

GRADUATE STUDENT HANDBOOK

2024-2025

University of New Brunswick
Department of Psychology
Fredericton, NB

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Welcome and Land Acknowledgement

Epjila'si, Kulahsihkulpa, Welcome!

The Department of Psychology acknowledges that the land on which we gather is the traditional unceded and unsundered territory of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq, and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq, and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

Truth and Reconciliation Efforts at the University of New Brunswick

To promote and facilitate initiatives outlined in the [Truth and Reconciliation \(TRC\) Strategic Action Plan¹](#), the University of New Brunswick has a bi-campus Assistant Vice-President of Indigenous Engagement, who works in partnership with the Indigenous Advisory Council, stakeholders, faculty, and staff to create a safe academic institution for Indigenous peoples. UNB's goals and aspirations in this area can be viewed here: [Piluwitahasuwin²](#).

The Department of Psychology recognizes the importance of Truth and Reconciliation Day (September 30th) as an opportunity for each of us to reflect on how psychology, as a healthcare profession and as a broader academic field, has contributed to and perpetuated systemic racism. We agree with and support the [Apology to Indigenous People and Pledge to be Anti-Racist³](#) made by the Association of Canadian Psychology Regulatory Organizations (ACPRO). As part of Psyc 6101 (Ethical Standards for Psychologists) all graduate students are required to read this apology and pledge, as well as Psychology's [Response to the Truth and Reconciliation Commission of Canada⁴](#) prepared by the Canadian Psychological Association (CPA). As outlined in CPA's Response, all graduate students and faculty members should strive to be self-reflective and accountable with the aim of "facilitating a true reconciliation process with Indigenous Peoples in Canada and for ensuring that their future conduct be ethical" (CPA, 2018, p. 9).

UNB's [Mi'kmaq-Wolastoqey Centre⁵](#) (MWC), is a centre for Indigenous education studies in the Atlantic region. The MWC offers a wealth of information to everyone wanting to learn more about Mi'kmaq and Wolastoqey histories, cultures, contributions, and treaty rights. Graduate students are encouraged to visit the MWC website and [UNB's Resource Hub⁶](#) to learn more.

¹ https://www.unb.ca/president/_assets/documents/trc-action-plan.pdf

² <https://www.unb.ca/piluwitahasuwin/index.html>

³ <https://acpro-aocrp.ca/an-apology-to-indigenous-people-and-a-pledge-to-be-anti-racist/>

⁴ https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf

⁵ <https://www.unb.ca/mwc/>

⁶ <https://unbcloud.sharepoint.com/sites/equity-diversity-inclusion/SitePages/Indigeneity.aspx>

Preface

This handbook serves as a general guide to graduate degree requirements and departmental regulations and facilities. In addition to the handbook, the following are other resources of value to graduate students:

1. The Department of Psychology website, in general, and for graduate forms and resources, specifically:
<https://www.unb.ca/fredericton/arts/departments/psychology/>
<https://www.unb.ca/fredericton/arts/departments/psychology/current/resources.html>
2. The regulations of the School of Graduate Studies:
<https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/index.html>
3. Regulations and procedures for the submission and assessment of doctoral dissertations produced by the School of Graduate Studies and the Reference Department of the Library:
https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/thesis_preparation.html
4. A guide to reference sources in psychology and related fields available in the Harriet Irving Library:
<https://guides.lib.unb.ca/category/psychology>
5. The American Psychological Association (APA) Publication Manual
6. Important ethical guidelines about which students should be knowledgeable are available on the CPA, APA, and Government of Canada websites:
<http://www.cpa.ca/aboutcpa/committees/ethics/resources>
<https://www.apa.org/ethics/>
https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html
7. Psychology's Response to the Truth and Reconciliation Commission of Canada
https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf

GRADUATE DEGREES IN PSYCHOLOGY

Preamble

In 1995, a Ph.D. degree was implemented in the Department of Psychology. This new degree was approved at all appropriate levels of the University and by the Maritime Provinces Higher Education Commission.

The Graduate Academic Unit (GAU) offers a Ph.D. degree and students may complete the Experimental Psychology Program or Clinical Psychology Program. *Students are accepted into one of these two programs and are not permitted to switch to the other program. Students wishing to change their program must reapply for admission to the other program to be considered along with all other applicants.*

The doctoral programs are designed to provide extensive specialized study. The Experimental program uses a mentoring model to provide individualized training in research and teaching to prepare students for working in research, teaching, and policy development in a variety of sectors, including government, health care, education, and other places in the public and private sectors. The mission of the Clinical program is to prepare students for careers as professional psychologists competent in assessment, intervention, research, supervision, and evaluation in clinical, research, and academic settings. The specific requirements for these two programs are presented below (Experimental Program p. 4; Clinical Program p. 19).

Program in Experimental Psychology

Overview of the Experimental Program

The Experimental Psychology Program provides intensive skills training to prepare students for research, teaching, and applied careers. Recent graduates are working in research, teaching, and policy development in a variety of sectors, including government, health care, education, and other places in the public and private sectors.

Our mentorship model and the flexibility in our program allow us to tailor our approach to student needs and to best fit coursework to student interests and career trajectories. Of note, although there is a suggested course of study, there is also some flexibility based on course availability, student interest, and practical solutions to completing the program in a timely manner. Students meet regularly with their supervisor and the Experimental Program Director to plan their program. Students regularly spend much of their time involved in research activities in which faculty closely mentor them. Students have opportunities to collaborate with faculty (located on the Fredericton and Saint John campuses) in diverse research areas, including but not limited to neuropsychology and cognitive science, developmental, forensic, health, and social psychology.

The Experimental Psychology Program incorporates an apprenticeship approach in a number of ways. Students are exposed to individualized research experiences in the laboratory of their supervisor (in the form of research apprenticeships) and, in many cases, with other faculty (in the form of independent research projects). In addition, a strong basis in research methods and statistics through coursework and individual mentoring is provided so students can develop and strengthen skills relevant to basic and applied research. Students also may learn to mentor junior researchers, such as undergraduate students in the Honours program and basic research courses.

Teaching and communication abilities also are a primary focus of the program and are honed through the completion of either a one-semester co-teaching apprenticeship or a two-semester teaching apprenticeship, both using a mentorship model. For the one-semester co-teaching apprenticeship, a student is mentored by and co-teaches an undergraduate course with a faculty member. For the two-semester teaching apprenticeship, a student shadows a faculty member in the first semester as they provide an undergraduate course; in the second semester, the student teaches the undergraduate course while being mentored by that faculty member. Following either apprenticeship, students can teach independently, allowing them to refine presentation, communication, and organizational skills. Students may also elect to complete an Experimental Practicum to develop skills in an applied or community setting. UNB offers many corresponding professional development opportunities that support this training in the form of workshops and training in preparing and delivering courses, effective use of technology, and time management, as well as an optional Diploma in University Teaching. Finally, the program encourages students' efforts to present at the UNB Graduate Research Conference as well as regional, national, and international conferences.

Suggested Course of Study

	Credit Hours
First Year	
Psyc 6001 Statistics & Design I	3
Psyc 6002 Statistics & Design II	3
Psyc 6005 Principles of Psychological Science	3
Psyc 6101 Ethical Standards for Psychologists	1.5
2 Seminars ¹	6
Psyc 6541 Research Apprenticeship I ²	6
Psyc 6997 Master's Thesis ³	0
Second Year	
Psyc 6003 Mult. Statistics or Psyc 6004 Qualitative Res. Methods	3
Psyc 6542 Research Apprenticeship II ²	6
1 Seminar ¹	3
Psyc 6998 Ph.D. Thesis ⁵	0
Third Year	
Psyc 6823 Comprehensive Project ⁴	3
Psyc 6353 Teaching Apprenticeship I <i>and</i>	3
Psyc 6354 Teaching Apprenticeship II ⁶	3
<i>or</i>	
Psyc 6355 Co-Teaching Apprenticeship <i>and</i>	3
Approved-graduate level course ⁶	3
1 Seminar ¹	3
Psyc 6998 Ph.D. Thesis ⁵	0
Fourth Year	
Psyc 6814 Dissertation Proposal ⁵	3
Psyc 6833 Oral Presentation of the Dissertation Proposal	3
Psyc 6998 Ph.D. Thesis ⁵	0
Fifth Year	
Psyc 6998 Ph.D. Thesis ⁵	0

Total Number of Program Credits: 52.5

¹ At least 2 seminars should be relevant to the student's area of research and 2 seminars should be outside of the student's major area. Seminars outside the student's major area are expected to be relevant to the general objectives of the program. One seminar outside of the student's research area may be replaced by an independent studies course (such as a reading course or a small independent research project that can be completed within one academic term with a member of the GAU other than their supervisor), provided it has received prior approval from the Director of Graduate Studies.

² Research Apprenticeship I (PSYC 6541) will receive a letter grade, and Research Apprenticeship II (PSYC 6542) will be graded on a credit/no credit basis.

³ Students must register in the Master's Thesis (Psyc 6997) during the fall, winter, and summer terms of their first year. This is an important record-keeping tool for the School of Graduate Studies who use enrollment statistics from this course to document the number of graduate students studying at UNB.

- ⁴The Comprehensive Project (Psyc 6823) will normally be in a minor area that is distinct from the doctoral thesis research topic. Students are given a choice of format for the project: a conceptually and methodologically rigorous review paper, grant proposal, or research project in a minor area with a member of the GAU other than the supervisor. Students are strongly encouraged (but not required) to submit their comprehensive project to an appropriate journal/grant agency.
- ⁵ Students must register in the Ph.D. Thesis (Psyc 6998) every semester (fall, winter, summer) beginning in the fall of their second year until their final semester in the program. This is an important record-keeping tool for the School of Graduate Studies who use enrollment statistics from this course to document the number of graduate students studying at UNB.
- ⁶ If students opt to complete the Teaching Apprenticeship I and II (Psyc 6353 and 6354), then ideally, both parts of the Teaching Apprenticeship are completed in the same year. Alternatively, students can complete one Co-Teaching Apprenticeship (Psyc 6355) and another approved 3-credit graduate-level course, such as a seminar, an Experimental Practicum (Psyc 6641), a course outside the Department, or an independent studies course (such as a reading course or a small independent research project that can be completed within one academic term with a member of the GAU other than their supervisor). In the case of a course outside the Department or an independent studies course, it must have prior approval from the Director of Graduate Studies.

Course Descriptions

Psyc 6001 Statistics and Design I

This course focuses on (1) reviewing and elaborating on the principles of research design and research methods, and (2) providing instruction on conducting regression analyses. In particular, coverage includes research designs, handling data and psychometric evaluation, basic foundations of measurement theory, and simple and multiple regression analyses with assorted types of variables. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6002 Statistics and Design II

This course covers research methods, designs, power issues, inferential statistics, and data interpretation relevant to categorical variables. Within this context, techniques such as Chi square, t-tests, Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA), and a brief introduction to Multivariate ANOVA are covered. Between-subjects and within-subject designs will be considered. Relevant SPSS applications will also be examined. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6003 Multivariate Statistics

Multivariate analyses examine the relations of multiple variables or sets of variables (e.g., multiple independent and/or dependent variables, repeated measurements of the same variable). The first part of the course will continue on from Psyc 6002, covering topics such as discriminant function analysis, survival analysis, and canonical correlation. The second part will introduce the structural equation modeling framework and specific techniques (e.g., factor analysis, path, and growth models). Overall, the course will emphasize conceptual understanding of these techniques: when they are appropriately applied, what they do, and how they are interpreted. Statistical software applications will be included. Students are *required* to take Psyc 6003 Multivariate Statistics *or* Psyc 6004 Qualitative Methods. *Prerequisites: Psyc 6001, 6002. Credits: 3.0*

Psyc 6004 Qualitative Research Methods

The aim of this course is to provide an introduction to the qualitative/social constructionist paradigm in psychology and to the use of qualitative methods in psychological research. The course focuses on

qualitative methods involving collection and analysis of verbal/linguistic data (e.g., people's accounts of their experiences and written records and documents). Specific methods discussed include interviewing and use of transcribed or printed texts. These methods are considered in conjunction with the analytic approaches of grounded theory and discourse analysis. Students will have the opportunity to carry out a qualitative analysis project with the aid of computer software designed for this purpose. Students are *required* to take Psyc 6003 Multivariate Statistics *or* Psyc 6004 Qualitative Methods. *Prerequisite: none. Credits: 3.0*

Psyc 6005 Principles of Psychological Science

This course provides an overview of research methods in psychology. The course covers specific research methods relevant to areas of psychology available on both UNB campuses. Topics can include, but are not limited to, field research and qualitative research as well as specific research methods and techniques employed in various areas of psychology (e.g., cognitive psychology, psychophysics, learning, neuroscience, developmental psychology, social psychology). The actual topics covered will be tailored to the needs and interests of the students enrolled in the course. This course is typically offered alternating years on the Fredericton and Saint John campuses. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6062 Social Psychology

This seminar addresses a wide range of themes in social psychology, with special attention given to the interrelationships between individuals, groups, and societies. The course focuses on core areas of theory and empirical research, including social cognition, attitudes, persuasion, group conformity and cohesion, interpersonal attraction, and the self. We examine recent theoretical and empirical advances in social psychology rather than focus on the "classics" alone. Discussion emphasizes research models and techniques and how best to apply them to problems of current interest in social psychology. *Prerequisite: none. Credits: 3.0*

Psyc 6072 Seminar in Developmental Psychology

This seminar is designed to provide a review of theory and research on topics related to human development across the life span. Specific topics may focus on multiple aspects of development during one part of the life span (e.g., adolescence, adulthood) or on one aspect of development (e.g., cognitive development, social development) across the life span, depending on the expertise of the instructor. Emphasis will be on normative development trajectories rather than deviations in development (e.g., psychopathology). *Prerequisite: none. Credits: 3.0*

Psyc 6101 Ethical Standards for Psychologists

This seminar will examine ethical standards for psychologists involved in research, teaching, and applied work based on the most recent version of the *Canadian Code of Ethics for Psychologists*. The course uses a problem-based learning approach in which students research relevant issues and then use the ethical standards to resolve ethical dilemmas. Class meetings will involve little or no lecturing but much discussion, informed by research and the Code of Ethics. *Required course. Prerequisite: none. Credits: 1.5*

Psyc 6111 Seminar in Perception

This seminar covers various topics in sensation and perception, with emphasis on vision and hearing. Possible topics include basic processes in vision and hearing, music perception, language perception, cerebral functions involved in perception, color perception, perception of size and distance, and sound localization. This course consists of weekly meetings where students present assigned readings for discussion. *Prerequisite: none. Credits: 3.0*

Psyc 6191 Cognitive Science

This seminar examines fundamental principles of memory and cognition. Seminal readings and more recent contributions to the study of cognitive science will be discussed and critically evaluated. Topics may include the cognitive revolution, attention, working memory, issues relevant to retrospective and prospective memory, language, and semantic processing. In addition, theoretical frameworks of how information is represented in the brain will be reviewed. *Prerequisite: none. Credits: 3.0*

Psyc 6204 Brain and Behaviour

This seminar reviews the organization of the human brain and how the brain produces behaviour (e.g., thoughts, feelings, movements, perceptions, memories) using evidence from experimental and clinical human neuropsychology. A core set of topics will be used to examine the major neocortical and subcortical regions in the brain together with their associated neuropsychological functions as well as how these regions work together to produce complex adaptive behaviour. Additional topics may include experimental and clinical measures of brain functioning and cognitive maturation and decline across the lifespan. Critical thinking about brain-behaviour relationships will be emphasized. *Prerequisite: none. Credits: 3.0*

Psyc 6353 Teaching Apprenticeship I

Teaching should help the student develop a broader understanding of their field and facilitate confidence and skills in oral presentation. The teaching apprenticeship requirement involves responsibility for a term course under close faculty supervision and is divided into two parts: preparation and actual teaching. Teaching Apprenticeship I represents the preparation phase and should normally take place during the term immediately preceding the term in which the course is to be taught. In Teaching Apprenticeship I, students are expected to attend all lectures given by the supervisor in the relevant course. Weekly meetings between the student and the faculty supervisor are also required to monitor the student-teacher's progress in planning all aspects of the assigned course, including preparation of a general teaching philosophy, a course outline and marking scheme, lectures, demonstration materials, assignments, and examinations. Course credit is awarded upon successful completion of the course requirements, which are determined by the teaching apprenticeship supervisor in conjunction with the student at the beginning of the term. *Required course.*

Prerequisite: none. Credits: 3.0

Refer to pages 11-12 for additional details.

Psyc 6354 Teaching Apprenticeship II

The teaching apprenticeship requirement involves responsibility for a term course under close faculty supervision and is divided into two parts: preparation and actual teaching. Teaching Apprenticeship II represents the actual teaching phase and should normally take place during the term immediately following completion of Teaching Apprenticeship I. In Teaching Apprenticeship II, the faculty supervisor will attend lectures on a regular basis but will not be an active participant in the course. Ongoing regular meetings between the faculty supervisor and the student will be used to provide the student with feedback on the content and delivery of the course material. Course credit is awarded upon successful completion of the teaching assignment (i.e., final grades for the course are submitted). *Required course. Prerequisite: Psyc 6353. Credits: 3.0*

Refer to pages 11-12 for additional details.

Psyc 6355 Co-Teaching Apprenticeship

The purpose of the co-teaching apprenticeship is to offer students an opportunity to acquire fundamental teaching skills within the context of a supervised experience. In Co-Teaching Apprenticeship I, students are expected to attend all lectures given by the supervisor in the relevant course and to deliver a set number of lectures, as determined by the teaching apprenticeship supervisor in conjunction with the student at the beginning of term. The student is responsible for planning, preparing, and delivering these lectures. In conjunction with the supervisor, the student will also participate in designing the course. Weekly to discuss teaching pedagogy, receive feedback on teaching-related skills, and monitor progress are also required.

Course credit is awarded upon successful completion of the course requirements, which are determined by the teaching apprenticeship supervisor in conjunction with the student at the beginning of the term. Required course for experimental students who do not complete Psyc 6353 and Psyc 6354. *Prerequisite: none. Credits: 3.0*

Refer to pages 11-12 for additional details.

Psyc 6541 Research Apprenticeship I

Research experience and training are considered an integral part of graduate training in experimental psychology. During the Master's year (i.e., Year 1 in the M.A./Ph.D. program), all students are required to participate in a research apprenticeship with their thesis supervisor. Work will begin in the fall term and continue into the summer term. It is expected that students will be exposed to most phases of the research process, including background reading, study design, data collection, data analysis, and manuscript preparation. By the end of the summer term, the student should have prepared a written research report in journal article format. The supervisor will assign a letter grade when the student has completed the apprenticeship requirements. In most cases, the student will collaborate with the supervisor on revisions to the research report prior to submission for conference presentation and/or publication. *Required course. Prerequisite: none. Credits: 6.0*

Refer to page 11 for additional details.

Psyc 6542 Research Apprenticeship II

During their first year in the Experimental Ph.D. program (i.e., Year 2 in the M.A./Ph.D. program), all students are required to participate in a second research apprenticeship under the supervision of their supervisor. It is expected students will design, conduct, analyze and write up an independent research study. At the end of the summer term, students are expected to submit a written report of this research, in journal article format, to their supervisor for evaluation and feedback. The supervisor will assign credit (CR/NR) when the student has completed the apprenticeship requirements. *Required course. Prerequisite: Psyc 6541. Credits: 6.0*

Refer to page 11 for additional details.

Psyc 6641 Experimental Psychology Practicum

This course is designed to provide students with opportunities to establish links with community partners and expand their research, academic, and practical skills in applied settings. Students may complete a practicum placement in any setting provided the placement has been approved by the Director of the Experimental Program. The placement must be completed during a consecutive 3- to 4-month period. Requirements will be determined mutually by the student, the Experimental Program Director, and the site supervisor, but will include a written final report. The Experimental Program Director will assign credit (i.e., CR or NCR) when the student has completed the practicum requirements. *Prerequisites: 6001, 6002, 6101 and 6005. Credits: 0.0*

Refer to pages 12-13 for additional details.

Psyc 6814 Dissertation Proposal

The intent of this requirement is to use the dissertation proposal to demonstrate students' comprehensive knowledge of their dissertation area. Students shall prepare a proposal document that includes complete Introduction, Method, Proposed Analyses and Reference sections as well as any necessary appendices. The Introduction section should demonstrate the student's comprehensive and broad knowledge and understanding of the relevant literature(s), in addition to providing the background and rationale for the proposed study. This material may be presented within the Introduction section or in an Introduction with accompanying Appendix. If the latter model (i.e., with an Appendix) is adopted by the student, it is expected that the Introduction section will be in a form that is appropriate for use as the Introduction section of a journal article. In this case, the Appendix should contain the comprehensive literature review. Although modifications may be required at various points in the process, this document is intended to be ready to use

in the final dissertation. Credit for Psyc 6814 will be assigned after satisfactory completion of Psyc 6833 (Oral Presentation of the Dissertation Proposal) and final approval of the dissertation proposal by the student's supervisory committee. *Required course. Credits: 3.0*
Refer to pages 15-17 for additional details.

Psyc 6823 Comprehensive Project

The purpose of the comprehensive project is to provide students with an opportunity to demonstrate the integration of theory, critical thinking, and evaluation in an experimental or applied context. The project must be on a topic that is not connected with the doctoral thesis. The student is expected to take initiative in proposing a suitable project and to work independently with consultation from a designated faculty member of the GAU who will offer guidance and advice as needed. All comprehensive projects must have prior approval of the Experimental Program Committee before implementation. Upon completion of the full comprehensive project proposal, the proposal will be evaluated by two faculty members approved by the Experimental Program Committee. The comprehensive project can be a review paper, a grant proposal, or a research project in a minor area with a member of the Psychology GAU other than the supervisor. Students are strongly encouraged, but not required, to submit their comprehensive project to an appropriate journal/grant agency. *Required course. Credits: 3.0*
Refer to pages 13-15 for additional details.

Psyc 6833 Oral Presentation of the Dissertation Proposal

The oral presentation of the dissertation proposal is intended to demonstrate the student's comprehensive knowledge of the area, to inform the department of the student's research (the dissertation's rationale, hypotheses, and methods), and to allow the student and the supervisory committee to receive input from faculty and graduate students. All members of the supervisory committee are required to attend the oral presentation and should be prepared to initiate the discussion that will follow the presentation. Based on the presentation and ensuing discussion, the supervisory committee may identify additional revisions to be made to the proposal document. This process is intended to serve as the student's (and committee's) assurance that the proposal is acceptable to the department, and that it contains no serious flaws or other problems that would ultimately make it unacceptable as a dissertation. *Required course. Credits: 3.0*
Refer to pages 15-17 for additional details.

Psyc 6998 Ph.D. Thesis

In accordance with regulations set out by the Graduate School, students register in Psyc 6998 in their first term of enrolment in the Ph.D. degree. The dissertation proposal will be written under the guidance of a thesis advisor and supervisory committee. Once the proposal is acceptable to the dissertation committee, it will be presented to the department as a colloquium. Although the approval of the proposal rests solely with the supervisory committee, the student, supervisor and supervisory committee should take any comments or concerns expressed during the proposal colloquium into consideration. After receiving written notification of the acceptance of the dissertation proposal and completing the proposal colloquium, the student is expected to conduct the research. *Required. Prerequisites: Completion of all course requirements. Credits: 0*
Refer to pages 15-17 and pages 56-58 for additional details.

In addition, the following four courses are offered on the Saint John campus:

Psyc 6103 Proseminar I: Cognitive-Affective Bases of Behaviour

Psyc 6203 Proseminar II: Biological Bases of Behaviour

Psyc 6303 Proseminar III: Social Bases of Behaviour

Psyc 6403 Proseminar IV: Individual Differences

Apprenticeship, Practicum, Comprehensive Project, and Dissertation Guidelines for the Experimental Program

To complete the Ph.D. degree, all students must successfully complete the relevant research and teaching apprenticeships (and the applied practicum, if the student elects to complete it). However, students entering the program with relevant M.A. experience may apply to the experimental program director to have one or more related apprenticeship requirements waived. Apprenticeships are intended to provide individualized instruction in teaching, in the conduct of research, and in applied work.

With the exception of Research Apprenticeship I (Psyc 6541), which will be assigned a letter grade, the other apprenticeships (research, teaching, and practicum) will be evaluated on a credit/no credit basis. The evaluation will be done by the person most familiar with the apprenticeship. In the case of the teaching and research apprenticeships, the evaluator will be the faculty member who supervises the work. In the case of a practicum, the evaluator will be the supervisor in the applied setting. The evaluator's final decision concerning the grade of credit/no credit for an apprenticeship will be communicated to the Director of Graduate Studies and to the student in writing. It is expected that decisions about grades will be made within two weeks of the conclusion of the apprenticeship.

