



University
of Regina

DEPARTMENT OF PSYCHOLOGY

Experimental and Applied Psychology

Graduate Program Manual

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Mission

The mission of the Experimental and Applied Psychology (EAP) Program at the University of Regina is to train psychologists who will work in academic settings, as researchers in industry, or the public sector. Students in the EAP programme complete theses in Cognitive, Developmental, Forensic, or Social psychology, or Neuroscience.

Orientation

The EAP programme focuses on training students to become independent researchers who are capable of carrying out high quality, high impact research. Faculty in the EAP programme have research interests that address both basic questions of global importance and applied problems that impact our community, our province, and our country. To this end, student training takes place in traditional laboratory settings as well as in non-academic community settings, such as in hospitals, schools, and law enforcement agencies. A key component of the EAP programme is strong mentorship, with students working closely with their supervisors at every stage of the development and implementation of research projects. Students also have opportunities to work with researchers in areas outside of their immediate area of interest, and collaboration is encouraged. As part of their training, students are encouraged to present their findings at research conferences both at the University of Regina and around the globe. To this end, the Faculty of Graduate Studies provides travel awards on a competitive basis, in three competitions each year.

Research Interests

The research expertise of faculty falls both within the quantitative and qualitative domains.

Faculty research in **cognitive psychology** focuses on questions of interest in both basic areas (including attention and perception, memory, learning, mathematical cognition, and decision-making) and applied areas (such as face recognition, with application to policing and security; investigative interviewing, with application to the law; risk-taking behaviour, with application to gambling and criminal behaviour).

Our faculty specialized in **developmental psychology** conduct research on how children learn and become skilled in academic domains such as arithmetic, how morality and lie telling develop, how social cognition develops in infancy and early childhood, and developmental differences in children's memory.

Faculty research interests in **forensic psychology** include the psychology of policing, reliability of eyewitness testimony, children as witnesses, jury decision-making, assessment of instruments used in forensic settings, predictors of criminal behaviour with emphasis on the role of risk-taking, and factors affecting decisions made by law enforcement officials in the field.

Our research in **neuroscience** explores topics of laterality, expression and interpretation of emotion; hormone influence; and sex differences in cognitive and visuospatial motor skills.

Faculty in **social psychology** carry out research that examines social determinants of risk-taking; decision-making in police investigators, judges, and jurors; perceptions of credibility; and, ethical practices such as debriefing in social psychology research.

Full-time Program

During both the M.Sc. and Ph.D. Programs, students are required to be enrolled as full-time students year-round. Typically, students who are admitted to the M.Sc. will apply for and carry on and complete their Ph.D.; however, some students choose to obtain only a M.Sc.. Typically, the program requires two years of full-time study for the M.Sc. and four years of full-time study for the Ph.D. It is recommended that students be on campus at the University of Regina on a full-time basis—however, the specifics of a student's work hours/location will be determined in consultation with their supervisor.

EAP Program Coordinator

The EAP program coordinator is a faculty member who is responsible for the following:

- general operation of the Program in compliance with FGSR requirements
- responding to requests for information about the program from students, professionals and organizations.
- overseeing and reviewing requests for course exemptions
- handling of student difficulties, and developing, implementing and monitoring remediation plans
- chairing the EAP Graduate Student Selection Committee and welcoming and orienting new students to the program
- reviewing applications for various awards from Faculty of Graduate Studies and Research awards
- organization of comprehensive exams
- chairing EAP Committee Meetings and producing minutes of these meetings

- informing students, department, and community of EAP Committee policy and activities

Supervisory Expectations

It is the responsibility of individual students and supervisors to establish clear expectations early on. Issues that should be discussed regularly include but are not limited to:

- frequency of meeting

- timelines for drafts and feedback
- funding availability and requirements
- residency expectations
- authorship
- theoretical and ideological orientation to the thesis topic
- outside employment

2 Faculty

Experimental and Applied Faculty

The EAP Program is based in the Department of Psychology at the University of Regina. The Department is made up of Psychology faculty employed by the University of Regina, as well as Psychology faculty members from Luther College and Campion College, which are federated with the University of Regina.

All decisions regarding issues dealing with the EAP Program or students are made by the EAP Committee. This Committee is a Standing Committee of the Department of Psychology and consists of all EAP faculty members, a faculty member from the clinical program, and a graduate student representative. Changes in EAP Program requirements require departmental approval.

- Dr. Kaila Bruer, Assistant Professor (Luther College, EAP Coordinator; EAP Rep on Clinical Committee)
- Dr. Richard MacLennan, Professor
- Dr. Chris Oriet, Professor
- Dr. Tom Phenix, Professor (Campion College)
- Dr. Katherine Robinson, Professor (Campion College)
- Dr. Sarah Sangster, Assistant Professor
- Dr. Donald Sharpe, Professor
- Dr. Austen Smith, Assistant Professor
- Dr. Laurie Sykes Tottenham, Professor
- Dr. Susan Yamamoto, Assistant Professor (Campion College)
- Dr. Sarah Zanette, Assistant Professor (Luther College)

Faculty in Other Areas of Psychology

- Dr. Gordon Asmundson, Professor, Head, Department of Psychology

- Dr. Nick Carleton, Professor
- Dr. Natasha Gallant, Assistant Professor
- Dr. Jennifer Gordon, Associate Professor,
- Dr. Heather Hadjistavropoulos, Professor
- Dr. Thomas Hadjistavropoulos, Professor
- Dr. Lauren Hallion (starting July 1, 2025)
- Dr. Lynn Loutzenhiser, Professor
- Dr. Tamara Williamson, Assistant Professor
- Dr. Kristi Wright, Professor, Director of Clinical Training

Associate Members of Psychology

- Dr. Kim Dorsch, Professor, Faculty of Kinesiology and Health Studies, University of Regina

Adjunct Professors

- Dr. Jody Burnett, (H. Morgan Traquair and Associates)
- Dr. Regan Hart, Saskatoon
- Dr. Heather Price, (Thompson Rivers University), Associate Professor
- Dr. Michelle McCarron, SHA
- Dr. Katherine Owens, SHA
- Dr. Phillip Seigny, (University of Alberta), Associate Professor
- Dr. Jennifer St. Onge, SHA
- Dr. William Smythe, Professor Emeritus
- Dr. Jaime Williams
- Dr. Jill Price
- Dr. Gordon Pennycook (Cornell University), Associate Professor
- Dr. Greg Kratzig (Royal Canadian Mounted Police)
- Dr. Mamata Pandey, Sask. Health Authority

3 Resources

Teaching Facilities

Small and large classrooms are available depending on the size of the class. Furthermore, it is possible to book equipment for multimedia presentations through Classroom Technology and Event Support (CTES) Services (306-585-4476).

