Eds., M.As., and Ph.Ds., represented, respectively. However, the large majority of respondents (81%) identified as full time students. Finally, the sample was fairly evenly split for students who were in their first (24%), second (28%), third (14%) or fourth (12%) year.

Taken together, it appears that we were successful in achieving our goal of obtaining information from a broad range of students about their opinions on ECPS. The results were compiled by program area, as well as for the whole department. However, on the whole, the results were quite similar across programs. As such, a synopsis of the results for the whole department is presented below. Where there were notable program area differences, these are mentioned.

In terms of general satisfaction with the program, the large majority of students expressed satisfaction with being a graduate program in ECPS. Specifically, across all program areas, the large majority of students agreed (or strongly agreed) that they were happy and proud to be a graduate student in ECPS, that they felt welcomed and supported by the department, that ECPS offers a 'positive educational environment', and that academic expectations are clear. In addition, the majority of students agreed that the teaching in ECPS is of a high quality and there are good opportunities to be engaged in research in the department (although 25% of students disagreed with this statement). Finally, students agreed that they know where to get important ECPS-related information when they needed it, and that if they were having difficulties, they would feel safe raising these to someone in the department. Importantly, the comment's section for these questions extolled the virtues of our Graduate Program Assistants, Alex Allen and Karen Yan. The students rightly pointed out how much of an asset these two staff members are to the department.

Regarding course offerings, again the majority of students felt that there

were enough courses offered to complete their degree in a timely manner. However, this differed by program. For example in CNPS and MERM almost half the participants did not agree with this statement.

In contrast, in SCPS, which involves little flexibility in the sequence and courses that need to be taken 100% of students agreed with this. Many students commented on this question (37 comments in total) and comments section in the CNPS and MERM indicated that course unavailability is a source of frustration:

*"For the love of God, NO, there are not. Many students have complained about this. I know lots whom have only taken 2 courses from Jan-April because there are not enough classes or they run at the same time. Admin has been informed, but to no avail." – CNPS student*

*"Too few MERM courses, and most of them in the second winter term. Would it be possible to spread them out more?" – MERM student*

Regarding course flexibility, again, many participants agreed that there is a sufficient flexibility in courses to take in order to fulfill program requirements. However, CNPS students, and to a lesser extent, HDLC and SCPS disagreed with this. The comments regarding this were not particularly negative, rather they pragmatically noted a lack of flexibility in their program (e.g., "There is a lack of flexibility in my program and I am okay with this.") and/or focused on areas where we might consider enhancing our course topics (e.g., Indigeneity, qualitative research methods, lifespan development).

Regarding funding, not surprisingly, the majority of students disagreed with the statements "There are sufficient funding opportunities available in ECPS" and "There are sufficient opportunities for GA, TA, and RA positions within the department". There were 55 comments for these questions, and most of them focused on inequitable distribution of funding (e.g., that there is no funding for M.Ed. students, part-time students, or for Ph.D. students beyond their fourth year), the competitiveness (e.g., that there is a greater need than the funds or positions available), as well as the fact that second-year students are particularly underfunded:

*"I wish funding was available for students in the M.Ed. stream, and not just for those in the M.A. stream."*

*"There are no funding opportunities available to non-research/M.Ed. students. This is extremely disappointing."*

*"Not for students in their 5th year or beyond!"*

*"I have applied for numerous positions and have not yet obtained a position. It seems like there are only a small number of these positions and they are quite competitive."*

*"Second year students are especially underfunded."*

The final set of questions we asked was about social experiences and space requirements. Most students felt that there were sufficient opportunities to socialize with other students, and sufficient space to study during the day. Note, however, that the most popular response was only 'Agree' not 'Strongly Agree'. Also, when queried about whether there was sufficient space to work collaboratively or socialize with students, responses were more equivocal, noting that there could be more designated space, that the staff lounge (which grad students are free to use) is too quiet and not an inviting place for students, or that they tend to rely on classrooms, halls or the lobby to meet with students.

#### 4.10.2 Post-doctoral Fellows and Visiting Scholars

Provide an overview of the current number of postdoctoral fellows, demographics, sources of funding, scholarly activity, and general support and oversight of their development.

##### 4.10.2.1 Postdoctoral fellows

- **Dr. Mahboubeh Asgari** has been working with Dr. Barbara Weber since August 2013. She is originally from Iran, but is now a Canadian Citizen. She finished her Ph.D. at SFU and is funded through a SSHRC insight development grant (for a half time position) for 2 years. Dr. Asgari works on a project called: The Philosophical Community of Inquiry (CoI): Measuring its Impact on Perspective-Taking and Empathy. She is involved in all stages of this research project, including data analyzing. She will participate in two conferences: NAACI 2014 and ICPIIC 2015 and present her findings. Dr. Asgari has also taught 2 classes (in 2012 and 2013) for the teacher education program in order to develop her teaching skills.
- **Dr. Eric Chan**, was post-doctoral fellow and visiting scientist at UBC, 2010-2013. Eric worked closely with Dr. Bruno Zumbo on measurement theory and validation practices. The most noteworthy outcome of Eric's post-doc is that he jointly edited a book with Dr. Zumbo for *Springer Press* on validation practices in the social, behavioral and health sciences. Eric now holds prestigious nationally funded fellowship investigating measurement issues with patient-reported outcomes.
- **Dr. Kelly Gallagher-Mackay** has been working with Dr. Kadriye Ercikan as a Postdoctoral fellow since September 2013. The Postdoc is funded by MITACS and the People for Education and focuses on developing alternative measures of school success.
- **Dr. Yan Liu** was a post-doctoral fellow and visiting scientist during 2012-2013, in our Department and in the School of Kinesiology at UBC. Yan worked closely with Dr. Bruno Zumbo and with Dr. Mark Beauchamp (Kinesiology, UBC) on several technical psychometric and structural equation models. Yan published several papers and was a co-applicant on a national (SSHRC) grant with Dr. Richard Young. Yan now holds prestigious fellowship and is a lecturer at Harvard University School of Medicine.
- **Dr. Anat Zaidman-Zait** was a post-doc working with Dr. Pat Mirenda (ECPS) from 2010-2013. She was funded by HELP and by the Azrieli

Foundation in Israel. She was primarily housed at Human Early Learning Program but worked on a number of research projects during that time, which resulted in a number of conference abstracts/presentations and manuscripts.

- **Dr. Filomena Parada** was a post-doctoral fellow for 20 months between 2009 and 2012, working with Dr. Richard Young. Her fellowship was funded by the Fundação para a Ciência e a Tecnologia (Portugal). During her fellowship, Dr. Parada expanded her knowledge of contextual action theory and the associated research method in order to attain a level of expertise allowing the autonomous implementation of the method in a Portuguese research context.

#### 4.10.2.2 Visiting Scholars

- **Dr. Ron Rapee** is a world renowned researcher in the prevention and early intervention of anxiety disorders. He is widely published and honored for his innovative methods and interventions. Currently, Dr. Rapee and his team are exploring the effectiveness of a population-level intervention, Cool Little Kids (CLK), for young children at risk of developing anxiety disorders. In collaboration with Drs. Lynn Miller (CNPS), Maureen Whittal (Faculty of Medicine- Adjunct), Sheila Woody (Faculty of Arts- Psychology), and Jane Garland (Faculty of Medicine -Women's and Children's Hospital), Dr.Rapee's focus on his latest Australian population-wide intervention for the prevention of anxiety disorders. Dr. Rapee's experience is helping guide planning for a K-12 intervention in BC, based on CLK.
- **Dr. Rina Bonanno**, Associate Prof. Dowling College in NY is a visiting scholar this year working with Dr. Shelley Hymel
- **Dr. Sandra Evers**, Associate Professor in Social and Cultural Anthropology from the University of Amsterdam, Netherlands, has been working with faculty members in HDLC between January and May, 2014. Dr. Evers founded the Anthropology of Children and Youth Network, an international network of scholars from across disciplines that is also a part of the European Association of Social Anthropologists. During her time with us, she presented on her research with Chagossian children, entitled Children's lived realities and reflections on family history: Ethics and methods of working with children, presented on her work with migrant children at the UBC Learning Exchange, and met with HDLC faculty and groups of graduate students on numerous occasions. Dr. Evers's work contributes both theoretically and methodologically to research with children and youth.



## **5 Research, Scholarly and Professional Activity**

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The faculty members in ECPS are active scholars at local, national and international levels. Their interests, accomplishments and contributions are presented in their respective curriculum vitae (Appendix C) and summarized in the sections below.

### **5.1 Faculty Awards and Distinctions**

The ECPS faculty members' excellence in scholarship is recognized by numerous awards, leadership positions and distinctions. Currently, seven faculty members have prestigious fellowships in national and international professional and research organizations; 19 faculty members hold at least one award for their scholarly contributions; and 11 faculty members have taken on leadership roles in national and international organizations.

The distinction and leadership of faculty members are recognized within the Faculty of Education. ECPS faculty members hold four of the seven Professorships in the Faculty of Education. These are Dr. Shelley Hymel, who holds the Edith Landau Professorship in Social and Emotional Learning; Dr. Lynn Miller, who holds the Myrne B. Nevison Professorship in Counselling Psychology; Dr. Nancy Perry, who holds the Professorship in Struggling Youth; and Dr. Marvin Westwood, who holds the Royal Canadian Legion Professorship in Group Counselling and Trauma

More detailed information about ECPS Faculty members' awards, distinctions and research excellence are presented in Appendix D.

### **5.2 Research Intensiveness and Dissemination**

#### **5.2.1 Research Interests**

ECPS faculty members have a significantly wide range of research interests. The interests reflect department programs and courses, and the professional expertise of the faculty members. The research interests include research methodology, measurement, statistics, and content areas across the lifespan and in domains that are related to various aspects of schooling and to education, generally. These interests, categorized by lifespan stage and substantive topic, are summarized in Table 5.1 below.

Table 5.1: Lifespan and substantive research interests of ECPS Faculty of Education

Substantive Area	Lifespan Stage				
	Early Childhood	Childhood	Adolescence	Adulthood	Older Adulthood
Assessment	<input type="checkbox"/>				
Career Development			<input type="checkbox"/>	<input type="checkbox"/>	
Cognitive Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Counselling	<input type="checkbox"/>				
Cultural Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ethics		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exceptionality and Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health	<input type="checkbox"/>				
Identity	<input type="checkbox"/>				
Instruction and Learning	<input type="checkbox"/>				
Language and Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Research Methods and Statistics	<input type="checkbox"/>				
School Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Social Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stress and Coping		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Technology in Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### 5.2.2 Funding

ECPS faculty members' scholarly activities have been funded by national organizations such as SSHRC, NSERC, CIHR and others. The total funding for research has been over \$60 million during the last five years.

Some of these funds support basic research, whereas others are for knowledge mobilization, community partnerships or scholarly networks. These funds play an essential role in supporting graduate students and providing opportunities for their engagement in research. The faculty funding information that includes funding sources, funded projects and periods of funding are presented in Appendix E.

### 5.2.3 Dissemination and Contributions to Research and Professional Activity

ECPS has a highly research intensive environment. During the last six years, faculty members have published 467 peer reviewed journal articles, 46

books, 175 book chapters, gave 387 keynote addresses and 786 conference presentations. These publications are listed in Appendix F and within the individual faculty member's Curriculum Vitae (Appendix C). The number of journal, book chapter and book publications since 2008 are presented in Table 5.2.

*Table 5.2 Number of Publications by ECPS Faculty (2008-2014)*

Year	Journal Articles	Book Chapters	Books
2008	53	19	2
2009	64	19	8
2010	68	24	7
2011	75	26	10
2012	71	20	4
2013	69	34	11
2014	10 + 57 (in press)	6 + 27 (in press)	3 + 1 (in press)
Total over 7 years	467	175	46

Scholarly productivity of faculty members is also evident in funding of their research by Tri-Council, government and other funding sources. Funding amounts and sources for the period of 2009-2014 is summarized in Table 5.3. The total amount for this period is over \$55,000,000.

*Table 5.3 ECPS Faculty Funding for the period of 2009-2014*

Funding Type	\$ Amount for the Period of 2009-2014
Tri-Council	17,435,624
NGO	5,919,557
UBC	1,152,193
Federal and Provincial Governments	30,456,150
Contracts	2,550,431
Other	324,966

#### **5.2.4 Collaborative and interdisciplinary Research and Knowledge Mobilization**

The interdisciplinary nature of the department is very clearly reflected in the faculty members' collaborative research and knowledge mobilization activities. We have summarized these activities under the following three themes:

- Childhood and Youth Health and Wellness
- Work, Careers, and Well-being
- Assessment, Evaluation and Measurement
- Schooling and Learning

In the sections below we describe samples of scholarly activities and contributions in these categories.

### 5.2.4.1 Childhood and Youth Health and Wellness

#### 5.2.4.1.1 Childhood Well-being

A focus on the importance of mental health and well-being in the learning and life outcomes of children is at the centre of ECPS's commitment to childhood well-being. This commitment has driven the work of many ECPS faculty from across program areas, such as:

Dr. Shelley Hymel (HDLC)

- *Promoting Positive Mental Health through Social and Emotional Learning*. This study is funded by the Farquhar Endowment for Children's Mental Health and led by Dr. Hymel with the support of Ms. Miriam Miller and Ms. Angela Low (ECPS graduate students).

Dr. Kimberly Schonert-Reichl (HDLC)

- *Using Social and Emotional Learning Interventions to Promote Resiliency and Positive Mental Health in Children and Teachers: Considering Psychological, Biological, and Contextual Processes*. A collaborative study funded by a Hampton Fund Research Grant and led by Dr. Schonert-Reichl, and co-investigated by Dr. Adele Diamond and Dr. Tim Oberlander.
- *Effectiveness of the Mindfulness Education Program on Children's Cognitive Control*. A collaborative study funded by The Hawn Foundation and led by Dr. Schonert-Reichl, and co-investigated by Dr. Adele Diamond and Dr. Tim Oberlander.
- *Stress Biomarkers, Behavior, and Everyday Child Contexts*. A collaborative study funded by the Ministry of Children and Family Development and led by Dr. Tim Oberlander, and co-investigated by Dr. Schonert-Reichl.
- *Effectiveness of the Mindfulness Education Program on Children's Social-Emotional Competence, Psychological Well-Being, and Stress Reactivity*. This study is funded by Mind & Life Institute (Francisco J. Varela Memorial Grant).

Dr. Kadriye Ercikan (MERM)

- *Alternative Measures of School Success*. This project focuses on developing measures of school outcomes that highlight the importance of childhood health. The project is led by People for Education. Dr. Ercikan is involved in development of measurement of health indicators for schools.

Dr. Lynn Miller (CNPS)

- *Early Screening of Selective Mutism & other Anxiety-related Disorders in Primary Grade Children in BC*. A study funded by the Hampton Seed Fund and led by Dr. Miller with the co-investigative support of Dr. Yvonne Martinez.

- *An AnxieTEA Party: Why We Should Worry about Childhood Anxiety.* Part of a CIHR funded program (Café Scientifique) led by Dr. Miller, with Dr. Maureen Whittal as the co-investigator.
- *FRIENDS Parent Project Evaluation.* Funded by the BC Ministry of Child & Family Development and led by Dr. Miller with co-investigative support by Dr. Marnie Fukushima-Flores.
- *Fostering Resilience by Promoting Emotional Intelligence.* A study funded by the Hampton Seed Fund and led by Dr. Miller with the co-investigative support of Dr. Vanessa Waechler.

In addition to the studies noted on the previous page, Dr. Shonert-Reichl was an invited evaluator of the Vancouver School Board and the Vancouver Coastal Health Authority social and emotional learning program: Roots of Empathy (ROE). Since 2004, this research on the ROE program has led to important publications in scholarly journals and books (e.g., Schonert-Reichl et al., 2011 –full listing available in Appendix F). Her work has also influenced policy changes and provision of government funding, for example when BC Premier Christy Clark recently cited Dr. Schonert-Reichl’s research specifically as rationale for contributing \$800,000 of government funding for the ROE program for the next 5 years.

The ROE program has since spread internationally with Dr. Shonert-Reichl collaborating with researchers in Japan, Australia, New Zealand, and the Isle of Man. In October, 2010, her findings on the ROE program were presented to Members of Parliament on the Isle of Man. Additionally, this research was highlighted within mainstream media, including a front-page story that appeared in the Wall Street Journal in 2008 (circulation of 2.1 million) and in David Bornstein’s online New York Times column “Fixes” on November 8th, 2010. The ROE program is a clear illustration of an integration of graduate education, community engagement, and research excellence, and in this way is representative of the approach adopted by many ECPS faculty.

### **Childhood Bullying**

The topic of childhood bullying is an area of interest across Canada and elsewhere. With societal and technological changes of late, the nature and psychologies surrounding childhood bullying are again of fresh interest to many research disciplines and fields. ECPS faculty are actively involved in collaborative work not only within UBC, but also with academics from other leading universities. One key example is the ongoing research being led by former ECPS student, Dr. Tracy Vaillancourt (University of Ottawa). In addition, since 2005, with funding from SSHRC and more recently from CIHR, Dr. Hymel has co-investigated and collaborated on a longitudinal study of children and youth with a focus on aggression, bullying, and mental health. This collaboration has also allowed the UBC research team to provide data

access to ECPS students, with many then using it as part of their theses and research work.

In addition to this research, Drs. Hymel, Miller, and Shapka have published on many aspects of childhood bullying within contemporary Canadian society. Below you will find a selection of studies and research funding from recent years (2008-2013):

- *Bullying Literacy Module for the Ontario Centre of Excellence for Child and Youth Mental Health.* A collaborative study led by Drs. Wendy Craig and Debra Pepler with collaboration by Dr. Hymel and others.
- *Bullying and School Climate.* A SSHRC funded study led by Dr. David Smith with co-investigative support provided by Dr. Hymel and others. The study addresses the role of the bystander through drama in bullying situations.
- *Canadian Cyber-psychology and Anxiety Virtual Reality Lab.* An initiative funded by the CFI and led by Dr. Stéphane Bouchard with co-investigative support by Dr. Miller.
- *BC Cyberpsychology and Schools – hardware/software.* A CFI funded study led by Dr. Miller with the co-investigative support of Dr. Stéphane Bouchard

In addition to these studies, Dr. Hymel and others have formed part of BRNet – A Bullying Research Network. This is an electronic network of over 100 prominent researchers, educators, and authors from around the globe who are interested in addressing issues of bullying and victimization. It is directed by Dr. Susan Swearer at the University of Nebraska – Lincoln and Dr. Hymel. Since 2011 BRNET has co-hosted an annual “think tank,” bringing researchers together to consider specific issues in research on bullying.