Guidelines for the Experimental Research Apprenticeship Requirements

One or both of the research apprenticeships will be completed in collaboration with a faculty member in areas that are related, but not identical, to the dissertation thesis research topic. It is expected that at least one of the apprenticeships will be undertaken with the dissertation thesis supervisor. It is intended that the student will contribute significantly to the design and conduct of the project. The work could well serve as preliminary research for the thesis research; however, this work cannot be submitted as a main part of the dissertation thesis. Thus, it would be permissible to cite the preliminary research, but the empirical aspects of the dissertation thesis must be entirely new work. It is hoped that the research apprenticeship will provide students with sound training in research design and execution, which will enable them to make significant research contributions in their subsequent careers. In addition, the apprenticeship should enable the student to establish a "publication" record early in their careers.

Guidelines for the Experimental Teaching Apprenticeship Requirements

Students in the Experimental Program are required to complete a teaching apprenticeship or a co-teaching apprenticeship under the supervision of a faculty member. The teaching apprenticeship involves responsibility for a one-term course under close faculty supervision. In this case, the apprenticeship is divided into two parts: observation and preparation (Psyc 6353) and actual teaching (Psyc 6354). Teaching Apprenticeship I (Psyc 6353) represents the observation and preparation phase and should normally take place during the term immediately preceding the term in which the course is to be taught. In Teaching Apprenticeship I, students are expected to attend all lectures given by the supervisor in the relevant course. Weekly meetings between the student and the faculty supervisor are also required to monitor the student-teacher's progress in planning all aspects of the assigned course, including preparation of a general teaching philosophy, a course outline and marking scheme, lectures, demonstration materials, assignments, and examinations. Course credit is awarded upon successful completion of the course requirements, which are determined by the teaching apprenticeship supervisor in conjunction with the student at the beginning of the term. In Teaching Apprenticeship II (Psyc 6354), the faculty supervisor will attend lectures on a regular basis but will not be an active participant in the course. Ongoing regular meetings between the faculty supervisor and the student will be used to provide the student with

feedback on the content and delivery of the course material. Course credit is awarded upon successful completion of the teaching assignment (i.e., final grades for the course are submitted).

Experimental students also have the option of completing a co-teaching apprenticeship instead of a teaching apprenticeship under the supervision of a faculty member. Experimental students who choose to complete the co-teaching apprenticeship (Psyc 6355) will not complete teaching apprenticeship I (Psyc 6353) or II (Psyc 6354). Instead, in addition to the co-teaching apprenticeship (Psyc 6355), they will be required to complete an additional 3-credit graduate-level course, which could include a graduate-level seminar in psychology, an approved course outside of the Department, a practicum (Psyc 6641), or an approved independent studies course.

Regardless of which model is chosen, the course assignment may be related but not identical to the dissertation thesis research. The choice of course may depend in part on the needs of the undergraduate program; however, it is expected that the course will be selected from lower level rather than fourth-year courses. It is expected that teaching will help the student develop a broader understanding of their field and will facilitate confidence and skills in oral presentation.

Guidelines for the Experimental Psychology Practicum

Students in the Experimental Psychology program may elect to complete a practicum (Psyc 6641). The practicum is intended to provide students with opportunities to establish links with community partners and expand their research, academic, and practical skills in an applied setting. In recent years, practica have been completed at NB Power, Autism Connections, and in collaboration with other community organizations.

Students are encouraged to consult with the Director of the Experimental Program regarding their interest in completing a practicum. The practicum placement may be completed in any setting, but the placement must be approved by the Director of the Experimental Program. Relevant forms are provided at the Psychology Department webpage, but also provided below.

Once the practicum placement has been approved, two forms (a practicum agreement¹ and a practicum learning contract²) must be completed and submitted to the Director of the Experimental Program at least two weeks prior to the beginning of the practicum. Requirements for the practicum experience will be determined mutually by the student, the Experimental Program Director, and the site supervisor. The Director of the Experimental Program will provide guidance for completion of the practicum agreement to ensure that the practicum experience is feasible and meets the intended goals of the Experimental practicum. The placement is expected to be completed within a consecutive 3- to 4-month period. Each practicum will include a written final report that must be submitted to the site supervisor and the Director of the Experimental Program at the conclusion of the practicum.

When the practicum is completed the site supervisor will complete an evaluation³ of the student's progress during the course of the practicum, which will be submitted to the Director of the Experimental Program and added to the student's file. Within the evaluation, the site supervisor will provide a recommendation as to whether the student should be assigned credit for the course. The Experimental Program Director will assign credit (i.e., CR or NCR) when the student has completed the practicum requirements as outlined in the practicum agreement. Additionally, the student will complete an evaluation⁴ of their practicum site and their site supervisor, which will be submitted to the Director of the Experimental Program at the conclusion of the practicum.

1. https://www.unb.ca/fredericton/arts/_assets/documents/psychology/exp_psyc_program_practicum_agreement.docx
2. https://www.unb.ca/fredericton/arts/_assets/documents/psychology/exp_psyc_program_practicum_learning_contract.docx
3. https://www.unb.ca/fredericton/arts/_assets/documents/psychology/exp_psyc_practicum_supervisor_final_evaluation.docx
4. https://www.unb.ca/fredericton/arts/_assets/documents/psychology/exp_psyc_student_final_practicum_evaluation.docx

Guidelines for the Experimental Ph.D. Comprehensive Project

1. **Purpose:** The comprehensive project (Psyc 6823) serves the purpose of 1) extending a student's research expertise to a new (secondary) area through working closely with a faculty member (consultant) other than their current supervisor; and 2) providing a bridge between research apprenticeship and dissertation through the implementation of a research project with input from two readers, in addition to the research consultant, during the proposal stage of the project. To that end, the project should focus on a substantively different topic than the dissertation, although both can be in the same general area of psychology (e.g., social psychology). The comprehensive project can take the form of a review paper, a grant proposal, or a research project in consultation with a GAU member other than the supervisor. In all cases, it should be a well-written scholarly paper that focuses on one or more important issues. Although the paper requires broad familiarity with the literature in the area, only the literature especially germane to the issues should be cited.

a. **Review Paper:** The written product for a comprehensive project that takes the form of a review paper should include a thorough and integrated discussion of the relevant literature. The paper should follow the model of a research paper for submission to a major psychological journal. It should reflect, among other things, the student's ability to be selective about the available literature rather than simply providing an exhaustive review of an area or sequentially describing studies in detail. Further, the paper should demonstrate the student's ability to appraise the literature critically, to synthesize material, and to develop sound conclusions based on the review. It is expected the length of the review paper will follow the author guidelines of a journal that the student identifies as a potential outlet for the review paper. The student will identify the target journal in their proposal and the appropriateness of the journal will be evaluated by the consultant and the readers during the proposal stage of the project.

b. **Grant Proposal:** The written product for a comprehensive project that takes the form of a grant proposal should follow the same form as an application to an agency relevant to the topic (CIHR, NSERC, SSHRC, etc.). This means that page limits should also be met and all components (e.g., budget) should be included. It is not required that the student submit the grant application to a funding agency. However, to be acceptable, the proposal must have the potential to be submitted, although it may require non-substantive modifications (e.g., adding a control group, adding minor references, modifying budgets) before it could be submitted to a funding agency. It cannot be similar to another grant generated for other course requirements.

c. **Research Project:** The written product for a comprehensive project that takes the form of a research project should follow the guidelines for a standard research article appropriate for submission to a relevant journal. Significant results are not required. Demonstrated

scholarship and scholarly merit of the underlying research are the main criteria used in assessing the written project. It is not required that the student submit the article to a journal (although it is strongly recommended and could be negotiated with the comprehensive project consultant). To be acceptable, the manuscript must have the potential to be submitted, although it may require non-substantive modifications before it could be submitted to a refereed journal.

2. Process: Completion of the comprehensive project involves the following steps:

1. As a first step toward completing this requirement, students need to **identify and meet with a potential consultant and two readers**. The role of the comprehensive project consultant is to provide feedback and ultimately to assign a grade (credit/no credit) for the project, whereas the role of the readers is to review the project proposal and provide feedback during the proposal stage of the project.
2. When a potential topic is decided by the student and the consultant, the student should **submit the Experimental Program Comprehensive Project Proposal Outline Form (available on the resources and forms for current psychology graduate students website: <https://www.unb.ca/fredericton/arts/departments/psychology/current/resources.htm>) to the Director of the Experimental Program for it to be circulated to the Experimental Program Committee for approval**. The committee may then ask for clarifications or modifications before approving the project. This form includes a short description of the student's major research area and the proposed comprehensive project, the name of the proposed consultant, the names of two GAU members who have agreed to be readers, and a statement that makes clear how the project will advance the student's expertise into a new area. This expertise can be competency-based (e.g., acquired an additional skill set), not solely content-based, depending on the nature of the project.
3. Once the proposal outline is approved by the Experimental Program Committee, the student should **write a detailed proposal**. For a research article, the proposal should include an introduction, method, proposed analyses, implications, and references. For a review paper, the proposal should include a description of the review and related methods, including a preliminary reference list and avenues that will be investigated. For a grant application, the proposal should include a summary of the background literature (including references) and proposed methodology, and implications.
4. Once a complete draft of the proposal is deemed satisfactory by the student and the comprehensive project consultant, the student should **submit the proposal to the readers**. Normally, the readers are expected to provide their feedback within two weeks of receiving the draft of the proposal. This period may be extended by the Director of the Experimental Program upon request from the reader(s). Upon receipt of the readers' comments, there may be a meeting between the student, the comprehensive project consultant, and the readers to address issues and to clarify the readers' expectations. At this point, the readers may ask to read a second draft that includes their suggested modifications. In all cases, modifications to the document itself should be accompanied by a letter similar to what would be attached to a journal article. Specifically, the cover letter should address point by point each of the readers' comments and indicate where (page and paragraph) changes were made or why some changes were not made. This stage has to be handled with care and requires the consultant's input. If the readers' comments are not addressed satisfactorily,

then the need for further changes would be acceptable. Style issues are not relevant to this evaluation, although the writing must be at an acceptable level. If the readers cannot reach consensus on further revisions, the Director of the Experimental Program, in consultation with the Experimental Committee, will appoint a third reader, who will have two weeks to review the product and forward their review of the product and the request for revisions. The majority decision of the three readers will be applied.

5. Once the comprehensive project proposal has been approved by the consultant and the readers, the student should **submit to the Director of the Experimental Program a copy of the proposal and a Comprehensive Project Proposal Approval Form (<https://www.unb.ca/fredericton/arts/departments/psychology/current/resources.html>) that has been signed by the readers and the comprehensive project consultant.**

From this point, the readers have completed their involvement in the student's comprehensive project. The student now has six months to provide a first draft of the completed manuscript to the comprehensive project consultant. This period may be extended by the Director of the Experimental Program on a case-by-case basis, under exceptional circumstances, for instance, where obtaining ethical approval or recruitment took longer than anticipated.

6. To reflect the semi-independent nature of the work to be conducted, the consultant is expected to read no more than three drafts of the complete comprehensive paper. The final paper should be in a form that would be appropriate for submission to a journal or granting agency. It is not a requirement that the paper actually be submitted. The final paper should be clearly written and free of typographical and grammatical errors. Even in the event of a project being passed, typographical and grammatical errors should be corrected by the student. The criteria for passing a final comprehensive paper are determined by the consultant. In the cases where the consultant does not pass the final paper and the student objects to the decision, then the Experimental Committee would appoint two additional reviewers, who will have two weeks to review the product and decide on passing or failing the project. The majority decision of the three (consultant and the two reviewers) will be applied. To receive credit for completing the comprehensive project, **the student should submit a final copy of the comprehensive paper with the consultant's signature or other electronic notification to the Director of the Experimental Program.**

In the case where a student fails the comprehensive project, they will have the opportunity to complete a new comprehensive project. In the case where a student fails the comprehensive project twice, they will normally be asked to withdraw from the program.

Note: The Department encourages students to seek publication of comprehensive projects where appropriate, although this should not be done at the expense of timely completion of program requirements.

Guidelines for the Experimental Ph.D. Dissertation

Ph.D. students will write a formal dissertation proposal and present it to the Department. In preparing their dissertation proposal, students should note that to satisfy the dissertation requirement of the School of Graduate Studies, a dissertation must demonstrate the candidate's competence to undertake and complete independent research or creative work that is original or

unique in nature and the completed work must contribute significantly to knowledge in the candidate's field of study. The contribution must be of sufficient merit to suggest publication in an appropriate scholarly journal or other form. The dissertation must show that the candidate is fully aware of the pertinent published material and the dissertation must be written in a satisfactory literary style, free from typographical and other mechanical errors. Students in the Experimental Psychology program should enroll in both Psyc 6814 (Dissertation Proposal) and Psyc 6833 (Oral Presentation of the Dissertation Proposal) beginning the semester in which they plan to propose their dissertation.

1. Students shall prepare a proposal document including complete Introduction, Method, Proposed Analyses and Reference sections, as well as any necessary Appendices. The Introduction section should include a broad consideration of the literature in the relevant area(s). It should demonstrate the student's comprehensive and broad knowledge and understanding of the relevant literature, in addition to the background and rationale for the proposed study. This material may be presented within the Introduction section or in an Introduction with an accompanying Appendix. If the latter model (with an Appendix) is adopted by the student, it is expected that the Introduction section will be in a form that is appropriate for use as the Introduction section of a journal article. In this case, the Appendix should contain the comprehensive literature review. Although modifications may be required at various points in the process, this document is intended to be ready to use in the final dissertation write-up. The proposal must be approved by the supervisor before proceeding to Step 2.

Since 2019, UNB has required that students develop and submit an electronic thesis dissertation. Students are referred to the Electronic Thesis and Dissertations document on the University of New Brunswick Libraries website (<http://www.unb.ca/etd/index.html>). Students are encouraged to use the pre-formatted template available at that website, as it conforms to the thesis formatting regulations and guidelines set out by the School of Graduate Studies (SGS). For additional details, please consult the SGS formatting guide (<https://www.unb.ca/gradstudies/assets/documents/thesisformattingguide.pdf>).

2. Once the proposal is approved by the supervisor, it will be submitted to the dissertation supervisory committee. After all required revisions have been made, the proposal must be approved by the dissertation supervisory committee before going on to Step 3.
3. The student will present the proposal to the Department. The student is responsible for providing the graduate secretary with the information needed for the announcement, which must be circulated to the Department at least *one week* prior to the presentation. At this time, an electronic copy of the full proposal will be made available (by request) for examination by interested faculty. Presentations are expected to be 30 minutes in length. The presentation is intended to demonstrate the student's comprehensive knowledge of the area, to inform the Department of the student's research (the dissertation's rationale, hypotheses, and methods), and to allow the student and committee to get input from the Department. All members of the supervisory committee are required to attend the oral presentation and are expected to initiate the discussion that will follow the presentation. Typically, the Director of Graduate Studies (or designate) will chair the presentation. All other faculty and graduate students are strongly encouraged to attend. Any questions, concerns or reservations about a study should be expressed at this point, not later in the process.

Immediately following the presentation and question period, the student and their committee will meet to consider any new concerns that arose during the talk or question period. Faculty members who think there may be a problem in the rationale, method, design or analysis should stay and assist the student and committee with finalizing the proposal. Based on the presentation and ensuing discussion, the supervisory committee may identify additional revisions to be made to the proposal document. This process is intended to serve as the student's (and committee's) assurance that the proposal is acceptable to the Department, and that it contains no serious flaws or other problems that would ultimately make it unacceptable as a dissertation. After the conclusion of the oral presentation, the supervisor will notify the Director of Graduate Studies, who will assign a grade of CR for the dissertation proposal presentation requirement (i.e., Psyc 6833).

4. The student will resubmit a revised proposal to the dissertation supervisory committee for final approval if required. Committee members will indicate approval of the complete proposal by signing a Ph.D. Dissertation Proposal Approval Form (https://www.unb.ca/fredericton/arts/_assets/documents/psychology/phd-thesis-proposal-form2022.pdf).
5. The signed Proposal Approval form, along with a copy of the proposal, will be delivered to the Director of Graduate Studies, who in the case of Experimental students will assign a grade of CR for the thesis proposal (i.e., Psyc 6814).

Note: general guidelines for preparing a research proposal are provided in Appendix B.

Experimental Program Direction and Approval

1. All students will be under the direction of a supervisor. The course of study for each student will be monitored by the Experimental Program Committee, which is made up of at least 3 faculty members (including one from the Saint John campus). The role of this committee is to ensure the individual student's program is well balanced with respect to both breadth and specialization, the program is suitable given the student's goals, and the student is completing their work in a timely fashion.
2. Students in the first year of the M.A./Ph.D. will meet with the program director, who will assist with program plans to achieve the required balance in breadth and specialization. Normally, each student in the Experimental Program will meet with the program director on an annual basis to ensure these standards are maintained.

Regulations for the Experimental Program

Students will be accepted into the program with the expectation that they will complete a Ph.D. Most students are admitted at the Master's level with the expectation of a recommendation for transfer to the Ph.D. level following the annual evaluation in the Spring of their first year. Promotion to the Ph.D. program will typically take effect in the Fall of their second year. Students who have an unsatisfactory evaluation at the end of the first year will not normally be promoted to the Ph.D. program (see section entitled Departmental Policies).

In addition to the two research apprenticeships, students are expected to work on research projects at all times. Specifically, after completion of the research apprenticeship requirements, students should be involved in research relevant to their thesis proposal which could take the form of pilot studies, test validation, literature reviews, etc.

Academic Standards for Continuation in the Experimental Program

Students in the Experimental Psychology program are expected to maintain a cumulative grade point average of 3.0 and receive satisfactory annual evaluations to remain in the program. If a student's CGPA falls below 3.0 or they obtain a grade of C or less or a grade of NCR in any course or program requirement, their academic progress will be reviewed by the Experimental Program Committee. The outcome of such a review could be that:

- no further action will be taken,
- the student will be asked to retake a course or program requirement,
- the student will be asked to take a replacement course, or
- the student will be advised of their termination from the Experimental program.

At the very least, the student's academic progress will be monitored by the EPC over the following term.

Program in Clinical Psychology

Accreditation

The doctoral program in clinical psychology is accredited by the Canadian Psychological Association (CPA). Additional information and contact information for the CPA Accreditation Office is available here: <https://cpa.ca/accreditation/contactus/>

Mission

The mission of the Clinical Psychology Program is to prepare students for careers as professional psychologists competent in assessment, intervention, research, supervision, and evaluation in a wide variety of academic and clinical settings. The program is designed to provide students with the academic and professional training necessary to meet the requirements for licensing with the College of Psychologists of New Brunswick.

Theoretical Orientation

The program adopts the scientist-practitioner model with an emphasis on individualized training within a generalist developmental framework. The general theoretical orientation of the program falls within an integrated biopsychosocial perspective, although the interests of clinical faculty span several content domains across the lifespan (see Appendix A or <https://www.unb.ca/fredericton/arts/departments/psychology/people.html>). Following from the scientist-practitioner model, the program places strong emphasis on research training and experience through formal coursework, two research apprenticeships, and the doctoral dissertation. This focus on research is balanced with professional training acquired through clinical skills courses and practica beginning in the student's first year of the program.

Objectives of the Clinical Program

1. *Integration of theory, research, and practice:* The Program helps students develop mastery of the theoretical and empirical knowledge base of the science and practice of clinical psychology consistent with a generalist, developmental, biopsychosocial perspective. Students demonstrate this mastery through their record of undergraduate course work and the completion of graduate-level seminar courses, skills courses, practica, and multiple research projects. Integration across the science and practice of psychology is demonstrated through successful completion of a comprehensive examination, a capstone seminar in Evidence-Based Practice, and advanced practica and internship training.
2. *Developing independent research skills:* An important component of Ph.D. training in clinical psychology is the development of independent research skills that enable students to advance the science and practice of clinical psychology. The program utilizes a mentorship model to help students develop these skills across two research apprenticeships and the completion of a dissertation. Students are encouraged and supported to widely disseminate their research findings through professional conferences, peer-reviewed journal publications, health professional continuing education presentations, and broader community-focused dissemination efforts.
3. *Generalist training:* The generalist orientation of the Program seeks to prepare professionals who can meet community needs arising within a primarily rural provincial jurisdiction. Students are expected to obtain core knowledge and competencies in both child and adult clinical psychology (including assessment, intervention, evaluation, and consultation) applicable to a broad range of diverse individuals. Generalist training is intended to provide students with skills that will equip them for professional practice in

rural as well as urban settings and is a priority given the high rural to urban ratio in New Brunswick. Students acquire these competencies following a developmentally appropriate mentorship model with increasing complexity across foundational skills courses, initial practicum training at UNB's Psychological Wellness Centre, advanced practica in the community, culminating in completion of a full-year Residency.

4. *Attainment of the highest standards of ethical and professional conduct:* Students complete two 6-week seminar courses in ethics and professional issues during their first year in the Program to ensure mastery of the empirical knowledge base of ethical scientific and clinical practice. Students are expected to demonstrate ethical and professional conduct in all their work, including courses, research, and clinical practice. To this end, competency in ethical practice and adherence to the CPA ethical standards is monitored and evaluated throughout the program.
5. *Acquiring sensitivity to individual differences and diversity:* Another important aspect of professional development is awareness of, and sensitivity to working with, diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics. The Clinical program emphasizes the development of awareness and sensitivity in all aspects of the program, through assigned readings, discussion, self-reflection, and clinical practice. The Psychology Department also endorses UNB's policies on human rights. We actively oppose sexual harassment and discrimination based on race, gender, ethnic origin, sexual orientation, or age. For information about these policies please refer to <https://www.unb.ca/humanrights/>
6. *Developing advanced interpersonal skills that enable the establishment and maintenance of a working therapeutic alliance:* Students must demonstrate the fundamental interpersonal skills needed to form and maintain a therapeutic relationship in their clinical courses, practica, and internship. Students develop these foundational clinical skills in Psyc 6311 Therapy Skills with Adults during their first year in the program. These skills are expected to continue developing and improving throughout the program and are evaluated on an ongoing basis by clinical faculty and supervisors. Students must evidence acceptable interpersonal skills in their course work and relations with peers and faculty as part of the criteria for demonstrating preparedness to engage in clinical practice.
7. *Mental health promotion:* A fundamental goal of clinical psychology as a profession is to help improve the mental health of individuals, families, and communities. While this can be accomplished to some degree through our assessment and intervention work as clinical psychologists and clinical psychology trainees, our efforts extend beyond this to encompass the viewpoint that psychologists and trainees should work to reduce stigma and address disparities in access to services. In keeping with the viewpoint, we aim to foster a training environment in which mental health is prioritized. This is accomplished by offering regular workshops on self-care, encouraging and modeling work-life balance, and seeking to identify and facilitate access to mental health care for graduate students on campus and within the larger community. Students are also encouraged to contribute to reducing stigma and addressing service access disparities through involvement in local, provincial, national, and international regulatory and advocacy bodies.

Overview of the Clinical Curriculum

As they progress through the Clinical program, students are expected to obtain advanced understanding of the core knowledge domains of adult and child clinical psychology, acquire clinical skills in professional psychology practice, and develop expertise in psychological research.

To achieve these goals, the Clinical program consists of 45 credit hours of academic course work, independent research activities, a comprehensive examination, clinical practica, and an internship.