The department will find space for teaching assistants if needed (for teaching assistants to hold office hours, meet students, and mark class materials). There is also a computer that allows for computer scoring of tests.

Library Facilities

Detailed information about the size and nature of the library collections and services at the U of R is available on the Library website: <https://www.uregina.ca/library/>

The Dr. John Archer Library is the largest library on the University of Regina campus. Library holdings include more than 644,000 print monograph (book) titles, 118,000 electronic monograph titles, 1,400 print and microform serial titles, 21,000 electronic serial titles, 35,000 serial titles in aggregator packages, 11,000 audio materials, and 1,800 film and video materials.

Also accessible to all University of Regina students are three federated college libraries. The collections of each are complementary to each other and to those of the Archer Library. The U of R has three federated college libraries (Campion College Library, Luther College Library, and First Nations University of Canada Library).

The Library currently subscribes to more than 400 database services in a wide range of subject disciplines. For psychology, there are more than 30 databases listed that provide access to indexes, abstracts, and full-text articles. These include PsycINFO, PsycArticles (full-text articles from journals published by the American Psychological Association and Canadian Psychological Association), PsycCRITIQUES (a searchable database of book reviews in psychology), and Journal Citation Reports (Science and Social Sciences editions).

The Archer Library provides seating for more than 740 readers. There are 104 computer workstations with full office productivity software for student in the main floor commons as well as a lab with 30 computers. Most of the electronic resources are available at workstation at the libraries as well as offices, computer labs, and other locations on campus. Off-campus access is also available for faculty, students, and staff.

Other services available include Interlibrary Loans/Document Delivery, which provides access to journal articles, books, and other resources that are not available at the Archer Library. Most articles that are needed by faculty and students can be obtained within a few days and can be requested online. Also available online is the Recommend a Book form, where students and faculty can suggest books to be added to our collection. Reference service is available at the Archer Library Information Desk, by phone, email, instant messaging, and by appointment. Instruction in using library resources, including searching databases, is available individually, for small groups, and classes.

More information about library collections and services is available on the Library website: <https://www.uregina.ca/library/> or phone the Information Desk at 306-585-4495 or 306-585-4133.

Office Space

Most students have access to space in their supervisor's labs. This is arranged with the individual supervisor. Students who are carrying out a teaching assistant position can discuss how to access space for teaching assistant-related work.

Computer Facilities

Most faculty members have computers available for students in their research labs. Graduate students also have access to a university computer laboratory that enables them to use the university's network. The network provides students with access to SPSS, Microsoft Office 365, and other software through Apps Anywhere. This laboratory may be used by students at any time with exception of when it is booked for teaching purposes. Click [here](#) to find information on computer lab and program access.

Facilities to Enable Accommodations for Students

The Centre for Student Accessibility (CSA) upholds the University's commitment to a diverse and inclusive learning community by providing services and support to enable students with disabilities to approach their studies in an equal and effective manner. Students can request accommodations through their website <https://www.uregina.ca/student/accessibility/>

4 Financial Assistance & Awards

Financial Assistance

- Throughout the year, students are informed of various opportunities available for obtaining funding
- First and second year M.Sc. and Ph.D. Students who do not already hold Tri-Council funding are expected to apply for Tri-Council funding on an annual basis or equivalent. See Appendix D for details on an optional mentorship program designed to support EAP students applying for doctoral funding to SSHRC/NSERC.
- Students can apply for Teaching Assistantships and Fellowships and Graduate Studies Scholarships as detailed on the Faculty of Graduate Studies and Research (FGSR) website. Graduate Teaching Assistantship Awards are valued at \$2740 per semester for M.Sc. and \$2,874 for Ph.D. students; Graduate Teaching Fellowships are paid in accordance with the CUPE 2419 collective agreement; Graduate Students are eligible for funding from FGSR.
- Students are supported in their efforts to obtain external funding or other scholarships through FGSR. Scholarships are posted on the FGSR <https://www.uregina.ca/gradstudies/current-students/scholarships/index.html>. These vary in value. The following awards are examples of awards that graduate students in psychology have obtained in previous years:
 - Vanier Tri-Council (\$50,000)
 - CIHR, SSHRC, NSERC – CGS Master’s Scholarship (\$27,000)
 - CIHR, SSHRC, NSERC – Doctoral Scholarships (\$40,000 x 3 years)
 - Saskatchewan Innovation and Opportunity Graduate Scholarship (\$17,500 or over)
 - FGSR Chancellor’s Fellowships (\$25,000)
 - Verna Martin Memorial Scholarship in Doctoral Studies (\$23,000)
 - Alzheimer Society of Saskatchewan Scholarship (\$5,000)
 - Centennial 2011 Legacy Award (\$4,150)
 - Anne Rigney Graduate Scholarship (\$7,200)
 - Dr. E. C. Leslie Graduate Student Entrance (3 @ \$5,850)
 - University of Regina Alumni Association Leadership Award (\$2,800)
 - FGSR Indigenous Graduate Scholarship - kaskitomasowak (\$5,000)
 - FGSR Graduate Student Travel Award (\$750)
 - C. Jillings Award for Excellence in Clinical Psychology (\$2,850)
 - Psychology Graduate Entrance Scholarship (\$1,950)
 - Carillon Award (\$1,500)
 - Graduate Students’ Association (GSA) Scholarship (2 @ \$750 and 2 @ \$1,250)
 - John Spencer Middleton & Jack Spencer Gordon Scholarship (Variable)
 - Saskatchewan Gerontology Association Bursary (\$500)
 - University of Regina Alumni Association Leadership Awards (\$2,800)
 - University of Regina Graduate Single Parent Bursary (\$1,320)
 - University of Regina Women’s Centre Bursary for Women (\$1,000)
- Faculty of Arts Teaching Assistant positions are also available to students. These involve 90 hours of work in a semester and are valued at approximately \$2,055.60 for M.Sc. students and \$2,155.50 for Ph.D. students. Students need to apply for these positions.
- Most students also seek additional support as research assistants through faculty members (\$22.84 per hour for M.Sc. and \$23.95 per hour for Ph.D.).