Among its goals are:

- Create a virtual clearing house linking researchers around the world, facilitating the rapid exchange of information and ideas to enhance evidence-based pre/intervention initiatives.
- Facilitate the conduct of international, interdisciplinary research on bullying and aggression, with attention to links between basic and applied research.

#### **5.2.4.1.2 Youth Well-being**

ECPS’s leadership involvement with the Canadian Prevention Science Cluster (CPSC) is a strong indication of the reputation and caliber of its work within the area of youth well-being. CPSC is a 7-year program funded by SSHRC, led by Dr. David Wolfe, University of Toronto, that involves collaboration with researchers in four regional hubs across Canada, including Dr. Hymel in BC, Dr. Maria Battiste in Saskatchewan, and Dr. John LeBlanc at Dalhousie.

The focus is on promoting social and emotional development in Canada, and on training graduate students. The program aims to bring together expertise across the hubs to develop strategies to reduce violence and abuse and promote healthy relationships among youth. Involvement in this program has also enabled ECPS graduate students to benefit from assistantships stemming from this grant.

Elsewhere within ECPS, this commitment to youth experience is evident in the work of Drs. Miller and Schonert-Reichl, amongst others. Some examples include:

- *Examining the link between rejection sensitivity, internalizing and externalizing problems in early adolescence.* A study funded by the Struggling Youth Grant and led by Dr. Miller.
- *Effectiveness of a Relational Intervention in Reducing Violence and Victimization in At-risk Adolescent Girls and Boys.* Funded by CIHR, this is part of a collaborative study led by Dr. Marlene Moretti (Simon Fraser University), and co-investigated by Dr. Schonert-Reichl.
- *How Volunteer Programs affect Health and Well-being in Low-Income Youth.* A collaborative study funded by the W. T. Grant Foundation and led by Dr. Edith Chen, and co-investigated by Dr. Schonert-Reichl.

#### **5.2.4.1.3 Youth to Adulthood Transition**

The transition through various life stages during childhood and adolescent can be interesting, exciting but also traumatic. Dr. Richard Young has undertaken extensive work over in the area of life stage transition – a sample of his more recent work (2008-2013) follow:

- *Counselling as a context for youth transitions.* A SSHRC funded study led by Dr. Young.
- *Transition to adulthood as goal-directed projects for youth with intellectual disabilities and their parents.* A SSHRC funded investigation led by Dr. Young.
- *Over 2 U: Governance transfer between parents and adolescents.* A SSHRC funded project co-investigated by Dr. Young
- *Parents' and adolescents' goal-directed actions regarding extracurricular structured and unstructured activities with peers.* A SSHRC funded investigation led by Dr. Young
- *Struggling youths' joint projects with peers and non-familial adults.* A UBC *Struggling Youth Initiative* funded study led by Dr. Young

#### **5.2.4.1.4 Evaluation of Well-being**

Dr. Zumbo has a longstanding interdisciplinary program of research in the area of quality of life, wellbeing, and life satisfaction. He has published extensively in journals in this area and regularly collaborates with philosophers, sociologists and economists on methodological issues in quality of life and wellbeing, including editing 2 special

issues of the journal “Social Indicators Research: An Interdisciplinary International Journal for Quality of Life Measurement”.

In recent recognition of the impact of his interdisciplinary work in this area, he was awarded the 2010 Research Fellow Award by the International Society for Quality of Life Studies, ISQOLS. He was one of just three scholars in the world that year who received recognition as a 2010 Research Fellow of ISQOLS. Election to the status of Research Fellow is an indication of a scholar making a substantial contribution to quality of life (QoL) research. ISQOLS is an international society whose purpose is to promote and encourage research in the field of QoL studies within and across disciplines (e.g., education, measurement, psychology, economics, political science, marketing, health care).

Other valuable collaborative work can be found within Education and Learning Development through the work led by Dr. Schonert-Reichl. The fruits of investigative collaboration with Dr. Clyde Hertzman, Dr. Martin Guhn (HELP-UBC), and Dan Marriott (VSB Community Schools) is their major study of middle childhood and the development of a new instrument named the Middle-Years Development Instrument (MDI-4) for the evaluation of well-being during the middle childhood years. This initiative with the UBC Human Early Learning Partnership (HELP), the United Way of the Lower Mainland (UWLM), and the Vancouver School Board (VSB) was initially administered to fourth grade students across 70 VSB schools in 2009-10. The major emphasis was on effective knowledge translation and mobilization, providing meaningful feedback on the current state of middle childhood students in the Lower Mainland of BC.

Further evidence of successful cross-university collaboration is Dr. Hymel’s work with Dr. Terry Waterhouse of the University of the Fraser Valley (UFV) and 15 school districts from across the Lower Mainland of B.C. The research focus involves evaluating the social behaviors and experiences of secondary students as part of UFV’s accountability to the BC Ministry of Education. With the support of funding from SSHRC and the Edith Lando Charitable Foundation, graduate students on the research team continue to make use of this extensive data collection for conference papers and publications.

As a CHES Scholar within the Cross-Professional Connections program, Dr. Deborah Butler spent five weeks as a CHES Visiting Scholar at the Centre for Health Professions Education Scholarship and has subsequently become an ongoing CHES scholar for the group. This collaboration led to the development of a study entitled: *A novel feedback program for internal medicine residents: Examining the impact of direct observation and the fostering of longitudinal relationships*. This interdisciplinary study was funded by the Royal College of Physicians and Surgeons Medical Education Research Grant and led

by Dr. Stéphane Voyer (Faculty of Medicine, UBC), with the support of Drs. Butler (Co-I) and Cary Cuncic (Co-I). By representing the Faculty of Education through the co-leading of this initiative, Dr. Butler demonstrates ECPS's focus on nurturing a culture of collaboration with other discipline areas.

Dr. Allison Cloth is part of an ongoing collaboration with the Centre for Adolescent Research in Schools (CARS) which is working on the U.S. Department of Education's 5-year multicomponent Institute of Education Sciences' (IES) Randomized Controlled Trial. CARS is a research study examining intervention for high school age students with social, emotional, and behavioral problems.

#### 5.2.4.1.5 Cross-Cultural Issues in Health and Well-being

Intercultural understanding and sensitivity are present across the work of ECPS program areas. Examples of recent co-investigations and collaborations by ECPS faculty can be found below and overleaf.

Dr. Anita Hubley (MERM)

- *Collaborative study looking at cross-cultural perceptions of communication by caregivers of persons with dementia.* Project was led by Dr. Jeff Small with other collaborators including Dr. Tina Wu and Dr. Elaine Chow, as well as Dr. Hubley.

Dr. Lynn Miller (CNPS)

- *Perceived Prenatal Warmth, Control and Psychological Adjustment among Chinese Canadian Adolescence.* A study funded by the Hampton Seed Fund and led by Dr. Miller with co-investigative support provided by Ms. Cynthia Ho.

Dr. Ishu Ishiyama (CNPS)

- *Injury of British Columbia's aboriginal communities: Building capacity while developing knowledge.* A CIHR funded study led by Dr. Anne George and Dr. Chris Lalonde, with the collaborative support of Dr. Ishiyama (among others).
- *Intercultural Understanding: A Transformative Student Training Model.* Funded by UBC's Teaching and Learning Enhancement Fund and led by Dr. C. J. Rowe with collaborative support by Dr. Ishiyama.

Dr. Susan James (CNPS)

- One of the only counsellors or mental health professionals who researches Portuguese immigrants specifically, and attributed as the first person to identify a culture-specific syndrome affecting Portuguese immigrants (Agonias), which is often misdiagnosed and improperly treated. Furthermore, Dr. James created and validated an Agonias questionnaire to allow for improved screening.

Dr. Richard Young (CNPS)

- *Exploring the multicultural counselling competencies needed to work with immigrant adolescents.* A UBC Faculty of Education HSS Seed funded study led by Dr. Young.

In addition to the preceding studies, Dr. Ishiyama, along with his colleagues at UBC Access and Diversity Office, helped develop the anti-discrimination and intercultural understanding program: Really?, a project which has been funded since 2012 by the UBC Teaching and Learning Enhancement Fund. UBC's Access and Diversity Office adopted Ishiyama's Anti-discrimination Response Training (A.R.T.) Program and its model of active witnessing to promote campus-wide intercultural awareness and understanding and the prevention of prejudice and discrimination.

This training model has been widely used in school and community settings, particularly within British Columbia, as an effective and practical approach to empowering witnesses (bystanders) to take an active role when faced with situations of discrimination and prejudice. The latest round of training of student facilitators took place in January 2014 and UBC's Access and Diversity Office will later engage in running educational and training sessions with peers across campus.

#### 5.2.4.1.6 Women's Health and Well-being

Incarceration and prison systems are often misunderstood and neglected elements of our modern society. To the same extent, so, too, are the individuals who find themselves within these systems. ECPS faculty have long collaborated with other leading scholars to develop understanding and knowledge of prison experience, with the aim of developing and implementing health and well-being strategies to support the life transitions of prisoners

Examples of ECPS's involvement in recent studies involving prison populations include Dr. Marla Buchanan's research:

- *A Participatory Approach to Developing Preventive Health Tools for BC Individuals with Incarceration Experience.* A Vancouver Foundation funded study led by Dr. Ruth Elwood Martin with co-investigative support by Dr. Buchanan (among others).
- *Women into Healing: Participatory Evaluation of Collaborative Health Research Processes.* A Vancouver Foundation funded study led by Dr. Buchanan with co-investigative support by Dr. Ruth Elwood Martin.
- *Doing Time - A time for incarcerated women to develop an action health strategy.* A CIHR funded study led by Dr. Ruth Elwood Martin with co-investigative support of Dr. Buchanan (among others)
- *Doing Time - Knowledge Translation Strategies.* A CIHR funded study led by Dr. Ruth Elwood Martin with co-investigative support of Dr. Buchanan (among others).

Another area which has inspired interdisciplinary knowledge development is contemporary conceptions of motherhood and its personal and societal implications:

- *Motherhood Deferred: The Role of Women's Beliefs and Knowledge of AHR in their Decisions to Delay Childbearing.* A cross-disciplinary CIHR funded study led by Dr. Judith Daniluk (CNPS), with co-investigative support by Anthony Cheung, MD. The findings of this research led to a CIHR knowledge translation grant "Fertility Awareness On-line" for the development of the MyFertilityChoices.com web site.

Dr. Joe Lucyshyn has also recently collaborated with Dr. Susan Harris (Professor in Rehabilitation Sciences at UBC) in a single case research design working with women recovering from breast cancer treatment. More specifically, the research focus was the effects of Pilates on range of motion and quality of life.

#### **5.2.4.1.7 Housing and Health**

Homelessness is not a new or unique phenomenon but slowly as a society our approach toward individuals experiencing homelessness is changing, and there are opportunities being created where people are being respected and listened to. The knowledge gained is being incorporated into social and health strategies to better enable more positive life outcomes for those experiencing or who are at risk of homelessness.

Dr. Anita Hubley (as well as various ECPS graduate students) has been centrally involved in the CIHR-funded Health and Housing in Transition (HHIT) study which is a longitudinal study of the health of homeless and vulnerably housed adults in Vancouver, Toronto, and Ottawa.

More recently further CIHR funding has been received to advance this study – which will involve a four-year follow-up, this study continues to be led by Dr. Stephen Hwang along with Dr. Tim Aubry, Dr. Susan Farrell, Dr. Anita Palepu and Dr. Anita Hubley (among others).

Dr. Hubley's work in the area extends beyond the HHIT study to include the following recent work:

- *QoLHHI Health and Living Conditions Impact and Overall MDT Satisfaction Surveys:* Validation evidence from three Canadian cities. A collaborative study funded by ICE / REACH3 (CIHR) and led by Dr. Hubley, along with collaboration from Dr. Susan Farrell, Dr. Bruce MacLaurin, Dr. Wendy Muckle, Dr. Alina Tanasescu, Dr. Anne Gadermann, and Dr. Lara Russell.
- *Exploring the Significance of Neighbourhood for Homeless and Unstably Housed Adults.* A collaborative ICE / REACH3 (CIHR) funded study led by Dr. Fran Klodawsky with the involvement of Dr. Susan Farrell, Dr. Tim Aubry, Dr. Anita Hubley, and Dr. Stephanie Gee.

- *Population health interventions to end homelessness*. A CIHR-funded study led by Dr. Stephen Hwang, along with Dr. Tim Aubry, Dr. Susan Farrell, Dr. C Benoit, and Dr. Anita Hubley (among others).
- A collaborative CIHR-funded study on *Population health intervention to reduce homelessness and improve health: Policies, programs, and knowledge translation* led by Dr. Stephen Hwang along with Dr. Tim Aubry, Dr. Susan Farrell, and Dr. Anita Hubley (among others).

#### 5.2.4.2 Work, Careers and Well-being

Work is large part of our modern lives. This means that when major life stresses such as cancer treatment or a traumatic work-based event are experienced, ripples are felt. ECPS members collaborate extensively and work closely with fellow scholars and government agencies to support and assist the transitional stages surrounding significant life and/or work events through their studies.

##### 5.2.4.2.1 The Experience of Workers

- *Towards a Flexible Workforce: Workers and their Ability to Meet the Challenges of Ongoing Change*, a study funded by SSHRC and led by Dr. William Borgen and Dr. Norman Amundson, with the support of Dr. Lee Butterfield

##### 5.2.4.2.2 Life and Work after Surviving Illness

- *Vocational issues for people with cancer in Canada*. A cross-disciplinary study funded by the Canadian Association of Psychosocial Oncology (CAPO) and led by Dr. Izabela Schultz (CNPS) with the support of Ms. Maureen Parkinson, (VRC) and Ms. Patricia Nitkin (UBC PhD student).
- *Transformation: Reconstructing the lives, relationships and careers of breast cancer survivors, post-primary treatment*. A cross-disciplinary study funded by UBC Health Research Resource Office (HeRRO) Seed Fund and led by Dr. Schultz.

##### 5.2.4.2.3 Return to Work Strategies

- *Helping Unemployed Persons with Posttraumatic Stress Disorder Return to Work: A Descriptive Study of Perceived Work Re-entry Barriers and Assistance Needs*. A cross-disciplinary study funded by a Hampton Grant Research Fund and led by Dr. Jaye Wald (UBC Dept. of Psychiatry, Faculty of Medicine) with the support of Dr. Schultz.
- *Development and Evaluation of a Return to Work (RTW) Program for Persons with Anxiety Disorders*. A cross-disciplinary program funded by Great West Life Innovation Fund (Canadian Psychiatric Association) and led by Dr. Jaye Wald (UBC Dept. of Psychiatry, Faculty of Medicine) with the support of Dr. Schultz (among others).
- *Expectations of Return to Work for Injured Workers with Sub-Acute Back Pain*. A study funded by WorkSafeBC and led by Dr. Richard Young (CNPS) with Dr. Schultz as a co-investigator (among others).

#### 5.2.4.2.4 Work Environment Development

- *Health and work productivity web-portal: Knowledge to action for disability prevention and management.* A pilot study funded by Work Safe BC and led by Dr. Marc White (Canadian Institute for Relief of Pain and Disability), with the support of Dr. Schultz, as well as, Dr. Janusz Kaczorowski, Dr. Shannon Wagner, and Dr. Rick Iverson.
- *Interventions to reduce work absence: A synthesis of systematic reviews.* A study funded by Work Safe BC and led by Dr. Marc White (Canadian Institute for Relief of Pain and Disability), with the support of Dr. Schultz and Dr. Shannon Wagner.
- *A Prospective Study of Psychological Symptoms and Work Functioning Following Occupational Exposure to Blood and Body Fluids.* A cross-disciplinary study funded by Work Safe BC and led by Dr. Jaye Wald (UBC Dept. of Psychiatry, Faculty of Medicine), with support from Dr. Schultz, as well as Dr. Steven Taylor (UBC), Dr. Gordon Asmundson (University of Regina), and Dr. Lee Lewis (Work Safe BC).
- *Work accommodation as a social interaction.* A study funded by WorkSafeBC and led by Dr. Schultz and Dr. Young as co-investigators.

In addition to the extensive research and field work undertaken by Dr. Young, he is also renowned for his development and contribution to the theoretical field of career and work-related counselling. His development of the contextual action theory of career and human behavior is recognized among 18 career theories since the inception of modern career theory and research. His career has also involved the development of the action-project qualitative research method which is now used in a range of studies to examine a broad range of human action in fields such as family interaction, career development, health, suicide, grief, and counselling.

#### 5.2.4.2.5 Veteran Experience

*“The Difficult Return”* (Phase 1, March 2012, & Phase 2, June 2012) – Part of a collaborative project led by Dr. Michael Balfour, Griffiths University, Brisbane, Australia. This project included a 10-day workshop that provided training and research on a group-based intervention for Australian ex-military with PTSD. The collaboratively designed Workshop was led by Dr. Marv Westwood (ECPS) and Dr. David Kuhl, with research conducted by Dr. Buchanan (ECPS). This work is an outcome of wider collaborative studies under the Veteran Transition Program (VTS), which is discussed in more detail in section 6 of this report.

#### 5.2.4.2.6 Faculty, Staff and Students

Dr. Colleen Haney, in collaboration with others, developed a Counselling Clinic within the Faculty of Education’s Scarfe building in September 2007. Since its foundation, she has also organized and

supervised a free Counselling Clinic in ECPS's Psychoeducational Research and Training Center, also at the Faculty of Education's Scarfe building. This clinic serves UBC (faculty/staff/students) as well as the Greater Vancouver community.

#### 5.2.4.2.7 Living with Illness

*Consistency and Effectiveness of Current Educational Programming for Patients with Chronic Kidney Disease: A British Columbia Province Wide Initiative.* Dr. Shawna Faber's collaborative work with the Faculty of Medicine (Division of Nephrology) and the BC Renal Agency involves the program evaluation of educational programming designed for BC-based renal health patients. Furthermore, a new program (for modality education) has been devised and is currently in the pilot phase (with full roll-out starting in September 2014). The purpose of this research is primarily to:

1. To standardize the modality options educational programming provided to patients
2. To support patient facilitated decision making for modality selection
3. To evaluate the effectiveness of the new KCC Modality Options Educational program as it is implemented in comparison to the current varied programming taking place in BC.

The intended outcomes of this program:

1. Increase in patients with a preferred modality identified by GFR 20
2. Increase in patients reporting feeling part of the decision making process
3. Improved patient-perceived quality of educational program for decision making:
  - a. Knowledge
  - b. Understanding
  - c. Usefulness of information
  - d. Level of support during the process
4. Greater alliance between modality started on vs. preferred modality
5. Increased readiness for modality of choice (e.g., training done on time)

A part of this project also includes educator training so that renal educators may improve their practice to improve information delivery to patients.

