



# Department of Psychology Graduate Training Handbook

*A Resource and Policy Document for Graduate Students and Faculty*

*Updated September 2026*

These guidelines are subject to regular revisions. Students follow program regulations that are in effect when they *first register* in their specific graduate program (Master's or PhD). For Faculty of Graduate Studies regulations, see the University Calendar ([www.uvic.ca/calendar/future/grad/](http://www.uvic.ca/calendar/future/grad/)). The resources and regulations are compiled here to help guide many aspects of your training as a graduate student and to provide the transparency that we are striving to achieve in our graduate student program.

*If you have any questions, criticisms, comments or suggestions you would like to share as to how this version of the handbook could be improved, please email [psycgadv@uvic.ca](mailto:psycgadv@uvic.ca)*

## **Good names to know:**

Department Chair  
Graduate Advisor  
Graduate Secretary  
Administrative Officer

Catherine Costigan  
Frederick Grouzet  
Sarah Rowland  
Charlene Hewitt

[psychair@uvic.ca](mailto:psychair@uvic.ca)  
[psycgadv@uvic.ca](mailto:psycgadv@uvic.ca)  
[sarahrowland@uvic.ca](mailto:sarahrowland@uvic.ca)  
[chewitt@uvic.ca](mailto:chewitt@uvic.ca)

## **Psychology Graduate Student Council\***

President  
Secretary & Treasurer  
Student Event & Engagement  
Coordinators

Brandon Justus  
Francesca Berthiaume  
Emiko Osborne & Ava  
Grace Smith

[bjustus@uvic.ca](mailto:bjustus@uvic.ca)  
[berthiaume@uvic.ca](mailto:berthiaume@uvic.ca)  
[emikoo@uvic.ca](mailto:emikoo@uvic.ca)  
[avagracesmith@uvic.ca](mailto:avagracesmith@uvic.ca)

## **Program Area Reps**

CaBs, Social, INDV Rep.  
Lifespan Rep.  
Clinical Rep.  
Graduate Executive Committee Rep.  
PSYC Ombuddy  
GSS Rep.  
CPA Rep.

Anjelo Quito  
Alejandra Contreras  
Barbie Jain  
Jessica Detta  
Grace Warren  
Sammi Wong  
Sabrina Francescangeli

[anjelogmquito@uvic.ca](mailto:anjelogmquito@uvic.ca)  
[acon@uvic.ca](mailto:acon@uvic.ca)  
[barbie@uvic.ca](mailto:barbie@uvic.ca)  
[jessicadetta@uvic.ca](mailto:jessicadetta@uvic.ca)  
[gracewarren@uvic.ca](mailto:gracewarren@uvic.ca)  
[yenyensammiwong@uvic.ca](mailto:yenyensammiwong@uvic.ca)  
[sfrancescangeli@uvic.ca](mailto:sfrancescangeli@uvic.ca)

*\*Information on PGSC roles and contact information for current representatives available at: <https://oac.uvic.ca/pgsc/>; email: [pgsc.uvic@gmail.com](mailto:pgsc.uvic@gmail.com).*

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# 1. General Information

## 1.1. Purpose of the Graduate Training Handbook

In accordance with the [Faculty of Graduate Studies Supervision Policy](#) (hereafter, *Policy*, particularly sections 5.9-5.11), the purpose of this Graduate Training Handbook (hereafter, *the Handbook*) is to make explicit important expectations, policies, and processes involved throughout the course of graduate training in the Department of Psychology (hereafter, *the Department*). Graduate training is an intensive experience, both for the graduate *student* and their *advisor(s)*. The *Handbook* is intended to help ensure that all involved in the graduate training experience understand what is expected of them, and what to expect of others—a set of standard operating procedures and policies. In doing so, the *Handbook*, *Policy*, and the [Graduate Calendar](#) (hereafter, *the Calendar*) should be consulted to guide transparency in expectations or if concerns or disagreements arise among *Student(s)*, *Supervisor(s)*, *Supervisory Committee Member(s)*, and/or relevant *Staff* and *Administrator(s)* (i.e., the *Graduate Secretary*, *Chair*, and the *Graduate Advisor*).

### Revision of the *Handbook*

Revision of the *Handbook* may occur through one of two typical processes. The first of these processes is following review by the *Department's Graduate Executive Committee* (GEC). As a primary goal of the *Handbook* is to provide structure for what Students, Supervisors, and Committee Members should expect, the GEC will review the *Handbook* every 3 years (i.e., once every term for the Graduate Advisor), so that policies are reviewed with some regularity, but not changed so frequently as to create confusion. This process will be initiated by the Graduate Advisor during the last year of their term and may involve other GEC members.

The second of these processes is through a successfully passed Motion at a Departmental Meeting. These motions may occur at any Departmental Meeting, and should follow the process of transparent communication regarding new motions to be considered. Motions to revise the *Handbook* may be made by either faculty or student representatives.

Updates to the *Handbook* relevant to (a) new and approved calendar changes to graduate programs (and therefore bear less on matters of policy) and (b) departmental contact names, are made by the Graduate Secretary each year.

## 1.2. The Department's Graduate Training Vision

In keeping with the University of Victoria's [Strategic Framework](#), the *Department* endeavors to create and maintain an **extraordinary** and **dynamic** learning environment for graduate training in Psychology. Specifically, the *Department* aspires to promote excellence by supporting *student(s)* learning of (1) current psychological concepts and theories; (2) cutting-edge methodological and analytical practices (3) and effective scholarly, clinical, and/or

pedagogical skills, in order to pursue success in careers as autonomous scholars, clinicians, teachers, entrepreneurs, consultants, industry or government employees, etc.

## 1.3. University and Departmental Requirements and Policies

The intent and structure of graduate education in Psychology is directed toward the doctoral degree. Although some students may enter their programs with a pre-existing master's degree, upon completion of university and departmental requirements the student will typically obtain a Master of Science (MSc) degree during the first two years of graduate work. It is noted in the *Calendar* that in no case will a degree be awarded in less than twelve consecutive months from the time of first registration. The Faculty of Graduate Studies admits students with Bachelor's degrees to a Master's program; nevertheless, the transition to the Doctoral program is treated as a new admission and requires the recommendation of the student's supervisor (and program faculty, in the case of the clinical program; see *Handbook* 5.6).

### 1.3.1. Continuity of Registration

Students are required either to register in every term (including the summer) from the time of admission until the requirements for the degree have been met, or to withdraw in accordance with policy laid out in the *Calendar* (see *Continuity of Registration policy*). To maintain status as a full-time grad student, students must be registered in a minimum of 3.0 units in each term (including the summer). This may include the following: PSYC 599 (Thesis), PSYC 693 (PhD Candidacy Examinations), PSYC 699 (PhD Dissertation), clinical practica (e.g., PSYC 503, PSYC 505, PSYC 603), or PSYC 606 (Clinical Residency).

Students who do not register in a session or who fail to formally withdraw will be considered to have abandoned their program and that program will be terminated. Except in extraordinary circumstances, abandoned/terminated programs will not be reactivated.

Students who wish to have their program reactivated must do so by submitting a letter of appeal to the Dean of Graduate Studies and the Chair of the Department. Readmission requires the approval of the Faculty of Graduate Studies and the Chair in consultation with the Graduate Advisor and/or Graduate Executive Committee. In the case of students who were enrolled in the clinical program, approval of the Director of Clinical Training and the Standing Committee on Clinical Training is also required.

### 1.3.2. Demonstrating Progress and Annual Progress Review

At the end of each academic year, usually in May, each student's progress in their program is reviewed. Students in all programs are evaluated by their supervisors; students in the clinical programs are also evaluated by the Clinical Faculty (SCCT) through an additional and separate process. The supervisor should consult with other members of the student's supervisory committee, and if necessary, with individual course instructors when specific questions about performance on courses arise.

The annual progress review is conducted through the completion of online forms. Students are expected to update their information each year (Note: *Please indicate the year to which*

*each entry applies. Do not delete any information from the forms as the deletion is permanent and the record will be lost*). Their supervisors should then access the updated record, add comments, and save or print a copy of the review. Students and their supervisors are to meet in-person to discuss the evaluation prior to final submission of the report to the *Graduate Advisor*. These records are kept on a secure server. If the supervisor indicates a need for a formal departmental evaluation, the GEC will review the graduate student's progress, and the Graduate Advisor will communicate the results of this review to the student and to the supervisor, with one of the following recommendations:

- a. The student shall be advised that progress is satisfactory.
- b. The student shall be advised that progress is unsatisfactory with specific suggestions for improvement noted.
- c. The student shall be required to withdraw from the program.

Under usual circumstances, a student who has not maintained a GPA of at least 5.0 (B), or who has not met the time limit requirements for their degree, will be warned or may be required to withdraw. Note that if a graduate student receives a grade below B, their registration will be blocked, and the Department must review the student's status and make a recommendation to the Dean of Graduate Studies as to whether the student should be required to repeat the course, take a replacement course, or raise their GPA in order to be allowed to continue in the program. See the *Calendar's* [Academic Regulation: Performance](#)

### 1.3.3. Curriculum Advising and Program Planning (CAPP) Report

A CAPP Report is a computer-generated form that is used as an advising tool, a student record-of-progress, and a graduation checklist. It is managed by *Graduate Admissions and Records*, and is updated by the *Graduate Secretary* as necessary. The CAPP lists program requirements, courses/requirements completed, and the units required to complete the degree. Students can access this report online by signing in to their Online Tools and selecting the 'Degree Evaluation' option on the 'Grades & Records' tab under 'Student Services'.

**To avoid surprises, it is best to meet with the Graduate Secretary to review your CAPP in the term immediately preceding completion of each degree.**

When submitting your application for graduation you will review and accept your CAPP as an accurate depiction of your completed program.

### 1.3.4. Presentation of Candidates for Degrees

The recommendation that a student be awarded a degree is made to the Dean of the Faculty of Graduate Studies (FGS). The recommendation to the Dean is in the form of a letter, accompanying the thesis or dissertation, signed by the student's supervisor and by the Chair of the Department, to the effect that the candidate has completed the courses listed on the student's CAPP form, and that the thesis or dissertation has been successfully defended and accepted by the Committee. The departmental Graduate Secretary prepares this letter and, with the Graduate Advisor, ensures that the CAPP accurately reflects the completed requirements comprising the student's degree program.

The recommendation is taken to the FGS via the Executive Committee of the Faculty of Graduate Studies and from there to the Senate. The Registrar is notified and, in turn, notifies the successful candidate that they are to be awarded the respective degree.

### 1.3.5. Authorship Credit and Ownership and Access to Data

For authorship guidelines, please refer to **Appendix C**. It is important that the student and the faculty member(s) discuss authorship at the beginning of their research collaboration.

All data collected under the auspices of UVic belong to UVic, and not to individuals. Specifically, data collected by a student, with or for a faculty member, for a course, for an independent research project (alone or with another student), or for a thesis or dissertation, belong to the University. Data therefore must be accessible to all individuals involved with the data (e.g., students and faculty members), and these individuals must abide by the rules and regulations regarding collection and storage of data, as outlined in the University, APA, and Tri-Council documents. In short, data must be kept secure, confidential and/or anonymous (as stipulated in the application to the UVic Human Research Ethics Board for the specific project). Students should note that it is always the faculty member supervising the project who is ultimately responsible for the management, security, and dissemination of the data.

### 1.3.6. Discrimination and Harassment Prevention

The University of Victoria is committed to providing an environment that affirms and promotes the dignity of human beings of diverse backgrounds and needs. The policy prohibiting harassment ensures that all members of the University community – its students, faculty, staff and visitors – have the right to participate equally in activities at the University without fear of harassment. The Policy is to be interpreted in a way that is consistent with these goals, with the principles of fairness, and with the responsible exercise of academic freedom as set out in the University of Victoria Framework Agreement. **Appendix D** provides additional information and resources related to discrimination and harassment prevention and response.

### 1.3.7. Areas of Training

Faculty interests are generally concentrated in the areas of (1) cognition and brain sciences, (2) lifespan health and development, (3) social psychology, and (4) clinical psychology. The *student* may specialize in one or a combination of these or related areas of study and is encouraged to supplement this training with courses outside the Department (e.g., Linguistics, Computer Science). Graduate training in clinical psychology requires special admission procedures and is offered with specialization in clinical neuropsychology or clinical lifespan development.

## 1.4. Overview of the Department Graduate Studies Team

### 1.4.1. The Graduate Advisor

The *Graduate Advisor* ([psycgadv@uvic.ca](mailto:psycgadv@uvic.ca)) is a regular faculty member in the department who occupies this position on a rotating basis (usually for a term of 3 years). The Graduate Advisor is the representative of the Faculty of Graduate Studies (FGS) within the department.

The Graduate Advisor advises and administers FGS policies, monitors graduate student programs, makes recommendations for scholarships and awards (along with members of the Graduate Executive Committee – see *below*) and assists graduate students and faculty with any academic program-related concerns and questions. On a day-to-day basis, this involves updating students' CAPP forms (see *below*), disseminating information about student awards and fellowship opportunities, administering the department's graduate support funding (through UVic fellowships, Donor Awards, etc.), chairing the Graduate Executive Committee (see *below*), advising current graduate students' on program requirements, policies and regulations, approving UCRs (see *below*), candidacy exam and program extensions, thesis and dissertation paperwork for oral defenses, reviewing program development and curriculum changes, recruiting and admitting new graduate students, as well as general problem-solving with faculty and students regarding graduate students' programs and concerns.

### 1.4.2. The Graduate Secretary

The *Graduate Secretary* is the main administrative secretary in the department office who deals with the administrative side of graduate programs, graduate student questions, requirements, and defenses. They work closely alongside the Graduate Advisor and can also problem-solve issues in relation to the Graduate Admissions and Records Office (GARO). They are a good first point of contact and can often advise who to contact, or where to go.

Some of their responsibilities include processing the payment requisitions for teaching assistants (TA) and can investigate issues related to these payments as well as any academic award funding payments. The Graduate Secretary processes most of the paperwork that goes to GARO such as pro forma forms, candidacy exams completion forms, extension requests, grade change forms, course change forms, thesis/dissertation defense paperwork, etc. They also arrange for CAPP and supervisory committee updates (which are now done electronically, once they are approved by the Graduate Advisor).

Please bring any kind of paperwork to the Graduate Secretary, as they need a copy for your file and will direct the original forms to their appropriate destination. The Graduate Secretary can also assist with blocked registration issues.

### 1.4.3. The Graduate Executive Committee (GEC)

The Graduate Executive Committee (GEC) is an administrative group of faculty plus one graduate student representative who meet regularly to plan and maintain graduate programs in the department. The GEC reports to the Department Chair and regularly consults with

members of the department for major procedure or policy-related decisions. GEC tasks involve graduate curriculum changes, updates to the Graduate Program Regulations, nomination of graduate students for scholarships and awards (e.g., UVic Fellowships, UVic and Psychology Donor Awards, SSHRC, NSERC, and Vanier scholarships, etc.). The GEC is a 5-7-member committee chaired by the Graduate Advisor that includes the Department Chair as well as faculty representatives (or area coordinators) from the other main program areas (i.e., Clinical-LifeSpan, Clinical-Neuropsychology, LifeSpan, CaBS, and Social – if not already represented by Graduate Advisor and Department Chair) and an elected student representative.