The following courses and other requirements must be satisfied for the Ph.D. degree in Clinical Psychology:

- Scientific & Professional Ethics and Standards
 - Psyc 6101 Ethical Standards (1.5 CH)
 - Psyc 6102 Professional and Ethical Issues in Clinical Psychology (1.5 CH)
- Research Design and Methodology
 - Psyc 6001 Statistics and Design I (3 CH)
 - Psyc 6002 Statistics and Design II (3 CH)
 - Psyc 6003 Multivariate Statistics or Psyc 6004 Qualitative Research Methods (3 CH)
- Psychological Assessment & Measurement
 - Psyc 6211 Assessment Skills with Children and Adolescents (3 CH)
 - Psyc 6212 Assessment Skills with Adults (3 CH)
 - Psyc 6408 Evidence-Based Practice (3 CH)
- Psychological Interventions
 - Systems of Psychotherapy (0 CH)^a
 - Psyc 6311 Therapy Skills with Adults (3 CH)
 - Psyc 6312 Therapy Skills with Children/Adolescents (3 CH)
 - Psyc 6405 Cognitive Behaviour Therapy (3 CH)
 - Psyc 6408 Evidence-Based Practice (3 CH)
- Individual Behaviour
 - Psyc 6202 Lifespan Psychopathology (3 CH)
 - Psyc 6082 Child/Adolescent Development (3 CH)
- General/Experimental Psychology
 - Biological Bases of Behaviour (0 CH)^b
 - Cognitive/Affective Bases of Behaviour (0 CH)^b
 - Social Bases of Behaviour (0 CH)^c
- Research Experience
 - Psyc 6521 Clinical Research Apprenticeship I (3 CH)^c
 - Psyc 6522 Clinical Research Apprenticeship II (3 CH)^c
 - Psyc 6998 Dissertation (0 CH)
- Practica and Internship Training^d
 - Psyc 6626 Adult Assessment Practicum (0 CH)
 - Psyc 6627 Child/Adolescent Assessment Practicum (0 CH)
 - Psyc 6628 Adult Intervention Practicum (0 CH)
 - Psyc 6629 Child/Adolescent Intervention Practicum (0 CH)
 - Psyc 6633 Clinical Supervision Practicum (0 CH)
 - Psyc 6634 Advanced Clinical Practicum I (0 CH)
 - Psyc 6635 Advanced Clinical Practicum II (0CH)
 - Psyc 6624 Predoctoral Clinical Residency (0 CH)
- Comprehensive Exam
 - Psyc 6525 Clinical Comprehensive Examination (3 CH)

^a Students must demonstrate knowledge of systems of psychotherapy through undergraduate coursework or by completion of assigned readings in consultation with the Director of Clinical Training (DCT).

- ^b These three core content areas can each be satisfied by one three-credit graduate course or two three-credit senior undergraduate courses. The DCT, in consultation with relevant faculty, will determine whether undergraduate or graduate courses on a student's transcript satisfy these content areas: Biological Bases of Behaviour (e.g., physiological psychology, perception, neuropsychology, psychopharmacology); Cognitive-Affective Bases of Behaviour (e.g., learning, cognition, motivation); and Social Bases of Behaviour (e.g., social psychology; cultural psychology; group processes; sex roles; organizational psychology). If a student does not have sufficient undergraduate or graduate courses to satisfy one or more of the core content areas prior to beginning the Clinical program, they will be required to take the relevant graduate-level content area course(s) offered in our Department as part of their program.
- ^c For students entering the Clinical program with a relevant Master's degree, the Clinical Program Committee may permit enrolling in Psyc 6519 Advanced Research Apprenticeship in lieu of Psyc 6521 and Psyc 6522.
- ^d Because practica training involves working with vulnerable persons, all students in the Clinical Program are required to obtain a criminal record and vulnerable sector check from the police agency where they reside prior to starting their first placement at the Psychological Wellness Centre.

To help students plan and monitor the completion of their program requirements, a *Clinical Psychology Program Requirements Student Completion Record* form is provided to students during their first semester in the program; it is also available on the Department of Psychology website on the graduate student resources page.

Clinical students receive four types of instruction or training in this program:

- (i) Academic Seminars - most of these courses take the traditional academic seminar format with reading lists, student presentations, and papers or examinations; others use a problem-based format.
- (ii) Clinical Skills Training - these courses offer direct clinical skills training to students using a performance-based approach and are designated by the term "skills" in the course title. Skills courses are taught by full-time clinical faculty or Clinical Associates, all of whom are licensed with the College of Psychologists of New Brunswick. Students can acquire practicum hours from their participation in a clinical skills course.
- (iii) Independent Study - these course designations are for independent projects that students undertake usually with the supervision or consultation of a faculty member (e.g., research projects, co-teaching apprenticeship).
- (iv) Clinical Training Experiences - During the first four years of the program, students are intensively engaged in clinical training at the Psychological Wellness Centre (see Practicum Policy Manual for further details) where they will complete practica in Assessment, Intervention, and Supervision. Students typically engage in external community practica beginning in the summer of their third year of the program. The availability of local external practica is impacted by the availability of community supervisors, and students may need to consider completing one of their external practica in a community setting outside Fredericton. All clinical students are also required to complete a CPA-accredited one-year full-time residency.

Typical Course of Study

The following is the typical sequence students can expect to follow for the Clinical program. Naturally, the actual course sequencing for a particular student will vary somewhat because of variations in the graduate teaching schedule from year to year and because of variations in courses for which students have previously received credit.

Residency Requirement Note: The minimum full-time enrolment period for students in the Clinical program is nine terms, six of which must be during the Fall and Winter terms. The residency requirement must be completed on the Fredericton Campus during a student's first three years of enrolment in the M.A./Ph.D. program. It should also be noted that the Clinical program runs 12 months/year.

Year 1*

Fall

Psyc 6001 Stats/Design I
 Psyc 6101/6102 Ethics/Prof Issues
 Psyc 6311 Adult Intervention Skills
 Psyc 6521 Clinical Research Apprenticeship I

Winter

Psyc 6002 Stats/Design II
 Psyc 6202 Lifespan Psychopathology
 Psyc 6212 Adult Assessment Skills
 Psyc 6522 Clinical Research Apprenticeship I

Summer

Psyc 6628 PWC Adult Intervention Practicum¹
 Psyc 6626 PWC Adult Assessment Practicum¹
 Psyc 6522 Clinical Research Apprenticeship II
Approaches to Psychotherapy Reading Course if required

Year 2*

Fall

Psyc 6211 Child/Adolescent Assessment Skills
 Psyc 6003/6004 *or* Psyc XXX Outside Seminar²
 Psyc 6628 PWC Adult Intervention Practicum¹
 Psyc 6626 PWC Adult Assessment Practicum¹
 Psyc 6522 Clinical Research Apprenticeship II

Winter

Psyc 6312 Child/Adol Intervention Skills
 Psyc 6003/6004 *or* Psyc XXX²
 Psyc 6627 PWC Child/Adol Assess. Pract.¹
 Psyc 6522 Clinical Research Apprent. II
 Dissertation Planning

Summer

Psyc 6627 PWC Child/Adolescent Assessment Practicum¹
 Psyc 6629 PWC Child/Adolescent Intervention Practicum¹
 Dissertation Planning/Proposal Writing
 CPA Online Psychopharmacology Course

Year 3*

Fall

Psyc 6003/6004 *or* Psyc XXX Outside Seminar²
 Psyc 6408 Evidence-Based Practice
 Psyc 6405 Cognitive Behavioural Therapy
 Psyc 6629 PWC Child/Adol Interven. Practicum²

Winter

Psyc 6525 Comprehensive Examination
 Psyc 6408 Evidence-Based Practice (cont'd)
 Dissertation Proposal Writing

Summer

Psyc 6634/6635 Advanced Clinical Practicum I or II
Dissertation Proposal Presentation

Year 4**Fall*

Psyc 6634/6635 Advanced Clin. Practicum I or II
Dissertation (begin data collection)

Winter

Psyc 6082 Child/Adolescent Development
Psyc 6633 PWC Supervision Practicum
Dissertation (data collection/analysis)

Summer

Psyc 6634/6635 Advanced Clinical Practicum I or II

Year 5**Fall/Winter/Summer*

Residency Applications (applications submitted in fall; interviews in fall/winter)
Dissertation (data analysis, writing final document, submission to committee by end of summer)

Year 6**Fall/Winter/Summer*

Psyc 6624 Predoctoral Clinical Residency
Dissertation revisions in response to committee feedback
Dissertation Defense

TOTAL NUMBER OF PROGRAM CREDIT HOURS: 45

* Students must register in Psyc 6997 during the fall, winter, and summer terms of their first year. Beginning in the fall of their second year, they must register in Psyc 6998 every semester (fall, winter, summer) until their final semester in the program. This is an important record-keeping tool for the School of Graduate Studies who use enrollment statistics from this course to document the number of graduate students studying at UNB.

¹ Each PWC practicum is 1 day/week for 8 months, apart from the supervision practicum, which takes place over 1 semester. PWC practica scheduling follows the regular academic term, with students expected to take time off from their practicum during the regular University breaks (e.g., holidays, reading weeks, and between each term) in consultation with their clinical supervisor. Advanced Clinical Practica are completed in the community. At least one of the advanced practica must be full-time (i.e., a minimum of 4 days/week) and should be in a multidisciplinary setting.

² Psyc 6003/6004 (Multivariate Statistics/Qualitative Research Methods) are offered in alternate years; outside seminars (Biological, Cognitive/Affective, and Social Bases of Behaviour) are offered on a rotating basis depending on expected student enrolment. Courses that can be taken to fulfill Outside Seminars include:

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
Psyc 6062	Social Psychology	3.0
Psyc 6111	Seminar in Perception	3.0
Psyc 6191	Cognitive Science	3.0
Psyc 6204	Brain and Behaviour	3.0
Psyc 6103 UNBSJ	Cognitive-Affective Bases of Behaviour	3.0
Psyc 6203 UNBSJ	Biological Bases of Behaviour	3.0
Psyc 6303 UNBSJ	Social Bases of Behaviour	3.0

Course Descriptions

Psyc 6001 Statistics and Design I

This course focuses on (1) reviewing and elaborating on the principles of research design and research methods, and (2) providing instruction on conducting regression analyses. In particular, coverage includes research designs, handling data and psychometric evaluation, basic foundations of measurement theory, and simple and multiple regression analyses with assorted types of variables. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6002 Statistics and Design II

This course covers research methods, designs, power issues, inferential statistics, and data interpretation relevant to categorical variables. Within this context, techniques such as Chi square, t-tests, Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA), and a brief introduction to Multivariate ANOVA are covered. Between-subjects and within-subject designs will be considered. Relevant SPSS applications will also be examined. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6003 Multivariate Statistics

Multivariate analyses examine the relations of multiple variables or sets of variables (e.g., multiple independent and/or dependent variables, repeated measurements of the same variable). The first part of the course will continue on from Psyc 6002, covering topics such as discriminant function analysis, survival analysis, and canonical correlation. The second part will introduce the structural equation modeling framework and specific techniques (e.g., factor analysis, path, and growth models). Overall, the course will emphasize conceptual understanding of these techniques: when they are appropriately applied, what they do, and how they are interpreted. Statistical software applications will be included. Students in the Clinical program are required to take Psyc 6003 Multivariate Statistics *or* Psyc 6004 Qualitative Methods. *Elective course. Prerequisites: Psyc 6001, 6002. Credits: 3.0*

Psyc 6004 Qualitative Research Methods

The aim of this course is to provide an introduction to the qualitative/social constructionist paradigm in psychology and to the use of qualitative methods in psychological research. The course focuses on qualitative methods involving collection and analysis of verbal/linguistic data (e.g., people's accounts of their experiences and written records and documents). Specific methods discussed include interviewing and use of transcribed or printed texts. These methods are considered in conjunction with the analytic approaches of grounded theory and discourse analysis. Students will have the opportunity to carry out a qualitative analysis project with the aid of computer software designed for this purpose. Students in the Clinical program are required to take Psyc 6003 Multivariate Statistics *or* Psyc 6004 Qualitative Methods. *Elective course. Prerequisite: none. Credits: 3.0*

Psyc 6062 Social Psychology

This seminar addresses a wide range of themes in social psychology, with special attention given to the interrelationships between individuals, groups, and societies. The course focuses on core areas of theory and empirical research, including social cognition, attitudes, persuasion, group conformity and cohesion, interpersonal attraction, and the self. We examine recent theoretical and empirical advances in social psychology rather than focus on the "classics" alone. Discussion emphasizes research models and techniques and how best to apply them to problems of current interest in social psychology. *Prerequisite: none. Credits: 3.0*

Psyc 6082 Child and Adolescent Development

Designed for senior students in the Clinical PhD program, this course focuses on theories and research that inform our understanding of normative development during the first two decades of life. Foundational

aspects of development (e.g., biological, cognitive, emotional) during infancy, childhood, and adolescence will be reviewed along with individual development that takes place in relation to others (e.g., moral development, sexuality) and in various contexts (e.g., family, peers, school, media). The relevance of typical development for a clinical context will be considered. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6101 Ethical Standards for Psychologists

This seminar will examine ethical standards for psychologists involved in research, teaching, and applied work based on the most recent version of the *Canadian Code of Ethics for Psychologists*. The course uses a problem-based learning approach in which students research relevant issues and then use the ethical standards to resolve ethical dilemmas. Class meetings will involve little or no lecturing but much discussion, informed by research and the Code of Ethics. *Required course. Prerequisite: none. Credits: 1.5*

Psyc 6102 Professional and Ethical Issues in Clinical Psychology

This seminar introduces students to professional issues and practicum training settings affiliated with the Clinical program. Topics covered include licensing requirements and examination in New Brunswick, by-laws of the College of Psychologists of New Brunswick, status and issues of professional psychology in Canada, the practice of clinical psychology, and advocacy and regulatory issues in the profession. Part of the seminar will involve site visits to various practicum settings around the province. This will provide students with an orientation to practicum training opportunities and introduce them to potential practicum supervisors. *Required course. Prerequisite: Psyc 6101. Credits: 1.5*

Psyc 6111 Seminar in Perception

This seminar covers various topics in sensation and perception, with emphasis on vision and hearing. Possible topics include basic processes in vision and hearing, music perception, language perception, cerebral functions involved in perception, color perception, perception of size and distance, and sound localization. This course consists of weekly meetings where students present assigned readings for discussion. *Prerequisite: none. Credits: 3.0*

Psyc 6191 Cognitive Science

This seminar examines fundamental principles of memory and cognition. Seminal readings and more recent contributions to the study of cognitive science will be discussed and critically evaluated. Topics may include the cognitive revolution, attention, working memory, issues relevant to retrospective and prospective memory, language, and semantic processing. In addition, theoretical frameworks of how information is represented in the brain will be reviewed. *Prerequisite: none. Credits: 3.0*

Psyc 6202 Lifespan Psychopathology

This seminar provides an overview of theory and research on a broad range of psychological disorders and how they may present in clinical settings that serve children, adolescents, and adults. First, current conceptual frameworks and classification systems used to understand psychological disorders will be evaluated. Then the symptoms and DSM diagnostic criteria for specific disorders will be reviewed, with attention to similarities and differences in the presentation of disorders across development. Factors such as gender differences, etiology, and comorbidity will also be considered. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6204 Brain and Behaviour

This seminar reviews the organization of the human brain and how the brain produces behaviour (e.g., thoughts, feelings, movements, perceptions, memories) using evidence from experimental and clinical

human neuropsychology. A core set of topics will be used to examine the major neocortical and subcortical regions in the brain together with their associated neuropsychological functions as well as how these regions work together to produce complex adaptive behaviour. Additional topics may include experimental and clinical measures of brain functioning and cognitive maturation and decline across the lifespan. Critical thinking about brain-behaviour relationships will be emphasized. *Prerequisite: none. Credits: 3.0*

Psyc 6211 Assessment Skills with Children and Adolescents

The goal of this clinical skills course is to provide students with core knowledge and initial skills relevant to the psychological assessment of children and adolescents. Seminar topics include reviews of various assessment procedures and specific instruments used with children and youths (e.g., interviews, intelligence and academic skills tests, behavioural rating scales, self-report measures), and discussion of key issues (e.g., combining data from multiple sources) and ethical and professional situations that may arise during assessments. Students will also have an opportunity to acquire beginning skills in the administration, scoring, and interpretation of instruments often used with children and adolescents (e.g., the WISC, WIAT) and with report writing and providing feedback to clients. *Required course. Prerequisite: none. Credits: 3.0. Estimated number of practicum hours: 10-15.*

Psyc 6212 Assessment Skills with Adults

The goal of this clinical skills course is to provide students with core knowledge and fundamental skills relevant to evidence-based assessment of adults. Students will acquire skills in the administration, scoring, interpretation, report writing, and provision of feedback for tests related to adult intelligence, personality, and mental health (e.g., WAIS, NEO, PAI). Students will also become familiar with other selected tests of adult cognitive functioning, personality, and mental health. The current status of the intelligence concept and the role of intelligence testing in clinical assessment will also be examined, along with an appraisal of personality and mental health measures and their clinical uses. *Required course. Prerequisite: none. Credits: 3.0. Estimated number of practicum hours: 10-15.*

Psyc 6311 Therapy Skills with Adults

This skills course is designed to equip students with the basic interviewing and psychotherapy skills necessary to intervene with a variety of clinical problems. Students will develop interviewing skills using a micro-counselling approach involving instruction, modeling, and role-playing with feedback. They also will develop psychotherapy skills that can be employed across techniques. Students will implement these skills by conducting three 50-minute sessions with undergraduate volunteers in which they will define the problem, establish therapeutic goals, and make recommendations for intervention. Students also will learn about empirically supported therapies used to address common psychological problems in adults (e.g., depression, personality disorders). *Required course. Prerequisite: none. Credits: 3.0. Estimated number of practicum hours: 20.*

Psyc 6312 Therapy Skills with Children

This skills course will survey issues and procedures involved in the treatment of common child and adolescent emotional and behaviour problems. Students will develop basic interviewing skills needed for interactions with children ranging in age from early childhood to adolescence and with parents, teachers, and others who may affect change in a child. The focus will be on developing basic skills that can be employed across techniques. Students also will learn about empirically supported therapies across a range of modalities (e.g., individual, family, group) that are used to address common problems (e.g., anxiety, depression, behaviour difficulties). The course may take various formats depending on the instructor, student enrolment, and availability of volunteers. *Required course. Prerequisite: none. Credits: 3.0. Estimated number of practicum hours: 20.*

Psyc 6405 Cognitive Behaviour Therapy

The aim of this clinical seminar is to provide students with an advanced, critical understanding of theory and research pertaining to cognitive behaviour therapy (CBT) for children, adolescents, and adults. Students will learn about the fundamental approach of CBT for assessing and treating a variety of disorders, adapting CBT for implementation across the lifespan, case formulation, and manualized therapy. Students are expected to be actively involved in discussion of assigned readings, library research on selected topics, and class presentations. Basic skills in CBT will be acquired through videotape demonstrations, role-plays, and peer-to-peer practice of specific therapeutic elements, such as cognitive restructuring and relaxation training. *Required course. Prerequisites: Psyc 6202, Psyc 6311, and Psyc 6312. Credits: 3.0*

Psyc 6408 Evidence-Based Practice

The aim of this seminar is to help students apply their clinical skills and knowledge to evidence-based practice. The course uses a problem-based learning approach in which students will research relevant issues in order to develop evidence-based assessment and diagnostic plans, case conceptualizations, and treatment plans for a variety of child, adolescent, and adult cases. Clinical cases will be designed to highlight a number of important concepts, including approaches to assessment and diagnosis, models of psychotherapy, and ethical decision-making. Issues related to individuals, couples, and families as well as gender and cultural sensitivity will be discussed. *Required course. Prerequisite: Permission of the Director of Clinical Training. Credits: 3.0*

Psyc 6519 Advanced Clinical Research Apprenticeship

Research experience and training is considered an integral part of graduate training in clinical psychology. Students who are admitted into the program with a Master's degree from another institution are required to participate in an advanced research apprenticeship during their first year in the program, usually with their thesis supervisor. It is expected that students will be exposed to multiple aspects of the research process, including some combination of background reading, study design, data collection, data analysis, and manuscript preparation. Students will submit to the Clinical Program Committee by December 1 of their first year a brief description of their apprenticeship (250-300 words) and a timeline for carrying out the specific activities associated with completing this apprenticeship (e.g., ethics submission, data analysis). In mid-September of their second year (specific date TBA), students will make a 15-minute oral presentation of their apprenticeship project to Clinical faculty and students. A written report of their project, in journal article format, is due to the supervisor the same day. The supervisor will normally assign a letter grade by September 30. *Prerequisite: none. Credits: 3.0*

Psyc 6521 Clinical Research Apprenticeship I

Research experience and training is considered an integral part of a graduate program in clinical psychology. During the first year of the MA/PhD Clinical program, all students are required to participate in Research Apprenticeship I with their thesis supervisor. The purpose of this apprenticeship is to familiarize the student with a body of research and to develop a foundation for Research Apprenticeship II. The completed project will be a research proposal and will consist of a literature review, methods section, and proposed analyses. The normal timeline for completion will be that students present their proposal to the department in mid-March, submit a final draft of their proposal to their supervisor on April 1, and submit their project for ethics approval by April 15. The CPC will review the proposed project timeline for feasibility. The supervisor will normally submit a letter grade to the Director of Graduate Studies after the ethics form has been submitted for review. *Required course. Prerequisite: none. Credits: 3.0*
Refer to pages 31-33 for additional details.

Psyc 6522 Clinical Research Apprenticeship II

Students will conduct, analyze, and write up an independent research study based on their Research Apprenticeship I. They will submit a written report of their project, in a journal article format, to their supervisor for feedback and evaluation. Normally the timeline for completion will be that, following ethics approval of the Research Apprenticeship I in the spring of their first year, students begin data collection. By March 15th of their 2nd year in the M.A./Ph.D. program, the final written report is due to the supervisor, and students will present their results to the department in early-April. The supervisor will submit a grade of CR to the Director of Graduate Studies when the student has completed the apprenticeship requirements. *Required course. Prerequisite: Psyc 6521. Credits: 3.0*
Refer to pages 33-34 for additional details.

Psyc 6523 Co-Teaching Apprenticeship

Teaching is often an important part of the role and duties of clinical psychologists and is especially relevant to those considering academic careers. Because of this, students have the option of completing a co-teaching apprenticeship under the supervision of a faculty member. The purpose of the co-teaching apprenticeship is to offer students a chance to acquire teaching skills within the context of a supervised experience. Students will typically co-teach a lower-level undergraduate course (e.g., Introductory Psychology, one of the Foundations courses) with a faculty member. *Elective course. Prerequisite: none. Credits: 3.0*

Psyc 6525 Clinical Comprehensive Examination

The purpose of the comprehensive examination is to provide students with an opportunity to demonstrate the integration of theory, practice, and evaluation in an applied or clinical context based on the scientist-practitioner framework. The aim is to contribute to and evaluate the student's depth and breadth of preparation in the content, methodology, and theory of clinical psychology. The examination will evaluate students' competencies in reference to the program's values and principles. Students are also expected to demonstrate a broad and critical understanding of major trends and controversies in the field. Students are referred to the Guidelines for the Clinical Ph.D. Comprehensive Examination in the Graduate Student Handbook for further details. *Required course. Prerequisite: none. Credits: 3.0*

Psyc 6624 Predoctoral Clinical Residency

Clinical students are required to complete a 12-month full-time organized residency in a recognized psychological services unit under the supervision of a licensed psychologist. It is expected that resident supervision and training will follow the guidelines for residency accreditation of the Canadian Psychological Association. Normally students will apply for the residency during the fall term of their fifth year after completion of all program requirements except the final dissertation. A draft of the data analysis/results chapter for the dissertation must be submitted to the student's supervisor by October 15th of the year they wish to apply for residency. The Director of Clinical Training will recommend that the student be given credit for the residency once notification has been received that the student has completed all residency requirements. *Required course. Prerequisites: All Clinical program requirements and data collection for the dissertation. Credits: 0*

Psyc 6626 Adult Assessment Practicum

Students are required to complete a minimum of 125 practicum hours involved in assessment activities that target adult clients at the UNB Psychological Wellness Centre (PWC). Students normally complete their adult assessment hours 1 day/week beginning the summer of their first year. Group didactic seminars will be scheduled to cover special topics in assessment as relevant to the services provided at the PWC. *Required course. Prerequisites: Psyc 6101, 6102, 6202, and 6212. Credits: 0*

Psyc 6627 Child/Adolescent Assessment Practicum

Students are required to complete a minimum of 125 practicum hours involved in assessment activities that target child/adolescent clients at the UNB Psychological Wellness Centre (PWC). Students normally complete their child/adolescent assessment hours 1 day/week beginning the winter of their second year. Group didactic seminars will be scheduled to cover special topics in assessment as relevant to the services provided at the PWC. *Required course. Prerequisites: Psyc 6101, 6102, 6202, 6211, and 6626. Credits: 0*

Psyc 6628 Adult Intervention Practicum

Students are required to complete a minimum of 125 practicum hours involved in intervention activities that target adult clients at the UNB Psychological Wellness Centre (PWC). Students normally complete their adult intervention hours 1 day/week beginning the summer of their first year. Group didactic seminars will be scheduled to cover special topics in intervention as relevant to the services provided at the PWC. *Required course. Prerequisites: Psyc 6101, 6102, 6202, and 6311. Credits: 0*

Psyc 6629 Child/Adolescent Intervention Practicum

Students are required to complete a minimum of 125 practicum hours involved in intervention activities that target child/adolescent clients at the UNB Psychological Wellness Centre (PWC). Students normally complete their child/adolescent intervention hours 1 day/week beginning the summer of their second year. Group didactic seminars will be scheduled to cover special topics in intervention as relevant to the services provided at the PWC. *Required course. Prerequisites: Psyc 6101, 6102, 6202, 6312, and 6628. Credits: 0*

Psyc 6633 Clinical Supervision Practicum

Students are required to complete a minimum of 50 practicum hours providing supervision of junior practicum students at the UNB Psychological Wellness Centre (PWC). These supervision activities will, in turn, be supervised by the Director of the PWC. Students will normally complete their supervision hours 1 day/week during the winter term of their fourth year. They will begin with providing supervision of assessment activities and will progress to supervising psychotherapy activities should time permit. Group didactic seminars will be scheduled to cover the theoretical models of clinical supervision. *Required course. Prerequisites: Psyc 6626, 6627, 6628, 6629. Credits: 0*

Psyc 6634 Advanced Clinical Practicum I

Students are required to complete a minimum of 400 practicum hours in a pre-authorized practicum setting of their choice. Psyc 6634 may be focused on child/adolescent and/or adult populations but must be completed as a three to four-month full-time clinical placement. The aim of this advanced practicum is to provide students with an opportunity to acquire clinical skills related to a specialized clinical problem or more advanced skills with a particular clinical population. This advanced practicum will normally be completed in the summer term of the third year. To be credited toward practicum hours, the necessary documentation must be submitted to the Practicum Coordinator. Please refer to the Practicum Policy Manual for further details. *Required course. Prerequisites: Psyc 6626, 6627, 6628, and 6629. Credits: 0*

Psyc 6635 Advanced Clinical Practicum II

Students are required to complete a minimum of 250 practicum hours in a pre-authorized setting. The aim of this second advanced practicum is to provide students with an opportunity to acquire additional clinical skills on a specialized clinical problem or more advanced skills with a particular clinical population. This practicum may be taken on either a full-time or a part-time basis as long as the student spends at least 250 hours in the selected practicum (i.e., setting or clinical rotation) and has not previously completed a practicum in the same setting. To be credited toward practicum hours, the necessary documentation must be submitted to the Practicum Coordinator. Please refer to the Practicum Policy Manual for further details. *Elective course. Prerequisites: Psyc 6626, 6627, 6628, and 6629. Credits: 0*

Psyc 6998 Ph.D. Thesis

In accordance with regulations set out by the Graduate School, students register in Psyc 6998 in their first term of enrolment in the Ph.D. degree and should enrol every term thereafter until they graduate. The dissertation proposal will be written under the guidance of a thesis advisor and supervisory committee. Once the proposal is acceptable to the dissertation committee, it will be presented to the department as a colloquium. Although the approval of the proposal rests solely with the supervisory committee, the student, supervisor and supervisory committee should take any comments or concerns expressed during the proposal colloquium into consideration. After receiving written notification of the acceptance of the dissertation proposal and completing the proposal colloquium, the student is expected to conduct the research. *Required. Prerequisites: Completion of all course requirements. Credits: 0*
Refer to pages 40-42 and pages 56-58 for additional details.