#### 5.2.4.3 Assessment and Measurement

Dr. Ercikan's research work on generalizing in educational research has been recognized by the education field and she has been awarded the AERA Division D Significant Contribution to Educational Measurement.

Her research on educational assessment is interdisciplinary and involves collaboration with education experts from different curricular areas such as history, science and mathematics, as well as governmental and research organizations. She has collaborated recently with historians and history educators as part of a five year project: SSHRC Community University Research Alliance Canadians and their Pasts. In addition to several community projects, and journal publications, the culminating product was a book based on a national survey of Canadians thoughts and experiences related to the past which was published in 2013: *Canadians and their Pasts*. As an extension of this project, she collaborated with Dr. Peter Seixas in the UBC Faculty of Education in conducting a survey of history education in Canadian classroom, and designing and validating an assessment of historical thinking. Dr. Ercikan is in the final stages of completing a book on assessment of historical thinking with contributions from international leaders in the field of history education.

In another SSHRC-funded research project, Dr. Ercikan is collaborating with other Canadian researchers Dr. Wolff-Michael Roth and Dr. Marielle Simon on examining validity and fairness issues in assessments of linguistic minority students. This project has resulted in 12 publications and presentations.

As part of her research on international assessments, such as the Programme for International Student Assessment (PISA) or the Trends in International Mathematics and Science Study (TIMSS), Dr. Ercikan is collaborating with colleagues around the world in research and knowledge mobilization activities. In the newly established International Laboratory for Measurement and Psychometrics, Dr. Ercikan is the lead researcher collaborating with the Higher School of Economics, Moscow, Russia. This laboratory aims to bring together international expertise on issues surrounding the use and development of measurement and evaluation tools and systems within education.

Dr. Ercikan is also collaborating with a Turkish research organization TEDMEM on research on using international assessment data to help identify strategies for informing policy and practice to improve education. Dr. Ercikan's other collaborations include working with researchers in Israel, Belgium, Australia, and South Africa on assessments of 21st Century Skills.

Dr. Zumbo has been recognized for his foundational contributions to the area of language testing and assessment. In recognition of his longstanding work in this area he was awarded the prestigious *Samuel J. Messick Memorial Award* in 2005 for his substantial contributions to validity theory and item bias..

Colleagues Drs. Zumbo and Wu have also played important roles in language testing development through their consultative work with

Paragon Testing Enterprises (a UBC solely owned subsidiary). The fruits of this collaboration is the development and implementation of the Canada's official English language assessment test for immigration purposes: CELPIP-G.

Dr. Zumbo's interdisciplinary work has also led to his long-serving membership of UBC's Institute of Applied Mathematics, with whom he regularly publishes and reviews papers in the mathematical social and behavioral sciences. He also gives workshops on developments in his program of research related to applied mathematics.

#### **5.2.4.3.1 Psychologist Education**

Dr. William McKee in collaboration with his SCPS colleagues has successfully developed one of Canada's first internship programs for M.A. and Ph.D. students of School Psychology. This program will inevitably contribute to the development of the practice of school psychology throughout Canada, and it also provides a valuable network for ongoing collaboration between those working within the theory and practice of School Psychology.

#### **5.2.4.3.2 Teacher Training**

UBC's Faculty of Education along with the British Columbia Teachers' Federation and the BC Superintendents Association is working towards establishing quality mentorship programming in BC. This program is ongoing and is funded by the Ministry of Education (awarded \$824,000 for the next two years). Dr. Faber is responsible for the evaluation of the mentorship program throughout the province as well as being a part of the program's Advisory Committee.

The evaluation of this program is mainly formative, though includes a summative portion as well. The results of the evaluation help to improve program delivery, explicate effective models of mentorship, and guide future programs. As this is a program that takes place in the field there are clear links to practice, especially knowledge mobilization in terms of improving teacher practice for both the teacher mentees and mentors.

#### **5.2.4.3.3 Primary Education**

Dr. Barbara Weber, originally from Germany, is currently undergoing a country comparison study called: *'Nature Gives and Nature Takes': A Qualitative Comparison between Canadian and German Children about their Concepts of 'Nature'*. This study is interdisciplinary research collaboration between Professor Eva Marsal (Philosophy, University of Education, Karlsruhe) and Dr. Weber. In this project, they empirically investigate the common concepts children have about nature using qualitative methods. They specifically want to understand how children relate to nature as well as what role nature plays in their identity development. These observations and their analysis will be essential

for the refinement of school curricula in the field of environmental and sustainability education. This is a pilot study at the moment; the researchers have worked with two classrooms in Vancouver and one classroom in Germany. Initial findings were presented at the 'International Conference for Philosophy for Children' in Graz in October 2013 and a poster presentation was completed at the NAACI conference in Quebec in June 2014. An article submission is expected in the fall.

#### 5.2.4.3.4 Special Education

Given ECPS's focus on special education, it is of no surprise that the work of SPED faculty members has sought to shed light and develop understanding to ensure increased commitment to supportive and empowering learning environments for individuals with special needs.

Dr. Joanna Cannon was invited to be International Consultant to the National Research and Development Center for Literacy and Deafness, created by funding from the National Center for Special Education Research (NCSER) of the Institute of Education Sciences (IES). A \$10 million grant was awarded to create this first national research center with the aim of dramatically improving reading for children who are Deaf or Hard of Hearing (DHH). This center intends to have a major impact on curriculum development for and assessment of deaf and hard of hearing children throughout North America. The team members who developed this grant application selected Dr. Cannon as a consultant because they will use the *LanguageLinks* software in their research (Dr. Cannon was the first researcher to use this software program with students who are deaf and hard of hearing and use American Sign Language). As part of her current involvement, Dr. Cannon is supervising four assessors at two data collection sites in Vancouver for the current school year.

Dr. Janet Jamieson has been extensively involved in the development of the proposal for the B.C. Early Hearing Program, a province-wide program that provides early hearing screening and intervention in infancy. The program is widely considered to be exemplary world-wide, and earlier this year was the only provincial early hearing screening and early intervention program in Canada to receive an 'A' rating from *The Globe and Mail*. Dr. Jamieson is currently Principal Investigator in a BC Ministry of Health-funded evaluation of parent satisfaction of the stage from diagnosis to transition into early intervention.

Dr. Jamieson is also Principal Investigator in a study funded by the Vancouver Coastal Health Authority entitled: *Working together for smooth transitions: The move from early intervention to kindergarten for children who are deaf or hard of hearing in BC, their families, and teachers*. The focus of the study is to facilitate as seamless a transition as possible from specialized early intervention to kindergarten for B.C.

children with hearing loss. This research has resulted in a report that was submitted to the funder, as well as, circulated to other government agencies earlier this year. Other manuscripts are in preparation for submission to peer-reviewed journals.

Dr. Cay Holbrook and Dr. Kim Zebehazy have championed early literacy development for those with visual impairments through their collaborative study: Raise-A-Reader, and furthermore, Drs. Nancy Perry, Deborah Butler and Lind Siegel's collaborative work has focused on positive and meaningful life outcomes for children and youth experiencing learning disabilities.

Dr. Joseph Lucyshyn's work on Positive Behavioral Support (PBS) has led to his extensive collaboration and consultation both within Canada and abroad – Following is a listing of some recent examples of this work:

- A collaboration with Dr. Gerald Patterson and Marion Forgatch from the Oregon Social Learning Center in Eugene, Oregon, to integrate coercion theory and the amelioration of coercive processes into assessment and intervention with families of children with developmental disabilities who engage in severe problem behavior in the home.
- A collaboration with Dr. Kenichi Ohkubo, Assistant Professor, at Hokkaido University of Education. Dissemination of knowledge about Family Centered PBS with professionals and families in Hokkaido, Japan.
- A collaboration with Dr. Dorothy Chitty, Clinical Psychologist in Halifax, Nova Scotia, and the Nova Scotia Health Ministry. Dissemination of Family Centered PBS for young children with autism. Two- and five-day workshops delivered to professional serving young children with autism and their families in Nova Scotia.
- A collaboration with Dr. Ishu Ishiyama (CNPS) in research on culturally responsive PBS for families of Asian Heritage.
- A collaboration with Dr. Lynn Miller (CNPS) in research with families of children with developmental disabilities in which a parent has a psychological disorder or the parents are experiencing marital distress.

In addition to Dr. Lucyshyn's work relating to Autism, Dr. Pat Miranda is currently Director of the Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA). This center is the first provincial autism network in BC and has thankfully brought together researchers, service providers, and policy makers to provide valuable focus on Autism.

## 6 Service and Community Partnerships

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### 6.1 Community Engagement

Community engagement is an important component of the work of most members of the department. It informs the scholarly activity, teaching, and service components of their positions. The impact of this engagement is evident in government and other institutional policies, and in improved professional practice provincially, nationally and internationally.

As a collective, ECPS, has been greatly enhanced by its significant contributions across a wide range of communities. Amongst the communities where ECPS has been (or continues to be) involved can be categorized using the following labels: Military and Veterans, Policy, Education and Schools, Health and Well-being, International Engagement, and Leadership and Community. The following sections aim to illustrate the breadth of ECPS's community involvement and engagement though is not an exhaustive list. For further details see Appendix G.

#### 6.1.1 Military and Veterans

Over the last number of years, ECPS faculty have advocated for and contributed to the development and introduction of vital supports and programs to enable war veterans to engage and participate in their family, work and everyday lives. Strong faculty –level collaboration has been evident in the work of and Dr. Marvin Westwood, Dr. Marla Buchanan and Dr. Daniel Cox. The Veterans Transition Program, developed by Dr. Westwood has received financial support from the Royal Canadian Legion and the Federal government that has resulted in its implementation across Canada. The scholarly work of Dr. Cox related to the program led to his meeting with military health leaders at the Canadian Embassy in Washington, DC. Military health representatives from Canada, the United States and the United Kingdom were present to attend the Tri-National Military Mental Health Symposium (2013). This meeting followed a presentation by Dr. Cox to Canada's Department of National Defense's Head of Mental Health and Head of Family Support on the effectiveness of a group-based intervention for soldiers struggling with traumatic stress.

The work of the faculty in this important area has also led to faculty presentations and consultations overseas. Recently, as part of the Veteran's Transition Program (VTP), Dr. Buchanan and Dr. Westwood travelled to Australia to work with military health leaders, and former military experiencing post-traumatic stress disorders (PTSD). Entitled *'The Difficult Return,'* 2 phases of 10-day workshops were held to support participants, and also contribute to the faculty's ongoing development of knowledge from the field.

### 6.1.2 Policy (Ministry and Government)

Testament to the quality of the research produced by the ECPS faculty, is the impact that the research has had on policy development provincially, nationally and internationally. The influence of the research has been within education and community, health and well-being, and language testing, among many others.

An example of international impact on education policy includes Dr. Kadriye Ercikan's work as an advisor to government and education policy groups in South Africa, Puerto Rico, the United States, and Turkey. Her role focuses on providing guidance in the development and use of educational assessments to inform policy in these respective countries.

At the national level, ECPS faculty members have played important roles in the development of language assessment tests for Canadian migration purposes. Canada is a long-established destination for thousands of migrants each year. As with other countries, one aspect of the migration process involves the assessment of language proficiency. Internationally developed English language tests (e.g., IELTS) were previously used to indicate suitability for various Canadian residency or work permit assessments, but more recently, Canada's immigration authority (CIC) has contracted the services of Paragon Testing Enterprises (a UBC solely-owned subsidiary) to develop and ensure the appropriate administration of Canada's English language tests. ECPS faculty members Dr. Amery Wu, a chief consultant, and Dr. Bruno Zumbo, who provides further technical support, have shaped the operation, development, and research of CIC's language test which is entitled: CELPIP-G.

At a provincial level, ECPS faculty members have been involved in child literacy development as part of a formal collaboration led by the Ministry of Education's Maureen Dockendorf (Superintendent for Reading) entitled *Changing Results for Young Readers*. The provincial resource team brought together 58 of the 60 B.C. school districts, under the collective vision of supporting greater early reading success. Drs. Kimberly Shonert-Reichl, Nancy Perry and Deborah Butler regularly present at province-wide meetings related to their respective areas of expertise; social-emotional learning (Shonert-Reichl) and self-regulated learning (Perry/ Butler). Based on the success of this program, it has since evolved to incorporate adolescent literacy.

In numerous ways, ECPS faculty have been active participants in the evolution of education assessment and accountability in British Columbia. The first B.C. Education Assessment Forum in 2013 was hosted and funded by ECPS, bringing together academics, leaders in assessment, and educators to highlight and discuss topical issues affecting the area. In addition, ECPS faculty members Dr. Kadriye Ercikan and Dr. Sandra Mathison are engaged in ongoing discussions and initiatives related to educational assessment in B.C.

Dr. Ercikan has been a key resource to the Assessment Group on Provincial Assessments (AGPA). In this connection, she has made presentations and

provided resources to the group as they discuss the future of provincial assessments in B.C. In the past year, AGPA has prepared its second report which was presented to the B.C. Ministry of Education, with recommendations for provincial assessments in B.C. Dr. Arcikan is also involved in an innovative national project that focuses on *Measuring What Matters* (2012 – present). This project involves a network of education and community members, and academics working on alternative measures of school success. This effort is currently based in Ontario.

Another excellent example of pioneering community involvement is the Great Schools Project. As a member of its Steering Committee, Dr. Sandra Mathison collaborates with educators, parents, researchers, and leaders, both inside and outside of the education system, who have been working to improve accountability within the B.C. provincial education system. Through the B.C. Internship Consortium and Psychoeducational Research and Training Centre (PRTC), ECPS's Dr. William McKee has been working with the Ministry of Education to find ways to support internship opportunities within various B.C. school districts for UBC School Psychology interns. This long serving commitment to B.C. education has also translated to ECPS faculty collaboration with the BC Teacher Federation.

As mentioned in section 5, ECPS's Dr. Allison Cloth is currently collaborating with colleagues from the Centre for Adolescent Research in Schools (CARS) on a project entitled *'The five-year multicomponent Institute of Education Sciences' randomized controlled trial'*. The research includes studying discipline practices in schools, interventions for adolescents with emotional and behavioral challenges in schools, adolescent community mental health help-seeking and service-usage, school engagement, school counsellor training and allocation of time in schools, and school-based mentoring.

Further still, ECPS's influence is evident within approaches to School-Wide Positive Behaviour Support (SWPBS). Dr. Joe Lucyshyn's work with the SWPBS-trainers group, a collaboration with other local leaders in Special Education in B.C., is an important example. Over the past two years, this group has been able to conduct essential training with district and school principals via focused two-day introductory workshops on SWPBS, and one-day follow-up workshop on implementation planning for schools. Recent participant numbers were 70-80 at each set of workshops in Courtenay, B.C. (2012-13) and Nelson, B.C. (2014).

Lastly, as a direct result of her research, ECPS's Dr. Lynn Miller was asked to be an expert consultant on the B.C. Ministry of Child and Family Development's round table discussions on Mental Health (Expert Table: Child Anxiety) from 2002-2005. A product of this collaboration was the development of an anxiety prevention program (FRIENDS) by the Ministry in 2004. Currently, thousands of school staff members have been trained in this approach and more than 250,000 children have received the FRIENDS program. With this program's ongoing evolution, further faculty members have committed their advice and expertise over the years.

### 6.1.3 Education and Schools

As a department of the Faculty of Education, the work of ECPS within school-related environments is source of passion and focus for ECPS faculty members. Involvement ranges from advocating for change through public seminars and presentations, as well being a source of guidance and advice to educators, administrators, parents, educational psychologists, and other community leaders.

Faculty from across the department have been involved in delivering public seminars on educational issues. These have been held as part of teacher training seminars, in hospitals, and at teacher conferences. Here is a sample of some recent examples:

- Engaged Philosophical Inquiry Classes at the Self Design Learning Center at Point Grey High School
- Visit and talk at the 'Philosopher's Café' Day in the School District of Surrey, Grace Point Community Church, (grades 5-6)
- Teacher Learning Team (part of *Changing Results for Young Readers* led by the Ministry of Education's Maureen Dockendorf, Superintendent for Reading)
  - Changing Results for Young Readers (Elementary)
  - Changing Results for Young Readers (Secondary)
  - Self-Regulated Learning (Elementary)
  - Learning Disabilities (series of 2 presentations)
- Series of presentations to teachers of the deaf and hard of hearing, speech-language pathologists, and audiologists on the general topic of facilitating the social integration of students with hearing loss
- Series of public presentations and also Grand Rounds presentations at Sick Kids Hospital (Toronto) to build public awareness of the social lives of deaf and hard of hearing children
- *'Making the Most of Internal Evaluation'* at University of Southern Denmark,
- *'Deliberation in Evaluation'* at Fraser Health Authority
- *'Deliberative Democratic Evaluation'* at Minnesota Evaluation Studies Institute
- *'School Improvement through Community Engagement'*: Connect 12, BC School Counsellors Association Annual Conference (Keynote)
- *'Working Toward a Different Narrative of Accountability'*: British Columbia Teachers Federation Annual General Assembly (Keynote)
- *'The Schools We Want'*: Vision Vancouver Education Forum, Vancouver
- *'Evaluation: A Way Forward'*: Fraser Health Authority Research Week (Keynote)

The practicum and internship programmes in School Psychology have had ongoing relationships with various school districts in the Lower Mainland, including the Catholic Independent Schools Vancouver Archdiocese (CISVA) for which it has contributed practicum students for the last eight years. This

has allowed CISVA to develop their school psychology department and help serve children with special needs in schools where no such support was available in the past. The practicum and internship programs, sometimes through the PRTC, continue to further their involvement with school districts in the Greater Vancouver area.

Another distinguishing faculty contribution is the work of Dr. Sandra Mathison, co-founder and co-director of the Institute for Critical Education Studies, with Drs. E. Wayne Ross and Stephen Petrina, and co-editor of one of the Institute's flagship open access journals, *Critical Education*. The Institute for Critical Education Studies (ICES) was formally established in October 2010 to support studies within a critical education tradition. ICES develops and maintains a network of researchers that conducts and circulates cultural, educational, and/or social research and discourse, that are critical in method, scope, tone, and content – work which might otherwise be absent from educational discourse.

Dr. Ishu Ishiyama has provided support to the Vancouver School Board (VSB), as a multicultural consultant and trainer of anti-discrimination training facilitators since 2001, and during this time has co-authored a manual for an active-witnessing program to ensure prejudice reduction amongst school children. He has also successfully produced and authored accompanying DVDs aimed at reaching elementary and secondary-level students.