## 2. Responsibilities of Students and Supervisory Teams

*This section is a brief summary of the UVic Faculty of Graduate Studies (FGS) Supervisor Policy ([www.uvic.ca/graduatestudies/forms-policies/data/graduate-supervision-policy.pdf](http://www.uvic.ca/graduatestudies/forms-policies/data/graduate-supervision-policy.pdf)) and the UVic Graduate Calendar ([www.uvic.ca/calendar/grad/](http://www.uvic.ca/calendar/grad/)) that could be revised and updated during the course of the student's graduate training program. **Students and their Supervisory Teams should always consult the most recent versions of the FGS Supervisory Policy and the Graduate Calendar for more information.***

### 2.1. Overview of Supervisory Team

#### 2.1.1. Supervisor

Each incoming student is assigned a supervisor who oversees the student's program and progress until and including once the supervisory committee is formed.

If a student who is admitted to the Clinical Psychology program works with a research supervisor who is not a clinical faculty member, a clinical faculty member will be assigned as that student's *Clinical Program Advisor* (CPA). The CPA assists the clinical student with clinical program-related guidance (e.g., navigating practicum applications, reviewing clinical training and internship readiness) and may (but is not required to) sit as a member of the student's supervisory committee.

#### 2.1.2. Supervisory Committee

Each student shall have a supervisory committee whose duties generally include advising on a program of study and participation in oral defenses (see *Handbook 2.4 descriptions of specific responsibilities*). The choice of committee members is made at the discretion of the Supervisor in consultation with the student.

When important concerns or decisions are made amongst the Supervisory Committee regarding a student, minutes of the meeting should be recorded, circulated to all members of the committee, and given to the student.

To ensure that both the student and the committee are adequately represented, a quorum for Master's committee meetings is three people, one of whom may be the student. For Doctoral committee meetings, three people also constitute a quorum, one of whom may be the student, and one of whom must be the outside member of the committee. Changes to the supervisory committee are entered into the student's electronic record by sending notification to the Graduate Advisor and Graduate Secretary, who will inform Graduate Records.

*Master's supervisory committee:*

At the Master's level, the student's supervisory committee shall consist of at least **two** members of the Faculty of Graduate Studies as follow (see *Graduate Calendar*):

- Member #1: The primary supervisor – must be from the Psychology Department.
- Member #2: May be a co-supervisor or committee member from inside or outside the Psychology Department.

However, co-supervisors and/or committee members with significant personal or financial interests in common should avoid serving on the same supervisory committee where possible or ensure that at least one additional member not in conflict is appointed to the supervisory committee (see *FGS Supervisory Policy 10.2*).

At the request of the student and the student's supervisor, the Graduate Secretary must inform the Graduate Records Office who will comprise the student's supervisory committee before the beginning of the second year of the Master's program or within two sessions of registering for PSYC599 (thesis), whichever occurs first.

The student may alter the composition of the supervisory committee at any time in consultation with the Supervisor. The student should inform both new and old committee members of the change. The student or the student's supervisor must inform the Graduate Advisor and Graduate Secretary, who will then update the student record in Banner.

*External Examiner for Thesis Oral Examination:*

While constructing the supervisory committee, the supervisor may wish to also think about the person who will be considered as the external examiner of the thesis when the time comes for the student's oral defence of the thesis. **The external examiner is not a member of the supervisory committee** and therefore must not be included in discussions of the proposal, nor is this person to be used by the student as a resource. The role of the external examiner is to **evaluate** the final written thesis and the student's knowledge at the oral defence of the thesis. The external examiner is a faculty member normally from outside of the Psychology Department. In rare occasions, the external examiner may be from within the Psychology Department, if there is at least one non-unit member on the supervisory committee (see *Calendar* [www.uvic.ca/calendar/grad/index.php#/policy/B1c3goGdN](http://www.uvic.ca/calendar/grad/index.php#/policy/B1c3goGdN)).

*Doctoral Supervisory Committee:*

The doctoral supervisory committee consists of at least **three** members of the Faculty of Graduate Studies, including at least two of the members from the Psychology Department and one of the members from outside the Psychology Department:

- Member #1: The primary supervisor must be from the Psychology Department
- Member #2: May be a co-supervisor or a committee member from inside or outside the Psychology Department
- Member #3: A committee member from inside or outside the Psychology Department

Like for Master's supervisory committee, co-supervisors and/or committee members with significant personal or financial interests in common should avoid serving on the same supervisory committee where possible or ensure that at least one additional member not in conflict is appointed to the supervisory committee (see *FGS Supervisory Policy 10.2*).

As in the case of the Master's program, the Graduate Secretary must inform the Graduate Records Office who will comprise the student's supervisory committee before the beginning of the second year of the PhD program or within 2 sessions of registering for PSYC 699 (PhD Dissertation), whichever occurs first. A minimum of two committee members (including the supervisor) are required for the candidacy examination.

#### *External Examiner for Dissertation Oral Examination:*

While constructing the supervisory committee, the supervisor may wish to also think about the person who will be considered as the external examiner of the dissertation when the time comes for the student's oral defence. Unlike the outside member who is a member of the supervisory committee, **the external examiner is not a member of the supervisory committee** and therefore must not be included in discussions of the proposal, nor is this person to be used by the student as a resource (i.e., they must remain at "arm's length" from the student and supervisor). The role of the external examiner is to **evaluate** the final written dissertation and the student's knowledge at the oral defence of the dissertation. At the doctoral level, the external examiner is a faculty member outside of UVic. See *FGS guidelines for appointment of external examiner* at [www.uvic.ca/graduatestudies/oral-exams/oral-exam-guidelines/](http://www.uvic.ca/graduatestudies/oral-exams/oral-exam-guidelines/).

## 2.2. Meeting Frequency

### 2.2.1. Between Student and Supervisor

In keeping with current *FGS Supervisor Policy* (5.9d), students should typically meet with their supervisors at least once every 40 days (i.e., twice per term). The necessary level of meeting frequency may change over the duration of a student's program of training, and in some cases, even the recommended minimum frequency may not be necessary. Students and supervisors should regularly check in to determine the necessary frequency and document their agreement.

In cases where supervisors have legitimate cause for a more prolonged absence in between meetings (e.g., sabbatical, medical leave, etc.), the supervisor should make arrangements in consultation with their student(s) and the Graduate Advisor to ensure a proximal faculty is available and willing to serve in the interim to fulfill a student's ongoing supervisory needs.

Students should note that they are required to notify their Supervisor(s) in writing should they need to request a prolonged Personal Leave, and make arrangements for the care of ongoing research projects (see *the UVic policy on Student Leaves in the Calendar*); other forms of Leave (Parental, Medical, Compassionate, with Permission of the Dean) do not formally require advanced notification (unlike the Personal Leave), but students are encouraged to inform their Supervisor(s) as early as possible while minimizing undue hardship.

### 2.2.2. Between Student and Supervisory Committees

In keeping with *FGS Supervisor Policy* (5.9e), students should typically meet with their supervisory committees at least once a year.

In cases where supervisory committee members have legitimate cause for a more prolonged absence, they should consult with the student and supervisor (and when necessary, the Graduate Advisor) to determine a mutually agreeable plan to minimize the disruption to the student's timely progress through their program of training.

## 2.3. Responsibilities of Students

The *Student* is expected to accept the following responsibilities, some of which are shared amongst other members of the Supervisory Team, and others that are unique to the student. These include:

### 2.3.1. Make timely progress through their program of training.

Timely progress is defined as completion of the Master's within 3 years (preferably two), and completion of the Ph.D. in 5 years. Failure to make timely progress may negatively impact the supervisory team's ability to provide necessary and timely support to the student. How timely progress is also one of the criteria the Department uses to maximize its equitable distribution of funding to students (See *Handbook 3.2.3*).

The CAPP form is used to track all program requirements, and it can be accessed by the student from *Online Tools*. Changes to the CAPP can be made at any time, but must always be approved by the Department's Graduate Advisor. Students will review and approve their CAPP at the time of application for graduation (through *Online Tools*).

### 2.3.2. Seek additional funding opportunities (e.g., external awards).

Students are expected to make substantive attempts to secure funding towards their training program, such as through Tri-Council applications, MITACS partnerships, and other mechanisms. See *Handbook 3.2.4* for details of the Department's *Distributed Responsibility of Funding* approach.

### 2.3.3. Engage in open and honest reflection and communication about career goals.

The Department is committed to providing students with the training needed to be successful in pursuing their career goals (see *Handbook 2.3.3*). This is enhanced by a shared understanding between the student and their supervisory team of the student's career goals, to determine the student's training needs. Students and supervisors should annually discuss the student's professional goal(s), which are subject to change (and may require time to identify), to ensure an alignment between training activities and the student's greater purpose for seeking graduate training.

In some cases, the desired training to support a student's career goal pursuit may not, in its entirety, be available locally. Students may therefore need to look outside the Department or the University to identify additional training opportunities (e.g., workshops, conference training sessions, online tutorials) when particular training needs cannot be met locally, and to pursue these opportunities in consultation with the Supervisor.

#### 2.3.4. Adapt to the “Flow” of Academic Life.

The cycle of academic life has its own “pulse” and schedule: there are repetitive cycles for writing grant applications, submitting presentations for certain conferences, applying for awards, defending theses and dissertations, etc. Although everyone's path is unique, it is likely that students will experience some degree of this repetition as well, and notice those around them (e.g., supervisors, class and lab mates, and instructors) are caught up in it too—some periods of time in the year are busier, and others less so. It is therefore essential for students to learn and be mindful of the ebb and flows of the academic year, as they plan their program of study. Incoming Students must also develop an awareness of how academic life as a graduate student differs compared to their experience as an undergraduate student (e.g., a more defined amount of vacation time; see *Handbook 2.3.7*).

Please consult the *Calendar* for each year [important dates](#). Specific deadlines that follow a regular cycle include:

- **September:** Orientation of new students and welcome reception. Workshops offered by FGS for CGRS-Doctoral award applications and UVic Internal deadline is typically end of September. Major Candidacy Exam is held in mid-September for Clinical students.
- **November:** Psychology CGRS-M application deadline in mid-November for those applicants interested in receiving feedback prior to submission.
- **December:** December 1<sup>st</sup> is the deadline for CGRS-Masters applications.
- **February:** The FGS deadline to apply to graduate for Spring Convocation is in mid-February
- **May:** Annual reports of student's academic progress are due. University of Victoria Graduate Awards for Psychology students are due.
- **July:** The FGS deadline to apply to graduate for Fall Convocation is in mid-July.
- **August:** Psychology and UVic Donor Awards are usually due at the end of August.

#### 2.3.5. Contribute to an Extraordinary Learning Environment.

Cultivating an extraordinary learning environment takes a full community effort. Although students may prioritize their own professional development needs, they are simultaneously expected to look for opportunities to be generous with their knowledge and skills to graduate and undergraduate students around them, and through these activities, demonstrate their potential for mentorship and leadership.

### 2.3.6. Contribute to Advancing Research Excellence and Impact.

Reflecting the emphasis on research throughout the MSc and PhD programs, students are expected to make a discernible effort contributing to disseminate their research, to see the excellence and impact of their research efforts realized. Dissemination-related activities (e.g., submitting theses and dissertations for publication in journal articles, book chapters, presentations, etc.) should be selected in consultation with the Supervisor.

### 2.3.7. Prompt communication regarding Vacation and/or Leaves

Students sometimes face circumstances or responsibilities that prevent their typical progress (e.g., a medical condition, caregiving, or parental responsibilities). Policies on the types of leaves available to students, and their effect on the program clock and funding, are outlined in the *Calendar*, and some require advanced notice be provided to the Supervisor. Students must also follow guidelines in the *Calendar* (“Vacation for Graduate Students”, “Leaves of Absence with Permission and Withdrawal from Graduate Programs”), for communicating with their Supervisors regarding taking Vacation. It is expected that both Students and Supervisors will correspond promptly around these matters.

## 2.4. Responsibilities of Supervisor(s)

The Supervisor is expected to accept the following responsibilities, some of which are shared amongst other members of the Supervisory Team, some of which are parallel to Student responsibilities, and others that are unique to the Supervisor. These include:

### 2.4.1. Provide Timely Feedback.

In keeping with the [Supervisor Policy](#) (5.9.f), Supervisors should typically return feedback on written academic products (e.g., abstracts, theses, dissertations, papers for submission and re-submission to peer-reviewed journals) in 20 business days or less. Occasional deviations from this threshold should be expected, given the “Flow” of Academic Life (*see Handbook 2.3.4 and 2.4.4*). Supervisors should make every effort to bring to the attention of the student periods of slower responsiveness (e.g., nearing the deadline of a major grant, during sabbatical, other leaves), prior to it taking place, so that students can strategically adapt their planning. Frequent, repeated deviations from this threshold, when observed, should be discussed between the Supervisor and Student (and Graduate Advisor, if necessary), to plan how to minimize future disruption to the student’s timely progress through their program of training and/or their pursuit of professional excellence.

It is also the responsibility of the Supervisor to review the student’s progress annually through completion of followed by an individual meeting with the Student to address any areas needing improvement and to provide encouragement and guidance to the student. Clinical Students will also receive an annual review letter (from the Supervisor and DCT). It is the Supervisor’s responsibility to inform the Student and to indicate whether there is a need for a formal evaluation by the GEC.

### 2.4.2. Seek and Support Pursuit of Additional Funding for Graduate Students.

The Supervisor is expected to make substantive attempts to secure internal and external funding that can directly (e.g., through stipends and/or hourly research assistantships) and/or indirectly (e.g., subsidizing student conference travel, funding data collection) support their Students, and to support Students in identifying, applying for, and securing their own financial support. Simultaneously, the *Department* recognizes that Supervisors do not hold “Ultimate” (or even the majority of) responsibility for ensuring that their students are funded, in part owing to the randomness of each granting cycle, and the Student’s own share of their funding experience (see *Handbook 2.3.2*). The *Department* therefore places a stronger emphasis on application attempts for grant funding (see also *Handbook 3.1* for details of the *Department’s Distributed Responsibility of Funding approach*).

### 2.4.3. Strive to foster authentic alignment of training activities with students’ career goals.

Once a Student’s career goal(s) become clearer (see *Handbook 2.3.3*), it is expected that Supervisors will make a concerted effort to foster opportunities, provide strategic feedback, and connect the Student to helpful resources to aid the Student’s pursuit of their goal(s). When the Student’s career goal(s) depart from the pursuit of an academic career path (e.g., prioritizing work in a business, governmental, and/or therapeutic context, etc., as opposed to prioritizing research and/or teaching), or in a content area outside of their own expertise, Supervisors may find it advantageous to encourage the selection of Supervisory Committee Members with expertise, resources, and connections that are more complimentary to these pursuits. Further, Supervisors may wish to identify and encourage Students to take advantage of outside training opportunities (e.g., workshops, conference training sessions, online tutorials) when particular training needs cannot be met locally.