Apprenticeship, Comprehensive Exam, and Dissertation Guidelines for the Clinical Program

To complete the Ph.D. degree, all students must successfully complete the relevant research, teaching, and practica apprenticeships. Students entering the program with relevant M.A. experience may apply to the Director of Clinical Training to have one or more related apprenticeship requirements waived.

With the exception of the Clinical Research Apprenticeship I course (Psyc 6521), which will be assigned a letter grade, each of these apprenticeships (research, teaching, and practica) will be evaluated on a credit/no credit basis. The evaluation will be done by the person most familiar with the apprenticeship. In the case of the teaching and research apprenticeships, the evaluator will be the faculty member who supervises the work, who will then communicate their decision to the Director of Graduate Studies and to the student in writing. It is expected that decisions about grades will be made within two weeks of the conclusion of the apprenticeship. In the case of the practica, the evaluator will be the supervisor in the clinical setting, who will communicate their decision to the PWC Director (in the case of PWC related practica) or the Practicum Coordinator (in the case of advanced practica) and to the student in writing.

Guidelines for the Clinical Research Apprenticeship Requirements

The research apprenticeships will be completed in collaboration with the student's dissertation supervisor. It is intended that the student will contribute significantly to the design and conduct of the project. The work could well serve as preliminary research for the dissertation; however, this work cannot be submitted as a main part of the dissertation thesis. Thus, it would be permissible to cite the preliminary research, but the empirical aspects of the dissertation thesis must be entirely new work. It is hoped that the research apprenticeships will provide students with sound training in research design and execution, which will enable them to make significant research contributions in their subsequent careers. In addition, the apprenticeships should enable the student to establish a "publication" record early in their careers.

Guidelines for the Clinical Research Apprenticeship I

1. Timeline

Students begin working on Clinical Research Apprenticeship I in their first semester of the program. Students present their project to the CPC and Department in mid-March. The final draft of the project is due to their supervisor by April 15th. An ethics application should also be submitted to the Department's Ethics Review Committee by April 15th.

2. Research Supervisor

The Research Supervisor oversees the student's literature review, problem formulation, and design development.

3. Research Project

Under the supervision of the Research Supervisor, the student prepares a research project proposal, which is presented orally to the CPC and Department of Psychology for approval in mid-March, with the specific date set annually. The CPC is responsible for approving the proposal. On April 15, a final draft of the proposal that incorporates any feedback from the CPC, is due to the Research Supervisor.

The Clinical Research Apprenticeship I proposal is approved by the CPC on the basis of the oral presentation when the committee is assured that the completed project (i.e., Clinical Research Apprenticeship II) will demonstrate the student's competence to undertake independent research work; will make a contribution to knowledge in the student's field of study; will show that the student is fully aware of the pertinent published material; and can be conducted within a year. Proposals judged to be substandard in these respects by any member of the CPC must be revised until the objection is satisfied.

4. Oral Presentation

The oral presentation should be about 15 minutes in length. The CPC shall take the following factors into account in evaluating the proposal:

- a. Methodological rigour
- b. Relevance and comprehensiveness of the literature review
- c. Scope of the contribution
- d. Originality of the contribution
- e. Required investment of time and effort
- f. Student's understanding of and ability to present, answer questions about, and justify the project

5. Written Proposal

The final proposal will include: 1) an Introduction section with literature review, research question(s) and hypotheses (see following guidelines to writing a research proposal); 2) a Method section with description of participants, procedure, and planned analyses; and 3) a timeline for carrying out the specific activities associated with completing the study (e.g., commencement of data collection, data analysis, writing a revision of manuscript).

The proposal should be written in APA manuscript style format. The length of the Introduction will necessarily vary depending on the nature of the research and individual supervisor requirements. However, while the proposal is meant to demonstrate comprehensiveness in the sense that the student is aware of the relevant literature, it is not meant to be as comprehensive as a complete Master's thesis. Therefore, the length of literature review is expected to be closer to what would be expected for publication in a scholarly journal rather than what would be expected for a thesis.

6. Ethics Application

An ethics application for the proposed project should be submitted to the Department's Ethics Review Committee (ERC) by April 15. After this application has been submitted, supervisors should normally assign credit for this requirement by submitting a letter grade for the Clinical Research Apprenticeship I to the Director of Graduate Studies. Following

approval by the department ERC, students should submit their application to the University of New Brunswick's Research Ethics Board (REB).

Guidelines for the Clinical Research Apprenticeship II

1. Timeline

Students begin working on the Clinical Research Apprenticeship II after they receive approval from the University REB. Thus, students ideally begin in the summer semester of their first year in the M.A./Ph.D. program.

2. Research Supervisor

The Research Supervisor assumes responsibility for guiding the student in conducting, analyzing, and writing up an independent research study based on their Clinical Research Apprenticeship I.

3. Research Project

Data collection, analysis and report of all research that is to be submitted by a student as part of the Clinical Research Apprenticeship II must be carried out substantially by the student in consultation with their Research Supervisor.

The nature and scope of the data collection will necessarily vary from student to student. The amount of data to be collected should be determined by the accepted standards of the research area as well as appropriate power analyses but should also be realistic for the timeline allotted to the Clinical Research Apprenticeship II.

It is recognized that modifications to the project may be required or be desirable subsequent to completing the Clinical Research Apprenticeship I. However, it is not acceptable to simply leave additions, deletions, and other changes to the student and Research Supervisor. If possible, all modifications must be submitted to the CPC for written approval before implementation of the modifications. If for some reason this is not possible, the CPC must be informed of the modifications as soon as possible after they are made.

4. Written Document

In general, the Clinical Research Apprenticeship II must demonstrate the candidate's competence to undertake independent research work; it must make a contribution to knowledge in the candidate's field of study; it must show that the candidate is fully aware of the pertinent published material; and it must be written in a satisfactory literary style. As well, it should be free of typographical and other mechanical errors. The student should expect to submit multiple drafts/revisions to the Research Supervisor before handing in the final document.

The length of the final document will necessarily vary across students depending on the nature of the research and individual supervisor requirements. However, while the Apprenticeship is meant to demonstrate the student is aware of the relevant literature, it is not meant to be as comprehensive as a complete Master's thesis. Therefore, the length of the final document is expected to be closer to what would be expected for publication in a scholarly journal, rather than what would be expected for a thesis.

The completed document is due to the Research Supervisor on March 15th. The student will present their results to the CPC and Department in early April. The grade (credit/no credit) is determined by the Research Supervisor and will be based on a combination of the quality

of work on the project, the oral presentation, and the paper. While publication of the Clinical Research Apprenticeship II is desired and recommended, it is not a requirement that the paper be submitted.

Guidelines for the Clinical Teaching Apprenticeship

Students in the Clinical program may choose, but are not required, to complete a teaching apprenticeship under the supervision of a faculty member. Students who elect to complete a teaching apprenticeship can do so by completing Teaching Apprenticeship I and II (Psyc 6353 and Psyc 6354), or they can choose to co-teach a course with a faculty member (Psyc 6523). Regardless of which model is chosen, the course assignment may be related but not identical to the dissertation thesis research. The choice of course may depend in part on the needs of the undergraduate program; however, it is expected the course will be selected from lower level rather than fourth-year courses. It is expected that teaching will help the student develop a broader understanding of their field and will facilitate confidence and skills in oral presentation.

Teaching Apprenticeship I and II (Psyc 6353 and Psyc 6354): This teaching apprenticeship requirement involves responsibility for a term course under close faculty supervision and is divided into two parts: preparation (Psyc 6353) and actual teaching (Psyc 6354). Teaching Apprenticeship I represents the preparation phase and should normally take place during the term immediately preceding the term in which the course is to be taught. In Teaching Apprenticeship I, students are expected to attend all lectures given by the supervisor in the relevant course. Weekly meetings between the student and the faculty supervisor are also required to monitor the student-teacher's progress in planning all aspects of the assigned course, including preparation of a general teaching philosophy, a course outline and marking scheme, lectures, demonstration materials, assignments, and examinations. Course credit is awarded upon successful completion of the course requirements, which are determined by the teaching apprenticeship supervisor in conjunction with the student at the beginning of the term. In Teaching Apprenticeship II, the faculty supervisor will attend lectures on a regular basis but will not be an active participant in the course. Ongoing regular meetings between the faculty supervisor and the student will be used to provide the student with feedback on the content and delivery of the course material. Course credit is awarded upon successful completion of the teaching assignment (i.e., final grades for the course are submitted).

Guidelines for Clinical Practica

Students in the Clinical program are expected to acquire a minimum of 300 face-to-face clinical hours and 150 supervision hours during their practica. Initial practica in assessment, intervention, and clinical supervision will be completed at the Psychological Wellness Centre and are organized to provide experience working from a generalist perspective with children, adolescents, and adults. Two advanced community-based practica are expected to provide exposure to advanced skills or specialized populations. The settings for these advanced practica must provide the student with adequate supervision acceptable to the Department. In addition, the settings must be able to provide a wide range of relevant experiences plus agree to provide the student with specific training experiences in the designated area of specialization. Clinical students are referred to the Practicum Policy Manual for a more complete description of this part of the Clinical program.

Guidelines for the Clinical Ph.D. Comprehensive Examination

1. Purpose of the Comprehensive Examination

The purpose of the comprehensive examination is to provide students with an opportunity to demonstrate the integration of theory, practice, and evaluation in an applied or clinical context based on the scientist-practitioner framework. The aim is to contribute to and evaluate the student's depth and breadth of preparation in the content, methodology, and theory of clinical psychology. The examination evaluates students' competencies in reference to the program's values and principles with specific reference to (i) mastery in the theoretical and empirical knowledge-base of the science of psychology; (ii) a broad understanding of clinical psychology consistent with a generalist perspective on clinical practice; (iii) the integration of theory, research, and practice; (iv) clinical competencies in assessment, evaluation, and intervention; (v) the highest standards of ethical and professional conduct; and (vi) sensitivity to cultural diversity and individual differences. Students are expected to demonstrate a broad and critical understanding of these issues as well as major trends and controversies in the field.

2. Structure of the Comprehensive Examination

The comprehensive examination is a written exam completed in two parts on two consecutive days. *Note:* Students are required to provide well-integrated answers (no point form) that clearly reflect their understanding of the issues, as well as their ability to apply concepts, theory, and interventions in a clinical context.

i) Part 1 (9:00 – 12:00): Integrative Question

During the first session, students will choose between two question options and will prepare an integrated essay answer. Answers will require integration of knowledge across multiple periods of the lifespan (e.g., childhood, adolescence, adulthood) in a critical discussion about a specific topic(s).

Students should be prepared to write on broad issues of direct relevance to the practice of clinical psychology and to demonstrate familiarity with recent research pertaining to the topic of the examination question and to clinical practice.

ii) Part 2 (9:00 – 12:00): Analysis of a Case Example

During the second session, students will select one of two case examples (either a child/adolescent or an adult case example) and will respond to a series of questions concerning the referral question, assessment methods, intervention strategies, and relevant ethical, legal, and professional issues. Answers are expected to incorporate relevant information from the research literature to justify a clinical decision or intended course of action.

Sample questions are provided below (see #4). Questions will be developed and reviewed by the CPC on an annual basis to ensure they meet the goals and purpose of the comprehensive examination.

3. Preparation and Procedural Guidelines

i) Registration for the comprehensive examination

Students must register for Psyc 6525 in the term in which they plan to complete the examination. In accordance with University regulations, students who register for Psyc 6525 may withdraw without penalty before the University's established "last date to withdraw from winter term courses" (please refer to the current UNB Calendar for specific dates).

ii) Preparation for the comprehensive examination

Students who are registered in Psyc 6525 will be given a reading list by January 15th. Selection of content for the reading list is informed by the program's values and principles as described in #1 above. The reading list will be reviewed and updated on an annual basis. Please note that the examination is not intended to evaluate a student's memory for the content of the reading list. Rather, the intent is to evaluate a student's overall depth and breadth of preparation in the content, methodology, and theory of clinical psychology. The purpose of the reading list is to aid students in attending to emerging evidence or areas of practice that may not have been a focus of study in courses due to time limitations.

iii) Examination days

The examination will be held annually and scheduled for two consecutive days during the month of April.

The examination will be completed independently in one of two common examination rooms; either a room with computer facilities for students who elect to type their answers or a room with tables for students who elect to provide hand-written answers.

Note: Students who elect to type their answers are entirely responsible for saving their files and for any lost text or computer malfunctions. Students should save their file(s) frequently to both the computer hard drive and the external storage medium provided. In the event a student loses their text, every effort will be made to help them recover the file. However, should this fail, they will be required to take the examination again.

Students will be provided with a code number for the examination. They should identify their examination responses using only the designated code number by including it on all documents and in the page header of their typed answer or on the title pages of their examination booklets. Use of a code number will ensure that faculty members who are involved in the evaluation of the responses are "blind" to the author of the responses.

Once a student has viewed the examination questions during a sitting of the examination, they are committed to writing the examination on that day and this is counted as a first attempt at the examination.

Although students may begin writing or typing their answers at the start of the allotted time, the CPC recommends students take 15-20 minutes at the beginning of each session to formulate and organize their answers. This likely will help in developing adequate coverage of the answers to given questions.

iv) Composition of the examination committees and evaluation timelines

Questions for the examination will be developed and reviewed on an annual basis by the CPC. Completed examinations will be evaluated by two faculty members of the CPC. In the event of disagreement between the two examiners in which one has rated

an answer as “does not meet expectations” and the other views the answer as at least “meeting expectations”, a third examiner will be assigned. The final outcome of that part of the examination will be based on the majority decision. Both Part 1 and Part 2 of the examination must be completed satisfactorily to receive credit for Psyc 6525, which is graded on a credit/no credit basis. Results of the evaluation of the written examination normally will be communicated to the student in writing by the DCT or their designate within two weeks of the examination.

v) Evaluation criteria

Students’ responses to each question will be graded as “exceeds”, “meets”, or “does not meet” expectations. Students must receive a rating of at least “meets expectations” on their response to each question to receive credit for Psyc 6525. In general, the standards applied will be those that make sense for the performance of an advanced graduate student. The examiners will consider the following criteria in evaluating each question:

- a. *breadth* (e.g., is there sufficient coverage of relevant areas; has the student answered all aspects of the question; has the student addressed the relevant issues)
- b. *depth* (e.g., is an understanding of the topic evident; is the paper a critical appraisal rather than a summary of relevant issues; have relevant works and key authors been cited to support the student’s arguments)
- c. *expertise* (e.g., has the student demonstrated an ability to use and manipulate the vocabulary and concepts in the area; does the student demonstrate an appropriate level of knowledge about clinical tools and methods in relation to the case example)
- d. *integration* (e.g., has the student integrated “theory, practice, and evaluation in an applied or clinical context within the scientist-practitioner model”)
- e. *writing* (is the writing clear, appropriate for the task, and free of typographical and grammatical errors); *Note*. The criteria for passing the examination do not include personal style of writing.

Students will be informed of their overall performance on the examination (i.e., “exceeds”, “meets”, or “does not meet” expectations).

If a student receives a grade of “does not meet” expectations on their response for one question and at least “meets expectations” on their response for the other question, and there is a reasonable expectation that clarifications and elaboration could lead to a response that “meets expectations”, then the readers may opt to schedule an oral examination with the student. General feedback will be given in terms of which of the above evaluation criteria were lacking in the response, but specific elaboration will not be provided.

If a student receives a grade of “does not meet expectations” on their responses to both questions, then they will be required to write a second examination within two months of receiving feedback on the first written examination.

vi) Oral examination

If the readers decide to hold an oral examination with a student, it will be scheduled for within one week of the student receiving general feedback on the written

examination. The oral examination will be with three faculty members from the CPC, two of whom are the original readers of the written responses. The purpose of the oral examination will be to clarify or expand upon written answers. The oral examination should take at most one to one-and-a-half hours. After completion of the oral examination, the student will be asked to leave the room to allow the committee to evaluate the student's oral response. The oral examination will be graded using the same criteria as is used for the written examination. The student will either receive a grade of "meets" expectations or will receive a grade of "does not meet" expectations, with the latter triggering a need for a re-examination. After the committee reaches a consensus decision, the student will be asked to return to the room where they will be informed of their grade status. A written summary of the feedback will be provided to the student within one week following the oral examination.

vii) Re-examination

Re-examination will occur under the following conditions:

- (1) A student whose performance "does not meet" expectations on their responses to both of the written examination questions OR
- (2) A student whose performance "does not meet" expectations on their response to one of the written examination questions AND either there is no reasonable expectation that elaboration or clarification on a subsequent oral examination would lead to a response that "meets expectation" or a student's performance "does not meet" expectations on the subsequent oral examination.

When re-examination is required, the student will receive a grade of INP for Psyc 6525. In these two situations, the student will write a second examination within two months of their notification. Students will be required to rewrite only the questions that "did not meet expectations" based on the evaluation of the faculty readers (i.e., the integrative question section only, the analysis of the case example section only, or both sections). Students whose performance does not meet expectations on their second sitting of the written examination will receive a grade of NCR and will normally be required to withdraw from the doctoral program in clinical psychology.

viii) Appeals

Students who wish to appeal a grade of NCR must do so in writing within 30 days of receiving written notice of the decision. This letter should clearly outline the reason(s) for the appeal and should be submitted to the DCT for review by the CPC. If a student is not in agreement with the outcome of this level of appeal, then they may access the formal appeal procedures of the University of New Brunswick School of Graduate Studies. Please refer to Section 13: Academic Appeals within the Degree Requirements, Regulations, Standards, and Procedures document available at: <https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/index.html>

4. Sample Questions

Part I: Question Examples

Example 1: Psychological problems frequently have a negative impact on the social functioning of individuals, even when the problem is not defined by impaired social functioning. Select any TWO of the following DSM diagnoses -- Schizophrenia, Generalized Anxiety Disorder, Anorexia Nervosa, or Learning Disorder. For each problem, describe its core features, ways in which the problem may disrupt or complicate an individual's social functioning, and how the impaired social functioning associated with the problem may affect the implementation or execution of an intervention.

In your response, be sure to consider situations involving individuals across the lifespan (i.e., child, adolescent, younger adult, older adult). For example, if there are unique ways that the problem may impact a child's versus an adult's social functioning, discuss them.

Example 2: The DSM includes distinct diagnoses that are connected based on symptom severity and development. Considering conduct disorder and antisocial personality disorder across childhood, adolescence, and adulthood, discuss how the presentation of these disorders may vary depending on the developmental level of the individual affected. In what ways will these developmental differences inform the assessment and diagnosis process? What are some of the major individual and contextual factors associated with these disorders and how they are linked to each other? Will the intervention you choose for an individual differ according to that person's developmental level? If yes, how? If no, why not?

Part II: Clinical Case Example

You work in a clinic that accepts people with walk-in appointments, who are screened by an intake clinician and then referred to appropriate psychological and/or community services. As a psychologist at this clinic, you sometimes pick up referrals from the intake unit. On one occasion, you have been asked to see a 16-year-old girl named Jennifer after she requested you by name as the therapist she would like to see. When you meet with Jennifer for the first time, she appears quite anxious as evidenced in the wringing of her hands and the bouncing up and down of one of her legs. When you ask her what has brought her to the clinic, she states that she came to see you on the advice of a friend's mother. Jennifer reports that the friend's mother was given your name by an acquaintance from her book club. This acquaintance was apparently a former client of yours, who you treated about 5 years ago. When you request more information about what has led Jennifer to seek service at the clinic, she quickly becomes flushed and starts to cry. She explains she is constantly afraid, especially when she is alone, and can't take it anymore. She is easily startled by anything that sounds like the screeching of tires, becomes nauseous at the smell of burning rubber, and goes out of her way to avoid crossing streets after being hit by a car in a crosswalk 3 months ago. She is having a hard time going to school, can't concentrate, is not eating right, and doesn't sleep well anymore. Jennifer lives at home with her mother, father, and 2-year-old twin brothers. The twins were an unexpected addition to the family and Jennifer notes that they take a lot of care and attention.

- a. Before discussing your assessment and treatment plan, are there any professional and ethical issues that need to be taken into consideration? Discuss these issues with reference to the Canadian Code of Professional Ethics or other relevant guidelines. How would you address these issues in Jennifer's assessment and treatment plan?
- b. Assuming there were no ethical issues, or any existing ethical issues were successfully resolved, how would you go about conducting a comprehensive, evidence-based assessment of Jennifer? Specify the type of information you would obtain and the methods, techniques, and tools you would use for this purpose. Explain your rationale for selecting each of these elements, with reference to research that would inform the development of your assessment strategy.
- c. What is/are the possible DSM diagnosis(es) that might be accounting for Jennifer's current presentation? What are the main issues you would need to consider to provide an effective differential diagnosis in this case? Consider possible inclusionary and exclusionary diagnoses. Describe your case formulation and how this will guide your treatment.
- d. Assuming you have settled on an accurate diagnosis for Jennifer, what is your evidence-based treatment plan? Specify the treatment approach(es) you would use and justify your decision to use this approach with Jennifer. Be sure to describe how you would use this approach and indicate how you would determine whether she is making progress in treatment. What are the potential problems you may encounter in offering your treatment to Jennifer?

Guidelines for the Clinical Ph.D. Dissertation

Ph.D. Dissertation Proposal and Oral Presentation to the Department

Ph.D. students will write a formal dissertation proposal and present it to the Department. In preparing their dissertation proposal, students should note that to satisfy the dissertation requirement of the School of Graduate Studies, a dissertation must demonstrate the candidate's competence to undertake and complete independent research or creative work that is original or unique in nature and the completed work must contribute significantly to knowledge in the candidate's field of study. The contribution must be of sufficient merit to suggest publication in an appropriate scholarly journal or other form. The dissertation must show that the candidate is fully aware of the pertinent published material and the dissertation must be written in a satisfactory literary style, free from typographical and other mechanical errors. Students in the Clinical Psychology program should only register in Psyc 6998 (i.e., students in the Clinical Psychology program should *not* register for Psyc 6814 or Psyc 6833).