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Policy on Employment

Outside Employment

Policy on outside employment is set by individual supervisors and students are encouraged to discuss this topic with their supervisors.

Students should note that when they accept awards, these awards may also come with requirements to limit employment.

6 Program Components

M.Sc. Requirements

- Psyc 801 Research Design and Methodology in Psychology (3 credit hours)
- Psyc 802 (or 805) Applied Multivariate Statistics (3 credit hours)
- Psyc 807 Research and Applied Ethics (3 credit hours)
- Psyc 900AA Graduate Seminar (2 credit hours, 1 in each of first and second terms of the program)
- One additional PSYC course (3 credit hours)
- Psyc 901 Thesis Research (16 credit hours)

Ph.D. Requirements

- Psyc 800 History, Theory and Systems in Psychology (3 credit hours)
- Psyc 865-EA Comprehensive Examination (1 credit hour)
- Psyc 901 Thesis Research (48 credit hours)
- Three additional PSYC courses (9 credit hours)

Research Requirements

Students are expected to be working on research throughout the M.Sc. and Ph.D. Programs. Students who do not make sufficient progress on their research as assessed by their research supervisor will not be given credit for the thesis hours that they are enrolled in.

M.Sc. Research Timelines

During the M.Sc. Program, students complete a M.Sc. thesis. Normally, students first write and defend a thesis proposal before applying for REB approval and collecting data. Normally, the bulk of the data collection, and analysis/work needs to be done after a thesis proposal defence. Adjustments to this process (e.g., nonempirical studies, pilot studies) should be done in consultation with

a student's committee and supervisor. Students are expected to have a first draft of their M.Sc. thesis proposal handed into their research supervisor early enough in the Spring/Summer semester in year 1 of the M.Sc. to be able to successfully defend that term.

Ph.D. Research Timelines

Like the M.Sc. program, students normally first write and defend a thesis proposal before applying for REB approval and collecting data. Normally, the bulk of the work needs to be done after a thesis proposal defence. Adjustments to this process (e.g., nonempirical studies, pilot studies) should be done in consultation with a student's committee and supervisor. Students are expected to complete a first draft of their Ph.D. proposal by end of the Fall semester in their second year of the Program. This draft must be handed into the supervisor and deemed to be of sufficient quality for students to obtain credit for the thesis hours they are enrolled in. The goal should be that within 16 months of admission to the Ph.D. program, students should have defended their Ph.D. proposal.

Experimental and Applied Seminars & Supplementary Experiences

Every year, the EAP program hosts a series of research meetings to allow students and faculty to meet and discuss research (aka "SPARK"). Typically, the Fall semester involves honours students presenting their proposals. The Winter semester is more focused on graduate students and faculty research. Information about this Experimental and Applied Research interest group will be communicated via email. Students are encouraged to attend these seminars whenever possible to supplement their training. Typically, the EAP coordinator will organize this.

M.Sc. Program

Students are evaluated in each of the following courses, and in one elective course

Psychology 801 – Research Design and Methodology in Psychology

Program Timeline: first year M.Sc.

Credits: 3

Class Time: 3 hours per week for one semester

Calendar Course Description: A critical examination of issues involved in planning, conducting and evaluating research in psychology with emphasis on clinically-relevant areas.

Core Components:

1. Broaden student awareness of the full range of approaches to psychological research available to them.
2. Review/discussion of the following:
 - a. Research process, paradigms, and politics;
 - b. Research ethics;
 - c. Sampling, measurement, analysis;
 - d. Research orientations;
 - e. Research techniques: observation, correlation, manipulation, interviews;
 - f. Experimentation, surveys, meta-analysis;
 - g. Archival research, narratives, oral histories, biographies, ethnographies, cases studies; and
 - h. Program evaluation.
3. Hone students' critical skills as consumers of research.
4. Heighten student awareness of ethical issues in psychological research.
5. Provide students with practice and feedback on developing research proposals
6. Facilitate collaborative research efforts.
7. Enhance students' communication skills.

Psychology 802 – Applied Multivariate Statistics

Program Timeline: first year M.Sc.

Credits: 3

Class Time: 3 hours per week for one semester

Calendar Course Description: A survey of multivariate research methods in psychology.

Core Components:

Students gain an understanding of and practical skills in the following:

- a. Correlation/ Regression
- b. ANOVA (e.g. one way and multiple comparisons, factorial, repeated measures, mixed)
- c. Multiple regression, ANOVA/ANCOVA
- d. Logistic Regression, MANOVA

- e. Principal components and factor analysis
- f. Causal Modeling and Path Analysis

Psychology 807 – Research and Applied Ethics

Program Timeline: offered in ever second year.

Credits: 3

Class time: 3 hours per week for one semester

Calendar Course Description: An examination of ethical issues in research, teaching, and applied fields of psychology.

Psychology 900AA – Graduate Seminar

Program Timeline: offered in first year M.Sc (fall and winter semesters).

Credits: 2

Class time: 1 hour per week for one semester

Calendar Course Description: A seminar devoted to the study of special topics, professional issues, and reports on research projects by graduate students, faculty and associates of the Department.