### 2.4.4. Provide Scaffolding to the “Flow” of Academic Life.

The cycle of academic life has its own “pulse” and schedule: there are repetitive cycles for writing grant applications, submitting presentations for certain conferences, applying for awards, defending theses and dissertations, etc., Graduate Students are often initially unfamiliar with the cyclical and ebbing and flowing nature of the academic year; it can be one of the most challenging pieces of “hidden curriculum” for students to learn. Supervisors therefore share the responsibility of helping their students become accustomed to this cycle (e.g., identifying opportunities and resources, communicating norms, helping to plan amidst competing priorities), so that students may more effectively pursue their professional development goals.

#### 2.4.5. Contribute to an Extraordinary Learning Environment.

Cultivating an extraordinary learning environment takes a full community effort. Although supervisors often contribute to this mission formally and directly through their roles as instructors, there is much more to an extraordinary learning environment than merely its classrooms. Supervisors are therefore expected to contribute towards shared efforts of fostering a stimulating academic community (e.g., through regular lab meetings, arranging area colloquia, planning invited speakers, etc.).

#### 2.4.6. Contribute to Advancing Research Excellence and Impact.

Supervisors should support and scaffold students into becoming more autonomous scholars (e.g., through pursuit of first-authored papers, development of their own original lines of research, etc.).

#### 2.4.7. Prompt communication and planning regarding Vacation and/or Leaves.

Faculty should inform their students as soon as possible regarding extended periods of travel (to which Faculty are entitled one month), vacations, and/or formal leaves of absence (e.g., medical leave, parental leave, sabbatical, etc.). Policy governing the terms of each of these absence types is described in the Collective Agreement between University of Victoria Faculty Association and University of Victoria.

Moreover, it is the supervisor's responsibility to ensure that precautions have been taken and plans are in place to minimize the impact of their absence on the student (e.g., in terms of scheduling defenses, submitting manuscripts, having supervisory meetings; see *also Handbook 2.2.1.*) when absences are foreseeable. Following *FGS Supervisor Policy* (7.10), an alternative/interim Supervisor should be secured if the primary Supervisor will be out of effective communication for longer than 40 business days.

### 2.5. Responsibilities of Supervisory Committees

The duties of the supervisory committee include:

#### 2.5.1. Consult on program of study.

The supervisory committee advises in consultation with the supervisor and student on the appropriate program of study within the constraints of a particular program. The Clinical Program Advisor (CPA) will assist in advising clinical students whose research supervisor is not a member of the clinical program.

#### 2.5.2. Provide Timely Feedback.

In keeping with the FGS [Supervisor Policy](#) (5.9.f), Supervisory Committee Members should typically return feedback on written academic products (e.g., abstracts, theses, dissertations, papers for submission to peer-reviewed journals) in 20 business days or less. Occasional deviations from this threshold should be expected, given the "Flow" of Academic Life (see

*Handbook 2.3.4 and 2.4.4*). Supervisory Committee Members should make every effort to bring to the attention of the student periods of slower responsiveness (e.g., nearing the deadline of a major grant, during sabbatical), prior to it taking place, so that students can strategically adapt their planning. Frequent, repeated deviations from this threshold, when observed, should be discussed between the supervisor and student (and Graduate Advisor, if necessary), to plan how to minimize future disruption to the student's timely progress through their program of training and/or their pursuit of professional excellence.

### 2.5.3. Thesis and Dissertation Guidance.

Supervisory Committee Members are expected to:

- Provide guidance throughout the thesis and/or dissertation projects
- Read and evaluate the Student's proposal, providing timely feedback (i.e., 20 business days or less) (see *Handbook 2.5.2*.)
- Evaluate final thesis and/or dissertation documents and oral defences
- If applicable, recommend the candidate for award of degrees (see relevant sections on thesis, dissertation and presentation of candidates for degrees in this document).

### 2.5.4. Ph.D. Candidacy Examinations

Supervisory Committee Members are responsible for:

- Determining, with the candidate, the areas, titles, and content of the candidacy examinations
- Delegating responsibility for construction and assessment of the examinations to the appropriate examiners
- Evaluating the examiners' recommendations
- Deciding and communicating to the student the examination outcome and consequences
- Notifying the Graduate Advisor of the date when both candidacy examinations are successfully completed.
  - In the case of students enrolled in the clinical program, the clinical candidacy exam occurs annually in September and is set and evaluated by members of the SCCT.

### 2.5.5. Supporting the Execution of Student and Supervisor Responsibilities

Supervisory Committee Members are in the unique position of being able to provide relatively arms-length third party feedback to both Students and Supervisors. If consistent challenges in either the Student's and/or the Supervisor's ability(ies) to meet their responsibility(ies) emerges, the Supervisory Committee Members are expected to help identify these emerging patterns, give constructive feedback, problem-solve, and/or consult with the Graduate Advisor (if necessary).

## 2.6. Failure to meet responsibilities

In some circumstances, a Student, Supervisor, or Supervisory Committee Member consistently fails to meet the stipulations of these policies (e.g., meeting frequency) and/or responsibilities (e.g., making timely progress through the program; see *Handbook 2.2., 2.3., and 2.4., and 2.5.*). Cases such as these are often very complex, and therefore some combination of dynamic and tailor-made problem-solving should be expected. However, the following are some suggested steps (in sequence) that are advisable to follow.

1. The Student/Supervisor/Committee Member should email the Student/Supervisor/Committee Member, to schedule a meeting to discuss their concerns (this meeting should be scheduled promptly). If concerns are agreed upon, those participating should feel comfortable proposing some changes to rectify the concerns, and a window of time for appraisal to determine the success of these changes.
  - a. An email should be sent to inform the Graduate Advisor after this meeting has taken place.
2. If the meeting proves unsatisfactory, or if concerns persist after changes are discussed (and the window of time to appraise their effectiveness has passed), the Student/Supervisor/Committee Member should contact the Graduate Advisor to schedule a meeting during which they can consult regarding next steps.
  - a. If there is a conflict of interest at this stage, or there are concerns about the relationship between the Student/Supervisor/Committee Member and the Graduate Advisor, the Chair should be considered an acceptable substitute for this role.
3. The Graduate Advisor (or Chair) may then make any number of recommendations for how the Student/Supervisor/Committee Member concerns could be addressed and the dispute resolved. These may include any of the following:
  - a. A joint meeting between the relevant parties and the Graduate Advisor (and/or Chair)
  - b. Consultation with Faculty of Graduate Studies (e.g., an Associate Dean)
  - c. Formation of a Supervisory Contract (documented in the Student's file kept by the Graduate Secretary), which may specify agreements for part, or the entirety, of the continued Supervisory Relationship (e.g., pertaining to deadlines, involvement in particular academic activities, etc.).
  - d. Changes to the Supervisory Team (see *Handbook 2.8.*)
  - e. Consideration of withdrawal from the program.

## 2.7. Student-Supervisor challenges or conflicts

In some circumstances, a student may experience challenges with their program and/or supervision that they wish to problem-solve around. When these unfortunate situations occur, the appropriate sequence of consultation is as follows: Academic supervisor, followed by the Graduate Advisor or Director of Clinical Training (for Clinical Psychology Students only), followed by the Department Chair, followed by the FGS Associate Dean assigned to Social Sciences and Health. Note that students may also contact the office of the Ombudsperson and/or the Equity and Human Rights (EQHR) office, as well as the assigned Psychology Graduate Student Society (PGSS) ombuddy and/or Graduate Student Society (GSS) Advisors for advice and support.

## 2.8. Making Changes to the Supervisory Team

In some circumstances, Students, Supervisors, the Supervisory Committee Members, and/or the Graduate Advisor may believe a change to the Supervisory Team is necessary to better support the Student's pursuit of their professional goals.

### 2.8.1. Changing Supervisors

The student-supervisor relationship is crucial to the academic success of both parties. Agreement to supervise is a commitment by the supervisor to evaluate the student's suitability for a professional career and to help them develop towards that goal, at least through the current degree. However, there are times when a change in supervisor is desirable for either the student or the supervisor (e.g., when the student develops research interests that are no longer congruent with those of their original supervisor or there is a breakdown in the student-supervisor relationship).

Consequently, students are free to change supervisors at any time during their program as long as they provide the department (via the Graduate Advisor) with a written agreement (email is sufficient) from another faculty member indicating his or her willingness to be the student's primary supervisor. A change of supervisors is often best done at the juncture between the Master's and the Doctorate, however, it can be done at any time. The Graduate Advisor is also available to assist the student in finding a new supervisor if that is desired.

In cases where a graduate student wishes to change supervisors due to deterioration of the student-supervisor relationship, the student should try to resolve the difficulties by following the steps specified in Section 10.3 of the *FGS Supervisor Policy*. It may be that the best option is for the student to try to find a new supervisor for themselves. If either the student or the supervisor considers the difficulties to be irresolvable, the student should consult with the Graduate Advisor about finding a new supervisor. Once a student has been admitted as a graduate student in psychology, it is the Department's responsibility to assist the student to find a supervisor in situations where the former supervisor and student no longer choose to work together. In some cases, the Graduate Advisor or Department Chair may serve as "interim" supervisor until a permanent supervisor is found.

Consistent with Section 11.0 of the *FGS Supervisor Policy* neither the student nor the supervisor should engage in personal recriminations related to the termination of the supervisory relationship.

The department recognizes that faculty members are not compelled and cannot be compelled to take on a student due to the intense demands of the supervisory relationship. However, faculty should be cognizant of the needs of a student in such circumstances and are encouraged to take on supervision of such students. A potential new supervisor may agree to act as supervisor temporarily with the understanding that continued supervision is contingent upon a satisfactory completion of a criterion mutually agreed upon with the student, such as a course, independent studies, or project.

### 2.8.2. Changing Supervisory Committee Members

The student may alter the composition of the Supervisory Committee at any time in consultation with the supervisor. The student should inform both new and old committee members of the change. The student or the student's supervisor must inform the Graduate Advisor and Graduate Secretary, who will then update the student record in Banner.

## 3. Graduate Student Admissions and Funding Policies

In keeping with *FGS Supervisory Policy 5.10*, the following sections describe the mechanisms of funding potentially available to students during the course of their graduate training program, and the values and criteria used by the *Department* to guide the selection of recipients, when necessary.

### 3.1. The Department's Distributed Responsibility of External Funding Approach

Current and longstanding patterns within the budgets of the Province of British Columbia and the University of Victoria suggest it is likely that the *Department* will continue to have only limited funding for graduate students. It is therefore critical that all faculty and students within the *Department* share the responsibility of trying to increase the amount of external funding (i.e., from sources other than the Department's allotted funding budget) available to students, and to maximize the equity and impact with which internal funding can be distributed. A cornerstone value of the *Department's* Graduate Student Funding Policies is to therefore incentivize students and faculty to contribute to this collective striving.

### 3.2. Values Guiding Selection of Internal Fellowship/Award Recipients

All else being approximately equal in terms of selection criteria (*see Handbook 3.3. and 3.4.*), and after FGS policies have been applied, the *Department* shall strive to:

#### 3.2.1. Maximize the amount of funds brought into the Department

In some cases, funds become available to the *Department* for which only certain students are eligible recipients (e.g., in particular Programs, with particular scholarly interests, of particular

social groups, holding other Fellowships or awards). It is the *Department's* view that securing funds of this variety remains worthwhile, in order to (in)directly reduce the overall funding burden placed on the *Department* and/or to promote the professional excellence of its student trainees.

### 3.2.2. Maximize the number of students who can be funded

The *Department* will always endeavor to provide some amount of funding to the largest number of students that it can sustainably justify.

### 3.2.3. Prioritize students making timely progress

Given its impact on the financial sustainability and equity of the funding model of the *Department* (see *Handbook 3.1.*), the *Department* will prioritize those Students successful in meeting their responsibility to make timely progress (see *Handbook 2.2.1.*), and will look to further structure its funding model to promote increased rates of timely progress. This value may on occasion come into conflict with the value of maximizing the number of students funded (see *Handbook 3.2.2.*); in these select cases, the prioritization of students making timely progress will take precedent.

### 3.2.4. Incentivize pursuit of external funding

Given its impact on the financial sustainability and equity of the funding model of the *Department* (see *Handbook 3.1.*), the *Department* will prioritize those current students who are meeting their responsibility of seeking external funding (from Tri-Council or other substantial and reputable sources) (see *Handbook 2.2.2.*), and those applying students from labs with Supervisors who are meeting their responsibility of seeking external funding (see *Handbook 2.3.2.*).

### 3.2.5. Prioritize students supervised by Assistant-Professor level faculty

Acknowledging that pre-reappointment Assistant Professors may not yet have the larger grants and/or (inter)national recognition necessary to be as successful attracting trainees, the *Department* will prioritize funding students working with these early career researchers.

### 3.2.6. Prioritize current (vs. prospective) and international (vs. domestic) students

Given limited funding, the *Department* will strive to support those trainees already committed to its graduate training programs, as well as international students for whom other funding mechanisms (e.g., Tri-Council Fellowships) are unavailable.

### 3.2.7. Utilize merit-based competitions to distribute remaining funding

After making the bulk of its funding-related decisions (typically in late Spring semester), the GEC opens a merit-based award competition, which has been approved by the Department, and which includes awards matched to areas of professional excellence that the Department wishes to promote (e.g., exemplified in the [UVic Strategic Framework](#)).

### 3.2.8. Protect the promotion of excellence

Some funding mechanisms require the *Department* to put forth nominee(s) for consideration that have specific interests, goals, or qualifications. In such instances, the *Department* will ensure its most competitive students are also considered for more specific or narrowly defined funding opportunities (e.g., Donor Awards).

## 3.3. Evaluation Criteria Guiding Selection of Fellowship/Award Nominations and Recipients (Students)

Depending on the award, the GEC uses a variety of documents, including application forms or cover letters, CVs, letters of recommendation, and transcripts, to guide the selection of Fellowship/Award Nominations and Recipients.

The following criteria are used, in some combination to select Fellowship/Award Nominees and Recipients, and draw heavily from the [UVic Strategic Framework](#). Some criteria may be used for most/all decisions (e.g., GPA), while others may be used for particular mechanisms (e.g., Graduate Awards for Psychology Students, Donor Awards), or for particular students (e.g., incoming vs. current). Listed in each criterion are examples of the kinds of evidence that the GEC uses to guide nomination and allocation decisions. **These examples should not be understood as a required checklist to demonstrate a particular criterion, nor should they be thought of as exhaustive.**

### 3.3.1. Evidence/Promise of Timely Progress

Given the impact of students making timely progress on the state of funding for the entire Department (see *Handbook 3.2.1*) and the Department's Distributed Responsibility of External Funding Approach (see *Handbook 4.3.1.*), it is vitally important that Students are successful in making timely progress through their programs. Evidence/promise of timely progress by the Student therefore will play a central role in the GEC determining Nomination and Recipient decisions.