As discussed in section 5 of this report, a new educational development instrument was created in collaboration with ECPS faculty members Drs. Shelley Hymel and Kim Schonert-Reichl. The Middle-Years Development Instrument (MDI-4), was developed by ECPS and others (UBC Human Early Learning Partnership (HELP), the United Way of the Lower Mainland (UWLM), and the Vancouver School Board (VSB)) to enable the evaluation of well-being during the middle childhood years. Since its pilot initiative in 2009-10, administration of the MDI-4 has increased rapidly; administered in 2 school districts in 2010-11; 7 districts in 2011-12; 15 districts in 2012-2013, and 14 districts in 2013-14. During 2013-14, a grade 7 version of the MDI-4 was also developed, pilot tested in one B.C. school district, and administered in 6 B.C. school districts. The MDI-4 is now being used overseas in Australian schools.

Dr. Joe Lucyshyn has also collaborated extensively with school districts across the Lower Mainland, providing workshops to families and professionals working with children with special needs. Recent examples include collaboration with the Director of Learning Services in Richmond School District, and the administration of École Cedar Elementary School in West Vancouver.

Dr. Kadriye Ercikan is collaborating with *People for Education in Ontario*, a community organisation advocating public school education, with the aim of developing alternative measures of school success that include health indicators, socio-emotional well-being, citizenship, and creativity. This projects is intended to highlight the role of schools in promoting creativity, higher order thinking, health, well-being and good citizenship.

To close this section, ECPS would also like to draw attention to an exciting development involving ECPS faculty members, The B.C. Braille Challenge, hosted by Dr. Cay Holbrook. Now in its second year, this braille literacy competition provides a vital social and educational platform for school-aged young people with visual impairments. Winners at this provincial stage are given the opportunity to participate in the International Braille Reading and Writing Competition. The 2014's event was held at UBC in February.

#### 6.1.4 Health and Well-Being

As a collective, ECPS brings together a diverse faculty group who deliver a wide-reaching, diverse portfolio of social projects across areas of health and well-being, both in Canada and abroad.

One source of pride for the ECPS department is Dr. Lynn Miller's involvement in the founding of the Anxiety Disorders Association of British Columbia (ADABC) and the hosting of public-interest projects for its British Columbian community. Since its inception in 2000, the ADABC program has successfully developed and disseminated up-to-date and accessible information and support channels to parents, professionals, and young people experiencing anxiety disorders. The program has involved the maintenance of a community website and service ([anxietybc.com](http://anxietybc.com)), and the delivery of a host of public information sessions and community group talks (e.g., Rotary, Girl Guides, PAC meetings).

As further evidence of their provincial involvement in anxiety-related support, ECPS faculty members regularly train community mental health clinicians throughout B.C. on anxiety identification, recent research findings, and evidence-based intervention. This education role is brought about by the FRIENDS program, a project delivered by the B.C. Ministry of Child and Family Development in collaboration with Dr. Lynn Miller.

In related areas of social and emotional development, Dr. Shelley Hymel, along with fellow Canadian academics via the Community-University Research Alliance (CURA), are studying young people and the role of aggression, bullying, and mental health in their lives. Since 2005, this longitudinal study of children and youth has opened up insights and research opportunities for community partners and graduate students with an interest in its research focus. This initiative is led by Canadian Research Chair, Dr. Tracy Vaillancourt (University of Ottawa). It was initially funded by SSHRC and continues now with the support of CIHR.

This collaborative spirit continues with ECPS faculty member's involvement at executive and research team levels of PREVNET - a national strategy group to "promote relationships and eliminate violence" among Canadian children and youth through partnerships between researchers and non-government organizations, as well as local schools and community agencies. The primary focus is addressing problems created by bullying and victimization. It is led by Dr. Wendy Craig at Queen's University, and Dr. Debra Pepler at York University.

A number of faculty members (e.g., Dr. Shelley Hymel, and Dr. Jennifer Shapka) have also been sought by media and community interest groups to talk about the emergent field of cyberbullying. In addition, Dr. Ishu Ishiyama has been asked to advise the City of Vancouver on such topics as anti-discrimination, and anti-bullying (part of a federally funded project for young people named: citizenU). As lead author of the citizenU's training manual and its facilitator training program, Dr. Ishiyama was given the opportunity to design a social project which aims to reach out to 20,000+ young people across Vancouver.

Dr. Marla Buchanan has worked closely with women who seek support in rejoining their communities following prison release. During 2012, workshops were held in Prince George, Kelowna, Vancouver, and Victoria, under the support of a CIHR grant (Knowledge Translation Strategies).

Another area of focus for ECPS faculty is medical education and practice. The department has extensive and strong relationships with medical professional bodies and training schools and colleges across the province, and nationally. This ranges from the medical curricula development, to evaluation of patient-care practice, to technical advice on assessment and testing for medical-related licensing and accreditation.

Examples of such work include:

- Dr. Ercikan's collaboration with medical school educators at Rutgers University (U.S.) to identify instructional factors and strategies to enhance biochemistry education
- Dr. Zumbo's technical advisory role consulting for the Medical Council of Canada (MCC), through which he oversaw the developments that led to the Licentiate of the MCC (LMCC).
- Dr. Zumbo's technical advisory support to the Canadian Council of Registered Nurse Regulators (CCRNRR), and the College of Nurses of Ontario, as a member of the steering committee entitled: *'Assessment and Testing for Registration.'*

In recent years, Dr. Shawna Faber has developed an education partnership with B.C.'s Provincial Renal Agency (BCPRA). Through this relationship, Dr. Faber has developed and facilitated seminars and workshops on topics surrounding best practice for health care providers of patients with renal-related health conditions. The purpose of these sessions is to deliver current educational research to practitioners, in order to enhance kidney patient education.

A final area which encompasses areas of health, well-being and education is the development of approaches and support for young people with Autism Spectrum Disorder (ASD). ECPS's work in this area has led faculty members to collaborate with parents, professionals and academics across the province, nationally, as well as internationally. By way of example, Dr. Lucyshyn's co-leadership of the Positive Behaviour Support (PBS) /Applied Behaviour Analysis study group is focused on working with 12 Japanese parents

of children with ASD, and professionals who serve their developmental, educational, and behavioural support needs. Started in 2012, parents have been taught to conduct a functional assessment, design a PBS plan for their child, and implement the plan with their child in the home.

Further specific contributions by ECPS faculty to government-led health policy and programs include Dr. Judith Daniluk's work with Health Canada and Assisted Human Reproduction Canada. This relationship culminated in the development of the Canadian Assisted Human Reproduction Counselling Guidelines, which were successfully adopted by the Canadian Fertility and Andrology Society (CFAS).

### 6.1.5 International Engagement

ECPS is home to faculty and students from around the world, as well as Canadians who have returned from extensive study and research within North America and overseas. This has led to the organic development of collaboration and knowledge exchange with communities beyond British Columbia and Canada. This section intends to provide further examples of international engagement activities by ECPS faculty beyond that which has been mentioned within other sections (e.g., Military and Veterans).

The impact of ECPS at an international level continues to grow as the research of faculty members is published through leading international journals, and its faculty's books and textbooks become the companion of fellow scholars, university students, and professionals in the field.

Within the field of educational measurement and evaluation, the expertise of ECPS faculty has been sought internationally, whether via invitation to host workshops, or present to fellow scholars, or to consult on large-scale education projects. The program evaluation development work and perspectives of Dr. Mathison have notably reached audiences both in Europe (invited by the University of Southern Denmark) and within North American (Minnesota Evaluation Studies Institute).

Dr. Ercikan's work focuses on international educational assessments. Therefore, international engagement is an essential aspect of her work. She collaborates with individual academics or organizations on an ongoing basis. Due to her international work and distinction, she has been elected as a Fellow of the International Academy of Education, as the Vice President of American Educational Research Association (U.S.), and as a member of the Board of Directors of the National Council on Measurement in Education. Her international reputation has also led to invitations to consult and collaborate with the education research collective, TEDMEM, which is currently working on improving education in Turkey. Her international reach is also evident in her role as research advisor to numerous organizations, including UNESCO, as well as other organizations in the U.S., South Africa, Puerto Rico, and Singapore.

From human learning and Special Education perspectives, ECPS's international impact is further evident. The pioneering work by Dr. Lucyshyn on Positive Behavior Support (PBS) has resulted in ECPS's collaboration with communities in Japan and China. This work also culminated in the successful introduction of a PBS Network in Hong Kong, which has since been approved by the Association for Positive Behavior Support.

As well as being invited to present at various international conferences and workshops, ECPS has been able to host and attract international conferences and events to Vancouver with the support of UBC and the Faculty of Education. Two recent examples include ECPS faculty successfully securing UBC as the host university for the 2016 International Test Commission Conference, and the British Columbian leg of the International Braille Challenge.

As mentioned in the Health and Well-Being section, Dr. Ishiyama has advocated for and worked extensively using Morita therapy (a Japanese-originating therapy approach) within Canada and also overseas. As an executive board member of the International Committee for Morita Therapy, he has been a part of its ongoing global development, and has successfully enhanced UBC and ECPS's reputation within these circles. Furthermore, Dr. William Borgen's 2008 work with Dr. Hiebert: Orientation Workshop to Counselling and Guidance in Technical and Vocational Education and Training was produced for UNESCO, Paris with the aim that its use and dissemination would support the building of a guidance and counselling base for technical and vocational program development within Bahrain and Nigeria.

Faculty from ECPS have also successfully held international leadership positions within their respective fields. As example, this has included holding leadership roles within international NGO's committed to assisting in the development of guidance and counselling internationally, as well as various organizations working to improve education internationally (2008-2013):

- President of the International Association for Counselling
- Board Member of the International Association for Educational and Vocational Guidance.
- Elected, Program Chair, Social and Emotional Learning, Special Interest Group (SIG), American Educational Research Association (AERA)
- Membership Chair (Elected), Social and Emotional Learning SIG, American Educational Research Association (AERA)
- Program chair and organizer, 10th conference of the International Test Commission
- Chair, AERA Division D International Committee
- Fellow of International Academy of Education
- President, Association of College Educators of the Deaf and Hard of Hearing

### 6.1.6 Leadership and Community

The contribution to respective and adjoining scholarly fields may be an obvious value of a department like ECPS, but it is evident that this department houses faculty members who are actively reaching and changing academic thought at university, national and international levels. Important to highlight here is the far-reaching nature of this involvement. Not only are faculty working within their own academic fields, but they are also working collaboratively with professional, industry, community, and civic leaders. Full details are included in Appendix F but below is a sample of the leadership roles and the respective organizations and groups (2008-2013):

#### Chair/Executive

- Organizing Committee and Chair, Educating the Heart. (Vancouver Dialogues with His Holiness the Dalai Lama)
- Elected member of Board of Directors of Association for Positive Behavior Support (APBS)
- Co-Chair of Dissemination Committee; co-chair of international workgroup (APBS)
- Co-Chair of Evidence-Based Practices ad-hoc workgroup (APBS)
- Co-Chair of the American Psychological Association Task Force on Guidelines for Assessment and Treatment of Persons with Disabilities
- Chair of UBC Senior Appointments
- Chair of the Test Advisory Panel of Paragon Testing. Paragon Testing Enterprises (UBC subsidiary)
- Social and Emotional Learning Special Interest Group (SIG), American Educational Research Association (AERA)
- Scientific Advisory Committee, The Hawn Foundation
- Executive committee, Human Early Learning Partnership, UBC
- Elected, Program Chair, Social and Emotional Learning, Special Interest Group (SIG), American Educational Research Association (AERA)
- Membership Chair (Elected), Social and Emotional Learning SIG, American Educational Research Association (AERA)
- Program chair and organizer, 10th conference of the International Test Commission
- Chair, AERA Division D International Committee
- Elected member of the Board of Directors of the National Council on Measurement in Education
- Adjudication Committee Member, Tri-Agency / Affiliated Fellowships at the University of British Columbia
- Co-President of the Canadian Association for Educational Psychology (with Sylvie Cartier at the University of Montreal)
- Co-founder and co-director of the Institute for Critical Education Studies, with E. Wayne Ross and Stephen Petrina, and co-editor of one of the Institute's flagship open access journals, Critical Education

- President of the International Association for Counselling
- President of the Anxiety Disorders Association of Canada
- BC Braille Challenge: Braille competition for school aged students leading to participation in an international braille reading and writing competition
- Board member of Blind Beginnings (non-profit)
- Executive Committee member of the Research Alliance for Canadian Homelessness, Housing, and Health (REACH3)
- National Member at Large, Education Section, Canadian Psychological Association

#### **Advisory Group Member**

- Douglas College, New Westminster, BC
- University of Calgary, Calgary, AB (Community Rehabilitation B.Sc. Program)
- Assessment Group on Provincial Assessments (AGPA) Alberta Learning, Assessment of Student Learning Advisory Committee
- American Institute for Certified Public Accountants Psychometric Oversight Committee
- ETS Visiting Panel on Research
- National Assessment of Educational Progress (NAEP) – Design and Analysis Committee member
- National Assessment of Educational Progress (NAEP) - Quality Assurance Technical Advisory Panel member
- Race to the Top Assessment Grants Adjudication Committee
- South Africa National Education Quality Initiative, International Advisory Committee
- Center for Assessment and Evaluation in Science Learning (CAESL), Executive Planning Group
- Vancouver School Board Committee on Assessment
- Educational Testing Service
- National assessment of Educational Progress (US)
- Vancouver Learning Centre Advisory Board
- Blind Beginnings (non-profit)
- Down Syndrome Research Foundation Preschool Advisory Board
- Chilliwack Community Early Childhood Round Table
- Fraser Valley Success-By-Six Board
- Autism Community Training (ACT)
- BC Association of School Psychologists Assessment Committee
- Kindergarten Assessment Task Force – BC Ministry of Education
- Infant Development Program – BC Provincial Advisory Board

- Supported Child Development – BC Provincial Advisory Board Selected Local/Community
- Vancouver Learning Centre Advisory Board
- Initiative on Ethics, Education, and Human Development, Mind and Life Institute
- FuelEd
- Project on social and emotional learning and mindfulness, Collaborative for Academic, Social, and Emotional Learning and the 1440 Foundation
- School-Aged Children and Youth Substance Use Prevention initiative (SACY) -Vancouver School Board and Vancouver Coastal Health Authority

### **Professional Organization Committee Memberships**

- Social Responsibility and Collaborative Learning Environments (SRCLE), a community group (educators, administrators and researchers) focused on Social-Emotional Learning (SEL) for youth
- Appointed Adjunct Research Scientist for British Columbia Cancer Agency
- Western Institute for the Deaf and Hard of Hearing (WIDHH)
- Professional Standards & Practice Knowledge & Skills Sub-Committee Committee Representative
- Council for Exceptional Children division for Communication Disorders and Deafness
- Board of the International Association for Educational and Vocational Guidance
- National Research Advisory Group, Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Educational Leadership Council, Initiative on Contemplative Teaching and Learning, The Garrison Institute
- Promoting Relationships, Preventing Violence Network, (PREVNET)
- American Educational Research Association, Division D International Issues Committee
- American Educational Research Association, Division D Bylaws Revision Committee
- National Council on Measurement in Education Committee on International Testing Standards
- AERA Division D Linn Award Committee
- AERA Division D Early Career Award Committee
- International Test Commission Council
- Behavioural Research Ethics Board (BREB) at the University of British Columbia
- Council for the Foundation (Vancouver Community College)

## 7 Aboriginal Engagement

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### 7.1 Working with Aboriginal Communities

This section focuses on aspects of ECPS's community engagement activities which seek to participate with and involve B.C.'s Aboriginal communities. It is important to note that these have been highlighted as they are projects which have been intentionally designed and created for the purposes of engaging Aboriginal communities from across British Columbia.

The work of the ECPS department through its scholarly contribution, research development and community involvement touches upon many aspects of Aboriginal life.

As previously mentioned, this commitment was originally led and inspired by Dr. Rod McCormick. Since his recent departure, the department has maintained its commitment to enhancing our involvement in Aboriginal research, program development and community engagement. The admission of First Nations graduate students is a priority in some program areas, and the numbers of students applying and being admitted to both master's and doctoral programs have been steady over the past few years. Dr. McCormick resigned in September of 2013 and one new faculty hire has been completed and a second one is in process. One is a regular tenure-track position offered to Alanaise Goodwill and the other is a Canada Research Chair II, both in the area of Indigenous Health, Healing and Psychological Wellness in Education. These appointments will be pivotal in continuing and enhancing the department's involvement in Aboriginal Engagement.

Faculty members Dr. Marla Buchanan, and Dr. Marvin Westwood have, both collaboratively and individually, worked with BC's Haida Gwaii communities. This relationship extended further to involve the provision of participatory workshops on communication and conflict resolution. Services and advice provided have included consultation and counselling services related to Aboriginal addiction issues, as well as, working with community members on a healing and reconciliation process for survivors of residential schools e.g., group work using Therapeutic Enactment involving Aboriginal people from Bella Bella.

As well as working with the Haida Gwaii, Dr. Buchanan also worked extensively with three other Aboriginal communities in two capacities:

- A CIHR research grant on Rural Aboriginal Maternity Care in Skidegate, Massett, Bella Coola, and Alert Bay, from which a report was produced for the Ministry of Health, and for the Centre of Excellence for Women's Health, on the disparities among rural aboriginal women giving birth. A book chapter entitled "*Capacity Building is a Two-Way Street,*" included in a published book entitled: "*Feminist Community Research: Case Studies and Methodologies,*" included the voices of the Aboriginal mothers from the study
- A workshop designed and provided to Aboriginal Addiction Counsellors from across Aboriginal communities in B.C. on the risks of secondary traumatization, prevention strategies, and self-care.

Dr. Buchanan has also worked with Aboriginal women within the prison setting, facilitating understanding of their early childhood trauma, and helping prepare them to utilize strategies to improve their health and family relationships.

Aboriginal communities elsewhere in B.C. have also been supported by the involvement of ECPS faculty. Dr. Ishu Ishiyama, through his research, has worked in Sooke, B.C. with the Tsouke Nation. As part of a CIHR grant, he researched and consulted with the Tsouke Nation community on injury reporting. Further, Dr. Joe Lucyshyn has collaborated with the Nak'ál Bun Elementary School in Fort James, B.C., to develop and host a 2-day workshop on Positive Behavior Support (PBS) for educators and parents on evidence-based practices for students with behavioral challenges.

In terms of ECPS's contribution to Aboriginal training and education needs, The Aboriginal Human Resources Council of Canada recently sought and gained the expertise and knowledge of Dr. Norman Amundson. This partnership led to the development of Aboriginal career development materials and resources which aim to support Aboriginal people in their community commitments to education, training, and employment.