Core components:

1. Allow students the opportunity to share previous research experience and interests.

Expose students to variety of research interests and methods as well as professional issues of concern to faculty members and associates in the department.

Ph.D. Program

Students are evaluated in each of the following courses, and in 3 elective courses

Psychology 800 – History, Theory, and Systems in Psychology

Program Timeline: typically offered every second year so can be taken in the first or second year of the Ph.D.

Credits: 3

Class time: 3 hours per week for one semester

Calendar Course Description: A consideration of current theories and theory building. A review and examination of current advances in psychology. Integration of knowledge and research findings from various fields of psychology.

Core components:

1. Review and examine core theories and systems in psychology, such as introspectionism, structuralism, functionalism, behaviourism, gestalt psychology, psychoanalysis, psychodynamic theory, cognitivism, humanism, and social constructionism.
2. Emphasize critical thinking and integration of knowledge from various theories and systems.

Alternatives:

Psychology 865 EA – Comprehensive Examination in Experimental and Applied Psychology

Program Timeline: must be registered in the semester students intend to defend their comps. Recommended in

3rd year of program and typically after all other required coursework has been completed

Credits: 3

Class Time: 3 hours per week for one semester

Calendar Course Description: Comprehensive exam for Experimental and Applied doctoral students. Additional details of the comprehensive examination can be found below in Chapter 9.

8 Research

Research is an important component of both the M.Sc. and Ph.D. programs. Research goals for the M.Sc. and Ph.D. are described below.

Research Goals for M.Sc. students:

- 1) Complete the M.Sc. thesis within two years;
- 2) Present at a national conference at least once while an M.Sc. student;
- 3) Submit the M.Sc. thesis research for publication to a peer reviewed journal;
- 4) Apply for internal and external funding when eligible;
- 5) Participate in at least one additional research project.

The following table provides further information on the above research goals. These timelines are meant to be a general recommendation and actual timelines can vary. Students should consult with their supervisors to review this proposed timeline.

M.Sc. Thesis

Requirement	Actions	Target Dates
Prepare an M.Sc. proposal	<ul style="list-style-type: none"> Request meetings with your supervisor to discuss your ideas; the frequency of these meetings will be up to you and your supervisor. Review the literature in your area of interest. Review past theses to see the format that the thesis takes; seek advice from your supervisor on theses to review. Apply the information you learn in the Research Methods Course to your proposal. Prepare a draft of your proposal for review by the research supervisor. Note that FGSR recommends supervisors be given at least a month to provide feedback on their work. You should design a study that can be completed within the two years. 	<ul style="list-style-type: none"> Fall and Winter First Year
Present Thesis at Proposal Meeting	<ul style="list-style-type: none"> Once you have your supervisors' approval, seek feedback on your proposal from your committee member. Allow about 2 weeks for committee members to review the proposal (check with the committee about their holiday time, especially during spring/summer). Once the supervisor and all committee members feel the proposal is ready to defend, arrange to present it to your committee. Present your proposal to your committee. 	<ul style="list-style-type: none"> Summer of First Year
Apply for Research Ethics	<ul style="list-style-type: none"> Once your committee has approved your project, apply for research ethics approval. 	<ul style="list-style-type: none"> Summer of First Year
Collect & Analyze Data	<ul style="list-style-type: none"> Collect and analyze data. Meet as needed with your supervisor and committee members to discuss issues that may arise with data collection and data analysis. 	<ul style="list-style-type: none"> Data should be collected and analyzed by February Year 2. Some projects may require longer data collection. It is unlikely that you can complete the thesis in two years if data collection extends past April.
Apply for PhD (if interested)	<ul style="list-style-type: none"> If you are on target with the above, you may apply to the Ph.D. program. Acceptance to the Ph.D. Program 	<ul style="list-style-type: none"> January Year 2. Note that there is one deadline per year (Jan. 15th)

	is typically contingent upon timely completion of the M.Sc. thesis (e.g., within about two years)	for applications to the PhD program, but you may begin your PhD program in any of the following three terms (i.e., in May, September, or January).
Write up Thesis	<ul style="list-style-type: none"> • Write up your thesis for review by your supervisor 	<ul style="list-style-type: none"> • March – May Year 2
Defend Thesis	<ul style="list-style-type: none"> • With your supervisor's approval, you should send your complete thesis to your committee for approval. • Incorporate suggested changes. • Start the process to have the thesis sent to the external examiner by FGSR. There are forms to be completed by you, committee members, and supervisor. Once this is complete, your supervisor will send all of these forms and your thesis to FGSR. 	<ul style="list-style-type: none"> • June Year 2 • It takes considerable time to seek input from your committee and for your thesis to be reviewed and approved by your external examiner. We strongly recommend that you have a complete draft of your thesis ready to be submitted to your committee by June 1.
Write up thesis for publication & submit for presentation at a conference	<ul style="list-style-type: none"> • You should write up your thesis for publication and submit your work for presentation to a national conference. In accordance with APA guidelines, authorship is based on the level of intellectual contribution to the research as determined by the research team. • You have an ethical obligation to write up their thesis for publication in a timely manner. 	<ul style="list-style-type: none"> • August 31 Year 2
Apply for funding	<ul style="list-style-type: none"> • Review the FGSR website regularly to see what funding you are eligible for. • Discuss funding applications with your supervisor. • Seek feedback from your supervisor and committee members on your applications. • Seek letters of support as necessary. 	<ul style="list-style-type: none"> • Throughout the time you are a student in the program, you should be applying for both internal and external funding.
Additional Research Experience	<ul style="list-style-type: none"> • Discuss opportunities that are available in your supervisor's lab. • Collaborate on side projects with fellow M.Sc. and PhD. students (with your supervisor's approval). • If no opportunities exist in your supervisor's lab, discuss other opportunities that may be available to you with other faculty members. • You should aim to be involved in at least one project in addition to your M.Sc. research. • This additional research experience adds to your research knowledge and assists you in securing funding. 	<ul style="list-style-type: none"> • Throughout the time you are a student in the program, you should be aiming to participate in additional research.