### 3.3.2. GPA

A minimum GPA of 7.0 is required to be considered for most awards (e.g., from FGS). In other instances where GPA will be evaluated by external funders, the GEC will take into account applicant GPA when making nomination decisions.

### 3.3.3. Recent Evidence of External Funding Attempts/Success

- Applications for external fellowships (e.g., Tri-Council, Mitacs, foundations such as Alzheimer's Society of Canada)
- Success with external fellowships
- Applications for external awards (e.g., travel awards from professional or scholarly societies, such as Psi Chi, APAGS, CPA)
- Success with external awards
- Applications for external grants (e.g., student research grants from external societies)
- Success with external grants

### 3.3.4. Evidence of Advancing Research Excellence and Impact

- Thesis and/or dissertation awards or distinctions
- Publications (recognizing position in authorship list)
- Conference presentations (recognizing position in authorship list)
- Awards for particular presentations/publications (e.g., from professional societies, journals, etc.)
- Creation of tools that facilitate research excellence (e.g., applications, functions, packages, blogposts)

### 3.3.5. Evidence of Promoting Dynamic Learning

- Excellence as a teaching assistant, course instructor, and/or Teaching Assistant Coordinator
- Delivery of workshops to labs/programs/the Department
- Presentation and/or publication of scholarship in teaching

### 3.3.6. Evidence of Cultivating an Extraordinary Academic Environment

- Excellence in service to the Department (e.g., participating in committees, serving as program/department/faculty/university representatives)
- Contributing to a strong sense of academic community (e.g., helping to organize program/department-related social or academic events, such as speaker(s), study-groups or writing groups)
- Evidence of mentoring success (e.g., of other graduate students, or undergraduate students, in research and/or clinical practice)

### 3.3.7. Evidence of Fostering Respect and Reconciliation

- Involvement in activities (e.g., committees, events) that advance the Department's mission to promote diversity and inclusion (e.g., Department Diversity Committee, Clinical Psychology Diversity Committee)
- Involvement in activities that advance the Department's ongoing efforts to increase Indigenization in its teaching and research

- Leadership in community-engaged research (e.g., creating/maintaining relationships with valued communities, dissemination of impactful knowledge translation products for community members)

### 3.4. Evaluation Criteria Guiding Selection of Internal Fellowship/Award Recipients (Supervisor)

Although many of the necessary elements for Student success are related to criteria focusing on the Student, the GEC recognizes the importance of the Student's broader training context, including the track-record of the primary supervisor in their ability to mentor and facilitate student excellence. For mechanisms targeting incoming students (e.g., FGS Fellowships; see *Handbook*, 3.5.1.), the GEC may consider some select Supervisor-related criteria, particularly when there is an established track-record of supervision outcomes to appraise, including:

#### 3.4.1. Evidence of Ensuring Timely Progress

Evidence of the Supervisor's students making Timely Progress will play a role in the GEC determining Nomination and Recipient decisions, in order to incentivize and recognize students who contribute to the Department's ability to make adequate and equitable funding allocations.

#### 3.4.2. Recent History of External Funding Attempts/Success (w/ Student Funding Budget Lines)

Given the responsibility of the Supervisor to share the responsibility of seeking external funding for their students (see *Handbook* 2.3.2.) and Department's Distributed Responsibility of External Funding Approach (see *Handbook* 3.1.), it is crucial that Supervisors are regularly applying for external grants, and when doing so, that they are including budget lines to support funding their students (e.g., stipends or GRA hours, travel funds, thesis recruitment costs). Evidence of this history may be apparent from sources such as:

- Grant budgets submitted along with RASF forms to be signed by the Chair
- Student/faculty reports of student funding sources
- Copies of student BERs and TERs drawing from supervisor FAST accounts

#### 3.4.3. Recent Evidence of Excellence Among Former Trainees

Student success enables the *Department* to more strongly lobby for, and to ultimately be more successful in attaining, additional resources. The *Department* therefore believes it is important to acknowledge and incentivize labs that are consistently bolstering the reputation of the *Department's* training environment in noteworthy ways. This may be demonstrated through:

- Evidence of multiple current/recent trainees demonstrating the criteria outlined in *Handbook* 3.3..

- Evidence of recent trainees securing desirable positions for continued training (e.g., postdoctoral fellowships, clinical internships) and/or employment (e.g., faculty positions, industry jobs, etc.,)

#### 3.4.4. Evidence of Consistency in Meeting Supervisory Responsibilities

This criterion will only come to bear in instances where there is consistent evidence that a Supervisor is failing to meet their base responsibilities (described in *Handbook 2.3.*). Instances of consistent failure are expected to be infrequent, though when of concern, may be brought to the consideration of the GEC by the Chair and/or Graduate Advisor, who will be informed of longer-standing histories of student supervision.

### 3.5. Sources of Funding and Financial Aid

Several sources of funding are available as general awards or for specific expenses.

The [Faculty of Graduate Studies](#) (FGS) offers:

- Fellowships (*see Handbook 3.5.1.*)
- Donor awards (*see Handbook 3.5.4.*)
- Travel grants (*see Handbook 3.5.9.*)

The [Student Financial Aid Services](#) office offers information about:

- Bursaries (*see Handbook 3.5.5.*)
- Campus jobs (e.g., Work Study positions)

The Department of Psychology offers:

- Teaching Assistantships (*see Handbook 3.5.6.*)
- Teaching opportunities (*see Handbook 3.5.7.*)

Incoming students if eligible are strongly encouraged to apply for external funding (e.g., [SSHRC](#), [NSERC](#), or [CIHR](#), or [Mitacs](#); *see Handbook 3.5.2.1. and 3.5.2.2.*) or related agencies (e.g., Alzheimer's Society). Those who hold a UVic Fellowship in their first year of study are required to apply for external funding for their second year.

The student's research supervisor (or another faculty member in the *Department*) may be able to provide financial support in the form of a Research Assistantship (RAship) and/or may be able to cover research expenses from his or her research grant (*see Handbook 3.5.8.*).

More details for each of these types of funding mechanisms are provided in the sections below:

#### 3.5.1. University Fellowships

The Faculty of Graduate Studies awards UVic fellowships and UVic Graduate Awards (on the recommendation of the department's Graduate Executive Committee) to new (and *occasionally* to returning) students.

UVic fellowships can range from \$10,000 to \$17,500 for Master's students and from \$10,000 to \$20,000 for PhD students for a 12-month period.

UVic Graduate Awards can range from \$1,000 to \$10,000 per year. The amount of these awards varies depending on the amount of money available to the department each year. The minimum eligibility standard set by the Executive of the Faculty of Graduate Studies is: A minimum cumulative grade point average of 7.0 (UVic scale) in each of the last two undergraduate years and every graduate year. This is approximately equivalent to A-, 82%, 3.6 out of 4.0 or UK First Class.

All new students are considered for UVic Fellowships and UVic Graduate Awards (no additional application is required) and awards are adjudicated by the *Department's* GEC (following the values and criteria outlined in *Handbook 3.2., 3.3., and 3.4.*).

Decisions on awards for incoming students are typically made in the spring (for funding beginning in September). Renewals for students entering the second year of the Master's program or the second or third year of the doctoral program are made in June, when all grades for the year have been submitted. Renewal of University Fellowships is *not* automatic and may not be available in any given year due to budget constraints. In general, conditions that facilitate renewal are: (a) maintaining a GPA of at least 7.0, and (b) recommendation of the Department/GEC. Students must complete all Master's degree requirements by the end of their second year to maintain eligibility for renewal at the PhD level.

It is important to be aware that these fellowships have a limited tenure that is based on the number of years in a degree program and not number of years the fellowship is held. The University will not continue fellowships beyond the second year of a Master's program or the fourth year of a Doctoral program. Fellowship payments will cease at the end of the term in which the student takes the final oral examination. The Faculty of Grad Studies regulations for the UVic fellowships are posted at [UVic Scholarships](#)

**In recent years, about half of our grad students have received some form of funding from the Faculty of Graduate Studies (including UVic Fellowships, Graduate Awards, President's Research Scholarships; see *Handbook 3.5.3.*) or Donor Awards (see *Handbook 3.5.4.*).**

### 3.5.2. External Fellowships

Students are expected to pursue opportunities for external funding (see *Handbook 2.2.2.*). The *Department's* students have typically been very successful applying for Tri-Council scholarships. Mitacs scholarships also possess a very high probability of success when a community partner has been secured.

#### 3.5.2.1. Federal (Tri-Council) Scholarships (aka CGRS)

Several graduate student scholarships are available from the federal government: The National Science and Engineering Research Council ([NSERC](#)), the Social Sciences and Humanities Research Council of Canada ([SSHRC](#)), and the Canadian Institutes of Health Research ([CIHR](#)), with each supporting different areas of psychology. The division is roughly as follows:

- NSERC = Cognitive, clinical and experimental neuropsychology;
- CIHR = clinical and all health-related research;
- SSHRC = social, developmental, clinical, and some other areas.

Applications are made in the fall term for the following year. Master's awards are for a 12-month period while doctoral awards are normally for 3 years (depending on type of award and year in program). First year Master's students are expected to apply in the fall of their first year for support in the 2<sup>nd</sup> year (unless already supported by a council in first year). Students are not eligible to hold a UVic Fellowship and a tri-council award at the same time, thus the UVic Fellowship must be declined or returned when a tri-council award is received.

BEFORE APPLYING, BE SURE TO SELECT THE RIGHT COUNCIL. IF YOU APPLY TO SSHRC WHEN YOU SHOULD HAVE APPLIED TO CIHR (particularly at the doctoral level), THE APPLICATION MAY NOT BE CONSIDERED AND YOU MAY LOSE AN OPPORTUNITY TO BE FUNDED IN THE COMING YEAR. The UVic FGS awards officers will submit a research summary on the student's behalf for a check of eligibility by SSHRC (please plan to request this at least 2 weeks ahead of the submission deadline). See: [SSHRC subject matter eligibility](#)

#### 3.5.2.2. Mitacs Scholarships

Mitacs is a national, not-for-profit organization that has designed and delivered research and training programs in Canada for 20 years. Working with 70 universities, 6,000 companies, and both federal and provincial governments, Mitacs builds partnerships that support industrial and social innovation in Canada.

Mitacs provides two Programs for funding graduate students: [Accelerate](#) and [Elevate](#). Students should consult these sites for additional details, but the general similarities and differences between the two Programs are:

- Both require Students to identify and secure the commitment of a “partner organization”, that along with Mitacs, will help to cover the costs of Student funding. Both also require a brief application. Success rates are generally quite high once the commitment of a partner organization has been secured.
- The Accelerate Program offers a more flexible application (they accept rolling submissions) and demands a smaller financial commitment from partner organizations. Their success rates are higher, and the amount of funding a bit lower compared to the Elevate Program
- The Elevate Program has specific submission deadlines and demands a higher financial commitment from partner organizations. Adjudication of the awards is more competitive (with a lower success rate), but with a higher funding amount, compared to the Accelerate Program

#### 3.5.3. President's Research Scholarships (PRS)

Students who receive an NSERC, SSHRC, or CIHR award are eligible to receive a top-up award from the university, the President's Research Scholarship (PRS), which is worth \$5,000. The PRS are distributed by the *Faculty of Graduate Studies*.

### 3.5.4. Donor Awards

Several awards and bursaries are available to graduate students in various disciplines, and some are ear-marked for psychology graduate students. The list varies every year and generally follows different selection/nomination processes:

- Psychology Donor Awards (Category A): For UVic Psychology graduate students, directly selected by GEC.
- Faculty of Social Sciences Donor Awards (Category A): For UVic Social Sciences graduate students (i.e., in Psychology graduate programs), nominated by GEC and then selected by Faculty of Social Sciences award committee.
- Faculty of Health Donor Awards (Category A): For UVic Health graduate students (i.e., in Clinical Psychology graduate programs), nominated by GEC and then selected by Faculty of Social Sciences award committee.
- UVic Donor Awards (Category B): For all UVic graduate students, nominated by GEC and/or Faculties of Social Sciences or Health, and then selected by FGS award committee.

For more information on graduate awards: [Graduate Studies Awards](#)

### 3.5.5. Bursaries

[Bursaries](#) are based on financial need. The student must fill out an application form available in the Student Awards and Financial Aid Office, Jamie Cassels Center, room A202.

### 3.5.6. Teaching Assistantships

Teaching Assistantships (TA) positions are jobs rather than awards. Teaching assistants are members of CUPE 4163, and will be appointed in accordance with the guidelines set out by the Union.

On average, graduate students receive between 100 and 200 TA hours in their first year (most TA positions are offered between September and April with fewer in the summer term). The department will endeavour to offer a teaching assistantship for about 100 hours in the first year (September to April).

Fall and spring term TA position postings go out in June and summer positions are posted in February. Application submission is required by a set deadline. All graduate students are eligible to serve as a TA and must apply for these paid positions when they are advertised (the call for applications goes out on Psychat in late June/early July for TA positions for fall and spring courses; summer course TA positions are fewer in number and are advertised near the end of March). TA positions vary in the degree of actual teaching that is involved, as the primary duties for most TA positions involved grading exams and papers. Students wanting to gain teaching experience while acting as a TA should be sure to make this known to the course instructor, as often there will be opportunities for a guest lecture on topics related to the Student's research or professional interests.

For additional information offered to graduate student TAs through the Learning and Teaching Centre, see <http://www.uvic.ca/learningandteaching/ta/>

Each year, the *Department* hires a graduate student to serve as the Teaching Assistant Coordinator (TAC).

The Student in this position offers support, consultation, educational materials, and workshops designed to assist TAs in the department. It is beneficial for all graduate students (not just those serving as a TA for the first time) to attend these workshops. If Students are interested in becoming the TAC, the call for applications usually goes out from the department in April/May and a Student is hired shortly thereafter for the following September through April terms. Contact Charlene Hewitt (Administrative Officer) if interested.

### 3.5.7. Teaching

Graduate students must have passed their (two) candidacy exams (PSYC 693) prior to being eligible to teach undergraduate courses in the department. It is also a good idea for Students to consult with their Supervisor about the timing of teaching activities to ensure this aligns with the Student's professional goals (see *Handbook 2.2.3. and 2.3.3.*) and does not interfere with the Student's ability to make timely progress through their program (see *Handbook 2.2.1.*).

### 3.5.8. Research Assistantships

Supervisors are expected to share in the burden of funding students (*Handbook 2.3.2.*). Students interested in obtaining a Research Assistantship (RA) should therefore contact individual faculty members, especially their supervisor.

### 3.5.9. Travel Grants

The Faculty of Graduate Studies (FGS) and the Graduate Students' Society (GSS) have established a Graduate Student Travel Grant Fund to support travel to conferences, workshops, or research activities. Once per academic year (April 1 – March 31) you can apply for travel grant funds. Awards are made on a first come, first served basis and priority is given to first time recipients.

Applications should be submitted to the Faculty of Graduate Studies one to four months before the conference date. Students must be registered full-time in the term they plan to travel, not owe outstanding fees to the university, have received confirmation of your travel and have a Canadian mailing address or bank account.