1. Students shall prepare a proposal document including complete Introduction, Method, Proposed Analyses and Reference sections, as well as any necessary Appendices. The Introduction section should include a broad consideration of the literature in the relevant area(s). It should demonstrate the student's comprehensive and broad knowledge and understanding of the relevant literature, in addition to the background and rationale for the proposed study. This material may be presented within the Introduction section or in an Introduction with accompanying Appendix. If the latter model (with an Appendix) is adopted by the student, it is expected that the Introduction section will be in a form that is appropriate for use as the Introduction section of a journal article. In this case, the Appendix should contain the comprehensive literature review. Although modifications may be

required at various points in the process, this document is intended to be ready to use in the final dissertation write-up. The proposal must be approved by the supervisor before proceeding to Step 2.

Since 2019, UNB has is required that students develop and submit an electronic thesis dissertation. Students are referred to the Electronic Thesis and Dissertations document on the University of New Brunswick Libraries website (<http://www.unb.ca/etd/index.html>). Students are encouraged to use the pre-formatted template available at that website, as it conforms to the thesis formatting regulations and guidelines set out by the School of Graduate Studies (SGS). For additional details, please consult the SGS formatting guide (https://www.unb.ca/gradstudies/_assets/documents/thesisformattingguide.pdf).

2. Once the proposal is approved by the supervisor, it will be submitted to the dissertation supervisory committee. Students in the Clinical program are normally expected to present their dissertation proposal (see item 3 below) to the Department during the summer of their 3rd year in the program. To meet this deadline, the student should consult with their supervisor and supervisory committee members regarding an appropriate date for submitting their proposal for feedback. After all required revisions have been made, the proposal must be approved by the dissertation supervisory committee before going on to Step 3.
3. The student will present the proposal to the Department⁷. The student is responsible for providing the graduate secretary with the information needed for the announcement, which must be circulated to the Department at least *one week* prior to the presentation. At this time, an electronic copy of the full proposal will be made available (by request) for examination by interested faculty. Presentations are expected to be 30 minutes in length. The presentation is intended to demonstrate the student's comprehensive knowledge of the area, to inform the Department of the student's research (the dissertation's rationale, hypotheses, and methods), and to allow the student and committee to get input from the Department. All members of the supervisory committee are required to attend the oral presentation and are expected to initiate the discussion that will follow the presentation. Typically, the Director of Graduate Studies (or designate) will chair the presentation. All other faculty and graduate students are strongly encouraged to attend. Any questions, concerns or reservations about a study should be expressed at this point, not later in the process.

Immediately following the presentation and question period, the student and their committee will meet to consider any new concerns that arose during the talk or question period. Faculty members who think there may be a problem in the rationale, method, design or analysis should stay and assist the student and committee with finalizing the proposal. Based on the presentation and ensuing discussion, the supervisory committee may identify additional revisions to be made to the proposal document. This process is intended to serve as the student's (and committee's) assurance that the proposal is acceptable to the Department, and that it contains no serious flaws or other problems that would ultimately make it unacceptable as a dissertation. After the conclusion of the oral presentation, the supervisor will notify the Director of Graduate Studies of satisfactory completion of the oral presentation.

⁷ Given the Clinical Program and CPC are housed on UNB's Fredericton campus, presentations will normally take place on the Fredericton campus.

4. The student will resubmit a revised proposal to the dissertation supervisory committee for final approval if required. Committee members will indicate approval of the complete proposal by signing a Ph.D. Dissertation Proposal Approval Form.
5. The signed Proposal Approval form, along with a copy of the proposal, will be delivered to the Director of Graduate Studies, for placement in the student's official file.

Note: general guidelines for preparing a research proposal are provided in Appendix B.

Clinical Program Direction

All students will be under the direction of a research supervisor. The Clinical Program Committee (CPC) acts as the Ph.D. Program Committee. The role of the CPC in this capacity is to ensure the individual student's program is well balanced with respect to both breadth and specialization. Therefore, any special circumstances requiring changes to the program outlined above must be submitted, in writing, to the CPC. The CPC will review and provide final approval of the submission or, when necessary, the Director of Graduate Studies will submit the CPC's recommendation for approved changes to the School of Graduate Studies for final approval.

Academic Standards for Continuation in the Clinical Program

Students in the Clinical program are expected to maintain a cumulative grade point average (CGPA) of 3.70 (A-) to remain in the program. If a student's CGPA falls below 3.70 or they obtain a grade of B or less or a grade of NCR in any course or program requirement, their academic progress will be reviewed by the CPC. The outcome of such a review could be that:

- no further action will be taken,
- the student will be asked to retake a course or program requirement,
- the student will be asked to take a replacement course, or
- the student will be advised of their termination from the Clinical program.

At the very least, the student's academic progress will be monitored by the CPC over the following term. If a student obtains a grade of B or less in a clinical skills course, in Psyc 6101 Ethical Standards for Psychologists, or in Psyc 6102 Professional and Ethical Issues in Clinical Psychology, some remedial action will be taken, such as retaking the course. Students who receive a grade of B or less in core clinical courses may not be recommended for a practicum by the CPC. The remediation procedures for students who perform poorly in a practicum setting are outlined in the Practicum Policy Manual.

If the CPC recommends that a student's enrolment in the Clinical program be terminated, the student, thesis supervisor, and Director of Graduate Studies (DoGS) will be notified in writing of the CPC's decision. The student can appeal the decision of the CPC to the DoGS. A final decision on the student's status in the Clinical program will be decided by the DoGS in consultation with the CPC. Written notification of the final decision will be provided to the student and thesis supervisor. If the student is not in agreement with the outcome of this level of appeal or the remediation procedures followed in the Department of Psychology, they may access the formal appeal procedures of the University of New Brunswick, School of Graduate Studies (see <https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/academic-appeals.html>).

Information of Relevance to both the Experimental and Clinical Programs

IMPORTANT PEOPLE Graduate Studies Committee

Members of the Graduate Studies Committee (GSC) currently include the:

- Fredericton Director of Graduate Studies (DoGS)
- Director of the Experimental Program
- Director of the Clinical Program
- Saint John Director of Graduate Studies (UNBSJ DoGS)
- One graduate student representative from each doctoral program
- The Chairperson of the Department is an 'ex officio' member

The function of the GSC is to ensure, as well as it is able, that the goals of the graduate programs in Psychology at UNB (Fredericton campus) are fulfilled. To do this, the GSC shall maintain an ongoing evaluation of the graduate programs, their purposes, structure, functioning, and financing, and the GSC shall recommend changes to the Department of Psychology as they seem warranted. The graduate student members, who are responsible for the liaison between the graduate students and the GSC, serve for one year, but may serve again if elected to do so by their peers. All members of the Committee have equal privileges except that the graduate student members may not sit in on confidential matters concerning fellow students.

The GSC is responsible for a wide range of activities. The DoGS oversees the majority of these activities in consultation with other GSC members, as needed. These activities include:

- responding to inquiries regarding the graduate programs and facilitating progress through their programs;
- responding to requests for program information from outside organizations (e.g., CPA, APA);
- orientation for incoming graduate students;
- coordination of the teaching assignments and departmental scheduling for graduate courses;
- submission of the graduate course schedule to the Registrar's office;
- liaison with the School of Graduate Studies regarding grades/credit for graduate courses, especially those coordinated by the DoGS (e.g., Research and Teaching Apprenticeships);
- liaison with the School of Graduate Studies regarding decisions about advanced standing for students;
- coordination of the graduate admissions process, including screening of applicant files;
- departmental processing of funding applications (e.g., Arts Assistantships, Tri-Council awards);
- processing of funding payments (e.g., Psychology Graduate Assistantships, discretionary awards);
- annual review of all graduate students;
- processing of leaves of absence or parental leave applications;
- annual updating of the Graduate Student Handbook;
- coordination of the process for completing the Ph.D. dissertation (e.g., selection of examining committees);

- processing of proposals for changes to the graduate programs (e.g., admissions standards, new courses, revisions to program requirements);
- processing of appeals from graduate students;
- development of policies concerning issues that arise from the administration of the graduate programs; and
- overseeing the implementation of Department policies and procedures for the management of student academic, personal, interpersonal, supervisory, or practice difficulties.

Graduate Student Association

The Graduate Student Association is an organization of and for all full-time graduate students. It concerns itself with all aspects of graduate student life, academic and non-academic, intellectual and recreational. In addition to having representation on numerous university committees, the Association has two voting members on the Executive Committee of the School of Graduate Studies, which is the policy-making body of the Graduate School and the committee that hears student appeals from the decisions of the departmental Graduate Committees. Limited funding is available from the GSA for graduate students presenting at conferences as well as those who wish to bring in external speakers or hold conferences/seminars. For more information or assistance, please contact the Graduate Student Association, Alden Nowlan House (Grad House, 676 Windsor Street; telephone 453-4700; email office@unbgsa.ca or visit their website at <http://www.unbgsa.ca>.

Psychological Association of Graduate Students

The Psychological Association of Graduate Students (PAGS) is an organization run for and by Clinical and Experimental psychology graduate students. PAGS is responsible for providing a mixture of academic and social activities for all psychology graduate students throughout the year. It is also responsible for organizing orientation for incoming students and assisting students with the transition to UNB. Members of PAGS are appointed each year on a voluntary basis to positions consisting of President, Vice President Logistics, Vice President Communications, Treasurer, and Secretary. Limited funding from the GSA is available for the events and activities run by PAGS throughout the year. For more information, please contact PAGS through their official email at pags.unb@gmail.com.

Graduate Student Representatives to the Department

Individuals who agree to act as representatives of the graduate students are responsible for the following:

1. The representation of graduate students' opinions and viewpoints during departmental meetings, meetings of the Clinical Program Committee (CPC), and meetings of the Experimental Program Committee (EPC).
2. Keeping graduate students informed about the issues in the Department or the respective programs that specifically concern them and reporting the results of the representation of their views at departmental meetings or meetings of the CPC or EPC.
3. Soliciting student opinions and concerns by email, memo, or meeting. However, it is not the responsibility of the representative to seek out every student's opinion, individually. It is up to the individual student to bring their opinion to the attention of the representative.

4. Representing student views to specific departmental members (i.e., Departmental Chairperson) on the exceptional occasions that call for a one-on-one approach.
5. Consulting with students regarding all decisions.

The representative will carry out these duties under the following assumptions:

1. The representative will represent the majority of graduate students who have expressed an opinion on a given issue. The representative will acknowledge at the meetings that a dissenting opinion is held by some, if this is so.
2. The representative will handle all matters brought to their attention concerning the economic and political affairs of the graduate students. The representative is not responsible for the arrangement or hosting of any social affairs or socially related events involving the students or faculty.
3. The representative will carry out their responsibilities to the best of their abilities, without the infringement of individuals or groups within the student body in matters clearly within the scope of the representative's job description (i.e., economic and political affairs).
4. The description outlined here may be ratified in the future by the representative, under the advice of their fellow students.

REGULATIONS

School of Graduate Studies

Students enrolled in either of the graduate programs in Psychology are governed by the degree requirements, regulations, standards, and procedures set out by the School of Graduate Studies. These materials cover a broad range of information, such as admission and application policies and procedures, program and course registration and residency requirements, grade standards and regulations for auditing, supervision of graduate students, time limits on degrees, leave of absence and parental leave policies, general post-graduate degree regulations, specific Ph.D. and Master's degree regulations, and academic appeals procedures and policies regarding the confidentiality, security, and release of student academic records, review of grades, and academic offences.

Students are expected to be familiar with the various regulations, which can be found at <https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/index.html>

Departmental Policies

The regulations in this handbook reflect changes in the programs originally approved for the 1996-1997 academic year; regulations specific to the Experimental program were approved for the 2004-2005 academic year with a name change in 2011 as well as slight modifications approved for the 2021-2022 academic year; requirements specific to the Clinical program were modified and approved for the 2023-2024 academic year.

Note: Students admitted to the Ph.D. programs prior to 2023-2024 academic year should consult previous handbooks and the DoGS with questions regarding earlier programs as regulations for both programs have been updated as the need arose.

In general, all students should consult the handbook for the year in which they entered a respective graduate program.

1. Year 1

Students are accepted into our graduate programs with the expectation that they will complete a Ph.D. Most students are admitted at the M.A. level and then transferred to the Ph.D. program at the end of their first year following a satisfactory annual review. Students who receive an unsatisfactory review or who encounter delays in completing one or more components of their program will not normally be promoted to the Ph.D. program.

2. Coursework

- a. The requirements for the degree(s) in Psychology are outlined in the Graduate Calendar and in this manual.
- b. The School of Graduate Studies specifies that the minimum acceptable grade on a course for graduate credit is C or CR and that to earn a graduate degree, a student must maintain a cumulative grade point average (cGPA) of 3.0. The academic progress of Experimental students who do not meet these standards will have their progress reviewed by the EPC. Note that students in the Clinical program must obtain minimum grades of B+ or CR in any course or program requirement for credit. Clinical students must also maintain a minimum cGPA of 3.70. The academic progress of Clinical students who do not meet these standards will be reviewed by the CPC.
- c. Transfer Credits/Advanced Standing. A student who has satisfactorily completed a graduate course at another university may apply for transfer credits and a reduction in the number of courses required for the degree. The student should apply to the appropriate program director (e.g., Director of Clinical Training, Director of Experimental Psychology). The student's application should clearly state the corresponding UNB graduate courses for which they seek to obtain transfer credits and should include relevant course syllabi. The program director will circulate the syllabi to relevant UNB instructors. The instructor in turn should write a note to the program director indicating whether they are satisfied the student concerned has obtained a high enough grade in a sufficiently similar course to warrant transfer credits and advanced standing. The program director will then inform the DoGS and the Graduate Studies Committee of the outcome of the instructor's decision. The final decision on whether to approve transfer credits rests with the Graduate Studies Committee.
- d. In Progress (INP). The Graduate Studies Committee will review the transcripts of all graduate students once each year as part of the annual review. Should a grade of INP be entered for the same course for two successive reviews, the student may be asked to show just cause why the grade should not be changed to F or NCR. Rules for review of academic progress by reason of failing grades will be applied at the times of review.
- e. Students should pay attention to the courses for which they should register and do so according to the deadlines set by the School of Graduate Studies, as late and change fees may apply.

3. Course Credits

Candidates for higher degrees are required to take certain courses, in both their major subject and in related fields, in order that they are brought to the proper level for receiving

the doctoral degree. The number and type of courses required depend upon the degree program and upon the candidate's previous training.

The courses taken by a graduate student may be divided into three classes:

- (i) required courses that form part of the degree program (credit courses);
- (ii) courses that are required but are in addition to the regular program for the degree (qualifying courses);
- (iii) courses that the student wishes to take, or is recommended to take, but for which no degree credit is sought (non-credit courses).

These three types of courses will all be listed on the student's academic transcript with the grades obtained and a notation as to the type of course: credit, qualifying, or non-credit. Courses will be listed only if the student has formally registered for them.

a. Credit Courses.

Credit courses may be graduate or undergraduate and may be taken in the department or departments of study or in related departments. Courses taken in the department or departments of study will normally be graduate courses, with the possibility of a limited number of advanced undergraduate courses. Courses taken in related departments may be either graduate or undergraduate, but credit will not normally be given for elementary undergraduate courses.

The decision as to whether credit shall be allowed for an undergraduate course, whether in the department of study or in a related department, shall rest with the student's department, subject to the overall authority of the Dean of Graduate Studies.

b. Qualifying Courses.

If a student is deemed to have insufficient background in certain subjects, the student may be required to take qualifying courses. These are undergraduate courses, or graduate courses (for students entering the program already having completed a M.A. in psychology), in the department of study or in a related department. The student is required to obtain grades that are satisfactory to the department.

c. Non-credit Courses.

Subject to the approval of the department and of the instructor concerned, a graduate student may register for any course, graduate or undergraduate, as a non-credit course. The grade obtained in such courses will appear on the student's transcript but shall have no bearing upon the student's degree candidacy.

4. Student Annual Progress Review

There will be an annual review of each student's progress at the end of the academic year. Students are required to complete and submit an annual review form to the Director of Graduate Studies. Written feedback on the student's progress and performance will be given to the student and their supervisor. The evaluation will be based on a review of information provided by the student, supervisor, and, where relevant, other faculty members. A copy of the student's annual review form and the written feedback provided by the Graduate Studies Committee is forwarded to the School of Graduate Studies.

The Graduate Studies Committee determines whether students have made satisfactory progress each year. For students in the first year of the M.A./Ph.D., the Graduate Studies Committee will decide whether the student can be promoted to the Ph.D. program. If a student is not promoted to the Ph.D. program, the Graduate Studies Committee will decide whether the student will be withdrawn from the program.

The current format of the feedback form submitted to the School of Graduate Studies includes an assessment of the previous year's: (1) progress, which is categorized with the responses "substantial progress", "appropriate progress", "minimal progress", or "no progress"; (2) performance in formal program requirements (i.e., evaluated when a student had completed a program requirement resulting in a letter grade), which is identified as "above expected level of performance", "expected level of performance", "below expected level of performance in one area", or "below expected level of performance in more than one area"; (3) involvement in professional development activities (i.e., based on attendance at workshops/colloquia/training, involvement in departmental activities, attending scientific conferences, submitting manuscripts for publication, etc.), which is categorized as "substantial involvement", "appropriate involvement", "minimal involvement", or "no involvement"; and (4) overall evaluation of performance, which is identified as "excellent", "very good", "good", "acceptable", "marginally acceptable", or "unsatisfactory". Because students are evaluated exclusively on the submission of their annual review form and accompanying documentation, it is very important students provide comprehensive information. Students are assessed based on a combination of their expected progress in the program (given their year) and their progress relative to the previous annual review. In general, the Graduate Studies Committee evaluation should reflect at least appropriate, expected, and/or acceptable levels of performance and any constructive feedback provided should be regarded as encouragement to achieve or maintain program success.

When lack of satisfactory progress is noted by the year-end evaluation committee for a student in a Ph.D. program, a meeting may be called of the student, the supervisor, and the Director of Graduate Studies. The purpose of this meeting is to set reasonable goals and a timeline to help the student progress toward completion of the degree in a timely fashion. Following this meeting, the student may be required to submit a brief report to the Director of Graduate Studies monthly or at the end of every academic term, describing progress made toward degree completion during that term. This should include the extent to which the goals for the most recent term have been achieved and factors that may have affected the student's progress. Whether satisfactory progress was made in the period covered by each report will be determined by the Graduate Studies Committee.

In the absence of documented compassionate or medical grounds, lack of satisfactory progress on the agreed upon goals within the specified timeline or failure to produce a report may require a meeting of the student, the supervisor, and the Director of Graduate Studies to discuss subsequent action. In the absence of documented compassionate or medical grounds to permit a further extension, lack of satisfactory progress as determined in the subsequent Student Annual Review process will normally result in a recommendation by the Graduate Studies Committee to the School of Graduate Studies to withdraw the student from the program.

5. Policies and Procedures when Students have Academic, Personal, Interpersonal, Supervisory, or Practice Difficulties

An important feature of the departmental and university process is the attempt among all concerned to negotiate a resolution to the problem at the lowest possible and most informal level. To facilitate that process, the Department outlines the roles and responsibilities of individuals within the Department as they relate to resolving difficulties, followed by suggested procedures for resolving academic, practice, and interpersonal difficulties.

a. Roles and Responsibilities of Individuals as They Relate to Resolving Difficulties

Responsibilities of the Director of Graduate Studies

In consultation with the relevant program committee and the Graduate Studies Committee, the Director of Graduate Studies develops and monitors remediation plans for students related to academic or ethical difficulties in courses as well as research and teaching apprenticeships.

The Director of Graduate Studies also mediates between the student and other students, faculty, or the supervisor in situations where the student experiences difficulties of an interpersonal nature. The Director acts as a student advocate where conflict of interest arises between students and their relevant program director or other faculty members. When required, the Director of Graduate Studies acts as student advocate with administrative units outside of the Department of Psychology (e.g., School of Graduate Studies, Faculty of Arts).

Responsibilities of the Director of the Experimental Program

In consultation with the Experimental Program Committee, the Director of the Experimental Program develops and monitors remediation plans for students in the Experimental program related to academic or ethical difficulties in courses or comprehensive projects. When required, the program director also acts as a student advocate for students in the Experimental Program.

Responsibilities of the Director of Clinical Training

In consultation with the CPC, the Director of Clinical Training (DCT) develops and monitors remediation plans for clinical students related to academic, interpersonal and ethical difficulties related to courses or comprehensive exams. When required, the program director also acts as a student advocate for students in the Clinical program.

Responsibilities of the Practicum Coordinator

In consultation with the DCT and the CPC, the Practicum Coordinator develops and monitors remediation plans related to difficulties arising in a practicum (see the Practicum Policy Manual). The Practicum Coordinator will keep the DCT and the CPC informed of any such problems that arise in the practicum training of any student.

Responsibilities of the Clinical Program Committee

The CPC considers information obtained from the Director of Graduate Studies, the DCT, and the Practicum Coordinator to inform decisions relevant to remediation plans for academic, practice, or interpersonal difficulties for all Clinical students. The final judgment on continuation in the Clinical program rests with the CPC.

Responsibilities of the Experimental Program Committee

The Experimental Program Committee considers information obtained from the Director of Graduate Studies and the Director of the Experimental Program to inform decisions relevant to remediation plans for academic, practice or interpersonal difficulties for all Experimental students. The final judgment on continuation in the Experimental Program rests with the Experimental Program Committee.

Student Responsibilities

Students are expected to bring difficulties to the attention of the individuals involved (instructor, supervisor, etc.) as they arise. It is expected that most difficulties encountered will be solved by the student or by the student in consultation with the involved individuals. When difficulties arise, it is expected they will initially be dealt with by those most closely involved in a collegial, informal fashion. If the problem cannot be solved in this fashion, the student is encouraged to consult with some combination of their supervisor, the DCT, the Director of the Experimental Program, the Practicum Coordinator, and the Director of Graduate Studies, depending on the severity or nature of the difficulty. While it is impossible to anticipate every situation that may arise, in general, students should consult the Director of Graduate Studies for problems involving their research or teaching apprenticeships or non-clinical courses, the DCT for problems involving clinical courses and internship, and the Practicum Coordinator for problems involving practica. Students may also advise their student representative(s) of any problems. The student representative can then bring problems to the attention of relevant individuals while (as much as is possible) maintaining anonymity of the student(s) experiencing problems. Outside the Department, Student Affairs and Services (453-4527) has many resources for assisting students including, but not limited to, academic and personal issues. These are listed on their website which can be found at <http://www.unb.ca/fredericton/studentsservices>.

- b. Personal or Interpersonal Difficulties
- (i) Students can consult with their supervisor, the director of their program, and the Director of Graduate Studies, depending on the severity and nature of the difficulty they are experiencing. Students may also consult the Chair of the Department of Psychology. Outside the Department, the Dean of Graduate Studies can be consulted. Students can consult Student Affairs and Services (453-4527) for a variety of academic, health, spiritual and personal issues, which are listed on their website at <http://www.unb.ca/fredericton/studentsservices>. The Student Advocate, can be reached by contacting Student Affairs and Services (453-4527). The current Student Advocate is Mr. Wilfred Langmaid (langmaid@unb.ca). Information about services offered by the Office of Human Rights and Positive Environment can be found at <http://www.unb.ca/humanrights>. The University of New Brunswick has a set of policies and procedures for dealing with harassment that are organized under the office of Student Affairs and Services and the Department of People & Culture. These can be reached by phoning 453-4648 or through https://www.unb.ca/humanrights/rights_responsibilities.html.
 - (ii) The supervisor or instructor should notify the student's program director and the Director of Graduate Studies of any serious problems with a student's personal or interpersonal functioning, both out of concern for the student and because of potential impact on research, academic, or clinical performance. The Practicum

Coordinator should be notified of such concerns if they occur within the context of a practicum placement.