Additional Student Expectations

- Students are expected to be working full-time on their M.Sc. program while in the program;
- Students should not be taking more than four weeks of vacation in the year. This can be discussed with individual supervisors;
- Students will notify the supervisor and EAP Coordinator of any planned absences. Please note that students requiring an extended absence from the program will need to apply for a Leave of Absence through UR Self Service. Leaves of Absence are granted once in a student's program (with the exception of parental leaves) for a maximum of 12 months (20 months for parental leaves) and must be approved by the supervisor, the graduate program coordinator, and the Associate Deans of Arts and FGSR.

Research Goals for Ph.D. Students

1. Complete the Ph.D. dissertation within four years;
2. Apply for internal and external funding when eligible;
3. Present at a national conference at least once while a Ph.D. student;
4. Continue to work on publishing the M.Sc. thesis and disseminate findings to the community;
5. Participate in at least one additional research project aiming to submit the project for publication in a peer reviewed journal OR participate in an applied project with benefits to the community;
6. Submit the Ph.D. thesis research for publication to a peer reviewed journal following completion and disseminate findings to the community.

The following table provides further information on the above research goals. These timelines are meant to be a general recommendation and actual timelines can vary. Students should consult with their supervisors to review this proposed timeline.

Ph.D. Dissertation

Requirement	Actions	Target Dates
Prepare the dissertation proposal	<ul style="list-style-type: none"> • Request meetings with your supervisor to discuss your ideas; the frequency of these meetings will be up to you and your supervisor. • Review the literature in your area of interest • Review past dissertations to see the format that the dissertation takes; seek advice from your supervisor on dissertations to review. • Apply information you learn in Research Methods to your proposal. • Prepare a draft of your proposal for review by research supervisor. Note that FGSR recommends supervisors be given at least a month to provide feedback on your work. • You should design a study that can be completed within three years – ideally prior to residency. 	<ul style="list-style-type: none"> • Fall and Winter First Year Ph.D.
Present Thesis at Proposal Meeting	<ul style="list-style-type: none"> • Once you have your supervisors' approval, seek feedback on your proposal from your committee members. • Allow about 2-4 weeks for committee members to review the proposal (check with the committee about their holiday time, especially during spring/summer) • Once the supervisor and all committee members feel the proposal is ready to defend, arrange to present it to your committee. • Present your proposal to your committee. 	<ul style="list-style-type: none"> • Must be complete within 16 months of being admitted to the Ph.D. program
Apply for Research Ethics	<ul style="list-style-type: none"> • Once your committee has approved your project, apply for research ethics approval 	<ul style="list-style-type: none"> • Recommend completion within 20 months in program
Collect Data	<ul style="list-style-type: none"> • Collect and analyze data. • Meet as needed with your supervisor and committee members to discuss issues that may arise with data collection and data analysis. 	<ul style="list-style-type: none"> • Data collection should begin no later than third year of PhD program
Analyze Data & Write up Dissertation	<ul style="list-style-type: none"> • Write up your thesis for review by your supervisor 	<ul style="list-style-type: none"> • August Year 4 Ph.D.

Defend Thesis	<ul style="list-style-type: none"> • With your supervisor's approval, you should send your complete thesis to your committee for approval. • Incorporate suggested changes. • Start the process to have thesis sent to the external examiner by FGSR. There are forms to be completed by you, committee members, and supervisor. Once they are complete, your supervisor will send all these forms and your thesis to FGSR. 	<ul style="list-style-type: none"> • Fall Year 4 Ph.D.
Write up thesis for publication & if submit for presentation at a conference	<ul style="list-style-type: none"> • You should write up your thesis for a peer reviewed journal and submit your work for presentation to a national conference. In accordance with APA guidelines, authorship is based on level of intellectual contribution to the research as determined by the research team. You have an ethical responsibility to write up your research for publication in a timely manner. 	<ul style="list-style-type: none"> • Winter Year 4 Ph.D.
Apply for funding	<ul style="list-style-type: none"> • Review the FGSR website regularly to see what funding you are eligible for. • Discuss funding applications with your supervisor. • Seek feedback from your supervisor and committee members on your applications. • Seek letters of support as necessary. 	<ul style="list-style-type: none"> • Throughout the time you are a student in the Ph.D. program you should be applying for both internal and external funding.
Additional Research Experience	<ul style="list-style-type: none"> • Discuss opportunities that are available in your supervisor's lab. • Collaborate on side projects with fellow M.Sc. and Ph.D. students (with your supervisor's approval) • If no opportunities exist in your supervisor's lab, discuss other opportunities that may be available to you with other faculty members. • You should aim to be involved in at least one project in addition to their dissertation; this should be submitted for publication to peer reviewed journal or be an applied project with benefit to the community • This additional research experience adds to your research knowledge and assists you in securing funding. 	<ul style="list-style-type: none"> • Throughout the time you are a student in the Ph.D. program you should be aiming to participate in additional research.

Additional Student Expectations

- Students are expected to do their work with honesty and integrity, and to discuss any use of assistive technologies (particularly those using artificial intelligence) with their supervisor or course instructor, as appropriate
- Students are expected to be working full-time on their Ph.D. program while in the program;
- Policy on outside employment is set by individual supervisors and students are encouraged to discuss this topic with their supervisors.
- Students should not be taking more than four weeks of vacation in the year.
- Students will notify the supervisor and EAP coordinator of any planned absences. Extended absences will require an approved Leave of Absence from FGSR.

Expectations of Research Supervisors

Goal of Supervision: The goal of research supervision is to assist students with the development of research skills, writing skills, and critical thinking skills. We aim to provide fair, sensitive and timely feedback and when criticism is given to students to make sure that this is specific and constructive.

Supervisors in the EAP Program agree to assist the student in the following ways.