### 3.5.10. Other Awards

Other agencies also give fellowships for psychology graduate students: [IODE War Memorial Scholarships](#), [APA Dissertation Research Award](#), , [APA awards](#), Pacific Institute for Climate Solutions Fellowships (PICS), [MacKenzie King Memorial Scholarship](#), [Soroptimist Foundation of Canada](#), Neena Chappell Scholarship (through the UVic Institute on Aging and Lifelong Health), [Trudeau Foundation Doctoral Scholarship](#), [WorkSafeBC Training Awards](#), IMPART (addictions research), and the Sara Spencer Foundation (through UVic). It is worth checking the *Calendar* and FGS website. Any information about awards which is sent to the Department is distributed on Psychat. Students with questions about their financial status and prospects should see their supervisor or consult with the Graduate Advisor. ***Do not assume you cannot get anything. Applying is almost always worth the trouble.***

### 3.5.11. On-campus Employment

International Students registered full-time in a UVic degree program are entitled to work on-campus if they have a valid **study permit** and social insurance number. International students must go to a Service Canada office to apply for a social insurance number ([www.servicecanada.gc.ca/eng/sc/sin/index.shtml](http://www.servicecanada.gc.ca/eng/sc/sin/index.shtml)). The study permit and social insurance number should be presented to the Graduate Secretary.

For more information and help, please contact the office of International and Exchange Student Services at <http://iess.uvic.ca/>

## 4. Clinical Psychology Program

Students who are admitted in the Master's and PhD programs in Clinical Psychology are affiliated to the **Faculty of Health**. Graduate training in clinical psychology is offered with specialization in clinical neuropsychology or clinical lifespan development. In addition, the Clinical Psychology graduate programs are accredited by the Canadian Psychological Association, which imply specific requirements and policies that are detailed in the [Manual for the Graduate Program in Clinical Psychology](#).

**Students' programs will normally be governed by the requirements in effect at the date of their first registration in the MSc or in the PhD program (i.e., [Graduate Calendar](#)).** When the program requirements change before the student has completed their degree, the student, with the approval of the Faculty of Health, may elect to be governed by the new regulations. However, accreditation requirements may not permit a change in regulations midway through a student's program.

### 4.1. Summary of Master's requirements

Total 15 units with Honours BA or BSc (18 units may be required without Honours undergraduate degree), with minimum 12 units of grad-level credit (courses numbered 500 and above, including PSYC 599).

*For more specific requirements see Manual for the Graduate Program in Clinical Psychology and Graduate Calendar ([www.uvic.ca/calendar/grad/index.php#/programs/SJDaT7CzE](http://www.uvic.ca/calendar/grad/index.php#/programs/SJDaT7CzE)).*

- |                                      |                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------|
| a. Research apprenticeships          | 1.5 units min. (in 1st year) (see <b>Appendix A</b> )                                                            |
| b. Statistics courses                | 3.0 units from list (see <i>Graduate Calendar</i> )                                                              |
| c. Program requirements or electives | 4.5 – 7.5 units ( <i>many students will take more; maximum recommended elective units from supervisor: 50%</i> ) |
| d. Thesis                            | 6.0 units (Usually)                                                                                              |

*Note: Courses used to complete another programs degree requirements cannot be used towards another program's degree requirements. For example, if you completed and were awarded a master's degree at another institution, you are not allowed to use any courses taken in that program towards your UVic degree requirements.*

### 4.2. Thesis, Oral Examination, and Submission of Thesis

Completion of a thesis is an integral part of the Master's program. Before beginning formal thesis work, the student must submit a proposal of the thesis to the supervisory committee (this normally requires an oral proposal meeting with the full committee) and obtain approval of the proposed thesis.

Additional information pertinent to the thesis, including the broad definition of "research" accepted by the Department of Psychology and formal writing requirements, are found in the Department's Report of the Thesis Format Committee (**Appendix D**) and on the Faculty of

Graduate Studies website (see [www.uvic.ca/students/graduate/thesis-dissertation/scope-structure-and-formatting/](http://www.uvic.ca/students/graduate/thesis-dissertation/scope-structure-and-formatting/)).

Upon completion of all phases of the thesis, and in consultation with the student's supervisor, arrangements are made for an oral examination of the thesis. It is at this point that the **external examiner** is brought into the picture (see *Handbook 2.1.2 above*).

Students must be registered in PSYC 599 (sufficient to qualify for full time status) for the term in which the oral defence occurs.

See also: [www.uvic.ca/graduatestudies/oral-exams/oral-exam-guidelines/](http://www.uvic.ca/graduatestudies/oral-exams/oral-exam-guidelines/).

**To schedule an oral examination, see Appendix H.**

### 4.3. Time limits for Master's Degree Completion

The University [time limits](#) for completion of the Master's degree is 5 years; however, the department expects students to make timely progress and complete the Master's degree within 2 to 3 years.

If necessary, the student's supervisor may request an extension from the Graduate Advisor who will then seek approval from the Dean (they are not automatically approved). The [request for program extension](#) must include a reasonable timeline for completion of all outstanding degree requirements plus the signatures of supervisor and committee.

Many funding programs (e.g., our Department, UVic, Tri-Council) will not provide funding beyond 2 years in a Master's program.

### 4.4. Promotion from Master's to Doctoral Program

Completion of a Master's degree does not guarantee admission to the PhD program. A student who completes a Master's degree in this Department and wishes to apply for admission to the PhD program must apply online for admission through the Graduate Admissions and Records Office (GARO) and must pay an application fee (however, we do not require resubmission of transcripts, GRE scores, letter of intent, and letters of reference). The following criteria shall be met:

- a) The prospective PhD supervisor must be willing to admit and supervise the student's doctoral program.
- b) Program approval may be required by the Director of Clinical Training.

If the above criteria are not met, the student will not be admitted for registration as a doctoral student in the Department of Psychology. If the student is a fellowship holder and is not being admitted to the PhD program at UVic, it is the student's responsibility to inform the awards officer at Grad Studies as soon as possible.

## 4.5. Summary of PhD requirements

Total 30 units (beyond Master's) with minimum 9 of last 15 units at graduate level (500+). *For more specific information see Manual for the Graduate Program in Clinical Psychology and Graduate Calendar ([www.uvic.ca/calendar/grad/index.php#/programs/rkgD6TXCzN](http://www.uvic.ca/calendar/grad/index.php#/programs/rkgD6TXCzN)).*

- |                                      |                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------|
| a. Research apprenticeships          | 1.5 units ( <i>only if Master's degree was without thesis</i> )                                                  |
| b. Methods courses                   | 3.0 units from list ( <i>see Graduate Calendar (beyond Master's degree Courses requirements)</i> )               |
| c. Program requirements or electives | 4.5 – 7.5 units ( <i>many students will take more; maximum recommended elective units from supervisor: 50%</i> ) |
| d. Candidacy exam (PSYC693)          | 3.0 units ( <i>Major and Minor exams complete before dissertation proposal</i> )                                 |
| e. Dissertation                      | 15.0 – 30.0 units                                                                                                |
| f. Clinical practica & residency     | 12.0 units + 15.0 units                                                                                          |

Note 1: Courses used to complete another programs degree requirements cannot be used towards another program's degree requirements. *For example, if you completed and were awarded a master's degree at another institution, you are not allowed to use any courses taken in that program towards your UVic degree requirements.*

Note 2: Students, with the approval of their supervisory committees, may substitute a statistics or methods course offered by another department. For this purpose, a change graduate registration form needs to be processed ([www.uvic.ca/graduatestudies/forms-policies/data/coursechangeform.pdf](http://www.uvic.ca/graduatestudies/forms-policies/data/coursechangeform.pdf)). To receive credit for such substitution, students must obtain written permission from the Graduate Advisor before taking the course, with a copy of such permission placed in the student's departmental file. The substitution will be noted on the student's CAPP.

## 4.6. Candidacy Examination

All doctoral candidates must complete two examinations and register for the candidacy examination (PSYC 693) in each term until both examinations have been passed (this is worth 3.0 units total). Registration in PSYC 699 is not possible unless also registered in PSYC 693 or candidacy exams have been completed (COM will appear on the transcript).

One exam is in the area of specialization (neuropsychology or lifespan) and the other is the standardized clinical psychology candidacy exam (written by students at an annual sitting in September). The intent of these candidacy examinations is to indicate to the student and the committee that the student has reached a level of proficiency regarding both information and procedures in the area(s) of concentration sufficient to enable successful completion of a dissertation.

The student's performance on the clinical exam indicates a level of knowledge sufficient to be recommended for internship placement. The examining committee (for the specialty area exam) involves *at least* two members including the supervisor; the clinical candidacy exam is graded by members of the SCCT (specific graders are determined on an annual basis). Clinical students should consult the [Manual for the Graduate Program in Clinical Psychology](#) (Section 5) for detailed information about candidacy exams in the clinical program.

According to *Graduate Calendar*, Doctoral candidacy examinations must be held within **three years** of registration as a provisional Doctoral student and at least six months before the final oral (dissertation) examination. If this deadline is not met, the student will be blocked from registration for the next session unless an extension has been granted by the Dean of Graduate Studies (in consultation with supervisor and the Grad Advisor; see [Request for Candidacy Extension](#)).

#### 4.7. Dissertation, Oral Defence, and Submission of Dissertation

Following successful completion of candidacy examinations, the student should submit a formal **dissertation proposal**. The proposal should be a substantial outline of all phases of the dissertation including a review of the literature. A formal defence of the proposal is held by the student's supervisory committee, who evaluate the dissertation proposal carefully and then either:

- a. Formally approve the proposal – such approval implies that the committee considers the procedures outlined in the proposal as appropriate for the adequate investigation of the stated problem;
- b. Approve the proposal contingent on the outcome of preliminary investigation(s);
- c. Withhold approval of the proposal until certain inadequacies (e.g., changes in experimental design) are overcome; or
- d. Not approve the proposal (suggestions for remediation or revision must be provided to the student, if appropriate).

The format for presentation of the **dissertation** should conform to departmental guidelines (see [Appendix C](#)) and meet the requirements of the Faculty of Graduate Studies and the McPherson Library.

Upon completion of all phases of the dissertation, and in consultation with the student's supervisor, arrangements are made for an oral examination of the dissertation. It is at this point that the **external examiner** is brought into the picture (see *Handbook 2.1.2* and [External Examiner Nomination Form and Guidelines](#)).

#### 4.8. Time Limits for PhD Degree Completion

The University [time limits](#) for completion of the PhD degree is 7 years from the time of entry into the PhD program (i.e., not including the Master's degree). However, the department expects students to complete the PhD degree within 6 years.

If necessary, the student's supervisor may request an extension from the Graduate Advisor who will then seek approval from the Dean. The [Request for Program Extension](#) should be made *before* the end of your 7 years and must include a reasonable timeline for completion of all outstanding degree requirements plus the signatures of supervisor and committee.

Extension requests are not automatically granted. Also, many national and UVic funding programs will not provide funding beyond 3 years in a Doctoral program. Fees also increase dramatically after the 7-year limit.

## 5. Psychology Program

Students who are admitted in the Master's and PhD programs in Psychology are affiliated to the **Faculty of Social Sciences**. Faculty interests are generally concentrated in the areas of (1) cognition and brain sciences, (2) lifespan health and development, and (3) social psychology. The Student may specialize in one of these areas of study, which will involve requirements specific to each *track* (see below). Student is also encouraged to supplement this training with courses outside the Department (e.g., Linguistics, Computer Science, Education).

**Students' programs will normally be governed by the requirements in effect at the date of their first registration in the MSc or in the PhD program (i.e., [Graduate Calendar](#)).** When the program requirements change before the student has completed their degree, the student, with the approval of the Faculty of Social Sciences, may elect to be governed by the new regulations. However, accreditation requirements may not permit a change in regulations midway through a student's program.

### 5.1. Summary of Master's requirements

Total 15 units with Honours BA or BSc (18 units may be required without Honours undergraduate degree), with minimum 12 units of grad-level credit (courses numbered 500 and above, including PSYC 599). (*For more specific requirements, see Graduate Calendar at [www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/](http://www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/).*)

- |                                      |                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------|
| a. Research apprenticeships          | 1.5 units min. (in 1st year) (see <b>Appendix A</b> )                                                            |
| b. Statistics courses                | 3.0 units from list (see <i>Graduate Calendar</i> )                                                              |
| c. Program requirements or electives | 4.5 – 7.5 units ( <i>many students will take more; maximum recommended elective units from supervisor: 50%</i> ) |
| d. Thesis                            | 6.0 units (Usually)                                                                                              |

Note: Courses used to complete another programs degree requirements cannot be used towards another program's degree requirements. *For example, if you completed and were awarded a master's degree at another institution, you are not allowed to use any courses taken in that program towards your UVic degree requirements.*

#### 5.1.1. Cognition and Brain Sciences

For more specific requirement for the Cognition and Brain Sciences Track, see Graduate Calendar at [www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/rJWA\\_NCz4](http://www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/rJWA_NCz4). Format for a thesis may also be specific to the CaBS Track.

#### 5.1.2. Lifespan Health and Development

For more specific requirement for the Lifespan Health and Development Track, see Graduate Calendar at [www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/rJmAOVCGV](http://www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/rJmAOVCGV). Format for a thesis may also be specific to the LifeSpan Track.

### 5.1.3. Social Psychology

For more specific requirement for the Social Psychology Track, see Graduate Calendar at [www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/rkMAdECGE](http://www.uvic.ca/calendar/grad/index.php#/programs/SJP6pmCM4/rkMAdECGE). Format for a thesis may also be specific to the Social Track.

## 5.2. Thesis, Oral Examination, and Submission of Thesis

Completion of a thesis is an integral part of the Master's program. Before beginning formal thesis work, the student must submit a proposal of the thesis to the supervisory committee (this normally requires an oral proposal meeting with the full committee) and obtain approval of the proposed thesis.

Additional information pertinent to the thesis, including the broad definition of "research" accepted by the Department of Psychology and formal writing requirements, are found in the Department's Report of the Thesis Format Committee (**Appendix D**) and on the Faculty of Graduate Studies website (see [www.uvic.ca/students/graduate/thesis-dissertation/scope-structure-and-formatting/](http://www.uvic.ca/students/graduate/thesis-dissertation/scope-structure-and-formatting/)).

Upon completion of all phases of the thesis, and in consultation with the student's supervisor, arrangements are made for an oral examination of the thesis. It is at this point that the **external examiner** is brought into the picture (see *Handbook 2.1.2 above*).

Students must be registered in PSYC 599 (sufficient to qualify for full time status) for the term in which the oral defence occurs.

See also: [www.uvic.ca/graduatestudies/oral-exams/oral-exam-guidelines/](http://www.uvic.ca/graduatestudies/oral-exams/oral-exam-guidelines/).

**To schedule an oral examination, see Appendix H.**

## 5.3. Time limits for Master's Degree Completion

The University [time limits](#) for completion of the Master's degree is 5 years; however, the department expects students to make timely progress and complete the Master's degree within 2 to 3 years.