ECPS's work with Aboriginal families has also been the subject of scholarly recognition. Following Dr. Richard Young's research with colleagues working with Aboriginal youth and their families in Vancouver's Downtown Eastside (DTES), the group was awarded "Best Article" by the Career Development Quarterly Award in 2011 (Marshall, Young, Stevens, Spence, Deyell, Easterbrook & Brokenleg, 2011). This work involved close collaboration with a community center in the DTES and provided workshops for Aboriginal families with adolescent children on how to assist Aboriginal youth with career decision making.

## 7.2 Aboriginal students and Student-led research

In addition to the collaborative work by ECPS faculty members, the department is also the academic home of several graduate students who self-identify with their Aboriginal heritage. Through their course and thesis work, some ECPS students of Aboriginal background have chosen to incorporate their knowledge and understanding of their heritage, as a way to contribute to their communities, while pursuing their degree. Recent examples of work completed by students include (2008-2013):

- A research project proposed to develop a First Nations-friendly (i.e., culturally responsive) approach to positive behaviour support (PBS). As part of this project, an assessment tool was designed to facilitate a culturally-responsive approach to the PBS process of assessment, intervention, and implementation support. (Jasmine Bracken, Metis member of Cree First Nations)
- A post-secondary education program to help First Nations students (Haisla First Nation Community): (i) pass their Dogwood Examination and receive an authentic high school graduation diploma; and (ii) develop job skills necessary for procuring meaningful employment in the Kitimat area. Evaluation data indicated that this program was highly successful, with over 90% of enrolled students going on to pass the Dogwood Examination and secure meaningful

employment in their community with high retention rates. (Deborah Wilson-Green (M.Ed.), hereditary princess of the Haisla First Nations)

- A phenomenological inquiry into uncovering First Nations identity. This thesis was an autobiographical study into Aboriginal heritage (Rob Lansdowne)
- A narrative research study on counselling Aboriginal street youth (Dana Brunanski)
- Doctoral research looking into Aboriginal gang life using the enhanced critical incident technique method (Dr. Alanaise Goodwill)
- A study of the counselling relationship in terms of the effective or ineffective ways of working with Aboriginal clients (Jason LaRochelle)
- An investigation of Indian residential school experiences among B.C. First Nations using the critical incident technique method (Harriet Palmer)
- An investigation of men's experience of emotional inexpression for completion of M.A. degree from CNPS (Stu Hoover, CNPS Ph.D. Student).
- A research study of Aboriginal men's healing groups and spiritual practices among men in British Columbia (Roger John, CNPS Ph.D. student)
- The use of Aboriginal research methods to explore the intersection between Aboriginal language practices and Aboriginal identity construction (Dr. Karlee Fellner, former CNPS doctoral student, now at the University of Calgary)

In addition to those students who self-identify as First Nations, students from non-First Nation backgrounds have also expressed interest in working with Aboriginal communities. A recent example of such work is provided by Erin Hibbs, a SPED M.Ed. student. Through her teaching experience with First Nation children in the Squamish area, Erin has developed a research proposal to investigate a First Nations-friendly approach to a secondary prevention strategy called "Check In/Check Out." In designing her independent variable (i.e., intervention), she has consulted with the Principal for Aboriginal Students in her school district. She is planning to defend her thesis proposal and conduct her study later this year. Additionally, Cristina Moniz completed her M.A. thesis on Positive Behaviour Support instruction among Aboriginal teachers. She conducted a narrative study that investigated the practices of Aboriginal teachers in the Vancouver School District.

Over the years, self-identified First Nation undergraduate students have also been encouraged to organize their class assignments around the educational and behaviour support needs of First Nations students. The major theme in each of their assignments, similar to each of the students mentioned above, was to infuse First Nation cultural knowledge, language, perspectives, and wisdom traditions into the design of academic and behavioural supports. In addition, through the efforts of Dr. Rod McCormick, and other faculty members with experience working with Aboriginal people, Counselling Psychology students have been instructed on Aboriginal healing practices and ways of knowing that impact clinical practice.

In summary, ECPS has been very involved in community engagement activities, research with Aboriginal communities and teaching curriculum to support collaborative and aboriginally informed practices. With the hiring of a new professor in CNPS, we hope to develop an Aboriginal Counselling stream within the CNPS program.



## 8 People and outstanding work environment

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### 8.1 Practices, policies and programs

#### 8.1.1 Respectful Environment

A guiding framework for the development of a supportive and effective working environment in the department has been the *UBC Statement on Respectful Environment for Students, Faculty and Staff*, issued in July, 2008. The introductory paragraph of the statement is provided below, and the full statement is appended to this report (Appendix H).

*The University of British Columbia envisions a climate in which students, faculty and staff are provided with the best possible conditions for learning, researching and working, including an environment that is dedicated to excellence, equity and mutual respect. The University of British Columbia strives to realize this vision by establishing employment and educational practices that respect the dignity of individuals and make it possible for everyone to live, work, and study in a positive and supportive environment.*

The Respectful Work Environment document was adopted by the Faculty of Education and the department with the aim to create a climate in which department members feel a sense of safety and acceptance in expressing their views, and engaging in their work. This issue returned to focus recently as an informal meeting of department members in April 2014 and was brought forward at the department meeting in May 2014. The focus of the discussion was on ways to enhance a collegial climate in the department.

#### 8.1.2 Leadership

The leadership team in the department is comprised of the Head, Deputy Head, Director of Graduate Programs, Director of Undergraduate Programs, Department Manager and Area Coordinators representing each of the five graduate program areas: Counselling Psychology, Human Learning, Development, and Culture, Measurement, Evaluation, and Research Methodology, School Psychology, and Special Education. In addition to addressing issues brought forward by any one of these areas, or arising from the broader faculty or university contexts, this group also constitutes the department's Curriculum Committee. The Terms of Reference for the ECPS Council and the roles of each member of the leadership team are presented in Appendix I and I1.

Regarding the manner in which leadership positions are filled, after consultation with Area Coordinators and other department members, the Head appoints the Deputy Head, and the Directors of the graduate and undergraduate programs, who typically serve for a three-year term. The Area Coordinators are chosen by the areas themselves, usually for a one- to three-year term. The ECPS Council meets once or twice monthly. Issues

are typically discussed by respective areas and the Council prior to being brought to the monthly Department Meeting. The structure has proven to be effective in maximizing collaborative consultation across the department and allowing decisions to be made in a timely manner. The structure also creates the opportunity for different individual faculty members to be involved in leadership roles.

### **8.1.3 Course Timetable**

A major area of work involving the ECPS Council is the development of the timetable of courses for the coming year. This process has been streamlined somewhat in the past few years with the creation of a two-year rolling timetable. For graduate courses, the complexity involves the need to create conflict-free timetables regarding faculty teaching loads and student course availability, particularly as many courses span across different program areas. At the undergraduate level, the development of a timetable also includes significant involvement by the Teacher Education Office. This work mainly involves area coordinators in consultation with one another, under the leadership of the Deputy Head and the Department Manager.

#### **8.1.3.1 Faculty Workloads**

Once the timetable is developed, it is distributed to tenure-track faculty members, faculty members without review, 12 month lecturers, and continuing sessional lecturers. They are asked to identify courses they would like to teach in the forthcoming year. The typical load for tenure-track assistant, associate and full professors is 12 credits, and 24 credits for tenure-track instructors. For full-time 12-month lecturers, the normal teaching load is 30 credits, and lastly, the number of credits for continuing sessional instructors is determined by Faculty Relations. In addition, a number of faculty members teach less than 12 credits per year as a result of obtaining course releases for administrative and/or research duties.

### **8.1.4 Personnel Issues**

Personnel decisions including applications for reappointment, tenure, and promotion, as well as, merit pay and performance salary adjustment increases, are adjudicated by the Department Standing Personnel Committee (DSPC). The DSPC is a committee elected by department members, and includes one assistant professor, two associate professors and three full professors. The work of this committee is an important component of promoting the career development of faculty members.

### **8.1.5 Reappointment, Tenure and Promotion**

Regarding reappointment, tenure and promotion, each spring the department receives a list of faculty members from the Dean's office, outlining those who are eligible for periodic review. Except for cases of mandatory reappointment and tenure review, faculty members are provided

with the option of declining periodic review for promotion. Those who are being considered for reappointment, tenure and promotion decisions meet with the Department Head in the late spring to review criteria related to their particular personnel decision. The candidate's curriculum vitae and teaching evaluations are reviewed by the Department Head and feedback is provided regarding the readiness of the candidate to proceed. The deadline for submitting a candidate's finalized dossier to the Department Head is September 1 each year. Except in cases of first and second reappointment, the candidate is asked to provide a list of 'arms-length' referees for further adjudication of their case.

In the case of mandatory reviews, the DSPC conducts an initial review of candidates' dossiers in the early fall and makes a recommendation to the Department Head regarding the readiness of the candidate to move forward. If the DSPC recommends that the case is not ready to move forward, the Department Head meets with the candidate and provides feedback to enable them to strengthen their case for future years. Since 2008, this has occurred with three candidates. If members of the DSPC decide that a candidate's case is ready to move forward, referees are contacted. When referees' letters have been received, the DSPC meets, makes recommendations and votes on the case. The candidate's dossier, referees' letters, along with a letter of transmittal from the committee, is then forwarded to the Dean. The policy and procedures that guide the personnel process can be found in the *Guide to Reappointment, Promotion and Tenure Procedures at UBC 2013/2014*: [http://www.hr.ubc.ca/faculty-relations/files/SAC\\_GUIDE.pdf](http://www.hr.ubc.ca/faculty-relations/files/SAC_GUIDE.pdf).

### **8.1.6 Merit Pay and Performance Salary Adjustments (PSA)**

Early each year, the Summary of Activities Form (Appendix J) is forwarded to tenure-track faculty, faculty members without review, and 12 month lecturers. Completed forms are independently reviewed by members of the DSPC according to criteria that have been discussed with the department. The departmental criteria, as well as the faculty policy guiding the awarding of merit and performance salary adjustments (PSA), are found in Appendix K.

The committee then meets to develop a final rank ordering of faculty members for merit pay and PSAs (the department is typically allotted 16 units of merit pay). The rank ordering of department members is next forwarded to the Dean's office. The Dean meets with the Department Head to review the rankings, and awards merit pay and PSAs from his own allotment. This information is then forwarded to the President's office, where further allotments may be made. When this process is complete, the Department Head is informed of the department members who have been awarded merit pay or PSAs. This information is then sent to the department members by the Department Head. According to UBC policy, no information is provided about the ranking of individual faculty members, or the source of merit allotment for faculty members.

### 8.1.7 Mentoring

In the past six years, the vast majority of hiring in the department has been a result of contributions by government ministries and private donations, in order to hire individuals with particular expertise in specialized programs. Mentors for newly-hired faculty members are those within those specialized programs, in some cases consisting of only one other faculty member. In the main, these mentoring arrangements appear to be satisfactory. In a couple of cases the match has not been seen to be satisfactory. In such cases, the Department Head then met with the faculty members involved to discuss possible new arrangements.

### 8.1.8 Support for Scholarly Activity

Many faculty members in the Department have an excellent record of obtaining grant support for their research. As has already been indicated, an increasing number are at the point of partnering to form collaborative research teams, which has the potential of increasing the amount of funding that they receive.

In terms of departmental infrastructure support for research, when Dr. William Borgen began his term as Department Head, he was given a clear message by faculty members that they were experiencing difficulties in terms of grant application and finance tracking support. He applied to the Dean's office for funding to hire a half-time grant support person for two years to assist in grant development. This was viewed as a pilot project. This pilot was successful in providing the desired support to faculty members and also raised awareness of the need for increased grant support within the wider Faculty of Education. When the project ended, the person that the department hired was retained by the Office of Graduate Programs and Research (OGPR) to augment research support provided at the faculty level. Lastly, regarding support for financial management of grants, action was initiated to improve staff service to faculty members, which appears to have been successful. Increased levels of financial support will be needed as the number of grants and the complexity of their financial management increases.

After reviewing the departmental accounts, it became apparent that the department was operating with a modest surplus, sustained mostly by monies from courses operated through the Professional Development and Community Engagement (PDCE) office. After discussion at the ECPS Council, and in consultation with the program areas, it was decided that a portion of these funds be made available for strategic and catalytic purposes to promote the scholarly and community engagement activities of faculty members and students. The ECPS Council developed criteria for the use of these funds, which was later approved by the department. The fund has a capacity to provide support in the amount of \$25,000 - \$30,000 annually, and has been in operation for three years. The list of criteria for allotting funding is appended as is the list of projects that have been funded in 2013-14 (Appendix L and L1).

### 8.1.9 Space

In terms of the physical work environment, we have been fortunate in being able to utilize faculty and departmental funding to install a sink and counter in the mailroom on the fifth floor and in the Library Block, replace old office furniture, install darker blinds in offices with south facing windows, paint the hallways and seminar rooms in the Library Block, and expand our research lab space into two rooms in the basement of the Centre Block.

The Department has had ongoing dialogue regarding research and clinical/practicum space. In terms of space for research, there have been several discussions about more innovative use of our current space, and a recently conducted faculty-wide space audit should provide further potential options. Addressing these issues is critical in maintaining and enhancing the department's reputation within a research-intensive university like UBC. Regarding clinical/practicum space, the Psychoeducational Research and Training Centre (PRTC) requires major renovation. This was in the planning stages when government funding was cut in 2008 and remains a strong and ongoing need. More is also required in terms of effective use of space, especially as the department hires more full-time faculty members. There also appears to be more receptivity to using departmental space in a more innovative manner.

### 8.1.10 Committees

Department members participate in a wide range of departmental, faculty and university committees. Committee-related responsibilities are published yearly in the department, with the intent that through discussion with department members this work can be distributed equitably. Also, periodic rotation of committee membership is encouraged in order to involve a greater number of faculty members on key committees. Members of the ECPS Council in consultation with program areas are centrally involved in this process.

### 8.1.11 Department Colloquia

Starting in 2013, the department has started monthly seminars given by faculty members that precede the departmental meeting. These are typically informal and intended as a way of sharing of research activities and interests among faculty members. The initial seminars were given by Dr. Judith Daniluk: "Clinically and Personally Informed Program of Research, followed up with one by Dr. Marion Porath, who gave an overview of her career, as well as sharing her vision for a path beyond retirement. Other seminars have been given by Drs. Shawna Faber, Barbara Weber and Marv Westwood on their current research activities, and Drs. Cay Holbrook and Kim Zebehazy gave a joint seminar on the intersection of their research programs and the graduate programs on vision impaired education. Dr. Richard Young presented a discussion of his and others' research on Intentional Action.

These departmental seminars are complemented by other colloquia that are given by visiting researchers. These have included:

- Dr. Jacqueline Leighton from the University of Alberta on *Classroom Assessment*
- Ms. Cathy Eugster from Family Services of Greater Vancouver on *Child Directed Play Therapy*
- Dr. Bea MacKay, Vancouver on *Gestalt Therapy: Using the two-chair technique*
- Dr. Eugene Mullen from Exeter University, UK on *The new mental health care system in the UK and the outcomes for this new system on individuals struggling with depression and anxiety in the UK*

## 8.2 Working and Educational Environment

To evaluate the working and educational environment, morale, and institutional culture of ECPS, we have conducted surveys with faculty members, staff and students (Appendix A). The student survey results are summarized and discussed in Section 4. In this section, we focus on faculty and staff survey findings. Findings from these surveys are summarized below. The results from the faculty survey (see Table 8.1) include responses from 33 respondents who took the survey in the 18-day period from Tuesday, February 11, 2014 to Friday, February 28, 2014. A majority of faculty members reported that ECPS offers a positive work environment (73%) and they enjoy working as a faculty member in ECPS (79%). Faculty members also reported that their scholarly work (70%), interdisciplinary scholarship (76%), professional development (67%) and teaching (73%) are supported by the department. Relatively smaller percentage of faculty members reported clarity of expectations regarding scholarly activity, teaching and service (56%), and satisfaction with work space and facilities provided to them (60%).

*Table 8.1: Faculty survey - General satisfaction*

Questions	Strongly agree	Agree	Disagree	Strongly disagree
Generally speaking I'm satisfied with my work environment	24.2%	42.4%	21.2%	12.1%
Overall ECPS offers a positive work environment	21.2%	51.5%	15.2%	12.1%
I enjoy working as a faculty member in ECPS	36.4%	42.2%	18.2%	3.0%

Table 8.2: Faculty survey - Structure: effectiveness and fairness

Questions	Strongly agree	Agree	Disagree	Strongly disagree
I believe the distribution of work in ECPS is roughly equitable.	3.2%	45.2%	38.7%	12.9%
The distribution of resources is equitable	8.7%	46.7%	30.0%	16.7%
Communication in ECPS is effective	9.1%	57.6%	24.2%	9.1%
There is transparency in decision making in ECPS	6.1%	60.8%	9.1%	24.2%
The organizational structure in ECPS is efficient	3.0%	60.6%	27.3%	9.1%
The ECPS Council plays an effective role in the administration of the department	12.9%	67.7%	16.1%	3.2%

Table 8.3: Teaching, scholarly pursuits and department support

Questions	Strongly agree	Agree	Disagree	Strongly disagree
My SCHOLARLY work is supported by my department	15.2%	54.5%	18.2%	9.1%
I feel supported in my TEACHING in ECPS	27.3%	45.5%	5.2%	9.1%
I believe ECPS supports collaborative/ interdisciplinary scholarly activity	27.3%	48.5%	21.2%	3.0%
I am provided adequate support in ECPS to advance professionally	21.2%	45.5%	21.2%	12.1%
ECPS's expectations regarding scholarly activity, teaching and service are clearly articulated	9.4%	46.9%	37.5%	6.3%
I am satisfied with the work space/facilities provided to me	15.2%	45.5%	33.3%	6.1%
There is a critical mass of faculty members to supervise students in my program area	6.3%	43.8%	28.1%	21.9%

Some examples of the strengths of ECPS are listed by faculty members as follows:

- Well respected faculty members and good students
- Faculty members are supportive and collegial and staff are committed to their work
- There is diversity in scholarship and service and that diversity is valued
- The leadership of ECPS is committed to the creation of a positive work environment and are easy to approach when questions and concerns arise
- The department head and deputy head are creative problem solvers who show compassion and a desire to maintain excellence
- Many people work hard and care deeply about their work
- A strong Head who supports faculty
- Opportunities to collaborate with others
- A diverse faculty offers many opportunities to expand on our knowledge
- Research, service and joint research grant funding initiatives

- Supportive environment; Reputation in the community; Access to resources
- Focus on interdisciplinarity; broad areas of expertise
- Strong graduate programs
- Despite being in separate program areas, a strong sense of loyalty to the larger department instead of just to the program
- Faculty members with research quality and productivity, and national and international reputations
- With our research excellence, infusing research into our teaching practices in ways that advance student learning, and extending from our scholarly expertise to make a meaningful and important impact for our communities
- A very strong, internationally-leading department

### 8.3 Reputation of the Faculty Nationally and Internationally

ECPS has a concentration of faculty members who have national and international reputations, and who are among the world leaders in their disciplinary areas. We have documented the achievement, reputation, and distinctions of faculty members in Section 5. Our faculty survey also sought insights into their perceptions of faculty members’ reputations. A great majority of the faculty members believe that faculty members have strong reputations at the national (97%) and international (82%) levels and that the work done in different program areas has a strong impact on the community (85%).