- (iii) Where appropriate, the program director or the Director of Graduate Studies, in consultation with the supervisor, student, and respective committees, will seek to devise a remediation plan with clearly specified goals and methods of evaluation. The student will retain a signed copy of the remediation plan and a copy will be placed in the student's official file. The progress of the student in meeting the objectives of the remediation plan will be closely monitored.
- (iv) If the problem is between individuals (e.g., between the student and a faculty member or between the student and another student), individuals involved in the issue will be part of the mediation and subsequent remediation process. Progress in meeting the objectives of the remediation plan by all individuals will be closely monitored.

c. Difficulties Between Supervisor and Student

Following a range of informal approaches in handling difficulties between a student and their supervisor, either the student or the supervisor, or both, may decide it is best for the student to change supervisors. When this situation arises, it is ideal to maintain appropriate and respectful communication between the student and their supervisor. The program director or the Director of Graduate Studies, in consultation with the supervisor, student, and respective committees, can assist with the process of changing supervisors and other related modifications (e.g., change of funding sources, relocating offices or labs). When there is a change of supervisor, to avoid unnecessary miscommunication and negative effects, it is best to limit initial communication about the situation exclusively to individuals directly associated with the situation.

d. Academic Performance

- (i) The supervisor or instructor should notify the Director of Graduate Studies of any serious concerns about a student's academic performance or about ethical violations. In addition, the DCT should be notified of concerns regarding performance in a clinical skills course, problems in the practice of clinical psychology, or problems in a practicum setting. Academic concern for Clinical students may also be triggered by a grade of B or less, a grade of NCR in any course or program requirement, or by a CGPA of less than 3.70 (see the section of the Graduate Student Handbook titled "Academic Standards for Continuation in the Clinical Program"). Academic concern for Experimental students may also be triggered by a grade of C or less, a grade of NCR in any course or program requirement, or by a CGPA of less than 3.0.
- (ii) The Director of Graduate Studies or the student's program director, in consultation with the supervisor, student, and respective committees, will seek to devise a remediation plan with clearly specified goals and methods of evaluation. The student will retain a signed copy of the remediation plan and a copy will be placed in the student's official file in the main Psychology office. The progress of the student in meeting the objectives of the remediation plan will be closely monitored.

- (iii) Students who are experiencing difficulties with a course, or who have concerns about coursework, should bring these up with the instructor of the course as soon as they arise. If this approach does not result in a satisfactory solution, students can bring their concerns to the director of their program, the Director of Graduate Studies or, to the Department Chair.

e. Research Progress

- (i) Difficulties in meeting deadlines for apprenticeship or dissertation research requirements will normally be identified by the supervisor who will notify the Director of Graduate Studies as soon as difficulties arise. Alternatively, the GSC may identify delayed progress in meeting research deadlines during the student's annual review.
- (ii) The Director of Graduate Studies or the student's program director, in consultation with the supervisor, student, and respective committees, will seek to devise a formal remediation plan with clearly specified goals and methods of evaluation. The student will retain a signed copy of the remediation plan and a copy will be placed in the student's official file in the main Psychology office. The progress of the student in meeting the objectives of the remediation plan will be closely monitored.
- (iii) Students who are experiencing difficulties with a supervisor, or who have concerns about their research progress, should bring these up with the supervisor as soon as they arise. If this approach does not result in a satisfactory solution, then students can bring their concerns to the director of their program, the Director of Graduate Studies, or to the Department Chair.

f. Clinical Practice and Practicum

- (i) Difficulties in the practice of clinical psychology will usually be identified in one of the initial clinical skills courses. It is expected that the course instructor will make the student aware of the nature of the difficulty in the form of explicit feedback and with recommendations of strategies for remediation. In a case where repeated remediation efforts are unsuccessful, the instructor will notify the student and the DCT.
- (ii) If the problems cannot be solved within the course, the DCT and the CPC will be notified. Where appropriate, the DCT or the Director of Graduate Studies, in consultation with the supervisor, student, and respective committees, will seek to devise a remediation plan with clearly specified goals and methods of evaluation. The student will retain a signed copy of the remediation plan and a copy will be placed in the student's official file in the main Psychology office. The progress of the student will be closely monitored. Recommendation for practicum placement will be delayed until satisfactory performance has been attained.
- (iii) When difficulties are encountered in a Practicum, procedures outlined in the Practicum Policy Manual will be followed (see the "Appeal and Remediation" section).
- (iv) If a student is experiencing problems while on practicum, the student should first address these with the onsite practicum supervisor, unless the onsite supervisor is involved, in which case the Practicum Coordinator should be consulted. If this does not resolve the problem, then problems should be reported to the Practicum

Coordinator. If problems cannot be resolved between the practicum supervisor, the student, and the Practicum Coordinator, then the Practicum Coordinator will report the problem to the DCT and the CPC. The DCT, in consultation with the CPC, will then mediate between the individuals involved.

g. Continuing Academic or Practice Difficulties

- (i) In cases of serious and on-going academic or practice difficulties, the CPC (for Clinical students) or the Experimental Program Committee (for Experimental students), shall decide whether the student will be placed on probation and advised to complete additional requirements, or will be required to withdraw from the doctoral program in psychology in which the student is enrolled (i.e., Clinical or Experimental).
- (ii) The CPC may require a student to withdraw from the doctoral Clinical program on the grounds of unsuitability to practice clinical psychology. The CPC shall provide written notice to the Chair and Director of Graduate Studies of the requirement that a student withdraw from the Clinical program. In their written notification, the CPC must provide reasons for their judgment that the student lacks fitness to practice clinical psychology. The student must also receive a copy of the CPC's notification of withdrawal at the same time it is sent to the Chair and the Director of Graduate Studies. The student will have an opportunity to meet with the DCT about the notification and the reasons for the judgment.
- (iii) For Clinical students, after reviewing the documentation submitted by the CPC, the Graduate Studies Committee may request the CPC to reconsider their request for withdrawal. However, the final judgment on recommendation to withdraw from the program because of clinical unsuitability rests with the CPC.
- (iv) A student who is given notice to withdraw from their program may appeal to the CPC (in the case of Clinical students) or to the Experimental Program Committee (in the case of Experimental students) within thirty (30) days of receiving a notification of withdrawal from the program. In the appeal, it is the responsibility of the student to provide additional information that they feel may lead the committee to reconsider its request that the student withdraw from the program. Students may appeal if they believe the "decision was made without due regard to proper procedure such that the student was materially disadvantaged" or if they believe "that the decision was made in a manner which was not fair in all of the circumstances". See Section 13: Academic Appeals, of the Degree Requirements, Regulations, Standards, and Procedures document available at <https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/index.html> for more information about appeals at the University of New Brunswick.

If the student is not in agreement with the outcomes of the appeal to their program committee and remediation procedures followed in the Department of Psychology, they may access the formal appeal procedures of the University of New Brunswick School of Graduate Studies. See Section 13: Academic Appeals, of the Degree Requirements, Regulations, Standards, and Procedures document available at <https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/index.html> for more information about appeals at the University of New Brunswick.

- (v) The procedure for dealing with failure is under the rules and regulations for appeals of the University of New Brunswick School of Graduate Studies and can be viewed at their website at <http://www.unb.ca/gradstudies/>

Membership on Comprehensive Examining and Dissertation Supervisory Committees

Note: A list of members of the Psychology GAU is provided in Appendix A

The following guidelines concerning composition of comprehensive examining committees and thesis supervisory committees were approved by the Graduate Studies Committee (December 17, 1999) and the Department (January 7, 2000). Note that mention of “the Department” is inclusive of the Departments of Psychology in Fredericton and Saint John.

Comprehensive Readers: One reader must be a faculty member in the Department; the second reader can be any member of the GAU, including Honorary Research Associates and Clinical Associates. The comprehensive project (Experimental students only) also requires a consultant who is a member of the Department.

Dissertation Supervisory Committees: The supervisor and one member must be faculty members in the Department; the third person can be any member of the psychology GAU or a faculty member from another GAU with expertise relevant to the thesis topic.

Inclusion of someone who is not a faculty member within the Department as either a comprehensive reader or a member of a thesis supervisory committee requires prior approval from the Graduate Studies Committee. Such approval will normally be given, provided the conditions indicated above are met. In any case, students should report the names of their intended comprehensive examiners and thesis supervisory committee members to the Director of Graduate Studies before embarking on comprehensive project or dissertation work.

To assist students with choosing faculty members who may be appropriate to act as comprehensive project examiners or as members of their dissertation thesis committee, a list of faculty and their research interests are presented below.

Guidelines for Supervisors and Graduate Students

The following activities exemplify the prototypic responsibilities of supervisors and graduate students. These guidelines should assist both faculty and students in structuring their mutual responsibilities.

The following responsibilities are distinct activities with separate meetings that will take place during the first, second, and third year of the doctoral program and during the first and second year for students who arrive with an M.A. The Ph.D. supervisor and student should expect to devote an average of one half-day per week to these activities.

a. Program Planning Meetings

These meetings apply specifically to students in the Experimental program. The student and supervisor, in collaboration with the program director, should expect to have regular meetings, especially in the first year, to discuss how the student might satisfy the various program requirements and fill any gaps in their preparation. These meetings are distinct from meetings held for a reading course.

b. Research Meetings

Students should become involved in research immediately upon arriving at UNB. Research meetings aimed at involving the student in the research area generally and ultimately developing a dissertation thesis topic should be held regularly and can involve students at other levels who are engaged in research within the same area. These meetings may be combined with program planning meetings where appropriate.

c. Research Apprenticeship Supervision

These research requirements are distinct from the dissertation thesis research and are required of all students. They may be dissertation related. Clinical student thesis supervisors will oversee the two clinical research apprenticeships. Experimental student thesis supervisors will oversee at least one research apprenticeship. Collaboration with other researchers in subsequent apprenticeships is encouraged for students in the experimental program.

d. Teaching or Co-Teaching Apprenticeship Supervision

At a minimum, the faculty member responsible for supervising the teaching apprenticeship will provide frequent meetings -- during the term preceding the course to be taught for students completing Psyc 6353 and 6354 and during the term in which the course is being taught for students completing Psyc 6523, 6355, or 6356. These meetings will be used to monitor the student's preparatory activities and to provide suggestions and sources of materials, etc. When the course is being taught, the supervisor will attend lectures frequently and provide the student with feedback on a regular basis.

e. Comprehensive Project Consultant

This role applies only to the Experimental program while a student is completing the Comprehensive Project (Psyc 6823), regardless of the form taken by the project (grant proposal, literature review, or research project). Essentially, the role of the consultant is akin to that of a research supervisor. Specifically, they need to monitor the student's progress in producing a proposal and final project that are satisfactory to the readers. This involves guiding the student in a novel research area and commenting on several drafts of the proposal before it is submitted to the readers to ensure a satisfactory outcome.

f. Practicum Supervision

Depending on the student's program, and the supervisor's area, the Ph.D. supervisor may or may not be involved with this activity.

Ph.D. Oral Examination of the Dissertation

The following procedures will be used to conduct Ph.D. oral examinations in the Department of Psychology.

Graduate School recommendations include the following specific points:

1. "The thesis must be examined by the Department concerned." Practical interpretation: The thesis will be approved by the supervisory committee. The committee must achieve a consensus that the thesis meets our minimal standards for work at the Ph.D. level. The work of the committee may be achieved by reading the thesis and providing written feedback to the candidate and/or closed meetings with the candidate and the supervisor. If a consensus cannot be achieved, then the Director of Graduate Studies may appoint an

additional member and the majority vote will prevail. When a consensus is achieved, the supervisor shall advise the Director of Graduate Studies who will recommend to the Dean of Graduate Studies that an Examining Board be struck.

2. The Examining Board is appointed by the Dean of Graduate Studies in consultation with the GAU. It will include at least five members and consist of the candidate's supervisor(s), one or two members of the Department, one or two members of other Departments/Faculties of the University, and an examiner external to the University who has been recommended by the Director of Graduate Studies or delegate. All members of the supervisory committee are eligible to serve on the examining board. Prior to the Director of Graduate Studies consulting with potential external examiners regarding their availability and interest, the supervisor will be required to indicate that there are no conflicts of interest between the student and/or supervisor with the prospective external examiner (https://www.unb.ca/gradstudies/_assets/documents/conflict_interest.pdf).
3. Once the membership of the Examining Board has been confirmed, copies of the dissertation will be distributed by the School of Graduate Studies to the external examiner and to the members of the Examining Board. The external examiner and the members of the Examining Board are expected to submit their reports to the School of Graduate Studies within one month of receipt of the dissertation. Reports will include signed acknowledgements by the members of the Examining Board that the dissertation is capable of being defended at oral examination.
4. The Dean or an Associate or Assistant Dean will chair the oral. The oral examination shall be open to all members of the University, faculty, and students. They will be permitted to ask questions but shall have no vote. The oral examination will begin by the candidate presenting a discussion of the thesis lasting about 30 minutes. Following the oral presentation, the members of the Examining Board will ask questions in turn.
5. At the conclusion of the oral defence, the Examining Board will make its decision based on both the content of the dissertation and the candidate's ability to defend it.
6. On the recommendation of the candidate's Examining Board, the thesis may be returned to the candidate for revisions. The candidate must make such revisions and return the corrected copies of the thesis to the Dean before being recommended for the degree.
7. Students should note that:
 - (i) the procedures for the oral examination are lengthy and involve a number of people. The External Examiner is asked to read and return their evaluation of the thesis within 4 weeks after agreeing to do it but will be given up to 6 weeks to do so. The Graduate School has indicated that *it may take up to 4 months* between the time of approval by the supervisory committee and the date for the oral exam.
 - (ii) the details of the procedures are explained in a document prepared by the Graduate School and available on the School of Graduate Studies website. The Director of Graduate Studies has copies of this document and students should read it at least 6 months before they expect to graduate.
8. Before being granted the degree, students must do all of the following:
 - a. Pay all debts to the Department.
 - b. Return all keys (not returning keys is a major security problem -- the Director of Graduate Studies may ask that you provide evidence that all keys have been returned).

- c. Return all Department equipment and test library materials.

FINANCIAL SUPPORT

Arts and Psychology Assistantships

Assistantships, fellowships, scholarships, and other awards are made available to graduate students on a competitive basis. The primary sources of funding for psychology graduate students are the graduate assistantships offered through the Faculty of Arts or the Department of Psychology. The Department of Psychology makes every effort to ensure each student receives at least some financial support; however, because graduate assistantships are competitive, the Department cannot guarantee financial support. Nevertheless, most of our graduate students have received assistantships in the past 5 years. Assistantships are awarded competitively on the basis of academic merit in the spring of each year. The first year of funding for students admitted to the M.A./Ph.D. program (either stream) is at the M.A. level and any subsequent years of funding upon promotion to the Ph.D. program would be at the Ph.D. level. Students admitted directly to the Ph.D. program (either stream) following completion of a Master's degree in psychology at another university would receive funding at the Ph.D. level for up to four years. Students who are awarded a teaching assistantship are generally expected to work as a teaching assistant for 6.5 hours per week in the Fall and Winter terms.

Summer supplements (that is, funding that students will receive during the summer term as part of their Arts Faculty or Psychology Graduate Assistantship) may be included in the funding described above. Summer supplements may be withdrawn if the student's performance is unsatisfactory. Summer supplements will not be awarded to students completing a Qualifying Year.

It is important to note that funding offers are individualized and that the amounts and timing of dispersal of funding may vary throughout the year. For budgeting purposes, it is important to familiarize oneself with the funding package and to raise any questions or concerns with the Director of Graduate Studies.

Guidelines and Procedures for Awarding Assistantships

The purpose of graduate assistantships is to enable highly qualified students to pursue their graduate work on a full-time basis. Funds for this purpose are limited and great care must be taken to ensure that financial support is awarded both effectively and equitably. All assistantships that are awarded by the Faculty of Arts are nominated by the Director of Graduate Studies, following discussion with the Graduate Studies Committee of the Department. Outstanding students having a minimum of a first-class honours standing will be eligible for awards in addition to the regular assistantship. Providing that performance in the graduate program continues as "satisfactory", their assistantship will be renewed.

Selected candidates for a graduate assistantship shall be placed in a pool from which the Arts Assistantship Committee will rank candidates for all available Faculty of Arts graduate assistantships. This competition typically takes place in February; a second round may take place as funding becomes available.

After the Faculty of Arts competition, students who remain unfunded from the Faculty of Arts competition may receive graduate assistantships from the Department on a competitive basis. Additional research assistantships may be awarded when available from faculty supervisors.

It is important to note that there are multiple sources of funds (e.g., School of Graduate Studies, Arts, Departmental, etc.) and their specific funding processes may vary.

Teaching or Research Assistantships

Some additional funds may be available in the Department each year to employ graduate students as teaching or research assistants. Preference will be given to students without financial support. Applications should be made in writing to the Department of Psychology within the first week following registration in September of each academic year.

Students may hold teaching assistantships offered by the Department so long as the teaching duties do not interfere with their full-time program of studies and do not exceed regulations established by the School of Graduate Studies.

Payment of Graduate Students

In many cases, payments to graduate students will be made bi-weekly. Generally, funds are processed in the following manner:

1. Graduate Student Teaching Assistantships (GSTAs) or Graduate Student Research Assistantships (GSRAs) are paid during Fall and/or Winter terms. GSTAs and GSRAs are taxable income. These funds are processed through Payroll.
2. Graduate Research Awards (GRAs) or Graduate Academic Awards (GAAs) are scholarship funds that are typically paid out over the course of the year. These funds are processed through Payroll.
3. Graduate Studies Recruitment awards are usually divided over the three academic terms. These funds are applied directly to the student account.

However, it is important to note that some awards or payments may be made on a different schedule; please carefully read through your funding package and any award offers to ensure familiarity with the expected frequency of any payments.

All graduate students are encouraged to review the Graduate Studies Scholarships and Awards search page and to apply for any funding for which they are eligible (<http://www.unb.ca/academics/calendar/graduate/current/awards/> and <https://www.unb.ca/gradstudies/current/financial/scholarships/external-funding.html>)

The Financial Aid office can help arrange for monthly payments of Tuition and/or Residence fees from the students on a negotiated basis in keeping with their circumstances. Also, Financial Services can help with setting up a payment plan (https://www.unb.ca/finance/financial-services/payment-options/payment_arrangements.html).

Travel Grants

The Graduate School aims to assist graduate students who must travel in connection with research being undertaken for a postgraduate degree. Because of the limited size of the fund, and the fact that it must support graduate students in all faculties, each Graduate Academic Unit is generally provided with funding each year to support student travel for presentations. The Department will decide on recommending students for these School of Graduate Studies awards. There are two application deadlines throughout the year (Fall and Spring) to provide some potential funding for travel throughout the year. Support will not be given to students wishing to attend conferences unless the student is presenting a paper. In some cases, funds are awarded to students to enable them to travel to another location to carry out their dissertation research. Every effort is made to

distribute the fund with equity within the Department and individual students will not normally be eligible for two grants in a single year.

In addition, the Department of Psychology attempts to facilitate students presenting at professional conferences. To that end, the Department has provided a travel honorarium: \$300 for the first conference presentation and \$150 for a second conference presentation in any academic year. To apply, send the request with documentation that the paper has been accepted to the Chairperson and arrange for a letter of support from your supervisor to be sent to the Chairperson.

Other Funding and Award Opportunities

Throughout the year, additional funding opportunities from the Department, University, and Federal Government are made available to graduate students. Students should be aware of these opportunities prior to their deadlines. Competitive departmental merit-based awards are provided annually, although their amounts and deadlines are subject to change without notice, depending on available funds and timelines (see <http://www.unb.ca/academics/calendar/graduate/current/awards/department-listings/?catid=9&deptid=32>). In the past, for example, the Snodgrass Graduate Research Proposal Award has been provided to Ph.D. students enrolled in Fredericton for proposed research; the Snodgrass Prize for Graduate Statistics has been given to students with the highest achievement in Psychology 6001 and 6002; the Snodgrass Prize in Clinical Psychology has been given to the student who has demonstrated the highest overall level of skills in Psychology 6211, 6212, 6311, and 6312; the Council of Canadian Departments of Psychology (CCDP) Teaching Assistantship Award is intended to recognize excellence in teaching among Teaching Assistants; and the Snodgrass Award for Service to the Department of Psychology has been given to graduate students who have made significant contributions to the Department.

Tri-council (i.e., SSHRC, CIHR, NSERC) federal scholarships are available, with various deadlines and eligibility criteria throughout the year (see <https://www.unb.ca/gradstudies/current/financial/scholarships/tri-council/index.html>). Furthermore, other provincial and university scholarships have been made available for ancillary support (see <https://www.unb.ca/gradstudies/current/financial/scholarships/index.html>). Please contact the School of Graduate Studies for additional information.

DEPARTMENTAL FACILITIES

1. Keys

Each graduate student will be issued a key to their research facilities. There is a \$5.00 deposit required for each key. These keys must be returned when students leave the Department, at which time deposits will be reimbursed. **DO NOT PASS YOUR KEYS TO OTHERS.**

Students doing research may sign out keys for research areas as needed. They must, however, have a faculty member's permission, in e-mail form, sent to the Graduate Secretary. A \$5.00 deposit is also required for each of these keys.

2. Faculty/Student Lounge

The Department of Psychology has a lounge (K105) for departmental faculty and students. It is hoped that this area will provide an atmosphere conducive to congenial exchanges between all members of the Department of Psychology. The lounge is used for workshops, departmental colloquia, etc. Scheduling of this room can be arranged using the online booking

console <https://booked.ext.unb.ca>. Please inform the Graduate Secretary upon booking the Snodgrass Lounge. It is the responsibility of all individuals who use the lounge to ensure that it is kept in reasonable order.

3. Computing and Data Processing Services (Arts Faculty)

Centralized and local computing services are available to all students enrolled in the University system. The Faculty of Arts maintains a Resource Centre in Tilley Hall (Room 201G) to provide general support for faculty and students. To contact the Arts IT Support Staff, email artsit@unb.ca. There are various computing and software options available through the M365 services (see MyUNB Intranet area). Programs currently available through the UNB General Lab include Maple, MATLAB, Minitab, and SPSS. In Psychology, depending on availability, there is access to programs such as Qualtrics, SONA, and NVivo. A good link featuring available software as well as general ITS information is: <https://unbcloud.sharepoint.com/sites/ITServices/SitePages/StudyRemotely.aspx>

4. Clinical & Applied Teaching/Research Space and Equipment

The Department has two areas, located on the second floor of Keirstead Hall, which are designated for clinical and applied teaching/research activities. One area comprises a large room (#225) that is equipped with a two-way mirror as well as multiple video cameras with an adjacent control room (#224) containing the equipment for video and audio recording. Space for clinical and applied activities is also located in the #205 suite consisting of four small rooms, all with video cameras and two with two-way mirrors, which are also connected to a central control room. Training on the use of these facilities is provided on an annual basis or request by personnel from Integrated Technology Services. Rooms may be reserved by graduate students or faculty using the online booking console <https://booked.ext.unb.ca>. During the term, use of clinical and applied space for teaching purposes has priority over other activities. While the clinical and applied space is available for research activities, individuals wishing to book regular blocks of time in a particular room for such purposes should discuss their space requirements with the Director of Clinical Training to ensure the scheduling of bookings will not interfere with on-going clinical and applied activities.

There is also a complete video recording system (1- 29-inch colour TV, VHS recorder and camcorder) and several audio tape recorders available for use. The video equipment is located in Room #224. It can be removed for use in other areas in the Department but should always be returned to Room #224. Video equipment should never be removed for use outside Keirstead Hall without prior approval from the Chair of the Department. During periods when departmental equipment is in heavy demand, additional equipment can be obtained on loan from the UNB Media Services, located in Marshall d'Avray Hall. Equipment to be used outside Keirstead Hall should be obtained from Media Services. The TV and VCR equipment may be reserved by graduate students or faculty using the online booking console <https://booked.ext.unb.ca>. Recording equipment is available to be signed out through the graduate secretary in the main office

In addition to space available in supervisor research labs, we attempt to provide students with individual office space. We make efforts to provide individual office space to M.A./Ph.D. students for 2 years and Ph.D. students for 1 year. At the end of this time and depending on availability, we may request that a student vacate their office by the end of the first week of August to provide space for new students coming into the graduate programs.

5. Wellness Room

One room (#220) has been set aside for quiet, individual, wellness-oriented activities such as yoga, meditation, reading, and respite. To maintain the cleanliness of the room and furniture, no food or drink is permitted. The space may be reserved (1/2 hour increments) by graduate students or faculty using the online booking console <https://booked.ext.unb.ca>. The key to the room is hanging in the photocopy room on the main floor.

6. Bio-feedback and Psychophysiological Equipment

The Department has a Lafayette portable polygraph with modules for recording various psychophysiological responses. In addition, for bio-feedback training, there are a number of single-channel units that may be used for heart rate, EMG, GSR, and surface skin temperature.

7. Test Library

General Information: A list of available tests is provided online in the graduate program section (under “Test Library” in the “Resources and forms for current graduate students” section) of the Departmental website. The “Test Library” list will indicate whether the test materials are housed in the Department or the Psychological Wellness Centre. Test materials (including manuals, administration materials, and record forms) may be signed out from the Test Library for use in courses and practica at the Psychological Wellness Centre (PWC) and to review for possible use in research. Record forms for tests housed in the Department are to be used for required course administrations only. Record forms for tests housed at the PWC are for use during practica training at the PWC. Please note that record forms are expensive and the department has a very limited budget available to maintain the test library, thus, the use of record forms must be monitored closely. Record forms used for research purposes must be purchased by the student or their supervisor.