If necessary, the student's supervisor may request an extension from the Graduate Advisor who will then seek approval from the Dean (they are not automatically approved). The [request for program extension](#) must include a reasonable timeline for completion of all outstanding degree requirements plus the signatures of supervisor and committee.

Many funding programs (e.g., our Department, UVic, Tri-Council) will not provide funding beyond 2 years in a Master's program.

## 5.4. Promotion from Master's to Doctoral Program

Completion of a Master's degree does not guarantee admission to the PhD program. A student who completes a Master's degree in this Department and wishes to apply for admission to the PhD program must apply online for admission through the Graduate Admissions and Records Office (GARO) and must pay an application fee (however, we do not require resubmission of transcripts, GRE scores, letter of intent, and letters of reference). The following criteria shall be met:

- a) The prospective PhD supervisor must be willing to admit and supervise the student's doctoral program.
- b) Program approval may be required.

If the above criteria are not met, the student will not be admitted for registration as a doctoral student in the Department of Psychology. If the student is a fellowship holder and is not being admitted to the PhD program at UVic, it is the student's responsibility to inform the awards officer at Grad Studies as soon as possible.

## 5.5. Summary of PhD requirements

Total 30 units (beyond Master's) with minimum 9 of last 15 units at graduate level (500+) (see *Graduate Calendar* ([www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN](http://www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN))).

- |                                      |                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------|
| a. Research apprenticeships          | 1.5 units ( <i>only if Master's degree was without thesis</i> )                                                  |
| b. Methods courses                   | 3.0 units from list ( <i>see Graduate Calendar</i> ) ( <i>beyond Master's degree Courses requirements</i> )      |
| c. Program requirements or electives | 4.5 – 7.5 units ( <i>many students will take more; maximum recommended elective units from supervisor: 50%</i> ) |
| d. Candidacy exam (PSYC693)          | 3.0 units ( <i>Major and Minor exams complete before dissertation proposal</i> )                                 |
| e. Dissertation                      | 15.0 – 30.0 units                                                                                                |

Note 1: Courses used to complete another programs degree requirements cannot be used towards another program's degree requirements. *For example, if you completed and were awarded a master's degree at another institution, you are not allowed to use any courses taken in that program towards your UVic degree requirements.*

Note 2: Students, with the approval of their supervisory committees, may substitute a statistics or methods course offered by another department. For this purpose, a change graduate registration form needs to be processed ([www.uvic.ca/graduatestudies/forms-policies/data/coursechangeform.pdf](http://www.uvic.ca/graduatestudies/forms-policies/data/coursechangeform.pdf)). To receive credit for such substitution, students must obtain written permission from the Graduate Advisor before taking the course, with a copy of such permission placed in the student's departmental file. The substitution will be noted on the student's CAPP.

### 5.5.1. Cognition and Brain Sciences

For more specific requirement for the Cognition and Brain Sciences Track, see *Graduate Calendar* at [www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN/BJx4Ru40MN](http://www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN/BJx4Ru40MN). Format for candidacy exams and dissertation may also be specific to the CaBS Track.

### 5.5.2. Lifespan Health and Development

For more specific requirement for the Lifespan Health and Development Track, see *Graduate Calendar* at [www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN/HyUA\\_4RfE](http://www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN/HyUA_4RfE). Format for candidacy exams and dissertation may also be specific to the LifeSpan Track.

### 5.5.3. Social Psychology

For more specific requirement for the Social Psychology Track, see *Graduate Calendar* at [www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN/ByBCuNAfN](http://www.uvic.ca/calendar/grad/index.php#/programs/Bkd66QAzN/ByBCuNAfN). Format for candidacy exams and dissertation may also be specific to the Social Track.

## 5.6. Candidacy Examination

All doctoral candidates must complete two examinations and register for the candidacy examination (PSYC 693) in each term until both examinations have been passed (this is worth 3.0 units total). Registration in PSYC 699 is not possible unless also registered in PSYC 693 or candidacy exams have been completed (COM will appear on the transcript).

The intent of these candidacy examinations is to indicate to the student and the committee that the student has reached a level of proficiency regarding both information and procedures in the area(s) of concentration sufficient to enable successful completion of a dissertation. See **Appendix B** for more guidance.

According to *Graduate Calendar*, Doctoral candidacy examinations must be held within **three years** of registration as a provisional Doctoral student and at least six months before the final oral (dissertation) examination. If this deadline is not met, the student will be blocked from registration for the next session unless an extension has been granted by the Dean of Graduate Studies (in consultation with supervisor and the Grad Advisor; see [Request for Candidacy Extension](#)).

## 5.7. Dissertation, Oral Defence, and Submission of Dissertation

Following successful completion of candidacy examinations, the student should submit a formal **dissertation proposal**. The proposal should be a substantial outline of all phases of the dissertation including a review of the literature. A formal defence of the proposal is held by the student's supervisory committee, who evaluate the dissertation proposal carefully and then either:

- a. Formally approve the proposal – such approval implies that the committee considers the procedures outlined in the proposal as appropriate for the adequate investigation of the stated problem;
- b. Approve the proposal contingent on the outcome of preliminary investigation(s);
- c. Withhold approval of the proposal until certain inadequacies (e.g., changes in experimental design) are overcome; or
- d. Not approve the proposal (suggestions for remediation or revision must be provided to the student, if appropriate).

The format for presentation of the **dissertation** should conform to departmental guidelines (see [Appendix C](#)) and meet the requirements of the Faculty of Graduate Studies and the McPherson Library.

Upon completion of all phases of the dissertation, and in consultation with the student's supervisor, arrangements are made for an oral examination of the dissertation. It is at this point that the **external examiner** is brought into the picture (see *Handbook 2.1.2* and [External Examiner Nomination Form and Guidelines](#)).

## 5.8. Time Limits for PhD Degree Completion

The University [time limits](#) for completion of the PhD degree is 7 years from the time of entry into the PhD program (i.e., not including the Master's degree). However, the department expects students to complete the PhD degree within 5 years.

If necessary, the student's supervisor may request an extension from the Graduate Advisor who will then seek approval from the Dean. The [Request for Program Extension](#) should be made *before* the end of your 7 years and must include a reasonable timeline for completion of all outstanding degree requirements plus the signatures of supervisor and committee.

Extension requests are not automatically granted. Also, many national and UVic funding programs will not provide funding beyond 3 years in a Doctoral program. Fees also increase dramatically after the 7-year limit.

## Appendix A: RESEARCH APPRENTICESHIP (PSYC 502)

The aim of this requirement is to expose the student to productive and creative psychological research. The apprenticeship is intended primarily as a learning experience for the student. This suggests student-faculty participation in all stages of the research whether the research be experimental, theoretical, or historical. Thus, the goal of the research apprenticeship is distinct from that of the research assistantship, which is paid employment.

A close working relationship with a specific faculty member should be established. Thus, the student is to learn through participation in research. The faculty member serves as a mentor (i.e., teacher, advisor and model).

In most cases the research project will be one suggested by the faculty member, perhaps as part of an ongoing project in which the faculty member is involved.

Although the student's thesis supervisor is typically the person who supervises the PSYC 502 activity, other faculty may assume this responsibility. Incoming first year Master's students are to choose their apprenticeship supervisor by the first week in October. Students may change supervisors, with the consent of a new supervisor obtained in writing.

The unit value of Research Apprenticeship is 1.5 to 4.5. Students in the clinical program are required to take 3.0 units of PSYC 502 (equivalent to 3 hours of class plus 6 hours of preparation in each of two semesters) during the Master's degree. Students in the Social program normally take 3.0 units of PSYC 502. The calibre of the PSYC 502 activity should be commensurate with a pilot project for the Master's thesis, and may qualify as part of the Master's thesis research.

First year Master's students and PhD students who hold a Master's degree without thesis are required to take the research apprenticeship.

Registration in PSYC 502 requires submission of a [Graduate Pro Forma](#) course form. When completing the form, the supervisor and student should discuss the frequency of meetings, responsibilities, goals, and mode of evaluation. This should include some form of feedback in the middle of the term as to the student's progress and standing. Information on the form must include the method of evaluation and deadlines. The form should be submitted to the departmental Graduate Secretary for review. They will then pass it to the Graduate Advisor for signature and transmission to GARO.

## Appendix B: CANDIDACY EXAMINATIONS (PSYC 593)

The candidacy examinations are the responsibility of the supervisory committee and will comply with the following regulations and provisions. These apply to both the major and minor exam (and the specialty area exam for clinical students). For example, the format of the major and minor exams may differ as agreed upon by the student and their candidacy exam committee.

- The content area, names of primary and secondary examiners, starting and completion dates of each examination, format of the exams, and method of assessment are to be recorded by the student's supervisor and a copy submitted to the departmental Graduate Advisor prior to commencing the exam. A sample format for recording this information is included here: [Candidacy Examination Plan](#)
- The examinations must be completed before the student's supervisory committee approves the student's dissertation proposal.
- Selection of the examination areas and format is determined by the student and the supervisory committee. Please consult your supervisor for additional guidelines for candidacy exams within your specific program area.
- The title, content of examinations, and names of examiners will be circulated to all members of the supervisory committee at least one month prior to the scheduled examination. Copies of the exam and the student's responses, as well as the outcome of the exam (including comments and/or recommendations for remediation, as well as an audio recording of any oral components of the exam) will be kept in a secure location by the supervisor until the student graduates. Any problem that may arise concerning candidacy examinations should be referred to the departmental Graduate Advisor.
- The examination committee may be (but is not required to be) the same as the supervisory committee. It is understood that the supervisory committee is responsible for the student's examination. However, the committee may delegate responsibility for the construction and assessment of the examination to examiners who are not members of the supervisory committee, but who are competent in these examination areas. The duties of the examiner include providing lists of texts and readings for the examination, setting the examination, and reporting examination results to the supervisory committee.
- Typically, for sit-down written examinations, students are permitted to write for no more than six hours in a single day. Written examinations may, alternatively, be of the take-home variety.
- At the option of the supervisory committee, the Doctoral candidacy examination may consist of written papers comprising comprehensive yet in-depth integrations of various topics within the student's major and minor areas. These papers would comprise one or more months of study under the direct supervision of the committee with feedback provided as to direction and quality of the answer. The papers may take the form of a comprehensive literature review or an empirical study (which may be intended for submission for publication).
- Within the constraints of the Departmental and Faculty of Graduate Studies regulations, the dates of the examinations are set according to the needs of the student, the committee, and the examiners. Normally, a period of no more than **six months** should elapse between the non-clinical student's writing of the first and last candidacy examinations.

- The supervisory committee evaluates the recommendations of the examiners and then advises that:
  - the student has passed the examinations
  - the student must rewrite one or both examinations (normally students are allowed only one repetition of each examination)
  - a recommendation be made to the Dean of Graduate Studies that the student be required to withdraw from the doctoral program
- The supervisor shall inform the departmental Graduate Advisor when the student has completed **BOTH** examinations and will complete and sign the [Candidacy Completion Form](#), which includes the date on which both exams were completed.
- On the advice of the Graduate Advisor, the Grad Secretary will submit the COM grade for PSYC 693 to the Graduate Records office.

## Appendix C: FORMAT FOR MASTER'S THESES AND PHD DISSERTATIONS

When you ask the Graduate Advisor to sign a Request for Oral Examination, the Advisor will ask to see a copy of the completed thesis. You should make this ROE signature request with enough lead time to allow you to make the required changes in format.

A completed thesis includes a title page, abstract, table of contents and a copyright license.

Guidance on thesis/dissertation preparation can be found on the FGS website: [Scope, structure & formatting - Students - UVic](#)

The Department of Psychology requires that theses and dissertations be judged acceptable only if they are presented in the form of a well-written paper reporting the results of scholarly research. To make this statement of principle of some practical value for the evaluation of theses the following interpretation of terms is recommended:

*“Acceptable”*. To be acceptable means that a thesis is judged satisfactory by the majority of the faculty of the Department of Psychology and representatives of the faculty at the University of Victoria. Generally, approval of the Department and the University is conveyed by the signatures on the thesis by the members of the thesis committee, the Department Chair, and the Dean of Graduate Studies, acting as representatives of the Department and the University respectively.

*“Well-written”*. For a thesis to be well-written implies that the general standards of English grammar, composition, punctuation, and spelling have been satisfied. But more than this, it is implied that the appropriate audiences (psychologists generally, and members of other disciplines that share a common interest in the thesis topic) can read the thesis and gain a clear understanding of the material being presented.

*“Paper”*. A paper is a type-written manuscript presented in a consistent format. Minimal standards have been established by the Faculty of Graduate Studies.

*“Research”*. Research is a careful and systematic study and investigation conducted within the discipline of psychology. At the discretion of the supervisory committee, the nature of the research can include laboratory experimentation (involving the manipulation of variables), correlational studies, field studies, clinical case-studies, historical surveys, literature reviews, or theoretical expositions.

*“Results”*. The term “results” need not be restricted to empirically derived data. Consistent with the broad interpretation of research given above, results can be in the form of basic principles, challenging ideas, or novel points of view.

*“Scholarly”*. Scholarship is the crucial criterion of an acceptable thesis. Scholarly work must demonstrate a thorough knowledge of the research being reported, accuracy in the way in which information is presented, and the exercise of critical thought in the investigations and conclusions offered in the thesis.

## C.1. Suggested Format for Theses Reporting Empirical Research

Empirical theses written for the Department of Psychology will follow the recommendations of the most recent edition of the *APA Publication Manual* except for allowances for the fact that journal editors and thesis supervisory committees are subject to different pressures, rules and regulations. Some of the rules in the manual are for the convenience of printers; these rules are irrelevant to the thesis. Authors of theses and dissertations should read the appendix of the *APA Manual*. Among other items of interest are the following points:

- Single-spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations. Long quotations may also be indented five spaces.
- A journal editor is often very concerned about brevity. This concern extends beyond the written text in keeping the number of tables and figures at a minimum. Journal papers may be very expensive, but the space-cost problem is not usually a major consideration in writing a thesis.
- Journal articles are often written for fellow professionals and may assume substantial knowledge on the part of the reader as far as knowledge of the specific speciality of the journal is concerned. This is often not a good assumption to make in writing a thesis. Therefore, one should not hesitate to include an extra sentence or even a paragraph to fully define or explain a concept or procedure. To ascertain the necessity of elaborate definition it is suggested that you have people not in your specialty read what you have written. Consult your supervisor for guidance, particularly with respect to dissemination of unpublished results.
- At present there is a trend away from using code names for treatment groups, concepts and procedures. Therefore, we recommend that only widely used and understood symbols and abbreviations be used in thesis writing.

## C.2. Organization and Content

*Introductory chapter(s)*: Typically, the first portion of the thesis contains a logical argument. This often takes the form of a review of literature relevant to the thesis topic and a specific statement of the thesis problem. At least three chapters may be related to the introduction (Introduction, Review of the Literature, Theory) although in the Master’s thesis these are often integrated into a single chapter. The number of chapters is to be decided by the candidate and his or her committee.

*Method:* It must be possible to replicate the study on the basis of the description of the subjects, stimulus materials, and procedures. Certain details of the method, such as lengthy instructions, should be placed in an appendix. Generally, metric units are to be employed in the description of stimuli.