Table 8.4: Faculty survey – Faculty reputation

Questions	Strongly agree	Agree	Disagree	Strongly disagree
ECPS has a strong NATIONAL reputation in my program area	53.1%	43.8%	0.0%	3.1%
ECPS has a strong INTERNATIONAL reputation in my program area	30.3%	51.5%	15.2%	3.0%
The work being done in my program area has a strong impact on the community	53.1%	34.4%	12.5%	0.0%

#### 8.3.1 Faculty Members’ Suggestions for Improvement

In the survey responses, faculty members also made suggestions for improvements in variety of processes. These include the following:

- more administrative and technological support
- more research support
- more transparency around merit pay, PSAs and other related processes
- more and better-equipped office space
- additional administrative staff
- formal mentoring program for new faculty
- additional faculty members to cover student supervision and the department workload

- financial support to maintain registration as a psychologist
- hiring of clinical/teaching faculty to assist in supervision of practicum courses and/or allocate funds to hire off-site student supervisors
- better documentation of department-wide policies
- better evaluation/assessment of supervision
- more ways to feel connected with other people in the department
- less administrative details put onto faculty members
- more equal division of department work
- better communication

We plan to discuss these issues at the upcoming departmental retreat in the Fall (2014).

## 8.4 Staff Survey Findings

There are six staff members in the department. Four of these staff members filled out the survey that gathered information about work environment and satisfaction with working within ECPS. The responses are summarized in Table 8. 5.

Overall, all staff members agreed that ECPS offers a positive work environment, that they enjoy working within ECPS. Except for one person, they reported that they are treated with respect by their co-workers and faculty members; their work is valued; the work expectations are clearly communicated, and are equitably distributed; resources are available to support their work; they are given constructive feedback. On two questions, three out of four staff members disagreed that there is regular effective communication between staff and faculty members, and their potential is met by their current roles.

*Table 8.5: Staff survey - General satisfaction*

Questions	Strongly agree	Agree	Disagree	Strongly disagree
Overall ECPS offers a positive work environment	1	3	0	0
I enjoy my work in ECPS	2	2	0	0
Generally speaking I'm satisfied with my work environment	2	2	0	0

*Table 8.6: Staff survey results – Clarity, fairness and equity*

Questions	Strongly agree	Agree	Disagree	Strongly disagree
My workload expectations are clear	0	4	0	0
I believe the distribution of work amongst ECPS staff is equitable	0	4	0	0
I feel the pay for the work I do in my position is reasonable	0	3	0	1

Table 8.7: Staff survey - Communication, resources and support

Questions	Strongly agree	Agree	Disagree	Strongly disagree
Communication amongst ECPS staff is effective	0	4	0	0
There is regular and effective communication between staff and faculty members	0	1	3	0
I am given constructive feedback about my work	1	3	0	0
I have sufficient resources and support to complete my required job duties	1	2	1	0
Support is available to help me do my work if I need it	0	3	1	0

Table 8.8: Staff survey - Professional aspiration, value and respect

Questions	Strongly agree	Agree	Disagree	Strongly disagree
I believe I make an important contribution to ECPS	0	4	0	0
My professional aspirations within my role at ECPS are supported	0	3	1	0
My full potential is being met in my current role in ECPS	0	1	3	0
I am treated with respect by my co-workers and faculty members	0	3	1	0
I feel the work I do in ECPS is valued	1	2	1	0

In open-ended questions, the staff identified good and supportive leadership, and clarity of responsibilities as strengths in the department. Staff also had some suggestions for improvement.

These included:

- More opportunities to interact socially with staff and faculty members
- A clearer understanding and respect for roles and responsibilities of staff by faculty members
- Better communication about what's happening in the department
- Need for an additional staff member

## 8.5 The Way Forward

As noted earlier, there appears to be general satisfaction with many aspects of the work environment in the department. However, there are also areas where improvements are needed.

### 8.5.1 Students

Students seemed generally satisfied with the quality of their educational experience in the department and with the academic, professional and

social environment. Two areas of concern are evident – course availability in CNPS and MERM and availability of funding. Course availability will be discussed with the CNPS and MERM areas. Access to funding will be more clearly described on the department website and ways to increase funding for students will be discussed by the ECPS Council and at a department meeting in 2014-15.

### **8.5.2 Staff**

In the main staff members seemed satisfied with their work assignments and work environment. An area of some concern was the nature of interaction with faculty members. This issue will be raised at the August, 2014 ECPS Council meeting, in program areas and at a department meeting. Other issues where some concern was raised will be discussed at monthly staff meetings.

### **8.5.3 Faculty Members**

#### **8.5.3.1 Transparency of Decision-Making**

Many departmental policies and processes that were outlined at the beginning of this section are brought to department meetings, or are reviewed by Area Coordinators on a fairly regular basis. However, from some department members' comments, it is clear that they need to be made more easily available. The relevant committees (ECPS Council, DSPC) will review department policies and procedures. These will be discussed at a department meeting in the fall of 2014, and will be put on the member's only section of the newly developed website.

### **8.5.4 Scholarly Activity, Teaching and Service Expectations**

In the past couple of years, there has been some shift in the way the Dean's office has allocated merit pay and Performance Service Awards. This may have led to some uncertainty regarding expectations related to scholarly activity, teaching and service. Beginning in July of 2014, the Department Head will have individual meetings with each pre-tenured faculty member to review expectations, and will put this item on the agenda of a Department Meeting in the fall of 2014.

### **8.5.5 Staff Support**

There were some comments by both faculty and staff members regarding the availability of staff support. There is a growing acknowledgment in the department that staff workloads are at or above capacity. The Department Head is engaged in ongoing discussions with the Dean's office regarding this issue.

### **8.5.6 Space**

With the hiring of six new faculty members in the department in the past five years, space is at a premium. Within the context of a research intensive university, it is extremely important that faculty members have access to research in addition to office space. The Department Head has raised this

issue at several Department Meetings over the past three years. Within the last year, the Dean's office has conducted a space audit in the Scarfe Building, and the department has been allocated two additional large offices for shared research space. We are also planning to subdivide some larger offices to increase the availability of office space.

### **8.5.7 The Balance between a Departmental and Area Focus**

In the past six years, considerable effort has been put into building the quality of the program areas across the department, along with the infrastructure needed to make them sustainable. In doing so, cross-area cooperation has been increased and enhanced. The departmental review will be used as a basis for a retreat that will include discussion of ways to highlight cross-departmental issues and perspectives. It will also discuss and develop action strategies to enhance faculty members' sense of connection with the department as a whole.

## 9 Resources, Administration and Governance

As discussed in section 8, the ECPS leadership team is comprised of the Department Head, Deputy Department Head, Director of Graduate Programs, Director of Undergraduate Programs, Department Manager and Area Coordinators of the five major graduate program areas: Counselling Psychology, Human Learning, Development, and Culture, Measurement, Evaluation, and Research Methodology, School Psychology, and Special Education. To illustrate ECPS's position within the wider Faculty of Education context, see figure 9.1, as well as, its administrative personnel structure (figure 9.2).

Figure 9.2: Faculty of Education Organizational Structure

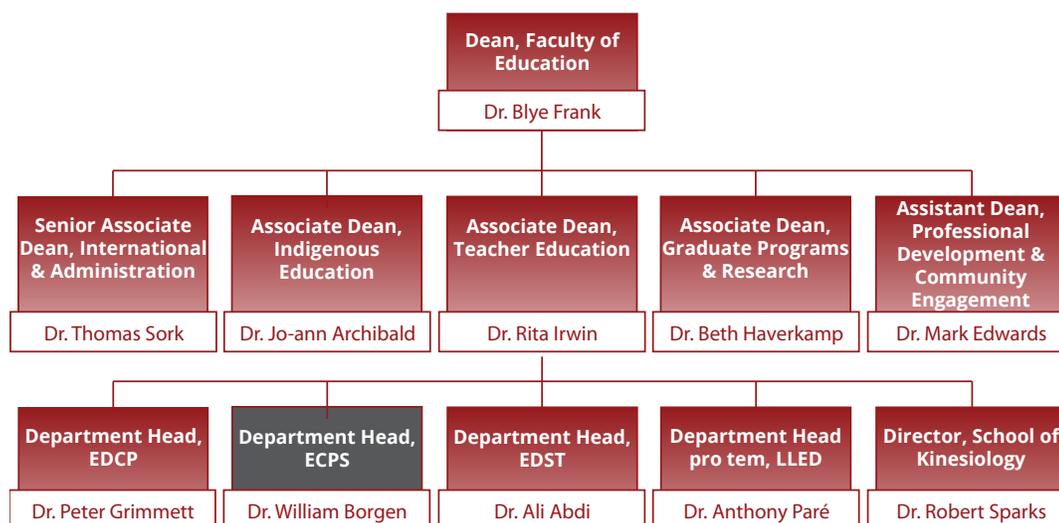
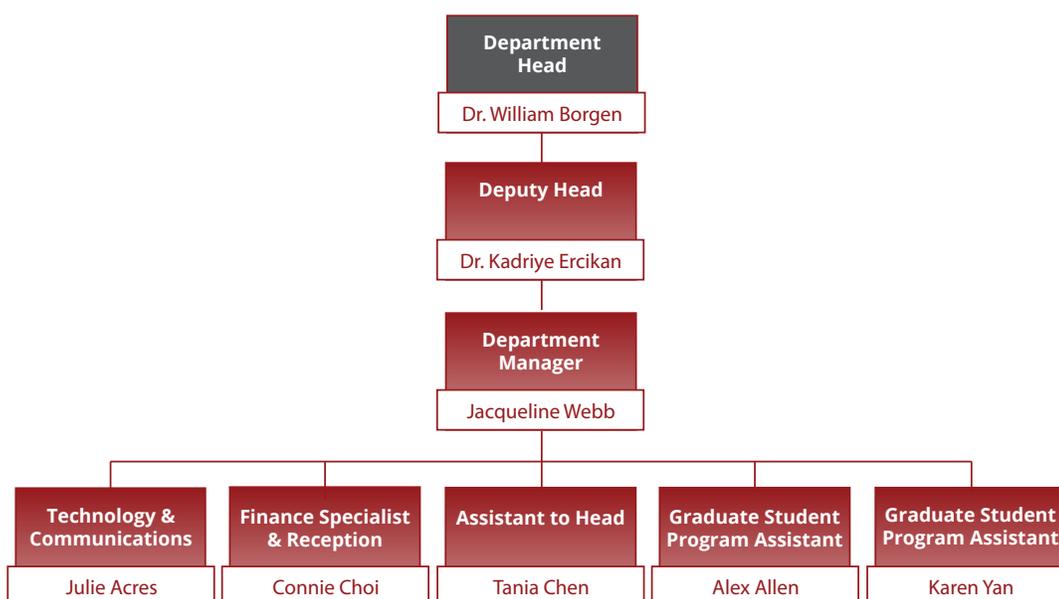


Figure 9.3: Department of Educational and Counselling Psychology and Special Education Organizational Structure



## 9.1 Staff Resources

There has been some turnover in staff in the past few years. The longest serving staff members are Karen Yan and Alex Allen, the Graduate Program Assistants. Also long-standing in her position is Tania Chen, the Assistant to the Head. Connie Choi, the Finance Processing Specialist and Receptionist has been in her position since 2010. Since 2008, we have had three individuals in the Technology and Communications position currently held by Julie Acres, who began in the position in February 2013. Jacqueline Webb is our fourth Department Manager since 2008. Turnover in both of these positions has been linked to a mismatch between job requirements and the skills of the person holding the position, a mismatch between the level of the position and the duties required, as well as, individual-level decisions to move on to further career opportunities.

The Department currently has a well-functioning complement of staff. The position of Department Manager has been raised one level, as have the positions of Graduate Assistants. The position of Finance Specialist and Receptionist has been raised three levels. These adjustments better reflect the nature of the duties in these positions, and will likely lead to less staff turnover in the future.

In 2013-14, the Department received an operating budget in the amount of \$77,788 to cover basic operating expenses such as telephone rental, photocopier charges, office supplies, postage etc. The faculty and staff personnel budget, which totals \$5,808,090.00 is controlled by the Dean's Office. There has been some discussion of the devolution of control of the personnel budget to the department level

Since 2008, several million dollars have been raised to support the hiring of six tenure-track faculty members. Financial support has been provided by provincial government ministries and the Royal Canadian Legion. In addition, donations from a single donor have funded a research chair, a program of research, and a postdoctoral internship. All fundraising initiatives are closely linked to UBC's priorities related to research excellence, enhancement of teaching and learning, and community engagement.

The department has been engaged in a continued evolution of graduate and undergraduate program enhancement. At the graduate level, there's been a particular focus on enhancing program coherence, admitting students within cohorts, and enhancing levels of programmatic involvement. At the undergraduate level, the Faculty of Education has recently introduced a new Teacher Education Program, to which the department contributes core and elective courses. A major focus within the department has been the development of an infrastructure to support the sustainability of these programs. Recent shortfalls in the faculty budget may make it more challenging to maintain the current level of infrastructure support.

## 9.2 Faculty Recruitment, Retention and Renewal

Initiatives related to recruitment of faculty members, linked to retirements, or made possible by external funding, have enhanced the department's already considerable

contribution to the priorities and goals of UBC's *Place and Promise* document and the Faculty of Education as described in the Strategic Plan 2011 -2016 document. Renewing and increasing the number of tenure-track appointments has contributed to **Research Excellence** by maintaining and adding to the cadre of people in the department, who are engaging in leading-edge research that is recognized nationally, and internationally. Similarly, these appointments help to sustain and expand the innovations in **Teaching and Learning** that the department is known for, and continue the record of excellence in **Community Engagement** that is having a continuing impact on the professional and broader communities.

The appointment of the CRCII Chair in Indigenous Health, Healing and Psychological Wellness in Education, and the hiring of an Indigenous faculty member, in light of Dr. Rod McCormick's resignation, will extend the department's involvement in **Aboriginal Engagement**. This will be achieved by providing new and fresh perspectives, and in expanding ways in which existing programs can more effectively extend their reach to this underserved population. **Development and Alumni Engagement** support from government ministries, community groups and individuals continues to be strong. As a result, the department has created a number of endowed Chairs and Professorships, and has been able to hire six tenure-track faculty members in three different program areas. Renewing and expanding the number of tenure-track faculty will enhance our ability to attract further community-based funding in support of departmental endeavors. In addition, we currently have three invitations to develop cooperative programs with universities in other countries. Renewed and expanded appointments will facilitate the department's ability to sustain and expand the level of our programmatic and research based **International Engagement** activities.

The department has been engaged in a sustained effort to build an infrastructure which offers enhanced supports to faculty, staff, and students. These efforts to develop an **Outstanding Work Environment**, within the context of a respectful work environment, will help to ensure that we are able to retain the faculty members that we attract.

Finally, our primary goal and priority: **Sustainability**. This connects closely with our department focus to promote the educational, social and personal sustainability of individuals and groups, many of whom have a history of marginalization. At a general level, the department focuses on the study of diversity within the context of inclusion. The proposed appointments mentioned in this section, will assist the department in maintaining, innovating and expanding the ways in which this can be accomplished.

As seen in table 9.1, the Department has been heavily involved in recruitment activities since 2009. As mentioned earlier in the report, a number of these activities were a result of externally-sourced funding. Challenges to recruitment efforts have come mainly from two sources. The first, is the cost of living in the Vancouver area, which is substantially higher than most other areas in North America. The second is the competition from other similar departments and programs who have also been actively seeking faculty members.

To this point, in the main, the department has been successful in retaining faculty members. As noted in the table 9.2, Dr. Kent McIntosh chose to leave UBC for a position at the University of Oregon, where several of his closest research colleagues and mentors are faculty members. Dr. Robindar Bedi was hired into a grant tenure position funded by the Michael Smith Foundation. Unfortunately, this foundation experienced funding difficulties, his funding was terminated, and this resulted in him leaving the department. Dr. Brenda Fossett was hired in a bridging capacity to assist in the Autism specialization within Special Education. She left the Department to assume a tenure-track position at the University of Alberta. Our most recent resignation occurred in 2013, when Dr. Rod McCormick decided to accept a position at Thompson Rivers University.

*Table 9.1: Faculty-related hiring 2004-2014*

Year	Assistant Professor (tenure track)	Instructor	Associate Professor (w/o review)	Assistant Professor (w/o review)	Instructor (w/o review)	Twelve Month Lecturer
2004/2005						Dr. Antoniya Andonova*
2005-2006	Dr. Jennifer Vadeboncoeur					
2006-2007	Dr. Kent McIntosh*					
2007-2008						
2008-2009						
2009-2010	Dr. Kim Zebehazy Dr. Robinder Bedi*	Dr. Colleen Haney				Dr. Deborah Karres
2010-2011	Dr. Joanna Cannon				Dr. Brenda Fossett*	Dr. Mary Heikkila
2011-2012	Dr. Laura Grow Dr. Sterett Mercer					Dr. Shawna Faber Dr. Serge Lacroix
2012-2013	Dr. Daniel Cox		Dr. Barbara Weber	Dr. Amery Wu		Dr. Mary Heikkila Dr. Brenda Dyer
2013-2014	Dr. Allison Cloth Dr. Rachel Weber	Dr. Serge Lacroix				Dr. Mary Heikkila Dr. Brenda Dyer Dr. Robin Tierney*

\*No longer with UBC

*Table 9.2. Faculty Retirements and Resignations*

Year	Assistant Professor	Associate Professor	Professor	Lecturer/Instructor
2004/2005	Dr. Julianne Conry*			
2005-2006	Dr. Leroy Travis*		Dr. Perry Leslie*	Dr. Stanley Auerbach* (Sessional Lecturer)
2006-2007				Dr. Moira Munro** (Sessional Lecturer)
2007-2008			Dr. Bonita Long*	
2008-2009			Dr. Marshall Arlin*	
2010-2011	Dr. Robinder Bedj**			
2011-2012				
2012-2013			Dr. Sharon Kahn *	Dr. Brenda Fossett** (instructor without review)
2013-2014		Dr. Rod McCormick** Dr. Kent McIntosh**	Dr. Marion Porath*	

\*Retirement

\*\*Resignation

The decisions of the Department Standing Personnel Committee have been consistent with the standards for promotion and tenure set by UBC. Since 2009, all tenure and promotion cases supported by the committee have been successful at the university level. Tenure and promotion cases in the department from 2004 to 2014 are provided in Table 9.3.