- Will be available for regular consultation with the student to discuss the M.Sc. thesis, Ph.D. dissertation, additional research or funding – it is ultimately up to the student, however, to request meetings. Meetings will be scheduled within two weeks whenever possible.
- Will review drafts of research within at least four weeks, although feedback will be provided earlier whenever possible.
- Will provide additional research experiences to the student whenever possible.
- Will write letters of reference when requested unless the supervisor has significant concerns regarding the student, in which case these will be discussed with the student.
- Will provide the EAP Coordinator with information for the annual evaluation of the program and students and decisions regarding admission to the Ph.D. program.
- Will inform students of planned absences.
- Will make arrangements for an alternate supervisor if will be unavailable for an extended period of time – more than four weeks.
- Will make arrangements for another supervisor with the EAP Coordinator and Department Head, if relationship difficulties arise with the student that cannot be resolved.

Thesis Committee

Students, in consultation with their supervisor, will select the student's thesis supervisory committee. A thesis committee will read and evaluate the student's thesis proposal during a formal defence as well as read and evaluate a student's final thesis or project. The committee can provide additional help and support to a student through their program (e.g., feedback on early drafts; consultative discussions of research plan).

A Master's Supervisory Committee consists of at least the following members:

1. Student's supervisor (must be from the student's academic unit).
2. Student's co-supervisor, if applicable.
3. One additional member of the student's academic unit (this member cannot be an external adjunct member of FGSR, unless there is a pre-existing formal agreement or permission has been granted by the Dean of FGSR).

A Doctoral Supervisory Committee consists of at least the following members:

1. Student's supervisor (must be from the student's academic unit).
2. Student's co-supervisor, if applicable.
3. Two additional members of the student's academic unit (these members cannot both be external adjunct members of FGSR, unless there is a pre-existing formal agreement or permission has been granted by the Dean of FGSR).
4. One member from the university who is from an academic unit other than the student's academic unit (This member serves as the "internal-external member". Professors who are adjunct or associates in the student's academic unit are not eligible to serve as the internal-external committee member. A co-supervisor cannot fulfill the role of the internal-external member).

Additional Comments on the Structure of Committees:

- Supervisors, co-supervisors and committees members may change over a student's program. Changes must be agreed to by the student and the members of the committee. Change of supervisor or co-supervisor must also be approved by the head of the academic unit.
- For Doctoral students, a list of the committee members is included in the Annual Progress Report. For Masters students, the list of committee members is only sent to FGSR when the student submits their thesis. Any concerns about the structure of a student's committee will be addressed at this time.
- Individuals from other universities or from external agencies or groups with specialized knowledge of the research field, may be invited to serve on the Committee. FGSR accreditation is required.

- There cannot be a conflict of interest (or even a perceived conflict) between members of a supervisory committee and the student. (See U of R policy GOV-022-010 for details).
- The Dean of FGSR may reject a recommended Committee for any reason that the Dean believes will compromise the academic integrity of the student's program.

Thesis Proposals

Prior to conducting their M.Sc. or dissertation research, students should prepare a research proposal. The research proposal will vary in length depending on the topic. Once the research supervisor has approved the proposal, the research supervisor will ask the student to send the proposal to the research committee. The FGSR website describes the composition of the M.Sc. and Ph.D. research committee.

The research committee may provide the student with initial feedback on the proposal and ask for revisions prior to holding a research proposal meeting. Alternatively, the committee may suggest that a meeting be held immediately.

Once the research supervisor and committee feel the M.Sc. proposal/Ph.D. dissertation proposal is sufficiently developed, a proposal defence meeting should be held.

1. The research supervisor with the help of the departmental secretary should schedule the meeting.
2. The meeting will typically be 1.5 hours in length.
3. The student, research supervisor and committee should attend the meeting with the supervisor as the chair.
4. The student should provide the Department with one copy of the proposal and ensure that the supervisor and committee members all have the most recent draft of the proposal.
5. The meeting should begin with the student giving a 15 minute (M.Sc.) or a 30-minute power point presentation for (Ph.D.).
6. Committee members should then each ask the students questions about the proposal.
7. The student will be asked to leave the room near the end of the meeting. The committee will then discuss any final matters and determine if the student is ready to proceed with the research.
8. The student will be called back into the meeting and informed of any final changes and if the research can proceed or if another meeting needs to be held.
9. The supervisor serves as the Chair of the M.Sc. or Ph.D. proposal defence. The Chair of the meeting typically takes notes and writes a memo to department summarizing the outcome of the meeting. The Chair describes major changes that are required.

Thesis Defence

The FGSR website contains complete information on procedures to be followed for the M.Sc./Ph.D. thesis defence. Below we have outlined/clarified some of the steps that students commonly have questions about.

1. Once the thesis/dissertation has been approved by the committee, the student and supervisor complete the thesis/dissertation forms. The student's name must be as it appears in Banner and the degree should be as it is listed on their transcript.

Example: Master of Science - Experimental & Applied Psychology; & Doctor of Philosophy - Experimental & Applied Psychology.

External Examiners for M.Sc. theses may come from the U of R or outside of the University; External Examiners for PhD theses must not be from the U of R. Nomination of an External Examiner who is not accredited by FGSR requires a CV and complete mailing address with email and phone number. When choosing an external examiner make sure they know the timeline by which the student is hoping to hold the defence and ensure they will be available for the approximate week of defence.

The proper timeline allowance for M.Sc. is at least 6 weeks from the time we submit the thesis to the FGSR office to the date of the defence and a Ph.D. is 8 weeks. So ideally the student should be in contact with the administrative staff 1 week before that. It is possible these timelines will be a lot shorter, but it shouldn't be the expectation. It is the student's responsibility to be ready to submit on time.