*Results:* When relatively rare or complicated techniques (e.g., discriminant analysis) are employed, some explanation of the procedure should be included.

Figures and tables must be fully labelled so that they can stand alone from the text. If used, code names for groups of subjects or dependent variables (and their transformations) must be fully defined. Reference to the tables and figures must be made in the text.

Data and summaries of statistical analyses should be tabled and given space in the text commensurate with their importance. Relatively trivial data or analyses should be tabled in an appendix. Regardless of the location of the table, there must be specific mention of the table in the text. For example, “Analysis of variance of the reaction time scores indicated that there were no significant main effects or interactions (see Table 12, Appendix A)”, or “Table 12 gives the mean reaction time scores...”

*Discussion:* The length and content of this chapter are decided by the candidate and his or her committee. However, it is appropriate to include a discussion of (a) the generality of the results you have obtained and (b) suggestions for further research. A summary of the research may be included in the discussion chapter or written as a separate chapter.

*References:* The *APA Manual* will be followed in general and all journal titles will be written out in full.

*Appendices:* As indicated above, materials of secondary importance or materials which require extensive tabulation should be listed in an appendix.

### C.3. Format Guidelines Apply to Drafts Presented at Oral Examinations

The Faculty of Graduate Studies operates on the expectation that any revisions to the thesis or dissertation subsequent to the oral examination will be of a minor nature. The copy of the thesis or dissertation that the student presents for evaluation at the oral defence should therefore be a formal one that complies with all requirements of the Department and Faculty of Graduate Studies. It follows that all members of the committee should have carefully reviewed the pre-oral defence draft with the candidate before the formal version is prepared.

## Appendix D: AUTHORSHIP CREDIT AND OWNERSHIP OF AND ACCESS TO DATA

Guidelines prepared by Grad Exec; adopted by the Psych. Department, 18 November 2003.

### D.1. Preamble

Publishing is the essence of science, and learning to publish is an important component of learning to conduct scientific research. Within the department, there are many instances of multi-authored publications, and it is important for the ethics of authorship to be explicit and relatively uniform, particularly as they apply to publications co-authored by supervisors and graduate students.

This document contains the following information: (1) the policy for publication credit developed over many years by the American Psychological Association (APA) that guides the professional conduct of all psychologists; (2) UVic policy about data ownership and intellectual property; (3) departmental guidelines related to these policies; and (4) best practices and recommendations for negotiating authorship credit, taken from an article by Fine and Kurdek (1993).

These guidelines apply to all members of the Department of Psychology.

### D.2. APA: Ethical Principles of Psychologists and Code of Conduct

Section 1.03 of the Publication Manual of APA (pp. 6-7)(5<sup>th</sup> Edition, 2001) states:

*“Authorship is reserved for people who make a primary contribution to and hold primary responsibility for the data, concepts, and interpretation of results for a published work (Huth, 1987). Authorship encompasses not only those who do the actual writing but also those who have made substantial scientific contributions to a study...*

*To prevent misunderstanding and to preserve professional reputations and relationships, it is best to establish as early as possible in a research project who will be listed as an author, what the order of authorship will be, and who will receive an alternative form of recognition.”*

For a more extensive discussion of this text, see 8.05 Ethics of Scientific Publication, pp. 348-355 in the Publication Manual of the APA (2001), and especially the section on Publication credit (pp. 350-351). Furthermore, Section 8.12 **Publication Credit** of the APA Ethics Code 2002 states:

- a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.
- b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Department Chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement.

- c) A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's dissertation or thesis.

### D.3. Data Access and Ownership

This material is excerpted from Section 2.0 Contributions, UVic Policy on Intellectual Property (#1180, Nov 2000):

*[Intellectual property] is frequently the result of collaborative or cooperative activities between or among University members. This article deals with the relations between or among several creators of a single work or property.*

*The University is committed to the Tri-Council position that authorship of published work includes all those who have materially contributed to, and share responsibility for, the contents of the publication, and only those people, and expects compliance with this policy statement by members of this University.*

*Standards for the discipline, where they exist, should be applied when determining proportionate contributions to a scholarly or creative work. In the event of commercialization, all intellectual contributors to the work should be entitled to share in the proceeds in proportion to their contributions, unless the entitlement to share within the framework of this policy has been willingly waived through informed consent or previously agreed to through a written arrangement...*

Student theses, projects, graduating papers and artistic productions are special cases of scholarly work. Students are the primary authors of their creations, but the work is carried out under the supervision of faculty members. Publications or works coming from student research or creative activity must acknowledge appropriately all contributors to the work. The appropriate Dean and the departmental Chair, in consultation with the Dean of Graduate Studies or the Office of the Vice President Research (OVPR), is responsible for ensuring that there is a process to address the students' interest with respect to: the protection of their IP; the freedom to publish results in open literature; and the discussion of the research or creation in internal venues. Students should not be involved in research or creative activities that conflict with, or jeopardize, their progress toward meeting their degree requirements.

Also, UVic's Research Policy (#1200, June 2002), states the following:

*4.3 No restriction shall unnecessarily prohibit the use of research results by graduate students for theses or other academic purposes related to the completion of their graduate degree.*

### D.4. Department Guidelines, Additions and Caveats

#### 1. Timeliness:

- a. Regarding APA principle (c) above (thesis/dissertation research): If a student does not produce the first draft of the manuscript within e.g., 12 months of defending the thesis or dissertation, unless another arrangement has been negotiated in advance, the supervisor can take over the lead and be listed as principal author. The student, however, remains an author on the article.

- b. Regarding course and other research activities: The same timeliness is expected for publishing research results produced in courses and other research activities.
2. Any and all papers reporting research performed under the direction of a supervising faculty member (i.e., not necessarily the chair of the student's supervisory committee) **must** be submitted to the supervisor for scrutiny before being submitted for publication, for two reasons. First, supervisors retain the right of first refusal on authorship of any work conducted under their supervision. Second, supervisors have the right to prohibit publication of questionable data or interpretations, because supervisors are responsible for the quality of research conducted in their labs.
3. A student can be a sole author or a co-author with other students when the research has not involved a faculty member's intellectual input. However, research involving human subjects, which must be signed off by a faculty member, is subject to guideline #2 above.
4. All sources of funding for research must be acknowledged.
5. If the supervisor and student cannot agree, even after consultations with peers, on their authorship-related decisions, an ad hoc third party arbitration process should be established in the department beginning with Grad Executive composed of faculty and the student representative.

## D.5. Best Practices and Recommendations

(abstracted from Fine & Kurdek, 1993)

### D.5.1. Process Recommendations

1. Early in the collaborative endeavour of preparing a paper for publication, the supervisor should provide the student with information related to (a) how authorship decisions are made, (b) the nature of professional and non-professional contributions to publications, (c) the meaning of authorship credit and order, and (d) the importance of both parties agreeing on what contributions will be expected of each collaborator for a given level of authorship credit. This information will provide the student with the knowledge necessary to exercise his or her autonomy and to choose whether to participate in the authorship determination process with the supervisor.
2. The supervisor and student should assess the specific abilities of each party, the tasks required to complete the scholarly publication, the extent of supervision required, and appropriate expectations for what each collaborator can reasonably contribute to the project.
3. On the basis of this assessment, the collaborators should discuss and agree on what tasks, contributions, and efforts are required of both parties to warrant joint authorship and to determine the order of authorship.
4. Agreements regarding authorship credit and order may need to be renegotiated for two reasons. First, scholarly projects often take unexpected turns that necessitate changes in initial agreements made in good faith. Second, many manuscripts need to be revised substantially before they are accepted for publication. These revisions may require additional professional contributions beyond those necessary for the

completion of the initial draft of the manuscript. Thus, when such revisions are required, the supervisor and student should re-examine their original agreement and determine whether it needs to be modified.

### D.5.2. Outcome Recommendations

1. To be included as an author on a scholarly publication, a student should, in a cumulative sense, make a professional contribution that is creative and intellectual in nature, that is integral to completion of the paper, and that requires an overarching perspective of the project. Examples of professional contributions include developing the research design, writing portions of the manuscript, integrating diverse theoretical perspectives, developing new conceptual models, designing assessments, contributing to data analysis decisions, and interpreting results. Such tasks as collecting data, inputting data, carrying out data analyses specified by the supervisor, and typing are not considered professional contributions and may be acknowledged by footnotes to the manuscript.

Fulfillment of one or two of the professional tasks essential to the completion of a collaborative publication does not necessarily justify authorship. Rather, the supervisor and student – in their discussions early in the collaborative process – must jointly decide what combination of professional activities warrants a given level of authorship credit for both parties. By necessity, there will be some variation in which tasks warrant authorship credit across differing research projects.

2. Authorship decisions should be based on the scholarly importance of the professional contribution and not just the time and effort made. In the opinion of Fine and Kurdek, (1993), even if considerable time and effort are spent on a scholarly project, if the aggregate contribution is not judged to be professional by the criteria stated above, authorship should not be granted.
3. Authorship decisions should not be affected by whether students or supervisors were paid for their contributions or by their employment status. It is the nature of the contribution to the article that determines whether authorship credit is warranted and not whether participants received compensation for the efforts.
4. When confronted with ethical dilemmas, we advise supervisors to consult with colleagues when authorship concerns arise. Furthermore, supervisors should encourage their students to do the same, whether with faculty or with student peers. With the informal input generated from such consultations, it is possible that new light will be shed on the issues involved and that reasonable and fair authorship agreements will result.

Reference: Fine, M.A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

## Appendix E: PREVENTION AND RESPONSE TO DISCRIMINATION AND HARASSMENT

Discrimination and harassment are prohibited at the University of Victoria. Members of the University community have the right to work, study and participate in activities at the university in an environment free of discrimination and harassment. All members of the University community are expected to model respectful behaviour and refuse to engage in or condone behavior that qualifies as discrimination or harassment.

UVic strives to prevent discrimination and harassment from taking place, and to act upon complaints of such behaviour promptly, fairly, judiciously and with due regard to confidentiality for all parties concerned. The UVic Discrimination and Harassment Policy governs these issues. For full information and to access the full policy and reporting procedures, please refer to <https://www.uvic.ca/equity/discrimination-harassment/index.php>

Under the University's Discrimination and Harassment Policy, UVic recognizes that education about human rights and the development of work and learning cultures that value diversity and inclusion and foster respect are key to preventing discrimination and harassment.

The policy addresses several areas of discrimination and harassment:

- Prohibited grounds of discrimination set out in the British Columbia Human Rights Code
- Sexual harassment
- Personal harassment
- Workplace bullying and harassment for employees

**Resources are available if you or someone you know may be facing discrimination or harassment:**

**Under UVic's Discrimination and Harassment Policy, any university member who thinks they are experiencing discrimination or harassment has the right to a confidential consultation with the Director of Equity and Human Rights (or their designate). This consultation does not require that the member make a complaint (either formal or informal).**

**To arrange an appointment for information and confidential support, contact the EQHR Case Management Officer at:**

**Email:** [eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)

**Phone:** 250-721-8786

**More contact information related to issues of discrimination, harassment, and sexualized violence are available at:** <https://www.uvic.ca/equity/contact/index.php>

## Appendix F: SEXUALIZED VIOLENCE PREVENTION AND RESPONSE

The University of Victoria implemented its [Sexualized Violence Prevention and Response Policy \(GV0245\)](#) after broad consultation and extensive research. It was created out of the recognition that sexualized violence is a pervasive problem both on and off campus and that the university has an important role to play in both preventing and responding to sexualized violence. Sexualized violence is unacceptable and prohibited conduct at the University of Victoria (UVic) and UVic is committed to supporting respondents of harm, persons alleged to have caused harm, and to providing education and training to create and maintain a healthy social, community, and learning environment at the university.

### What is sexualized violence?

UVic's Sexualized Violence Prevention and Response Policy defines sexualized violence broadly to include a continuum of behaviours that are unacceptable.

*“Sexualized violence is any non-consensual, unwanted, actual, attempted, or threatened act or behavior that is carried out through sexual means or by targeting a person’s sex, sexual identity, or gender identity or expression.”*

This definition may differ from other institutions, regions, or countries. We encourage everybody to carefully review UVic's full Policy on Sexualized Violence and Response:

<https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0245.pdf>

### What forms can sexualized violence take

Sexualized violence can take many forms and may or may not involve direct physical contact. This means that sexualized violence can occur verbally, physically, or online. Sexualized violence includes, but is not limited to:

- salacious comments
- sexual assault
- sexual exploitation
- sexual harassment
- stalking
- indecent exposure
- voyeurism
- distribution of sexually explicit images without the consent of the people involved

Sexualized violence may also include unwanted sexualized attention received in person or via text, phone, email as well as chat, social media and dating apps, among other media. This kind of unwanted sexualized attention may include:

- catcalls
- sexist remarks or jokes

- transphobic remarks
- leering
- persistent and/or aggressive come-ons
- sending unwanted and unsolicited images or videos

## Attitudes and beliefs

Sexualized violence is often rooted in harmful attitudes and beliefs that are sexist, racist, homophobic, ageist, ableist, transphobic, and/or xenophobic. Preventing sexualized violence requires that we address multiple intersecting forms of discrimination and oppression at the same time, through open, informed, and respectful communication. For more information on how we can collectively address harmful attitudes and beliefs, please visit [Equity and Human Rights education and initiatives](#).

## What is Consent?

CONSENT is the voluntary agreement to engage in physical contact or sexual activity and to continue to engage in the contact or activity. Consent means that all persons involved demonstrate—through words or actions—that they freely and mutually agree to participate in a contact or activity.

## Consent and power relationships

UVic requires every member of our community to practice consent and respect for dignity and diversity of all community members. The university aims to foster an environment in which these are foundational principles. When one person has power over another, consent is undermined. Thus, sexual activity between a student and a faculty member is inherently problematic.

With respect to sexualized contact or activity, the UVic policy outlines the following key criteria: a) consent must be given at the outset of all stages of sexualized contact or activity; b) it is the responsibility of the initiator to obtain ongoing consent; c) consent can be withdrawn at any time by any participant; d) someone who is incapacitated cannot consent, e) there is no consent when one person abuses a position of trust, power, or authority over another person, f) past consent does not imply future consent, g) a person cannot give consent on behalf of another person, h) silence or the absence of a “no” is not consent, i) the absence of perceived resistance is not consent, and j) there is no consent when there is coercion, force, threats or intimidation or when there is fraud or withholding of critical information that could affect a person’s decision to consent.

It is important to also consider consent in other circumstances that many involve physical contact with others. Not everyone experiences a hug or personal touch as welcome and it is important to ask before initiating any form of physical contact with another individual. This same principle

applies to other overtures, such as sending sexualized texts or emails. Note that there are complex hierarchies in our relationships and communication-style differences which can make it difficult for some people to verbally say “yes” or “no.” There are other ways, beyond a verbal response, by which individuals may communicate their boundaries. This includes non-verbal body language (e.g., moving away from a touch or embrace) and other indirect communications (e.g., changing the subject or not answering directly). Attending and responding to such cues is the responsibility of the person initiating the contact.