*Table 9.3: Departmental tenure and promotion cases 2004-2014*

Year	Senior Instructor (tenure)	Associate Professor (tenure)	Professor
2004/2005			Dr. Pat Mirenda
2005-2006		Dr. Susan James Dr. Joseph Lucsyhyn	Dr. Janet Jamieson
2006-2007			Dr. Deborah Butler
2007-2008	Dr. Elizabeth Jordan	Dr. Jennifer Shapka Dr. Jennifer Vadeboncoeur	Dr. Anita Hubley
2009-2010			Dr. Kadriye Ercikan
2011-2012	Dr. Kent McIntosh Dr. Lynn Miller		Dr. Marla Buchanan Dr. Cay Holbrook
2012-2013			Dr. Nancy Perry Dr. Kimberly Schonert-Reichl
2013-2014	Dr. Colleen Haney	Dr. Sterett Mercer	

## 9.3 Departmental Space, Resources and Facilities

The department occupies half of the third floor, and the fourth and fifth floors in the south office tower of the Scarfe building, and the second floor of the library block on the West side of the center block of the Scarfe building. These spaces contain faculty and staff offices, faculty research space, shared office space for sessional instructors, three seminar rooms equipped with data projectors, and open space which acts as a student lounge, and is used for informal meetings. In addition, the department has two large shared research offices for faculty members in the basement of the center block of the Scarfe building. With the shift from part-time sessional instructors to more full-time 12-month lecturers and tenure-track instructors, the hiring of assistant professors resulting from external funding, and an increased need for research space, departmental space is at a premium.

### 9.3.1 Classrooms

Most classrooms used by the department are located in the Scarfe building. Most of these classrooms accommodate 15 to 25 students in addition to an auditorium and large rooms accommodating more than 50 students. Each room has up-to-date, audiovisual and data projection equipment installed. Classes are also held in other buildings across the university since space assignments to classes are done on a university-wide basis.

### 9.3.2 Observation and Clinical Laboratory Space

There are two areas in the Scarfe complex containing observation facilities for clinical training and research. The first facility includes an area with five observation rooms, each equipped with a one-way mirror and video/audio taping equipment, and a sixth room, which operates as a control room containing monitors (Rooms 306A to 306F).

The second facility, which is housed in the Faculty of Education Scarfe Building, is the Psychoeducational Research and Training Centre (PRTC), which houses a suite of six rooms each equipped with video and audio equipment for research and student training, available to both faculty and students. These interview rooms can be monitored from two different seminar rooms. Also available, is a larger conference room, complete with one-way mirror and remote control video camera. The observation facilities also serve as research laboratory spaces that are available for research with individuals and groups.

The New Westminster UBC Counselling Centre provides observational and laboratory facilities. It is equipped with six interview rooms with two-way mirrors, audio and videotape equipment, and monitors. This setting serves schools and the wider community, and provides practicum students with the opportunity to work with adolescents, adults, families, couples, and groups. The New Westminster UBC Counselling Centre has been operated jointly by the New Westminster School Board and the Department of Educational and Counselling Psychology and Special Education (formerly the Department of Counselling Psychology) since 1975: <http://ecps.educ.ubc.ca/cnps/new-westminster-counselling-clinic>.

A fourth setting at the UBC Counselling Services provides a professional setting for observed training and supervision. It is equipped with interview rooms and closed circuit monitors, with staff handling appointments and offering professional support: <https://you.ubc.ca/ubc/vancouver/counselling.ezc;jsessionid=FAF282165B0928375F5E2FF3F8E50022>.

### 9.3.3 Library Facilities and Resources

The UBC Library is the second largest research library in Canada with more than twelve million items in its holdings ([www.library.ubc.ca](http://www.library.ubc.ca)). There are eight branch libraries on campus including the Education Library; housed in the same building as the department; three off-campus hospital-based branches, and the Okanagan campus library.

The Education Library's collection serves as a foundation for teaching and research in the Faculty of Education ([www.education.library.ubc.ca](http://www.education.library.ubc.ca)). The collection is comprised of children's books, school texts, and multimedia for K-12, as well as books and journals dealing with teaching strategies, curriculum evaluation, counseling and psychology, human kinetics, educational technology and research in Education. The Education Library also has a number of online information resources, e-journals and e-books, as well as materials in microform, audiocassette, and CD/DVD video-recording formats. A high priority is placed on materials that reflect Canadian content and approaches, and materials pertaining to BC Education.

The library holdings consist of 196,000 monographs, 720 journal subscriptions (10,000 volumes), 15,000 French-language materials (curriculum, text, literature) and 3,100 videos. They also house the Canadian Children's Book collection, comprising approximately 6,000 volumes of current and award winning children's literature.

Tours and orientation programs are offered to students and faculty at the beginning of Winter and Summer Sessions. The Library also publishes numerous guides and handouts explaining the organization of their system and outlining the resources and services available. These may be picked up at information and reference desks at any of the library branches.

Department faculty members and graduate students have access to all campus libraries. In particular, the Koerner (humanities and social sciences) library, the Educational Library, the Irving K. Barber Learning Centre, and the Woodward Biomedical Library have extensive holdings of books and periodicals pertinent to education, psychology, and counseling.

The library staff provides helpful, personal research assistance to users, assistance conducting 10 bibliographic and literature searches, or help with interlibrary loans at no cost to students or faculty members. There are three professional librarians on staff, including the Head Librarian. In addition to the librarians, there are four senior staff positions covering Acquisitions and

Gifts, Circulation and Overdues Appeals, Video and Document Delivery, and finally, an Office and Circulation Manager.

UBC is a part of the Electronic Library Network, a national network of libraries offering full access and retrieval services for texts and journals. UBC is constantly expanding its collections of electronic journal subscriptions. UBC students can also enjoy reciprocal borrowing privileges with other Council of Prairie and Pacific University Libraries (COPPUL), libraries including the University of Victoria and Simon Fraser University, among others.

For the UBC and Faculty of Education Libraries' online journal and e-resources, please see <http://guides.library.ubc.ca/educationdatabases>.

### **9.3.4 Resources to Support Data Analysis and Faculty and Student Research Activities**

#### **9.3.4.1 Information Technology**

UBC's Department of Information Technology (UBC IT) provides IT-related strategy, applications, infrastructure, and support services to the UBC community. Providing services from multimedia production to wireless internet access, UBC IT ensures that leading-edge technology is readily accessible to faculty and students to complement their teaching, learning and research experience.

UBC IT support for the department includes, but is not limited to: account support, computer lab bookings, network support, infrastructure support, hardware and software setup and support, recommendations for IT purchases, computer lab support, provision of accounts and access to shared drives for administrative staff/faculty, network support, classroom/general audio visual support, video conferencing support, AV equipment maintenance and repair, equipment loans and support for self-serve equipment, and poster printing, among other things. Equipment available for loan includes: data projectors, laptops, compact digital cameras, and audio recorders. They can be borrowed by Faculty of Education faculty, students or staff.

#### **9.3.4.2 Computer Facilities/Technical Support**

The Faculty of Education provides four computer labs available for general use by students, faculty and staff in Education; three Microsoft Windows labs (56 stations) and one Mac OS X Lab (21 stations). Computer labs have Internet access, general and course-specific software 11 including SPSS. A scanning/multimedia station with various scanning, video and graphic capabilities is also available.

The Faculty of Education offers a computer upgrading program. Each faculty can purchase a new computer for teaching or research purposes, and apply for reimbursement from the Faculty Computer Upgrade Reimbursement Fund every four years.

Within the ECPS Department, we have equipment such as laptop computers, data projectors, audio and video-camera recorders, digital cameras, voice recorders, and flash drives, any of which can be borrowed by faculty, sessional instructors, teaching assistants, and research assistants for teaching, research and workshops purposes.

### **9.3.5 Facilities to Enable Access for Students and Visitors with Disabilities**

The department is equipped with facilities to accommodate persons in wheel-chairs, and elevators open directly into the department. Access for persons with disabilities is possible for all rooms and offices in the Scarfe Building, which houses the Faculty of Education, as well as the Library Block where most of the CNPS faculty members' offices are located. Outside access ramps and elevators are available for all facilities.

As mentioned previously, specific assistance and equipment for students with special needs can be arranged through Access and Diversity's Disability Services at UBC; see their website at: <http://www.students.ubc.ca/access/disability-services/>. Services provided to students are in keeping with the UBC's policy (Policy 73). Please see Appendix M: Academic Accommodation for Students with Disabilities.

Access and Diversity works with the university to eliminate structural and attitudinal barriers, and discrimination to those with disabilities and other minority groups on campus. One of the CNPS faculty members, Dr. Ishu Ishiyama, serves as a consultant, offers training workshops, and trains workshop facilitators for this unit, and is a member of the Intercultural Understanding Program Advisory Committee for Access and Diversity.

### **9.3.6 Work Space for Students**

There are numerous free student work areas: (a) the Program's main floor's open space area (i.e., in the center area of the 2nd floor of the Library Block) as well as the entrance area of the same floor, equipped with tables, chairs, lounging furniture, a telephone, Wi-Fi internet connectivity, book shelves, recycling bins, and water dispensers, (b) research labs where students work as research assistants for the faculty, and (c) a large floor space of the Education Library which offers free seating and a very quiet environment for studying and conducting library research.



## 10 Response to previous review

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### 10.1 Faculty Recruitment and Progress

*Both new faculty and their potential mentors suggested that new members (especially those new to Canada) would benefit from more systematic, coordinated mentorship related to developing research programs and applying for grants as well as teaching. A more formalized mentorship program should be considered.*

Attempts have been made to address these concerns at departmental and faculty levels. At the departmental level, all Area Coordinators are available to provide teaching material and guidance regarding courses. Given the comments made by some department members in completing the survey outlined in Section 8, more may need to be done in this area.

Regarding research, at the department level recent hiring has been targeted and based on funding provided from outside donors. In these instances, assistant professors have been paired with senior professors in their specific areas. In the majority of instances, this pairing seems to have been effective. Recently, we have made some plans to enhance our mentoring processes. All new hires in the future will participate in a formal and monitored mentoring process regarding both teaching and research. In addition, the Department Head will meet with all newly hired faculty members prior to August 31, 2014 to discuss their current mentoring arrangements. At the faculty level, the Office of Graduate Programs and Research (OGPR) has an expanded presence with faculty members in all departments, providing information regarding the availability of research grants and providing assistance in applying for them.

#### 10.1.1 Sessional Faculty Involvement

*We recommend that a concerted effort be made in ECPS to shift resources from the hiring of sessionals to the appointment of tenured lectureships and to increase the role of all who teach in ECPS in the life of the Department.*

Up until 2011, the Department continued to have a heavy reliance on sessional lecturers. Some attempts were made to involve them more in department life, again with orientation sessions for newly hired sessional lecturers offered by the Department Head and the Department Manager. As noted in Section 9 (see table 9.1), for the past two years the department has been able to hire more 12-month lecturers and tenure-track instructors, which has greatly reduced our reliance on sessional lecturers. There have not been sessional lecturers involved in research supervision for many years.

#### 10.1.2 Teaching in the Teacher Education and Diploma Programs

*We recommend the Department consider using its considerable strengths to offer courses, which cannot be provided by any other department in the*

*faculty, that contribute substantively to the preparedness of pre-service secondary teachers to meet individual student needs and to respond to the changing secondary curriculum. For example, an elective course that supported teachers in the Career and Personal Preparation part of the reformed secondary curriculum would be a start to remedying what could become a growing public relations problem.*

The department currently offers four courses in the B.Ed. programs that it is uniquely positioned to offer. They focus on human development, learning, and diversity; assessment and learning in the classroom; cultivating supportive school and classroom environments; and development and exceptionality in the regular classroom. In addition, we offer two diploma programs which are well subscribed: the Diploma in Guidance Studies and the Diploma in Special Education. Some department members currently lead two cohort programs, one on Social-Emotional Learning, and one on Self-Regulated Learning. Two program areas, Counselling Psychology and Special Education are involved in the development of education minors within the Faculty of Arts.

### 10.1.3 Graduate teaching

*It may be that the CNPS graduate programs could be shortened through greater articulation or rationalization of requirements between the Masters and PhD programs. However, any such adjustments need to be guided by the accreditation requirements.*

*It is the view of the External Review Committee that resource demands for accreditation need to be acknowledged and supported at the department level as the benefits of accreditation outweigh the costs. Furthermore, this needs to be considered in the future plans for the department.*

The Counselling Psychology area has been engaged in discussions regarding a different articulation between the M.A. and Ph.D. programs. This is slated for implementation in 2015. The program has been well supported by the Faculty of Education in maintaining the programmatic requirements of accreditation bodies.

In 2013, the Ph.D. program in School Psychology also became accredited by the Canadian Psychological Association.

### 10.1.4 Service and Outreach Roles

*While a strong connection between faculty in the School Psychology program and the schools was evident, the relationship between the faculty and the BC College of Psychologists was unclear. Closer relations with the BC College of Psychologists should prove helpful because changes are being made to the Health Professions Act, which affect the training and credentialing requirements for school psychologists in the province. If faculty members with primary teaching responsibilities in School Psychology are not already*

*registered as Psychologists in the province of British Columbia, they should undertake to become registered and become involved in the work of the College. This would enhance their leadership role in the field in BC, their work as mentors and role models for their students, and their drive to meet accreditation standards.*

This has been a long-standing issue within the School Psychology area. One of the three recent hires in the area has become a registered psychologist, and the other two are applying for registration. The area has also developed an internship program at the master's level, which meets the requirements of the College of Psychologists for registration as a school psychologist in the province of British Columbia.

## 10.2 Governance and Administration

*The departmental vision statement that we received was consistent with the vision expressed in Trek 2000. However, the daily governance and administration of the Department did not appear to be guided by its vision statement. Indeed, we saw little evidence of enactment of a clear and unified departmental-level vision. For example, the Head recently submitted to the Dean a list of positions for possible new appointments. The list included all positions requested by the five areas within the Department with no prioritizing and no argument or vision advanced for the future of the Department. It is our view that requests for faculty appointments, like requests for other scarce resources, should be framed within the specific needs and visions of the Department.*

*In our meetings with the areas, some faculty members voiced a concern that they do not feel they can approach the Dean, that they are not encouraged to “drop in” and talk with the Dean about their concerns. Instead they perceived that they could only talk with the Dean when accompanied by the Head. We feel that, in the spirit of collegiality and openness, all faculty members should have access to the Dean.*

*What is needed is a formal organizational mechanism for the program coordinators to meet with the Head, Deputy Head, and Graduate Coordinator to discuss and review administrative issues faced by their programs, to coordinate across programs, and to plan for the future.*

The ECPS Council was constituted as an organizational mechanism in 2006, and consists of the Department Head, Deputy Head, the Director of Graduate Programs, the Director of Undergraduate programs, Area Coordinators and the Department Manager. The Council meets once or twice a month, and engages in planning and decision-making that affect their programs, and the department as a whole. More specifically, issues that come to the committee arise from the five program areas, from discussions at the monthly Department Meeting, from the Faculty of Education, and from the broader university context.

In terms of the comment regarding the need to prioritize recruitment of additional faculty members, this presents diverse challenges in that each of the department

areas has a history of being short of tenure-track faculty members, for the tasks in which they are engaged. As stated earlier, in the past six years the department has been fortunate to receive external funding sufficient to hire six new tenure-track faculty members in areas of highest need. For the past two years, the Dean's office has requested that the department provide a rationale for recruitment based on imminent retirements and other programmatic needs. The material for these reports has been generated within and across program areas, and have been vetted by the department council and department members.

### 10.3 Staff, Facilities, and Resources

*The need for a common mission and vision for ECPS is reflected at all levels of the organization, including the support staff. Staff issues need to be dealt with alongside the others as the Department moves to building stronger collegiality. The workload for staff, particularly in providing administrative support for graduate programs and for research grants, is considerable. Some efficiencies and improved working relationships, however, may be possible through redesigning staff roles to cut across programs and areas, addressing unequal divisions of labor, and minimizing the duplication of roles. Roles and information sharing need to be simplified and training provided to staff to ensure adequate coverage during vacations and other absences. Regular staff meetings should be implemented to provide a forum for information sharing, collective problem solving, and team building.*

*Staff support, related to research grants, should be increased. Although the faculty have access to workshops on preparing grant applications, there is minimal staff assistance within ECPS directed to the preparation and submission of grant proposals (e.g., preparing budgets, photocopying, and submission of grants). A grant facilitator is now available at the Faculty level to assist in arranging internal peer-review of grants before they are submitted. Faculty should be encouraged to take advantage of this assistance*

*Faculty and staff reported requiring fundamental resources to respond efficiently to students and to conduct other aspects of their university work. For example, rather than expecting faculty to assume the costs of voice mail, the Department or Faculty should assume such costs. In addition, the collection of money from students for cost recovery of instructional materials should not fall to individual instructors but should be handled through more centralized procedures.*

*Staff requested more technical support for computers. Although computer support services exist within the Faculty, response times should be examined to ensure they are acceptable in meeting needs. A systematic plan for updating equipment on a rotating basis is needed.*

*The fact that EPCS staff and faculty are housed in two locations was a frequent point of discussion. Important benefits could be realized by bringing the Department together in one location. This would, for example, make it easier to reallocate responsibilities among the staff.*

In 2005, the administrative staff of the Department was brought together in one location on the fifth floor of the office tower in the Scarfe Building. Staff is now comprised of the Department Manager, two Graduate Assistants, the Assistant to the Head, a Technology and Communications Assistant, a Finance Processing Specialist and Receptionist

New hires and the adjustment of the funding levels for the positions, along with an ongoing examination of opportunities for efficiencies across positions has resulted in more equitable workloads across staff and more harmonious working relationships among staff, between staff and students, and between staff and faculty members.

At this point, workloads of staff members are at, or near, their maximum, as a result of the number of graduate students in the department, increased numbers of grants held by faculty members, increased use of technology, and the devolution of activities to departments. There is sometimes frustration on the part of faculty members and staff as a result.