2. Once the forms are filled out, the department secretary will proceed to arrange for signatures. It is fine if the student or supervisor wants to circulate forms to the committee members to obtain signatures, but then the forms must be returned to the secretary.
3. The student should send the secretary an electronic copy of the thesis so that it can be checked for formatting. When going to defence the student needs to ensure that everyone there has the same current version of the thesis that is being defended.
4. Once the secretary has an electronic copy of the thesis, and all the forms filled out and signed, the secretary will forward this information to FGSR. At this point the supervisor, student and committee members are not to have contact with the External Examiner. Communication with the External Examiner is done by FGSR or the departmental secretary.
5. Providing FGSR approves the External Examiner, the department will send the External Examiner an electronic copy of the M.Sc. thesis; FGSR will send the External Examiner an electronic copy of the dissertation.
6. When the External Examiner indicates to FGSR that the thesis is acceptable for defence, the secretary will make the arrangements for the M.Sc. defence, finding a

time/date/location and chair for the M.Sc. defence. FGSR makes these arrangements for the Ph.D. defence.

7. Once the defence is done and the student has submitted their corrections to FGSR, and the supervisor has confirmed that all corrections have been made satisfactorily, FGSR sends out an email indicating that the thesis has library approval.

Library Procedure

The following is a general outline of the processing and preparation of Electronic Theses (ETD) for library access.

1. Once a graduate student's thesis is passed following the thesis defence, the student is to submit the final

corrected copy electronically as a PDF document to the Faculty of Graduate Studies and Research (FGSR) at grad.defence@uregina.ca

2. FGSR will then upload to the Archer Library's oURspace.
3. The Library holds the e-thesis until the student is awarded their degree by the Executive of Council.
4. The Library will then catalogue the thesis and approve for release on oURspace.
5. Library and Archives Canada's Thesis Portal harvests theses on oURspace.
6. FGSR will receive confirmation that the e-thesis has been uploaded to Archives Canada the Archer Library's Collection.

9 Comprehensive Exams

Ph.D. Comprehensive Examination

The purpose of the comprehensive examination in the EAP doctoral program is to assess the breadth of students' knowledge of the subject matter, research methods, and ethical considerations relevant to their area of specialization (cognitive, developmental, forensic, neuroscience, social, theoretical), and to develop skills that will increase students' competitiveness in their chosen field of employment.

Students must choose from the below options; in rare circumstances, and with sufficient justification, alternate proposals will be considered:

1. A comprehensive, systematic, or meta-analytical review of the literature on a topic within the student's area of specialization
2. A mock grant research proposal, developed in accordance with tri-council guidelines
3. Preparation of materials for a course the student has not taught, but might teach in the future
4. Completion of a research practicum or similar experience with a community organization

Scheduling of Comprehensive Exams

Students who wish to complete the comprehensive examination (PSYC 865EA) must first discuss their intention to do so with their supervisor(s). Students should normally complete the comprehensive examination only after completing their required coursework. The primary criterion to be met in the comprehensive examination is the demonstration of a broad knowledge of issues relevant to the student's area of specialization. The content of the work must not overlap substantively with the student's dissertation research or coursework.

Students must submit a proposal outlining how they intend to meet the requirement for the comprehensive examination within the first six weeks of the semester preceding the semester in which they intend to complete it. A typical proposal will indicate which of the four options the student wishes to complete, a description of the components that are to be completed, and a proposed scheme for how each component is to be weighted in the overall grade for PSYC 865EA. The deadlines are as follows:

- June 15th for students intending to complete the exam in the Fall semester
- October 15th for students intending to complete the exam in the Winter semester

- February 15th for students intending to complete the exam in the Spring/Summer semester

Proposals will be submitted to the Coordinator of the EAP program, who will assemble a subcommittee (see details below). The subcommittee Chair will be responsible for communicating with the student about matters pertaining to the comprehensive examination. The subcommittee will discuss each proposal received and revise the proposal as necessary to ensure that the work to be completed meets the following criteria:

- The content of the proposed work is sufficiently distinct from the student's doctoral dissertation work, completed course work, publications, and other relevant work so as to require broadening the student's knowledge base and skill set
- The proposed work is feasible, with clearly articulated products that can be evaluated by the examining committee
- The work to be undertaken is appropriate for a doctoral student in the EAP program; special attention should be paid to this criterion when the work involves an organization outside of the University

The subcommittee will also:

- establish deadlines by which each component is to be completed, the penalty (e.g., mark deduction, failing grade for the component) for failing to meet the deadline, and the grade weighting of each component in the final grade
- ensure that the method of evaluation requires the student to meet the standards outlined for a passing grade in graduate courses (70%) by the University
- organize at least one progress meeting with the student to be scheduled about six weeks into the semester during which the comprehensive examination is to be completed (i.e., about October 15th, February 15th, or June 15th, as appropriate)
- determine what work is to be completed in advance of the first progress meeting and communicate this to the student
- Typically, the subcommittee will meet with the students three times: (1) an initial proposal discussion; (2) a progress meeting; and (3) a final defence.

The subcommittee chair will report back to the student with a finalized outline and timeline of the work to be undertaken by the student and the criteria selected by the committee for evaluating the work, as well as a deadline for providing feedback to the student.

Students will not be granted permission to register in PSYC 865EA until they have received a final, approved outline of the work to be undertaken. A copy of this outline is to be signed by all members of the subcommittee, the Coordinator of the EAP program, and the student.

Comprehensive Examination Committee

The Comprehensive Examination Committee is composed of three faculty members with the relevant expertise to evaluate the proposed work. The subcommittee may include the student's supervisor if necessary to meet this criterion. The Director of the EAP program will appoint one member of each subcommittee to serve as its Chair.

Evaluation

The subcommittee will arrive at a joint decision, by majority vote, about whether the submitted work meets the standard for a passing grade (70%). Note that although individual components may be graded by whatever method the subcommittee deems appropriate, the final grade will be recorded on the student's transcript as P (pass) or F (fail); if the subcommittee recommends a numerical grade to the Director that is below 70%, the grade will be entered as an F, and as a P otherwise. The Pass/Fail grading scheme does not preclude the subcommittee from providing numerical grades – either on the components attempted, on the entire course, or both – to the student, by way of feedback. The subcommittee Chair will communicate the decision, as well as all feedback to be relayed to the student in a memo informing the student of the decision and any feedback provided by the subcommittee.