## What to do? Get Support!

If you or someone you know has experienced sexualized violence and there is an immediate health or safety concern, call 9-1-1. If the immediate health or safety concern happened on campus, you should also call Campus Security at [250-721-7599](tel:250-721-7599); they are available 24/7 for information and options for support.

UVic provides a variety of different information and support options for those impacted by sexualized violence. We recommend that if you are impacted you contact the Sexualized Violence Resource Office in Equity and Human Rights (EQHR). Their services are for all students, staff and faculty members at UVic.

The office:

- provides information about support options on- and off- campus as well as direct referrals
- provides information and advice about options under the [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)
- receives disclosures
- coordinates on- and off- campus supports
- is the place on campus to file a formal report that could lead to an investigation under the [Sexualized Violence Prevention and Response Policy \(GV0245\)](#)
- coordinates education and prevention efforts on campus for students, faculty and staff
- creates and delivers prevention workshops and presentations

There are other primary options for [support on campus](#), including the [Anti-Violence Project](#), as well as the Sexualized Violence Support Group offered through UVic Counselling Services.

## Are you concerned about retaliation?

According to UVic policy, “retaliation” means any adverse action or threatened action, taken, or made through any means, including through social or other electronic media, against a person who is seeking support or other services pertaining to sexualized violence. It also includes such actions against a person who is associated with anyone who is seeking such support and services. UVic recognizes the specific barriers and power relationships that may impact a person making a

disclosure or report, and is committed to devising strategies that take such barriers and power relationships into account.

Retaliation includes but is not limited to threatening, intimidating, or harassing conduct that could discourage a person from seeking support or other services, Disclosing or Reporting Sexualized Violence, participating in an investigation, or otherwise engaging with this policy.

The UVic Sexualized Violence Prevention and Response Policy is very clear that retaliation is PROHIBITED conduct that will be taken seriously and investigated as a separate matter by the University. Allegations of retaliation can be made before, during, or after supports/services for sexualized violence are sought and can be brought forward to the Sexualized Violence Resource Office (SVRO)/Equity and Human Rights Office (EHQR).

## What are the options for resolution?

According to UVic policy, all those who are alleged to have caused harm and all respondents can expect to: a) be treated with compassion, dignity, and respect, b) be informed of resources and support services, c) go through a fair and unbiased process, d) receive a clear explanation of the process, options, and potential outcomes, e) have an opportunity to engage in Voluntary Resolution Processes (when deemed appropriate and permissible), and f) receive trauma-informed, non-judgemental, and empathetic communications.

The “Voluntary Resolution Process” is facilitated by EQHR and agreed to by the complainant, the respondent, and the University. The purpose of a Voluntary Resolution Process is to respond to a disclosure or report. This process is not disciplinary and does not result in a determination of whether the Sexualized Violence Prevention and Response Policy has been breached. A Voluntary Resolution Process is by definition ‘voluntary’ and can be terminated by the wishes of any of the parties, including the University.

If a voluntary resolution process is not achieved, reporting and investigation conducive to a dispute resolution process can take place and various sanctions may be imposed from written apologies and education through to suspensions or eviction from the University.

Details about the voluntary resolution process can be found under the [Policy](#), Section 17.

## Where else can I get some answers to my concerns and questions?

### **Sexualized Violence Resource Office**

**Location:** Sedgewick C119, Equity and Human Rights office

[250-721-8021](tel:250-721-8021)

[eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)

Call or email to book a phone or virtual meeting.

**For a quick guide for staff and faculty members, you can visit:**

<https://www.uvic.ca/sexualizedviolence/assets/docs/guide.pdf>

**To access the full details of the policy, you can visit:**

[Sexualized Violence Prevention and Response Policy \(GV0245\)](#)

### **Equity and Human Rights Office**

**Location:** Sedgewick C115

250-721-8488

[eqhr@uvic.ca](mailto:eqhr@uvic.ca) Call or email to book a phone or virtual meeting.

## Appendix G: GRADUATE STUDENT REPRESENTATIVE AND LEADERSHIP ROLES IN THE DEPARTMENT

The purpose of having graduate student representatives on various department committees is to give graduate students a voice and a venue to express their opinions and concerns and to provide feedback about various aspects of their graduate program experience in the Psychology Department at UVic. Graduate students can, of course, communicate directly (formally or informally) with any faculty member, but having graduate student representation on various department committees ensures that graduate students have the opportunity to play an active role in their graduate education and it provides professional development experience in the area of university administration.

Psychology Graduate Student Council (PGSC):

The PGSC (est. 2019) is an organization of graduate students in the Department of Psychology at the University of Victoria. Its mandate includes:

- Promoting and representing graduate student interests within the Department of Psychology.
- Hosting monthly council meetings open to all psychology graduate students to discuss issues and voice concerns.
- Putting forward at departmental meetings: issues of concern to graduate students.
- Fostering an inclusive and strong sense of community within the department, which may include: organization and support for: social events, new student orientation, professional development events, seminars, workshops, research collaboration
- Committing to promoting graduate student work, in collaboration with the department as opportunities arise (example: monthly seminar series).

Information on PGSC roles and contact information for current representatives available at:

Website: [Psychology Graduate Student Council \(PGSC\) – Psychology Graduate Student Representatives at the University of Victoria](#)

Email: [pgsc.uvic@gmail.com](mailto:pgsc.uvic@gmail.com)

## Ombuddy

- A peer (better if this is a more senior student) who is available to discuss a problem/concern, offer advice, and serve as an advocate on behalf of the student (only if requested to do so!), on a confidential basis.
- Liaison with the UVic Ombudperson ([ombuddy@uvic.ca](mailto:ombuddy@uvic.ca)) (<https://uvicombudsperson.ca/>; 721-8357; SUB B 205) who is a great source of info and help. The UVic Ombuddy is funded by the UVic Student Society (UVSS) and the Graduate Student Society (GSS).

## Clinical reps

- Two student reps (one from the clinical neuropsych and the other from the clinical lifespan programs) – reps are selected by the clinical students (this is organized separately by the outgoing clinical reps)
- Main duties are: Attend monthly SCCT meetings as representatives of clinical students to the clinical faculty regarding program related issues

## Psychology Reps outside of the Department

- GSS: see <https://gss.uvic.ca/about-gss/get-involved/> for information
- CPA: see the following for information (student must be a member of CPA and the student section of CPA): <http://www.cpa.ca/students/studentrepresentatives/>. The CPA rep is generally elected for a 2-year term.

## Appendix H: PREPARING TO DEFEND YOUR THESIS OR DISSERTATION

Students are sometimes uncertain about these deadlines so we have put together these guidelines for the process leading up to the completion of the thesis or dissertation. Note: the submission process often takes longer than you think.

In order to meet these deadlines, please be aware of the following required steps and timelines; you should **count on the defense process taking approximately two (2) months**:

- (1) Consult the Faculty of Graduate Studies website ([Resources](#)) for guidance on preparing your thesis/dissertation.
- (2) First, your supervisor must confirm with you that your thesis is ready to be submitted to your committee for review (it will have already gone through a series of revisions before you submit it to your committee).
- (3) Your **committee requires at least two weeks to read your final thesis** (be sure to also allow yourself sufficient time to make further revisions).
- (4) In consultation with your supervisor, an external examiner (EE) is selected (MSc: within UVic but outside of Psychology; PhD: outside of UVic). It is your supervisor's role to contact the EE. Your supervisor should send the EE's CV and the arms length form to FGS **as soon as possible**.
- (5) The student and the committee will decide on a **date for the oral** that is convenient for everyone (including the External Examiner) that is **at least 4 to 6 weeks in the future**. Department or Graduate Secretary can assist with booking a room.
- (6) Once your committee has agreed that your thesis or dissertation is "ready to defend", you will obtain the signatures of the committee and the Graduate Advisor on the Request for Oral Examination. [ROE - Doctoral](#) or [ROE - Masters](#). Please note the ROE needs to be submitted to FGS 20 working days prior to defence for Masters and 30 working days prior to defence for PhD.
- (7) Send all the forms listed on the Graduate Advisor Checklist (please see last page of this document) to the Graduate Secretary ([psychgrd@uvic.ca](mailto:psychgrd@uvic.ca)) for review. Once the review is complete, they will let you know you can make an appointment with the Graduate Advisor (**this must be 5 working days in advance of the 20/30 business days deadline**) to obtain their signature on the ROE. The Graduate Secretary will provide the forms to the Graduate Advisor prior to the meeting.

- (8) After your meeting and all the documents are ready, the Graduate Secretary will send your ROE, the videoconference information, thesis/dissertation, ethics approval, arms length status (PhD only), withholding form (optional), and external examiner's info (and CV for PhD) to Karen McKenzie in FGS at [fgssec2@uvic.ca](mailto:fgssec2@uvic.ca) and copy you.
- (9) Ensure you register for [UVicSpace](#). Later, after the oral exam and the final thesis have been approved, you will utilize UVicSpace to digitally submit your final, approved thesis/dissertation.
- (10) If you are planning to continue to the PhD, ensure you complete the online application and pay the application fee. Check with graduate secretary about the application process. No other documentation is required, but the application must be completed.
- (11) Once you have successfully defended your thesis, you should **allow at least two weeks for revisions and final approval** from your supervisor and/or committee (therefore, **plan to defend by mid-April if you want to complete your degree in the spring term, by mid-August if you want to complete your degree in the summer term and by mid-December if you want to complete your degree in the fall term.**
- (12) When all revisions are complete you need to upload your final thesis/dissertation to UVicSpace. The Graduate Secretary will send the following forms to GARO electronically:
  - a. the letter recommending your graduation (signed by your supervisor and department chair)
  - b. thesis/dissertation approval form
- (13) The next deadlines for meeting all degree requirements are **3:00 p.m. January 2, 2025 for fall term (spring 2025 graduation )**, **3:00 p.m. April 30, 2025 for spring term (for spring 2025 graduation)** and **3:00 p.m. August 29, 2025 for summer term (for fall 2025 graduation)**. **Please note: Graduate Studies allows no exceptions.** This means that you must complete your thesis, have your final oral defence, complete revisions and submit a copy of your final version of your thesis/dissertation along with the necessary accompanying documents to GARO by this deadline.

## Spring Graduation:

### If you are defending in the fall term:

Meeting the **January 2, 2025 deadline** means that your program will be considered complete as of the end of the Fall term and you will not have to register or pay fees for the Spring term (unless you plan to enter the PhD program in January). **You have to [apply to graduate](#) by November 15 in order to be eligible for the spring convocation in June.**

In order to meet the **January 2, 2025 deadline**, here is the suggested timeline:

#### Final draft of your thesis/dissertation to your committee:

- **MSc:** end of October/start of November
- **PhD:** mid-October

#### ROE form due to Grad Studies: (NB: count the exact number of days)

- **MSc:** beginning to mid-November
- **PhD:** end of October/start of November

#### Date for oral defence:

- First two weeks of December to allow sufficient time for revisions
- Defence must occur **no later than December 15<sup>th</sup>**

### If you are defending in the spring term:

Meeting the **April 30, 2025 deadline** means that your program will be considered complete as of the end of the Spring term and that you will not have to register or pay fees for the Summer term (unless you plan to enter the PhD program in May). **You have to [apply to graduate](#) by February 15 in order to be eligible for the spring convocation in June.**

In order to meet the **April deadline**, here is the suggested timeline:

#### Final draft of your thesis/dissertation to your committee:

- **MSc:** end of February/start of March
- **PhD:** mid-February

#### ROE form due to Grad Studies: (NB: count the exact number of days)

- **MSc:** beginning to mid-March
- **PhD:** end of February/start of March

#### Date for oral defence:

- First two weeks of April to allow sufficient time for revisions
- Defence must occur **no later than April 15<sup>th</sup>**

## Fall Graduation:

### If you are defending in the summer term:

Meeting the **August 30, 2025 deadline** means that your program will be considered complete as of the end of the Summer term and that you will not have to register or pay fees for the Fall term (unless you plan to enter the PhD program in September). **You have to [apply to graduate](#) by July 15 in order to be eligible for the fall convocation in November.**

In order to meet the **August deadline**, here is the suggested timeline:

### Final draft of your thesis/dissertation to your committee:

- **MSc:** end of June/start of July
- **PhD:** beginning to mid-June

### ROE form due to Grad Studies: (NB: count the exact number of days)

- **MSc:** mid-July
- **PhD:** end of June/start of July

### Date for oral defense:

- First two weeks of August to allow sufficient time for revisions
- Defence must occur **no later than August 15<sup>th</sup>**

## Appendix I: MENTAL HEALTH RESOURCES FOR GRADUATE STUDENTS

Many graduate students struggle with mental health issues at one point or another throughout the course of their degrees. If you are struggling with your mental well-being, or know someone who is, please know that there are resources available. We encourage you to reach out in times of distress or crisis.

### Resources at the University of Victoria

#### ***University of Victoria Counselling Services***

Offers same day and pre-booked appointments;

Phone: [250-721-8563](tel:250-721-8563)

Email: [swcreception@uvic.ca](mailto:swcreception@uvic.ca)

Website: [Counselling - Students - University of Victoria](#)

### Resources in Victoria / BC

#### ***Vancouver Island Crisis Line***

The 24-hour Vancouver Island Crisis Line is an Island Health contracted service.

Phone: 1-888-494-3888

Website: [www.vicrisis.ca/](http://www.vicrisis.ca/)

#### ***MindHealthBC***

MindHealthBC gathers a wealth of evidence-based resources available in the community and combines them into one easy to use website; provides resources specific to supporting others in addition to resources for those seeking help for themselves.

Website: [mindhealthbc.ca](http://mindhealthbc.ca)

#### ***Open Mind***

Provides mental health resources for young adults and youth who may be experiencing new challenges, experiences, and pressures.

Website: [openmindbc.ca](http://openmindbc.ca)

#### ***Foundry Victoria***

Foundry Victoria offers young people (aged 12-24) access to mental health and substance use support, primary care, peer support and social services

Website: <https://foundrybc.ca/victoria>

Phone: 250-383-3552

Email: [frontdesk@foundryvictoria.ca](mailto:frontdesk@foundryvictoria.ca)

#### ***310Mental Health Support Line***

Program offered through HealthLink BC that provides emotional support, information and resources specific to mental health.

Phone: 310-6789 (no area code needed)

***Kuu-us Crisis Line Society***

BC Wide Indigenous Toll Free Crisis Support Line

Phone: 1-800-KUU-US17 or 1-800-588-8717

***Crisis Centre BC***

The Crisis Centre of BC provides opportunities for connection where people are valued and supported to address crisis and suicide.

- **9-8-8 (call or text)**  
National Suicide Crisis Helpline / Ligne d'aide en cas de crise de suicide
- **310-6789**  
BC Mental Health & Crisis Response / no area code needed
- **1-800-SUICIDE / 1-800-784-2433**  
BC Suicide Prevention and Intervention Line
- **604-872-3311**  
Vancouver Coastal Regional Distress Line