In terms of technological assistance from the Faculty, in the past year all IT services in the university have been centralized. This means when assistance is needed, IT services is contacted, and a ticket is issued. The level of personal contact with individual members of IT has been reduced, and the perception of faculty members is that wait times have increased, which is another source of frustration at times.

Regarding support for the development of grants, in response to expressions of frustration from several department members, in 2009, the Department Head initiated a two-year pilot funded by the Dean's office which involved hiring a half-time grant facilitator in the department. The pilot proved successful and as a result, the expansion of services offered at the Faculty level by the Office of Graduate Programs and Research for grant application and finance tracking support.

#### 10.4 The Post-merger Organizational Culture

*The current culture and governance structure for this Department are not effective. At this point, we believe that the Department needs to move beyond focusing on the past to look forward to the future and to develop a new way of operating. Even the questions in the terms of reference for this external review are somewhat limiting. The focus should be on what comes next. This issue must be addressed and there is some urgency to this. We believe that the Department cannot continue with existing structures and mechanisms because of the potential impact on future recruitment of top faculty, students, and postdoctoral fellows, and because of the potential negative consequences for the productivity of the unit and the quality of programs. In addition, changes are urgently needed so the Department can fully participate in the strategic planning process that is being encouraged by the Dean. We make more suggestions in the section on Governance, but it is essential that the faculty members in the Department and the new Head work on this as one group.*

*Working towards a unified mission and culture for the Department requires the same kind of intensive investment as faculty put towards their scholarly work. This*

*investment of time and energy into building community is required at every level of the organization. There are individuals in the Department with ideas for developing new ways of working together, and some areas see opportunities for increased fruitful collaboration with other areas within the Department. Mechanisms for exploring and supporting these avenues for building a cohesive unit currently do not exist.*

*The leadership of the new Head and the Dean are critical to this process of building a cohesive Department. The Head must make this task a priority. A suggestion supported by three members of the Review Committee is that leaders be selected from each of the five areas with an eye to those with the greatest commitment to building a cohesive Department, with largest investment in making the Department work, and with a record of demonstrated collegiality. In the Department, faculty should not only be rewarded for scholarly output but also for positive leadership and building cohesion within the Department. It is the view of one member of the Review Committee that what constitutes positive leadership in the current situation is open to interpretation and rewarding collegiality or compliance at the expense of program excellence is problematic. In any event, what the Review Committee is in agreement on is that a new governance structure is needed.*

*There is also a need for greater transparency about the distribution of resources in the Department because this is a contentious issue at present. It is essential that everyone see that decisions of resource allocation are made in the best interests of the Department and consistent with priorities set by all members of ECPS.*

*Some staff and faculty expressed interest in departmental social events (some of which include families) as a way to build relationships and a better working environment. The value of such events should not be underestimated in the effort to bring the five areas together as a functioning Department.*

When Dr. Borgen began the Headship in 2008, the Department was emerging from a time of relative turmoil and some unease precipitated by an amalgamation in 1999, economic uncertainty within the Faculty of Education, and ongoing change in the leadership of the Department. Several common perceptions emerged early in his term that reflected this context.

- The department is composed of five distinct, important, and related program areas that operate within somewhat different cultures, have different indices of excellence, and experience different pressures
- The department had experienced a great deal of change in terms of leadership, programmatic offerings, expectations, and resources
- There was a perception that through some difficult economic times over the past two years the department has in many ways pulled together rather than pulled apart
- The ECPS Council had worked effectively in conducting the business of the department, with increased evidence of understanding the needs across programs and the provision of active support in helping to meet those needs
- Across programs there was a recognition of the strength and quality of faculty members in terms of their scholarship, and the impact on the professional and broader communities

- Graduate students were supportive of efforts of programs to enhance and maintain programmatic quality, and urged the Department to provide the infrastructure necessary to maintain these initiatives
- Staff members had experienced a great deal of change over the past few years; They saw themselves as becoming an effective working unit, with some areas still needing attention.

Dr. Borgen's goal as Department Head has been to provide leadership that over time would help to address some of the documented and perceived challenges that the department had been experiencing. Initially, that meant listening to faculty members, staff, and students, regarding what they saw as impediments to their success, and then initiating processes intended to, at least in part, ameliorate their concerns. The aim since this beginning point has been to provide consistent, fair, transparent and collaborative leadership to the department as it has formed more solidly into a group that recognizes the complexity and diversity of what we do, and the elements that connect us. This has often involved working to remove impediments experienced by faculty members, staff, and students, and also to provide new perspectives and/or resources to facilitate innovation.

A guide for the leadership in all of their work has been the Respectful Work Environment document, which has helped to create a climate in which department members feel a greater sense of safety and acceptance in expressing their views and engaging in their work.

### **10.5 Department Social Events**

There are a number of regularly scheduled social events in the department, and some that occur on an occasional basis. The first week of the term in September, at the end of the department orientation program for new students, a barbecue is held that involves incoming and current students, faculty members, and staff. Graduation receptions are held in May and November that involve graduating students and their families, faculty members and staff. These events typically attract over 100 participants. In addition, the departmental luncheon is held in December of each year. Over the past few years, when it was possible, the Department Head hosted barbecues for faculty members and staff at his home. Four years ago, the departmental Social Committee was formed which holds at least two social events involving faculty members each year. In addition, our monthly department meetings are preceded by a departmental breakfast and a colloquium offered by one of the faculty members.

### **10.6 Head's Summary**

The Department has earned a reputation of excellence for our scholarly work, our graduate and undergraduate program offerings, and our high levels of community engagement. We have a growing number of world-recognized scholars in the department, who are attracting colleagues nationally and internationally to work with them. Building on this solid foundation, the department is well positioned to

become known for a number of Centers of Excellence which will attract large-scale funding, as well collaborators, and excellent graduate student applicants to work with our faculty members. This will situate the department well within the context of the research intensive university that is UBC.

Regarding ECPS programs, I believe that the standards of excellence currently being met by our graduate programs will be maintained and enhanced. As the disciplines within the department evolve and innovate, areas will be able to enrich their programmatic offerings through even greater collaboration with one another. At the undergraduate level, the department can expand its involvement in the Teacher Education Program, and assist in the diversification of undergraduate admissions through diploma, certificate and related types of programs. The department is also heavily involved in innovative classroom-based, mixed-delivery and online course and program offerings. Given the interest across the university in flexible learning, it is likely that these innovations will continue and increase in on-campus programs, community-based cohorts, and in international programmatic collaborations.

The department currently has several faculty members deeply involved in community engagement activities that span research and innovations in professional practice. Given the current levels of interest by government and other community groups, at the local, national and international levels, I believe that this level of engagement will increase.

A product of this level of community visibility and credibility has been the donation of funds that has enabled the department to hire faculty members, to extend the reach of our scholarly and programmatic work. Given the expansion of community interest in our programs, more funding of this type will likely be forthcoming.

The department climate has evolved a great deal over the past several years, and continues to develop. Within this context, I believe, department members will continue to appreciate the diversity and richness of our specialized programs, and to value our common goals and interests.

## **10.6.1 Departmental Issues**

### **10.6.1.1 Research Excellence**

The Department has a strong track record of excellence in scholarly activity including publications, grants and knowledge translation. At this point, I believe that we are poised to bring this activity to another level. This, however, will require some infrastructure support to encourage faculty members who are already recognized nationally and internationally for their research to move toward becoming principal investigators for large multi-university/community research teams, and to encourage others to expand the scope of their activities. I believe that increased grant support resources in the department, which are well articulated with resources in the Office of Graduate Programs and Research, would play a catalytic role in this development.

### 10.6.2 Aboriginal Engagement

The department is currently still in the process of attracting a candidate for the CRC II Chair in Indigenous Mental Health, Healing and Wellness. In addition, we have hired Dr. Alanaise Goodwill as an Assistant Professor in light of the resignation of Dr. Rod McCormick. There is a strong commitment from the Faculty of Education and the department to successfully conclude the search to help us expand our activities with Indigenous populations, and to extend current efforts to effectively infuse Indigenous ways of knowing and practice into our research, and our undergraduate and graduate programs.

### 10.6.3 Students

The department is heavily engaged with both undergraduate and graduate students. Courses in the Teacher Education Program and in diploma and certificate programs are well received by students. At the graduate level we have a wide diversity of full and part time students across a wide range of master's and doctoral programs. They are making a positive professional and scholarly impact provincially, nationally and internationally. In the main they expressed satisfaction with the quality of their programs and were supportive of a strong cross-departmental student organization. Some concerns were expressed regarding course availability in some programs and about access to sufficient funding to support their studies. These issues will be discussed in the coming academic year.

### 10.6.4 Faculty

I believe that the department's ability to sustain and enhance current levels of scholarly activity, program offerings and community engagement will rely heavily on its ability to engage in faculty renewal and strategic expansion. It is evident in discussions with the ECPS Council and other faculty members that the Department is in great need of more tenure-track faculty members. Until recently, we have extended our reach through the use of a large number of sessional lecturers, which placed a heavy burden on staff and faculty in terms of hiring, mentoring and monitoring them. In the past two years, this pressure has been alleviated somewhat through our ability to hire more full-time 12-month lecturers. These appointments, however, do not provide assistance in the areas of scholarly activity or graduate student research supervision, which are important considerations within the context of a research intensive university.

Another issue related to faculty members, is the need to develop a more effective infrastructure that promotes their nomination for awards. The Department Standing Personnel Committee serves in this capacity, but this is an area that I believe needs more coordination and concerted effort within the department and across the Faculty.

### 10.6.5 Staff

There has been a fair amount of staff turnover in the past couple of years. One of the contributing factors was the mismatch between staff classification

levels and the actual requirements of the position. In the past two years, there has been a greater level of awareness of this issue across the Faculty of Education, and I am pleased to see that we have been able to adjust the levels of many ECPS staff members. The most pressing current issue relates to the volume of staff workloads even after rearrangement of duties, and other efficiencies have been implemented. I believe that the Department requires an additional staff member.

### **10.6.6 Small Graduate Programs**

An issue that we have been attempting to address in the department relates to smaller graduate programs that at times have difficulty offering classes with a sufficient number of students. This sometimes means that students have difficulty completing their programs in the time allotted by their funding. This is an issue that requires ongoing discussion.

### **10.6.7 Space**

The Department has had ongoing dialogue regarding research and clinical/practicum space. In terms of space for research, we have had several discussions about more innovative use of our current space. I believe that addressing these issues is critical in maintaining and enhancing the department's reputation within a research intensive university. As already mentioned, the department has recently been allotted a second large room in the basement of the Centre Block in the Scarfe Building, which is accommodating the research space needs of four faculty members. Regarding clinical/practicum space, the Psychoeducational Research and Training Centre (PRTC) is in need of a major renovation. This was in the planning stages when government funding was cut in 2008 and remains a strong need.

### **10.6.8 Department Procedures and Policies**

Some responses to the faculty survey indicate that a review of administrative processes, and workload assignment is needed. These and related issues will be systematically addressed in department meetings beginning in September of 2014. In addition, a one-day retreat planned for late October of 2014 will provide a venue for discussion of the departmental review and for setting departmental priorities for the next few years.

### **10.6.9 Achievements**

The Department has been engaged in a number of initiatives to sustain and enhance its activities. In this section, I will review some departmental accomplishments within the context of the UBC Place and Promise Initiative and the Faculty of Education Strategic Plan 2011 – 2016.

### **10.6.10 Research Excellence**

Many faculty members in the Department have an excellent record of obtaining grant support for their research. As I have already indicated,

an increasing number are at the point of partnering to form collaborative research teams, which has the potential of increasing the amount of funding that they receive.

In terms of departmental infrastructure support for research, when I began my term as Department Head, I was given a clear message by faculty members that they were experiencing difficulties in terms of support in applying for grants and in tracking finances related to their grant. Following a successful pilot initiative funded by the Dean's office, which involved the provision of a half-time resource to support faculty member, I am happy to report that this resource is now embedded at a faculty level within the Office of Graduate Programs and Research (OGPR). This initiative was successful in providing additional support to faculty members in applying for grants and encouraging more faculty members to initiate applications.

After reviewing the departmental accounts, it became apparent that we were operating with a modest surplus, sustained mostly by monies from courses operated through the office of Professional Development and Community Engagement (PDCE). I proposed to the department that a proportion of these funds be made available for strategic and catalytic purposes to promote the scholarly and community engagement activities of faculty members and students. The fund has now been in operation for three years.

### **10.6.11 Teaching and Learning**

The department is engaged in continued efforts to enhance its programs. The Counselling Psychology programs are accredited at both the master's and doctoral levels, and the School Psychology doctoral program was granted accreditation in 2013. The department provides infrastructure resources to support the accreditation application process and to maintain accreditation standards. The programs in Special Education are highly specialized and, in many cases, offer curricula required to meet professional certification standards. The graduate program in Human Development, Learning, and Culture is attracting increasing numbers of excellent applicants and the program area has worked towards consolidating course offerings in the area. The program in Measurement, Evaluation and Research Methodology offers well-respected highly-specialized graduate programs to a fairly small number of students. The department has supported smaller class sizes in order to help promote students completing their programs in a timely manner. As already noted, this is an area requiring further problem solving and support.

When I became Department Head there was a great deal of discussion about whether or not the department should participate in the new teacher education program. While some reservations still exist, department members have put a great deal of coordinated effort into creating and adapting courses for the new program. They have also developed resources and offered orientation programs to people who will be teaching courses in the program, to help ensure a successful launch of the program.

There is a great deal of interest in the department in offering online courses and programs. The Department has had a sustained working relationship with the office of Professional Development and Community Engagement (PDCE), which has facilitated a number of course and program initiatives. In the past few years, the Department has increased its involvement in master's level off-campus programs. We currently have two cohort programs in Special Education, and two in Counselling Psychology. The Department also offers a range of other undergraduate and graduate courses using mixed-delivery and online modes.

Most of our graduate students have a high level of involvement with the programs to which they have been admitted. In a large and diverse department like ECPS, it can be a challenge for them to develop and sustain a sense of connection with the department as a whole. Two years ago, with the assistance of Dr. Jennifer Shapka, the ECPS Director of Graduate Programs, we have formed a cross departmental student organization with representatives from all program areas. I believe that we have made a good start with the organization, and student feedback has been very positive. It will be important that the department supports its ongoing development, in order to promote effective communication among students from across the department, and between faculty members and students. As this student organization becomes stronger over the next few years, there will be an opportunity to form an ECPS chapter of the Alumni Association. In my experience, this greatly enhances opportunities for departmental connections with current students and graduates. I believe that this is an important element in sustaining an environment for effective Teaching and Learning, and also for Development and Alumni Engagement.

### **10.6.12 Community Engagement**

As already noted, community engagement is an important component of the work of most members of the Department. It informs the scholarly activity, teaching and service components of their positions. The impact of this engagement is evident in government and other institutional policies, and improved professional practice provincially, nationally and internationally.

#### **10.6.12.1 Aboriginal Engagement**

Under Dr. Rod McCormick's leadership and support over the past several years, the department has maintained its commitment to enhancing our involvement in Aboriginal research, program development and community engagement. The admission of First Nations graduate students is a priority in some program areas and the numbers of students applying and being admitted to both masters and doctoral programs have been steady over the past few years. Dr. McCormick resigned from UBC in the fall of 2013. We have been fortunate to be able to hire Dr. Alanaise Goodwill as an assistant professor beginning in July of 2014 who will focus on Indigenous research and program development in Counselling Psychology. In

the Teacher Education Program, the department has supported Dr. Elizabeth Jordan, the Director of Undergraduate Programs, in a project to infuse First Nations' perspectives into ECPS courses. This is a beginning point, and there is much more to be done in this area.

#### **10.6.12.2 Development and Alumni Engagement**

The department has a strong track record of receiving donations and endowments to support its work. I was pleased to be involved in discussions with the donor who provided funding for the Myrne Nevison Professorship and the Struggling Youth Professorship. Negotiations with the Royal Canadian Legion led to the tenure-track position in Group Counselling and Trauma, and funding to support research connected with the Veterans Transition Program. Given the steady and increasing interest on the part of government ministries and community groups in the work of faculty members in the department, I expect funding opportunities to continue and to increase.

As already noted, I believe that the creation of the cross departmental Student Council has laid a foundation for more continued contact with current and former students. This will promote expanded programmatic contact with graduates, and perhaps provide a relatively untapped source of financial contributions to support the work of the department.

#### **10.6.12.3 International Engagement**

Several department members serve in a variety of capacities on the executive of a number of international scholarly and professional associations. They are also involved in research collaboration with colleagues and institutions in many parts of the world. Until recently, it has been my perception that more formal programmatic cooperative ventures have not been considered because of time and resource pressures, relating to a shortage of tenure-track faculty members. There seems to be some shift in that view currently, given that there are currently three inquiries regarding cooperative program initiatives that are being considered in the department.

#### **10.6.13 Outstanding Work Environment**

An important factor in creating an effective work environment is the provision of infrastructure support for faculty members' research and teaching activities. I have already commented on the initiatives that have been undertaken to augment support for research. In terms of teaching, the department was successful in receiving funding from the Dean's office to support resource development and orientation activities prior to the launch of the new Teacher Education Program. The Department also utilized part of its budget for coordination of the courses in the program to help ensure that they were effectively and appropriately taught.

In terms of the physical work environment, we have been fortunate in being able to utilize faculty and department funding to improve and augment departmental space. More needs to be done in terms of effective use of space, especially as we hire new faculty members, and there appears to be more receptivity to using our space more innovatively.

A major aspect in creating a positive work environment is reflected in the nature of the interactions department members have with one another. As I have already indicated, this is been a major focus over the past five years. I have endeavored to be respectful in my interactions with my colleagues and have communicated an expectation for respectful interaction involving all constituents of the department - faculty members, students and staff. When concerns have been expressed in this area, I have held meetings with the people involved which have, in the main, had a positive outcome.

All three of these aspects of a positive work environment require ongoing care and attention. I believe that we have made progress. As noted earlier, efforts are ongoing to sustain and enhance the current work environment.

#### **10.6.14 Sustainability**

The Faculty of Education priority of sustainability connects with an organizational aim of the whole department which centers on helping to promote the educational, social and personal sustainability of individuals and groups, many of whom have a history of marginalization. I believe that the broad and expanding interest in the work of the department is, in part, recognition of our role in promoting these three levels of sustainability. I believe that one of my major roles of the Department Head is to help create an infrastructure and work environment that promotes the sustainability of our programs, faculty members, students and staff.

#### **10.6.15 Education at Ponderosa Commons**

The creation of the Ponderosa Commons will provide a range of expanded opportunities for innovations in research, program development and community engagement, which will be of benefit to the department.