Ethical Use of Test Materials: Professional conduct and legal requirements dictate that students must maintain careful control over the integrity and security of all test materials made available or reviewed during the completion of their graduate training. Students are expected to review and adhere to the *Statement on the Use of Secure Psychological Tests in the Education of Graduate and Undergraduate Psychology Students* (a copy of which is provided during your first assessment course and is available at the following website: <https://www.apa.org/science/programs/testing/test-security>). Students are *not* permitted to photocopy any test manuals, materials, or record forms due to copyright regulations. Also, test materials are *not* permitted off campus. They are to be used only in the Department and the PWC.

Access to Test Materials: Test materials are available to be signed out through the Department’s graduate administrative assistant or PWC administrative assistant. Once a student signs out a test, they are ethically and financially responsible for the test until it is returned to the relevant administrative assistant. For tests being used regularly in class, students may notify the administrative assistant via email (with a copy to the relevant classmate) that they have passed the test materials on to a classmate who then assumes ethical and financial responsibility for the test. All materials that come with a test kit should be kept together – students should not “loan” part of a test they have signed out to another student.

For tests that are a required part of a course, students should not keep the materials for more than 48 hours as their classmates will also need to review the material (with the exception of tests signed out on Friday, which must be returned on Monday morning). For optional tests used for a course (e.g., a course presentation) or being reviewed for research purposes,

students may keep the materials signed out for up to one week. Should another student request access to a test that has been signed out, the administrative assistant will contact the relevant student to recall the test. Recalled tests must be returned within 24 hours.

LIBRARY FACILITIES

1. A tour of the library and a description of its facilities are available at the library. The Reference Department has compiled a "Library Research Guide" for psychology students, and this guide to sources in the Harriet Irving Library may be useful to graduate as well as undergraduate students.
2. The library has an on-line computerized catalogue system, UNBWorldcat, a user friendly, highly integrated system. Access to almost the complete circulation collection of the library in Fredericton and Saint John is readily available.
3. Interlibrary loans service: Books and other materials not available in the UNB libraries may be borrowed from other libraries by placing a document delivery request online (see <http://lib.unb.ca/requests/docdel/index.php>). Materials may be obtained within a few days and there may be a fee depending on whether the material can be accessed electronically or must be photocopied.

ETHICAL PRINCIPLES AND PROCEDURES

Preamble

The Ethics Review process in the Department of Psychology is co-ordinated by a chairperson selected by the Department Chair. Faculty members and graduate students who have completed a course in Ethics in Psychology at the graduate level are asked to review submissions. The primary purpose of the process is to protect the rights, safety, and dignity of research participants and students under the circumstances described in the sections below. Evaluation of ethics shall be based upon the ethical code of the Canadian Psychological Association and the UNB Ethics Policy, which applies the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans. The evaluation is also concerned with the scholarly merit of a research project.

The ethics review process is intended to be a cooperative not an adversarial one. It is intended to provide the researcher(s) or instructor with the opinions of colleagues and the backing of the Department of Psychology, should questions about the ethics of a study or of a course arise. Nonetheless, obtaining ethics approval in no way reduces the ethical obligations of the researcher(s) or instructor. Should the reviewers or chairperson have concerns regarding aspects of a project (e.g., methods) as described in the proposal submitted for ethics review, they will express this concern to the researcher(s) or instructor, and where possible, offer suggestions to improve the proposal. Those who find the reviewers' concerns or suggestions to be inappropriate are encouraged to communicate this to the chairperson so that a satisfactory solution may be found.

The Department of Psychology keeps a record of all submissions and associated documents for a period of seven years, to be released only upon the written request of the Department Chairperson or the researcher(s) or instructor submitting the project.

Ethics Review Forms

Copies of the Department of Psychology Ethics Review Form are available on the departmental website: <http://www.unb.ca/fredericton/arts/departments/psychology/research.html>.

An information sheet entitled "Ethics Review Committee (ERC) Process" is available and should be consulted before completing the proposal for ethics review. Students are strongly encouraged to submit a rough draft of their submission to their faculty supervisor for feedback and editing before completing the final copy.

Ethics Review Policies

1. All persons who conduct or are associated with a research project using the facilities of the UNB Department of Psychology or acting in its name must, prior to initiating the research project, submit a completed Ethics Proposal to the Psychology Secretary in charge of facilitating this process.

A research project shall be defined as:

- (a) any study involving human participants, or
- (b) any study based upon information obtained from human participants (including naturalistic observation and archival studies which use data not in the public domain), or
- (c) the establishment of a data bank containing information about humans (other than the usual academic records).

The project may not be initiated until approval from the Ethics Review process has been obtained at both Departmental and University levels.

2. The instructor of any Department of Psychology course:
 - (a) with a clinical or applied skills-training component, or
 - (b) in which students or others act as researchers, observers, or as research or demonstration participants, or
 - (c) in which student self-disclosure is a part of the course

must have these components approved by the Psychology Ethics Review Committee before the course commences. In the case of research courses where the students are supervised by faculty members, it is the obligation of the supervisor to ensure that ethics approval has been obtained.

3. All student projects must be supervised by a faculty member. The faculty member must sign the completed review form before submission. Assisting students in the proper completion of the Ethics Review Form is one of the responsibilities of student supervision. Thus, the faculty member should read the Form carefully and ensure that all information has been included before signing. The faculty member and the student(s) share responsibility for the ethical conduct of the study.
4. It is the obligation of the person(s) submitting the form to be familiar with the ethics code of the Canadian Psychological Association, the Tri-Council Policy Statement, and the UNB Ethics Policy to ensure that all relevant material and information is included in the submission. In the case of student projects, the faculty member is responsible for checking to be sure all relevant material and information is included.
5. Research in the Department has been moving towards more frequent **use of web-based surveys and e-mail** to collect data. There are concerns about the security of these methods under certain circumstances (e.g., the transmission of data from "outside" UNB to the UNB server can be intercepted by a third party), although once the data are stored in the UNB

server, they are considered to be secure. As a result, researchers should be (a) using secure methods for data collection over the Internet, and (b) advising potential participants of the possibility that their data can be intercepted.

For web-based surveys, one secure method of administering a survey is to use the "PHPSurveyor". ITS has recently added a "Secure Socket Layer" (SSL) to any survey using PHPSurveyor. Now, all surveys can be secured via SSL by linking participants to <https://www.address> instead of <http://www.address> (notice the first example has an "s" after http, indicating a secure connection). If PHPSurveyor is too limiting then the study should be hosted elsewhere (i.e., Qualtrics or similar service). Qualtrics and similar sites usually offer the SSL option, but it is rarely free. If you are unsure about what to do, further information can be obtained from ArtsIT support staff.

Email communication is normally insecure between an e-mail client (e.g., Outlook, Mail) and its server, unless secure email (e.g., TSL) is used. Web-based e-mail is normally secure between a web browser and its server if a login is required. However, e-mail communication is normally not secure across the Internet from server to server. Users of secure email have no control over how email is accessed (secure or insecure) by recipients at the remote server. When using email for the return of any information from the participant (e.g., survey responses, informed consent forms, names for entering a "draw"), the inherent risks associated with e-mail communication must be clearly stated in the informed consent for potential research participants. In these cases, the following statements, or ones that convey the same information, should be added to the informed consent:

The use of e-mail carries risks of which you should be aware. E-mail addresses can be mistyped, and e-mail can reach unintended recipients; check each e-mail address carefully before sending your message. E-mail to group addresses (e.g., office@companyxyz.ca) can reach unintended recipients. E-mail also can be intercepted, read, altered, and circulated to unintended recipients. Because employers have the right to inspect email, please avoid using an employer's computer for activity that is not company related. E-mail is not anonymous and can be traced back to the sending computer and the individuals who are able to use it. Avoid using email when anonymity is desired. E-mail clients normally store a copy of the sent e-mail. Erase any copies made by the e-mail client.

It is also recommended that alternate means of submitting survey responses and consent letters be offered to potential research participants who feel uncomfortable using e-mail.

6. It is the obligation of the person(s) submitting the form to ensure the project or course component is carried out as it is described on the approved Ethical Review Form.
7. The investigator retains primary responsibility for the ethical conduct of the project even after approval by the Ethical Review process.
8. Modifications to any aspect of an approved project require a memo explaining the nature of these changes to the ethics committee chairperson. Modifications must be approved by the Department Ethics Review Committee and the UNB Research Ethics Board before they are implemented.
9. In those cases in which the Ethical Review Committee and the person(s) submitting the form cannot find a mutually acceptable way of conducting the study or course, the individual may appeal the Committee decision in a meeting of the Department of Psychology. Upon receiving a request for an appeal, the Department Chairperson shall call

a meeting of the Department of Psychology as soon as possible, to be held within five working days of the request. The Department shall make a recommendation to the Chairperson whose decision shall be binding.

10. Reports of violations of these principles shall be promptly investigated by the Department Chairperson or their delegates. If it is determined that the principles above have been violated, there shall be a meeting of the Department of Psychology Faculty within 15 working days in order to discuss the issues and recommend to the Department Chairperson what action, if any, should be taken.

Procedures for Adjudicating Alleged Ethical Violations by a Graduate Student in the Clinical Psychology Program

This section deals separately with:

- (i) Alleged ethical violations by students based on their performance in courses, teaching, research, or other activities within the Department of Psychology and University of New Brunswick; and
- (ii) Alleged ethical violations by students based on their performance in practicum placements.

The procedures for dealing with alleged ethical violations by students within the Department of Psychology and/or University of New Brunswick are:

1. During the course on Professional Ethics (Psyc 6101), students will be made aware of the Canadian Code of Ethics for Psychologists, and of procedures for dealing with alleged ethical violations by students.
2. When a member of the faculty is concerned about a possible ethical violation by a student, the faculty member will first discuss the situation with the student. The possible outcomes of this discussion are:
 - a) If the faculty member is convinced that no ethical violation took place, they will take no further action.
 - b) If the faculty member is convinced that a minor ethical violation took place, but that a resolution has been agreed upon by the faculty member and the student to resolve the issue, the faculty member will inform the DCT, in writing, about the nature of the ethical concern and the manner in which it was resolved. Resolution might include a course of remedial action with a specific time frame for implementing this action. Written documentation of this minor ethical violation and the manner in which it was resolved will be included in the student's file that is kept in the Department of Psychology main office. No further action will be taken unless (i) other ethical violations are brought to the attention of the DCT; and/or (ii) the DCT perceives the situation to constitute a more serious ethical violation.
 - c) If the faculty member deems that a major ethical violation has taken place, or if no adequate resolution can be found, the faculty member will inform the DCT in writing of the alleged ethical violation.
3. If a student or person who is not a faculty member in the Department of Psychology at UNB perceives that a graduate student violated an ethical standard, they shall inform the DCT of the situation. Before any official action by the DCT, they must receive a statement signed by the complainant.

4. When the DCT receives a report of a possible ethical violation, they will:
- a) Convene an ad hoc Ethical Review Committee consisting of the instructor of Psyc 6101 Ethics for Psychologists and the Chair of the Department of Psychology Ethics Committee and chaired by the DCT. In the event any of these faculty members have lodged the complaint or are in any other way required to provide information on the complaint or in a conflict-of-interest position, they will be replaced in the committee: the DCT by the Director of Graduate Studies, and the committee members by another faculty member in the Department or a Clinical Associate.
 - b) The committee will request clarification of information or further documentation as appropriate.
 - c) The Ethical Review Committee will review any information relevant to the complaint from either the complainant or the student under review. If the Committee feels that a complaint is either partially or fully valid, a decision will be made as to how the complaint will be resolved.
 - d) Depending on the seriousness of the violation and the stage of the student in the Clinical program, possible resolutions include:
 - (i) requiring the student to retake the course on Professional Ethics
 - (ii) requiring the student to complete other activities aimed at enhancing their understanding and implementation of ethical principles
 - (iii) receiving a failing grade in the course or activity in which the ethical violation occurred
 - (iv) recommending to the Director of Graduate Studies that the student be withdrawn from the clinical program
 - (v) when appropriate, requiring the student to rectify the situation
5. The student shall have the right to appeal the decision of the Ethical Review Committee to the CPC. The decision of the CPC will be considered final at the Departmental level. The student has the right to appeal any decision reached by the CPC to the Executive Committee of the School of Graduate Studies. This appeal procedure and regulations are described on pages 8-9 of the Graduate Calendar.

The procedures for alleged ethical violations by students based on their performance on practicum placement are:

1. When a practicum supervisor is concerned about a possible ethical violation by a student, they will first discuss the situation with the student. There are three possible outcomes of this discussion:
 - a) If the practicum supervisor is convinced that no ethical violation took place, they will take no further action.
 - b) If the practicum supervisor is convinced that a minor ethical violation took place, but that a resolution has been agreed upon with the student that resolves the issue, the practicum supervisor will inform the DCT, in writing, about the nature of the ethical concern and the manner in which it was resolved. Resolution might include a course of remedial action with a specific time frame for implementing these actions. Written documentation of this minor ethical violation and the manner in

which it was resolved will be included in the student's file in the Department of Psychology main office. No further action will be taken unless (i) other ethical violations are brought to the attention of the DCT; and/or (ii) the DCT perceives the situation to constitute a more serious ethical violation.

- c) If the practicum supervisor deems that a major ethical violation has taken place, or if no adequate resolution can be found, the practicum supervisor will inform the DCT in writing of the alleged ethical violation.
2. When the DCT receives a report of an alleged ethical violation by a student (not including a minor violation for which an acceptable resolution was agreed upon), they will:
 - a) Convene an ad hoc Ethical Review Committee consisting of the instructor of Psyc 6101 Ethics for Psychologists, the Chair of the Department of Psychology Ethics Committee, and the practicum supervisor, and chaired by the DCT. If neither the instructor of Psyc 6101 nor the Chair of the Department Ethics Review Committee is a member of the CPC, one of them will be replaced by a member of the CPC such that at least three of the four members of the Ad hoc Ethical Review Committee are clinical psychologists.
 - b) The committee will request clarification of information or further documentation as appropriate.
 - c) The Ethical Review Committee will review any information relevant to the complaint from either the complainant or the student under review. If the Committee feels that a complaint is either partially or fully valid, a decision will be made as to how the complaint will be resolved.
 - d) Depending on the seriousness of the violation and the stage of the student in the Clinical program, possible resolutions include:
 - (i) requiring the student to retake Psyc 6101, Ethics for Psychologists
 - (ii) other activities aimed at enhancing the student's understanding and implementation of the ethical principles
 - (iii) withdrawing from and receiving a failing grade on the practicum
 - (iv) recommending to the Director of Graduate Studies that the student be asked to withdraw from the clinical program
 - (v) when appropriate, requiring the student to rectify the situation.
 3. The student shall have the right to appeal the decision of the Ethical Review Committee to the CPC. The decision of the CPC will be considered final at the Departmental level. The student has the right to appeal any decision reached by the CPC to the Executive Committee of the School of Graduate Studies. This appeal procedure and regulations are described on the School of Graduate Studies website: <https://www.unb.ca/gradstudies/current/resources/regulations-and-guidelines/regulations/index.html>.

Ethical Considerations in Applied and Clinical Research, and Practica

General Issues

In terms of ethical practice, there is no distinction between “applied,” “clinical,” and “experimental” research. The principles outlined in this handbook, for studies with children and

adults, provide guidelines for appropriate researcher behaviour in applied and clinical research projects. However, to the extent that an applied or clinical research project involves therapeutic or programmatic intervention, the researcher is functionally a practising psychologist and should adhere to the ethical standards of psychologists. The following points should also be noted.

1. Responsibility - although responsible for their actions, students do not have the primary responsibility for the well-being of a participant/client. Great care must be taken to ensure that all concerned parties (clinical supervisors and agency administration) are aware of and approve of specific strategies and techniques employed with individual participants/clients. Detailed records or recording (if possible) of all student-client interaction should be maintained. To the extent that the student is concerned about violations of ethical standards, they have an obligation to seek appropriate advice and ensure more stringent safeguards for the participant/client.
2. Confidentiality - a participant/client has the right to expect complete confidentiality of all records and interactions, to the fullest extent of the law. All documents and materials that can be personally associated with participant/client should be secured with whomever has ultimate clinical responsibility. For example, if the participant is contacted through a Mental Health Clinic, the Clinic should maintain all identifiable documents and materials within their system. If the project is conducted exclusively within the Department of Psychology, security should be arranged with the project supervisor.
3. Consent - the researcher must ensure that the consent of each participant/client is voluntary and based on the most complete information available. A decision to employ deception (i.e., restrict availability of information) as an experimental or therapeutic strategy is the responsibility of the supervisor or whoever may have clinical responsibility for participants/clients.
4. Project Approval - although specific therapeutic or programmatic behavioural intervention projects may not be the responsibility of the Department of Psychology, student-generated research proposals should be approved, with respect to clinical standards, by the Clinical Program Committee before any formal approach to external agencies or to the prospective participant/client is attempted. Of course, long-term projects which have been previously approved by granting and/or service agencies would not require departmental review.

THE HUMAN RESEARCH PARTICIPANT POOL
General Statement on Policy and Procedures Concerning Use
of the Human Research Participant Pool

In accordance with the Ethical Standards of Psychologists, as formulated and adopted by the Canadian Psychological Association in 1978, the Department of Psychology does not require students in our courses (e.g., Introductory level Psyc 1013 or 1023) to participate in research projects. As an incentive to their participation, they will be given one-half of a participation point for each half-hour or part of a half-hour spent in research participation. For the Introductory Psychology courses, students can earn up to a maximum of 5 points per course. Students in other courses may also be offered the opportunity to participate in research projects in exchange for participation points, usually up to a maximum of 1 to 3 points—eligibility for this option and the number of points is at the discretion of the instructor. Participation points will be added to whatever percentage score each student obtains from their other course work. The following general principles are suggested as defining the general policy:

1. All faculty, graduate students, and Honour's student researchers should be familiar with the Ethical Standards of the Canadian Psychological Association and the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans. A copy of these standards is available from the Test Library.
2. The participant pool is to be defined broadly so as to include students in Intro Extension, Intersession, Summer School courses, over and above those in the "regular" Intro courses. Students in other relevant courses (e.g., second-year Foundations courses) may also be included in the participant pool.
3. The requirements of the research project and the number of participation points awarded must be clearly communicated to the students at the time that they sign up.
4. The students must have the freedom to discontinue the project at any time and must not be pressured in any way into continuing. Participation points must be awarded to students who withdraw from a project once it has begun. Points are not awarded to students who fail to show up or those who withdraw prior to receiving instructions from the Investigator.
5. To give students the maximum possible educational value from participation, the researcher should explain the nature of the research project to them. To attain this end, researchers should at least prepare a one-page summary of the purpose, expected findings, the use to which each student's data will be put, and a statement regarding the confidentiality of the data. The summary must include at least one reference to a research article available from the holding at the Harriet Irving Library. In the event that a reasonably full disclosure of the project cannot be made during the conduct of the project, investigators should provide the students with a statement on the project that will not affect future data collection and also indicate to each student the manner in which they may receive full disclosure (e.g., meeting with the investigator at a later date; further distribution of printed material by mail). It should be clear to researchers that it is their responsibility to ensure that feedback is received by the students without undue effort on the student's part.
6. It is the responsibility of every individual investigator to submit any research proposal to the Departmental Ethical Review Committee including the subject pool form for approval, if appropriate.
7. Every investigator should first try to recruit participants using the online Participant Sign-up System (SONA).
8.
 - a. Investigators contacting students directly over the telephone or by email should identify themselves clearly by stating their name, position in the Department (e.g., graduate student doing thesis-related research), provide the ethics protocol number of the project (e.g., REB-XXXX-XX), indicate the general nature of the research project, and give clear and redundant instructions to the students as to where and when the project is going to be conducted. Also indicate what to do if they lose the information concerning the project (e.g., check their SONA account). Researchers are not permitted to make appointments with students in a way that does not allow the student to verify the validity of the project and the researcher before the time of appointment. Preferably appointments will be made for a time that permits the student at least one school day to verify details. For participants that are not recruited using the SONA system, the researcher must contact the SONA administrator and provide the Student ID Number and the Project Name within 24 hours of recruiting a student.

- b. By the end of each day, researchers must use the SONA system to provide participation points to participants who took part in their research that day. Students will be able to use the SONA system to verify that they have received their points. Therefore, it is very important to make sure that all points are provided each day.
9. It is suggested that, with the consent of the respective instructors, research projects may be announced and students recruited in classes other than those defined as the participant pool. Care must be exercised in order not to mislead these potential participants regarding participation points for research service. Individual instructors may wish to provide this incentive.
10. Researchers must make the supreme effort of keeping all appointments and doing so in a punctual manner.
11. All projects must be listed on the SONA system and participants are normally recruited using this system. After receiving Ethics approval from both the Department and the university REB, the Psychology secretary will provide you with a SONA Username and Password. Instructions for accessing the SONA system and submitting a project for ethics approval are available on the Department website.

Appendix A: Members of the Psychology Graduate Academic Unit

Department of Psychology (Fredericton Campus)

Charlene F. Belu (she/her), B.A. (Grant MacEwan), Ph.D. (UNB)

My research focuses broadly on intimate relationships and sexual wellbeing. Specifically, I am interested in understanding interpersonal predictors of wellbeing among individuals in relationships and couples, particularly those who may be coping with challenges such as sexual difficulty (e.g., orgasmic disorder) or infidelity. I am also interested in the experience of extradyadic attraction (i.e., crushes) among those in romantic relationships and links to relationship quality. I use online surveys and employ cross-sectional, daily diary, and longitudinal research designs.

Barbara D'Entremont, B.Sc., M.Sc. (Dalhousie), Ph.D. (Queen's)

Research in our lab focuses on quality of life (QoL), well-being, and related issues, of individuals with autism spectrum disorder (ASD) across the lifespan, and their families. Students coming into the lab are welcome to propose their own research questions as long as they fit within this broad research program. Representative projects have included: predictors of QoL of school-aged children and adults with ASD; experiences of transition-aged youth with ASD; transition factors as predictors of QoL of transition-aged youth with ASD; job satisfaction of autistic adults; and parents' experiences of their autistic preschoolers' engagement with early intervention. We are particularly interested in identifying predictors of increased quality of life.

Scott Deibel, B.Sc. (Hon), M.Sc. (MUN), Ph.D. (Lethbridge)

In animal models, I have studied the effects of misaligned circadian rhythms on physiology, memory, and sleep. I also study circadian rhythms, in animal models of disease, such as metabolic syndrome, cancer, and Alzheimer's disease. Recently, my work has focused on these questions in humans. I am interested in: (1) how the timing of one's individual clock relates to their cognition, sleep, health, mood, and behaviour; (2) does changing the timing of one's clock affect associated outcomes; and (3) whether, for different diseases, circadian rhythm disruption is a precursor or symptom. My goal is to try to find ways to improve health and functioning by adjusting one's circadian clock.

Ryan Hamilton (he/him), BA, MSES, Ph.D. (UNB)

My research interests fit into two broad streams: 1) sport and exercise psychology and 2) cancer survivorship. Within the sport and exercise psychology domain I am primarily interested in the application of psychological principles to enhance and understand athletic performance - especially elite performance. My work with cancer survivors has focused primarily on the psycho-social experiences of cancer survivorship and the development of novel interventions to facilitate effective coping and quality of life.

Diane LaChapelle (she/her), B.Sc. (McMaster), M.A., Ph.D. (Regina)

My research interests are in the areas of health and rehabilitation psychology including the contributions of social and psychological factors to health and illness and the contributions of illness to individual and couple well-being. I am particularly interested in the assessment and management of chronic pain (e.g., pain acceptance, coping with pain, arthritis/fibromyalgia) and

in how stereotypes and stigma impact patients with pain. My clinical interests also lie in the fields of health and rehabilitation psychology and adult clinical assessment.

Emilie Lacroix (she/her), B.A. (McGill), M.Sc., Ph.D. (Calgary)

My research group is called the Maritime Eating and Appearance Lab (MEAL). Spanning the disciplines of psychology, psychiatry, and nursing, our overarching goal is to improve understanding, prevention, and treatment so that no one is held back by body image concerns or disordered eating. In one line of research, we explore normative and risky trajectories of body image and disordered eating development across the lifespan, and the association of these trajectories with factors such as personality traits. In another line of work, we examine the lived experiences of populations who have been historically underserved, including gender-diverse people with eating disorders, and people with concurrent eating disorders and substance use disorders. We employ a variety of approaches in our research, including qualitative, quantitative, and meta-analytic methods.

Janine V. Olthuis (she/her), B.A. (Smith College), Ph.D. (Dalhousie)

My research explores ways to increase access to evidence-based psychological interventions, focusing on: (1) the development and evaluation of distance-delivered interventions, (2) the exploration of transdiagnostic interventions (i.e., interventions focused on treating shared risk factors, most notably anxiety sensitivity), and (3) the use of physical exercise in mental health treatment. My interests are grounded in cognitive behavioural theories with a focus on anxiety and related disorders (depression, trauma, substance use)

Lucia F. O’Sullivan (she/her), B.A., M.A. (UNB), Ph.D. (Bowling Green)

My research addresses the interface of sexuality and intimate relationships, including the impact of technologies on close relationships, with a primary focus on adolescents and young adults. Another line of research focuses on barriers and facilitators to access to sexual health care and services. Many of my studies and collaborations are international (e.g., South Africa, Guatemala, India) and I use primarily survey methods and experimental designs.

Michael Palmer (he/him), B.Sc., M.S., Ph.D. (Central Michigan)

My research interests are varied within behaviour analysis and psychology. Within behaviour analysis, I have explored performance feedback and its effect on employee behaviour; choice and preference, how preferences change across time, and whether preference indicates reinforcement efficacy; and social validity of procedures in applied behaviour analysis. Within psychology, I have explored academic burnout and its relationship to social media and internet use, psychological flexibility, and impulsivity. An overarching goal is to explore ways behaviour science can be used to improve the quality of life of employees in organizations and those with intellectual or developmental disabilities.

W. Q. Elaine Perunovic (she/her), B.A., Ph.D. (Waterloo)

My research interests lie primarily in the fields of social and personality psychology, with a particular focus on the influence of culture on human thoughts, emotions, and behaviours. Specifically, I investigate how cultural contexts shape self-concept and identity, as well as the mechanisms of goal motivation and subjective well-being within diverse cultural settings. Additionally, my work explores the nuances of contextualized personality, examining how personalities manifest and evolve in different social and cultural environments. I am also interested

in the dynamics of interpersonal relationships, and how they are affected by cultural factors, including the impacts of bilingualism and multiculturalism on social interactions and personal identity. Furthermore, my research extends to the processes of cultural adaptation and how individuals adjust to new cultural contexts, both psychologically and behaviorally.

Carmen Poulin, (she/her) B.A. (UNB), M.A., Ph.D. (Queen's)

My research interests focus on the experiences of women and marginalised groups living/working in institutions, both ideological and material (e.g., the institution of motherhood, firefighting services, informal caregiving). More specifically, I'm interested in how the ideologies and practices of these institutions or organisations shape the daily lives of specific groups of women and marginalised groups. In turn, I'm also interested in how marginalised individuals respond to this influence in terms of their cognitions and behaviours. The epistemological assumptions I make centrally situate the experiences of marginalised groups in my research. My approach is based on a feminist understanding of the social world. In addition to shedding light on the experience of marginalised groups, my research findings inform policies with the goal of bringing about positive social change. <http://www.p-sec.org>

Drew Rendall (he/him), B.Sc. (Calgary), M.A., Ph.D. (California)

I study systems of vocal communication in humans and animals, how they are used to coordinate social behavior, and how they reflect similarities and differences in the underlying perceptual and cognitive machinery among species. For many years, I worked primarily with different primate species, but I now also work on a completely different group of animals, songbirds. Ultimately, I am interested in understanding the origins and elaboration of human language as one of our own most important and potentially complex behavioral capacities. As such, I am interested in the extent to which important features of language and supporting cognitive architecture represent elaborations of traits present in other species or are evolutionary novelties without obvious biological precedent. Other primates and songbirds are both useful comparison groups in this regard.

Meghan Richards, B.A., B.Sc. (UNB), M.A., Ph.D. (Lakehead)

My pedagogical interests lie in the application of clinical theory to practice and include the areas of General Psychiatry, Adult Psychodiagnostic Assessment, Adult and Child Psychoeducational Assessment, Clinical Intervention, and Clinical Supervision.

Scott T. Ronis, B.A. (Brandeis), M.A., Ph.D. (Missouri)

My research interests include youth emotional and behaviour problems, youth and family access to effective mental health services, correlates of juvenile delinquency, normative and atypical youth sexual development, family relationships and interaction patterns, and the impact of various situational and environmental stressors on youth development. Consistent with a contextual/systemic perspective, my research examines the complex and multiple relationships between youths and the broader contexts in which they are embedded (e.g., family, peer, school, neighbourhood). My overarching goal is for my research to directly influence prevention and treatment services with often underrepresented and underserved populations.

Heather Sears (she/her), B.Sc. (Acadia), M.A., Ph.D. (Victoria)

My research focuses on various aspects of adolescents' development. My primary interest is understanding adolescents' help-seeking behaviour. I am interested in how the processes of asking for assistance from parents, peers, and professionals differ among young people, and how

adolescents' gender, individual and relational characteristics, and the type of problem combine to predict this behaviour. I am also interested in how parents, siblings, and peers socialize adolescents to use help seeking and/or other ways of coping.

Biljana Stevanovski (she/her), B.A. (McMaster), M.A., Ph.D. (Waterloo)

My research interests are in the broad areas of memory and attention. I am interested in both applied work and basic foundational work. My research on attention has involved basic research projects in which attention is split across tasks (i.e., dual-task procedures), as well as applied research projects in which we examined where people look when they look at money (e.g., when deciding if a banknote is counterfeit). Other work has looked at the role of working memory in performing other tasks (e.g., enumeration or counting) or the effects of testing on memory performance. Finally, my research has also examined the emotional impacts of attention (e.g., do we dislike sounds that we have ignored as compared to those that we have attended?). This line of work has focused on understanding the basic principles of this effect, as well as applications of this type of work to attempt to modify human behaviour.

Daniel Voyer, B.Sc., M.Sc. (Montréal), Ph.D. (Waterloo)

My primary research interests cover several areas relevant to individual and sex-related differences in cognitive abilities, as well as neurofunctional factors underlying language and emotion perception. My research on gender-related differences in spatial abilities emphasizes how they relate to biological and environmental factors as well as reasons why women are not as well represented as men in areas relevant to sciences, technology, engineering, and mathematics. I also conduct auditory perception research examining the importance of bottom-up (material type) and top-down characteristics (memory, attention, priming, etc.) in the perception of speech and emotions. Finally, my visual perception research also focuses on bottom-up and top-down factors involved in word recognition and the facial expression of emotions.

Veronica Whitford (she/her), B.A., Ph.D. (McGill)

My laboratory examines the behavioural and neural correlates of language development across the lifespan, with a specific focus on reading. We examine these processes in several populations with different linguistic and cognitive profiles, including neurotypical monolinguals, bilinguals, and multilinguals; individuals with language and learning disorders (e.g., developmental dyslexia); and individuals with neurodevelopmental or neurodegenerative disorders (e.g., Alzheimer's disease, autism spectrum disorder, schizophrenia). We employ a variety of experimental and statistical techniques in our research, including eye-tracking, electroencephalography (EEG), and linear mixed-effects modelling.

Department of Psychology (Saint John Campus)

Lisa A. Best (she/her), B.A. (York), M.A. (Arkansas), Ph.D. (Maine)

My research is currently focused on two broad areas. First, I am involved in several projects focused on health psychology. In my lab, we are investigating how psychosocial variables, such as personality characteristics, mindfulness, psychological flexibility, and social support, are related to psychological and physical wellness. We are specifically interested in examining how these factors affect health behaviors, such as disordered eating, drug and alcohol use, and social support. In addition, we are working on several projects that focus on how chronic and acute health

problems affect subjective well-being. In these studies, we are collecting data from individuals who have been diagnosed with different disorders (i.e., cancer, autoimmune disorders, spinal cord injury) to determine factors that predict physical and psychological outcomes. Second, I am interested in how scientists in different disciplines communicate using graphs and pictures. I have worked on several different projects that investigate disciplinary differences in data analysis and the representation of numbers. My recent students have conducted research examining how psychologists, biologists, and medical researchers communicate results in published articles.

Lilly E. Both, B.A. (Manitoba), M.A., Ph.D. (Waterloo)

My research interests are in the area of peer relationships and social skills across the lifespan, correlates of life satisfaction, and personality theory. Other areas of research include privacy rights, and attitudes toward Medical Assistance in Dying. My laboratory contains a playroom for children with an adjacent research room. A one-way mirror allows for unobtrusive observation and video recording of the activities in the playroom. This observation room also contains equipment for viewing and coding the data.

Caroline Brunelle (she/her), B.A. (Laval), Ph.D. (McGill)

My research is centered around individual differences in the predisposition to addictive behaviours and the identification of common etiological factors in the comorbidity of substance use disorders and other mental disorders (e.g., posttraumatic stress disorder, mood and anxiety disorders). More specifically, recent research interests include the identification of transdiagnostic factors maintaining the relationship between trauma and substance use as well as the evaluation of opioid assisted therapies in the province of New Brunswick. Additionally, cannabis use has been a recent research interest of mine.

Mary Ann Campbell (she/her), B.A. (Hons) (Dalhousie), M.A. (Lakehead), Ph.D. (Dalhousie)

As a clinical and forensic psychologist, I have two related branches of research that relate the criminal justice system, the people impacted by that system, and the people working within that system. One branch focuses on enhancing the standards of practice of clinical forensic psychology, offender rehabilitation, and crime prevention as applied to both adult and adolescent offender populations and at-risk groups. Specific foci include recidivism risk assessment, psychopathy, justice-involved youth, and best practices to enhance risk reduction intervention responsiveness, as well as the evaluation of programs intended to reduce criminal behaviour and increase public safety (e.g., persistent offending, problem solving courts, crime prevention programs with at-risk groups). The second branch of my research is concerned with furthering evidence-based policing, including such areas as police response to intimate partner violence, psychological factors involved in use of force decision-making, police procedures, investigative interviewing within a trauma informed lens, and police-mental health client interactions, as well as research concerned with the psychological health of law enforcement and other first responders from both an employee and organizational lens.

Enrico DiTommaso, D.E.C. (Vanier), B.A. (McGill), M.A., Ph.D. (UNB)

My major research interests are in the area of attachment, social adjustment and well-being. I am currently working on understanding the mechanisms associated with the development and maintenance of healthy relationships within an attachment theory framework in adulthood. More specifically, an important part of my research is focused on understanding possible mechanisms associated with the development and maintenance of chronic social and emotional loneliness and

its sequelae. Other research interests include measurement, scale construction, and survey methodology, along with a broad interest in exploring psychological factors predictive of wellness outcomes.

Vanessa Morris, B.A. (Waterloo), Ph.D. (McMaster)

My research aims to examine the causes and the consequences of addictive disorders, with a specific focus on adults who have alcohol or substance use disorders. While the subject of “what causes addiction” — or leads an individual to begin and continue using addictive substances — is quite vast, my research specifically examines the personality characteristics, decision-making skills, and comorbid disorders, that can increase an individual’s likelihood of developing and sustaining an alcohol or substance use disorder. On the other hand, with respect to the consequences that can arise from prolonged substance use, my research aims to examine the neurological repercussions (using structural and functional neuroimaging) that can emerge from continued use of neurotoxic substances (e.g., alcohol, illicit substances, etc.). Occasionally, I also examine the bidirectional relationship that can exist between these two dimensions of addiction; for example, deficits in decision-making can be both a cause for, and a consequence of, substance use.

Sean Roach (he/him), B.Sc. (CBU), M.Sc., Ph.D. (Dalhousie)

My primary research area is avian communication, with a focus on how songbirds use their songs to convey important information related to territorial defense and mate attraction. Recent areas of focus within my birdsong research include geographic song variation (and its evolutionary causes and consequences), avoidance of acoustic interference due to other animals and anthropogenic noise, and the specific aspects of song and singing behaviour that serve to convey aggression among territorial males. I am also interested in avian neurobiology, specifically as it relates to song perception in songbirds. Beyond avian communication, my interests and recent research activities primarily concern cognition, chronotype, and the psychological benefits of natural environments.

David Speed (he/him), B.A. (Brock), M.A.S.P., Ph.D. (Memorial University of Newfoundland)

My research interests fall into three broad categories: basic, applied, and collaborative. 1) My basic research interest is in secular individuals in Canada and the United States. Using ‘big data’ I explore the reported experiences of nonreligious, nonspiritual, or atheist individuals. While much of my research in this field has addressed the health of these groups, I am also interested in their perceptions of meaning, attitudes towards outgroups, and healthcare utilization; 2) I have applied research interests in program evaluation, health, and social wellness. Using a lens of program evaluation, I will work with members of the community in answering ‘real world’ questions. While in Saint John I have worked with Go Ahead Seniors, Horizon Health, and the Elizabeth Fry Society. 3) I frequently collaborate with faculty and students who are interested in exploring their research questions using ‘big data’. In the cases, my collaborators will act as subject matter experts while I act as a method expert. Through these partnerships I have worked on projects related to LGB health practices, comorbidity between mental illness and substance use disorders, and pornography and sexism.

Jonathan Wilbiks (he/him), B.Sc. (Toronto), M.A. (Sheffield), Ph.D. (Toronto Met.)

My research has two main focuses: audiovisual integration and the psychology of music. In studying audiovisual integration, I am interested in how our perceptual system processes and

combines information coming from auditory and visual sources. Recent projects in this stream involved examining how many visual objects we can integrate with one sound, how the perception of auditory pitch and visual space affect one another, and how reliability of auditory and visual information affect how we use this information in making perceptual decisions. I have also had students recently examine how disorders such as depression and autism spectrum disorder affect our ability to process auditory and visual information. In the psychology of music, I look at how having had musical training in childhood and throughout life affects one's ability to process and remember music and other perceptual information. I am also generally interested in many aspects of human sensation, perception, attention, and memory. One example of this is an ongoing study in which I am examining effects of sensory modality and horizontal location on the attentional network.

Professors Emeriti/Retired Faculty

NOTE: Supervision by a professor emeritus/emerita or a retired faculty member requires a co-supervisor from the Department who is actively involved in the student's research and program of study.

Fredericton Campus

Byers, E. Sandra (Professor Emerita) B.A. (Rochester), M.A., Ph.D. (West Virginia)
Cameron, C. Ann (Professor Emerita) B.A., M.A. (British Columbia), Ph.D. (London)
Clark, David (Professor Emeritus) B.Sc. (Houghton), M.A. (NSSR), M.Phil., Ph.D. (London)
McDonnell, Paul (Professor Emeritus) B.A. (Western), M.A., Ph.D. (Toronto)
Nicki, Richard (Professor Emeritus) B.A., M.A. (Connecticut), M.A., Ph.D. (Toronto)
Spinner, Barry (Retired) B.A. (Waterloo), M.A., Ph.D. (Manitoba)
Szeligo, Frank (Retired) B.S., (Akron), Ph.D. (Pittsburgh)

Saint John Campus

Goddard, Murray (Retired) B.A. (Calgary), Ph.D. (McMaster)
Wilson, Alexander (Retired) B.A. (Mount Allison), M.A., Ph.D. (Manitoba)

Adjunct Professors

NOTE: Supervision by an adjunct professor requires a co-supervisor from the Department who is actively involved in the student's research and program of study.

Shelley Delano Parker (she/her), M. Ed. Psychology (Manitoba), Ph.D. (UNB)

Adjunct Professor in UNBF Department of Psychology; I/O Psychology, NB Power.

My research interests are in the areas of incivility, workplace stress, and psychological safety within the workplace. My research and subsequent program development positioned NB Power as a National gold medal winner for Psychological Safety, as well as Organizational Culture.

Nancy Higgins, B.A. (St. Francis Xavier), M.A., Ph.D. (Simon Fraser)

Adjunct Professor in UNBF Department of Psychology and Professor in Psychology at St. Thomas University. My research emphasis is in attribution theory and person perception, examining

attribution processes in social, health, and achievement behaviour. Recent research projects have focused on attributional feedback effects on performance, spontaneous trait inferences, experience effects in unrealistic optimism, and reactions of observers to those in chronic pain.

Honorary Research Associates

***NOTE:** Although students in the Clinical Psychology or the Experimental Psychology graduate programs may include Honorary Research Associates (HRAs) from the Fredericton campus as committee members, currently only students in the Experimental graduate program who are registered to a supervisor in Saint John may involve HRAs from Saint John.*

Fredericton Campus

Gouliquer, Lynne (Sociology, Laurentian University)

LaFrance, Michelle (Psychology, St. Thomas University)

Nichols, Shana (ASPIRE Center for Learning and Development, Melville, NY)

Watt, Margo (Psychology, St. Francis Xavier University)

Saint John Campus

Freeze, Tracy (SOAR Research Methodologist, Research Services Team, Horizon Health Network, Saint John, NB)

Robinson, Bryn (Research Engagement Manager, Research Services Team, Horizon Health Network, Saint John, NB)

Clinical Associates

***NOTE:** Clinical associates are primarily involved in the supervision of clinical practica, though they may occasionally agree to serve as a research consultant or committee member.*

Ms. Melissa Arseneau (Private Practice, Fredericton)

Interests: Child and adolescent cognitive behaviour, anxiety disorders, sexual abuse, family therapy and parenting interventions.

Ms. Diana Brown (she/her) (42 Health Services, Canadian Armed Forces, Gagetown)

Interests: Adult clinical psychology, trauma and mood disorders.

Dr. Hilary Cartwright (Private Practice, Fredericton)

Interests: Pediatric psychology, autism spectrum disorders, behaviour therapy.

Dr. David Colquhoun (Fredericton)

Interests: Adult clinical psychology, neurocognitive assessment of dementia, neuropsychiatric disorders.

Dr. Jean Craven (Private Practice, Saint John)

Interests: Clinical child psychology, adolescent psychopathology, anxiety and depression in children and adolescents, adolescent personality development.

Dr. Lyndsay Crump (Psychological Wellness Centre, Private Practice, Fredericton)

Interests: Adult clinical psychology; psychodiagnostics, cognitive, and pre-employment suitability assessment; Armed Forces and first responder mental health.

Ms. Pendle Dewhirst (Child and Youth teams, Fredericton)

Interests: Developmental Trauma, parenting/caregiver interventions, preschool, school-aged and teen children and youth, psychoeducational and psychological assessment.

Dr. Pamela Dodsworth (Child and Youth Team, Integrated Service Delivery, Sussex)

Interests: Child and adolescent psychology.

Dr. Catherine Gallagher (she/her) (Stan Cassidy Centre for Rehabilitation)

Interests: Adult child psychology, health psychology, rehabilitation, and neuropsychology.

Dr. Shannon Glenn (Private Practice)

Interests: Adult clinical psychology, PTSD, Acceptance and Commitment Therapy, psychodiagnostics assessment, general adult mental health.

Dr. Rama Gupta-Rogers (she/her) (Dr. Everett Chalmers Hospital, Fredericton)

Interests: Adult clinical psychology, rehabilitation and health psychology, oncology, chronic pain.

Dr. Troy Harker (Private Practice, Fredericton)

Dr. Christina Jones (Private Practice, Fredericton)

Dr. Kathryn Malcom (she/her) (Dr. Everett Chalmers Hospital, Fredericton)

Interests: Child and adolescent psychology, pediatric health psychology.

Dr. Rebecca Mills (Stan Cassidy Rehabilitation Centre, Fredericton)

Interests: Adult clinical, health, rehabilitation and neuropsychology.

Ms. Amy Otteson (Child and Adolescent Team, Community Mental Health Clinic, Fredericton)

Interests: Clinical child and adolescent psychology, gender variant youth, LGBT issues, DBT, anxiety disorders, personality disorders, group psychotherapy.

Dr. Treva Penney (Private Practice, Fredericton)

Ms. Lise-Anne Renaud (Operational Stress Injury Clinic, Fredericton)

Interests: Assessment and treatment Post-Traumatic Stress, Depression and Anxiety with Veterans and RCMP officers (active and retired). Trained in evidenced-based therapy for PTSD (PE, CPT, EMDR and Accelerated resolution Therapy [ART]).

Ms. Laurel Richmond (Private Practice, Fredericton)

Interests: Adult and adolescent therapy (CBT), OCD, anxiety disorders, Exposure and Response Prevention.

Dr. JoAnne Savoie (Stan Cassidy Rehabilitation Centre, Fredericton)

Interests: Adult clinical neuropsychology, health psychology, rehabilitation psychology.

Dr. Pam Taylor (she/her) (Private Practice, Saint John)

Interests: General child clinical and adolescent psychology (assessment and psychotherapy), with particular interest in anxiety disorders and OCD.

Dr. Joseph Trainor (Canadian Health Solutions, Grand Bay-Westfield)

Interests: Clinical and applied research in occupational medicine within an interdisciplinary team environment.

Mr. Mark Vickers (Private Practice, Saint John)

Interests: School psychology, child and adolescent psychology, gender-affirming care and LGBTQ+ issues, psychoeducational assessments, anxiety and depression, neurodiversity affirming practice.

Dr. Gael Wealleans (Private Practice, Woodstock, NB; In-Patient Psychologist for URVH)

Interests: Adult Clinical Psychology; Older Adults; Assessment of dementia for differential diagnoses, including assessment of decision-making abilities.

Appendix B: Guidelines for Writing a Research Proposal

1. Begin the introduction with a short statement that communicates information essential to the reader's comprehension of what follows. Avoid too much technical detail at this point, but at the same time, do not be too general. At this point you should identify and define the central construct(s) involved and give some indication of the importance of the study.
2. Early in the proposal, you should have an explicit statement of the question(s) you are investigating. This statement need not be written in the language of formal research questions or hypotheses. It should, however, provide a specific and accurate synopsis of the primary target for the study.
3. The next logical point should be the rationale. "Why bother with that question?" Point to what might be contributed to the evolving structure of knowledge, or what application might be made in a practical setting. At this point, your rationale should be quite general, limited to the larger issues of clarifying and justifying your major assumptions. Rationale for particular choices in methodology or analysis can come later.
4. The introduction should have a clear set of hypotheses. These statements should be stated in formal terms appropriate to the design and analysis of the data, and display, in logical order, all the subparts of the research topic.
5. List the delimitations of the study (the generalizability) and the limitations. All studies have delimitations and limitations, it is best if you can show that you are aware of them, and the implications these have for your study.
6. Literature Review. In reviewing the literature that forms the background for your proposed study, you must answer three questions:
 - a. What do we already know or do?
 - b. How does your particular question relate to what we already know or do?
 - c. Why select this particular method of investigation?

Limit your discussion to what is essential to the topic. Do not include everything you have already read.¹

¹Much of these guidelines were adapted from Lock, L.F., Spirduso, W.W. & Silverman, S.J. (1987). Proposals that Work. Newbury Park, California: Sage Publications Ltd.

Appendix C: Possible Discussion Points for Graduate Students and their Supervisors

The following items are meant to serve as a starting point for discussions between students and their supervisors. The main purpose of this text is to help students and supervisors set clear expectations for the *roles and responsibilities of each* early in their supervisory relationship (thus, for each point, discuss the roles and responsibilities of both the student and supervisor). This list is not exhaustive and the student or supervisor may wish to raise additional discussion points. Discussion of the nature and limits of the professional relationship is always a good idea and can help get the relationship off to a good start.

Financial Concerns

- o Teaching Assistantships (GSTA) or Research Assistantships (GSRA)
- o Applications for External Funding
- o School of Graduate Studies Regulations for Work (i.e., max hours/year)
- o Judicial use of resources
- o Research Expenses and Access to Required Materials
- o Essential Supplies (e.g., questionnaires, recruitment costs)
- o Conference Attendance (e.g., travel, registration, other)
- o Costs of Presentations (e.g., printing)

Space

- o Office Space
- o Experimental/Research Space
- o Computer/Lab Equipment

Supervision

- o Input and Assistance
- o Supervisory/Lab Meetings
- o Feedback on Written Work/Anticipated Turn Around Time
- o Expectations for Quality of Papers (number of drafts, determining when a project is done)
- o Assistance with Presentations (e.g., guidance, practice).
- o Supervision Style

Publishing

- o Research Expectations Beyond Course Work
- o Authorship
- o Approval of Submissions
- o Approval of Coauthors
- o Supervisor Access to Data Collected by the Student
- o Access to Lab Data (for posters or publications)
- o Publication of Research Apprenticeship or Dissertation

General

- o Deadline expectations (adherence to, busy times of year, etc.)
- o Vacation Time
- o Organizational Membership Expectations (e.g., CPA, CPNB, research specific)
- o Communication Expectations (e.g., a-priori discussion of interests in extra TA positions, clinical work, dropping courses, program requirements)
- o Notification of planned absence and impact on work (e.g., sabbatical, vacation, practica)