Roles

Subcommittee: Reviews and requests revisions to proposal; determines evaluation criteria and deadlines for each component is to be completed; provides feedback on proposal to student; meets with student; answers any questions about content, presentation, or evaluation of work from student; grades student; provides feedback on completed work for student to subcommittee Chair; determines whether the work completed for the comprehensive examination meets the standard for a passing grade (70%).

Subcommittee chair: Communicates with student about matters of comprehensive examination content and process, communicates all subcommittee decisions and feedback to student, and relays all concerns to Director.

EAP Director: Ensures process is followed correctly, assembles subcommittee and appoints Chair, communicates with student about matters of comprehensive examination process, discusses any concerns about process with student, enters final grade for student.

Student's supervisor: Meets with student to discuss a plan for meeting the comprehensive examination, reviews student's proposal prior to submission to EAP Director, discusses any concerns about process with student.

Student: Meets with supervisor to discuss when comprehensive examination should be completed and what form it should take, submits a proposal to supervisor, submits revised proposal to EAP Director, meets with subcommittee six weeks into semester during which the comprehensive examination is undertaken, completes work in preparation for this progress meeting, submits work for evaluation by deadlines established by subcommittee.

10

Monitoring of Student Progress

Student Evaluation in Courses

Consistent with University of Regina regulations, students are provided with a written course outline within the first three hours of class meeting time, which informs students of the ways in which they will be evaluated. At least 75% of the mark must be based on material that is written, taped or otherwise in a form that can be reassessed if that becomes necessary. Students are provided with marks as they complete different aspects of the class and with the final mark at the end of the semester.

University Policy

Students registered at the University of Regina are expected to behave responsibly and with propriety and

are expected to abide by the policies and regulations of the University of Regina. When students fail to meet these expectations, the University reserves the right, under the University of Regina Act, to take whatever action it deems warranted by the student's misconduct.

Annual Monitoring

PhD student progress (academic, research) in the Program is reported on a yearly basis to FGSR. The annual form can be found [here](#). There is no annual monitoring for MSc students through FGSR.

11

Supervisor Leaves

Supervisor Leaves

During a student's program, their supervisor(s) may go on a leave of absence (e.g., parental, medical) or take a sabbatical leave. The supervisor should strive to communicate this information to the students as soon as possible and to come up with a communication plan.

Supervisor-Student Communication Plan

Where possible, supervisors and graduate students are encouraged to meet prior to the leave period to discuss and agree upon a communication plan. This plan should address key points such as the frequency of check-ins, designated points of contact, and expectations regarding ongoing work or milestones.

Appendix C contains a document that serves as a guide for supervisors and graduate students to establish a communication plan when the supervisor plans to take a leave of absence (e.g., parental, medical). The goal is to ensure clarity, continuity, and mutual understanding regarding academic progress and support during the supervisor's absence. This form is not prescriptive but offers a structured example of what can result from a collaborative discussion between supervisors and students. The form is not official and does not need to be kept on file by the EAP coordinator, department. It is just for the supervisor and student.

12 Resolution of Student Concerns

Monitoring of Student Progress and Annual Review

Each spring, doctoral EAP students, in consultation with their supervisors, are required to complete and submit the annual review form to FGSR. There is no annual monitoring for MSc students through FGSR.

Remediation Plan

When problems become apparent, the EAP Coordinator, the student and the instructor/supervisor in question are responsible for developing a remediation plan that identifies: 1) the problem; 2) the goals of the remediation plan; 3) the means of meeting the goals of the remediation plan; and 4) the criteria and timeline for successful completion of the plan. When unusual or major issues arise, the issue is brought to the attention of the EAP Committee and a plan is discussed at this level.

The plan is documented in writing by the EAP Coordinator and placed in the student's file. The EAP Coordinator monitors the plan and the outcome. If the remediation plan extends over more than one semester, a progress report is completed and placed on the student's file. A final report on success in meeting the goals of the remediation plan is documented in writing and maintained in the student's file. The CPA ethical decision-making code is used if an ethical conflict emerges.

If the goals of the remediation plan are not being met, the EAP Committee and EAP Coordinator can renew or revise the remediation plan. Renewals are typically possible only once – at the end of which time, if the student is not successful, the Department Head and at times the Dean of the FGSR will be consulted about options, including alternate remediation plans or in extreme cases termination of the Program.

Termination of the Program is a last resort and only suggested when remediation plans fail. Students can appeal decisions related to remediation plans including the need for the plan, the nature of the plan or the outcome of the plan, just like they can appeal grades or other Program decisions. Appeal procedures are outlined on the FGSR website.

Resolving conflict

Conflicts can arise during the graduate program. Depending on the type of conflict and the issues involved, there are different mechanisms that can be used to resolve the conflict. Students are urged to follow the CPA Code of Ethics in bringing forward a complaint, grieving an action or appealing a decision or evaluation, including first

discussing the matter with the individual involved, seeking consultation, and then if necessary taking more formal steps to lodge a complaint. Students who believe they have a human rights complaint may, at any time, consult the University's Respectful University Office (respect.matters@uregina.ca) [Respectful University | Policy, University of Regina \(uregina.ca\)](https://www.uregina.ca/respectful-university-policy)

Interpersonal Conflict between the student and the research supervisor

If the student is experiencing difficulties with their research supervisor, the student is encouraged to first speak to their supervisor about their concerns. If the situation is not resolved through this step, the student is encouraged to speak to the EAP Coordinator. In the situation where the EAP Coordinator is also the research supervisor, the student is encouraged to speak to the Department Head. If the situation is not resolved at the level of the EAP Coordinator, the student is encouraged to speak to the Department Head. If the situation is not resolved at the Departmental Level, the student is encouraged to speak to the Associate Dean of Arts (Research and Graduate). If the situation is not resolved at the Faculty of Arts level, the student is encouraged to speak to the Dean of the Faculty of Graduate Studies and Research.

Concerns about evaluation of submitted work

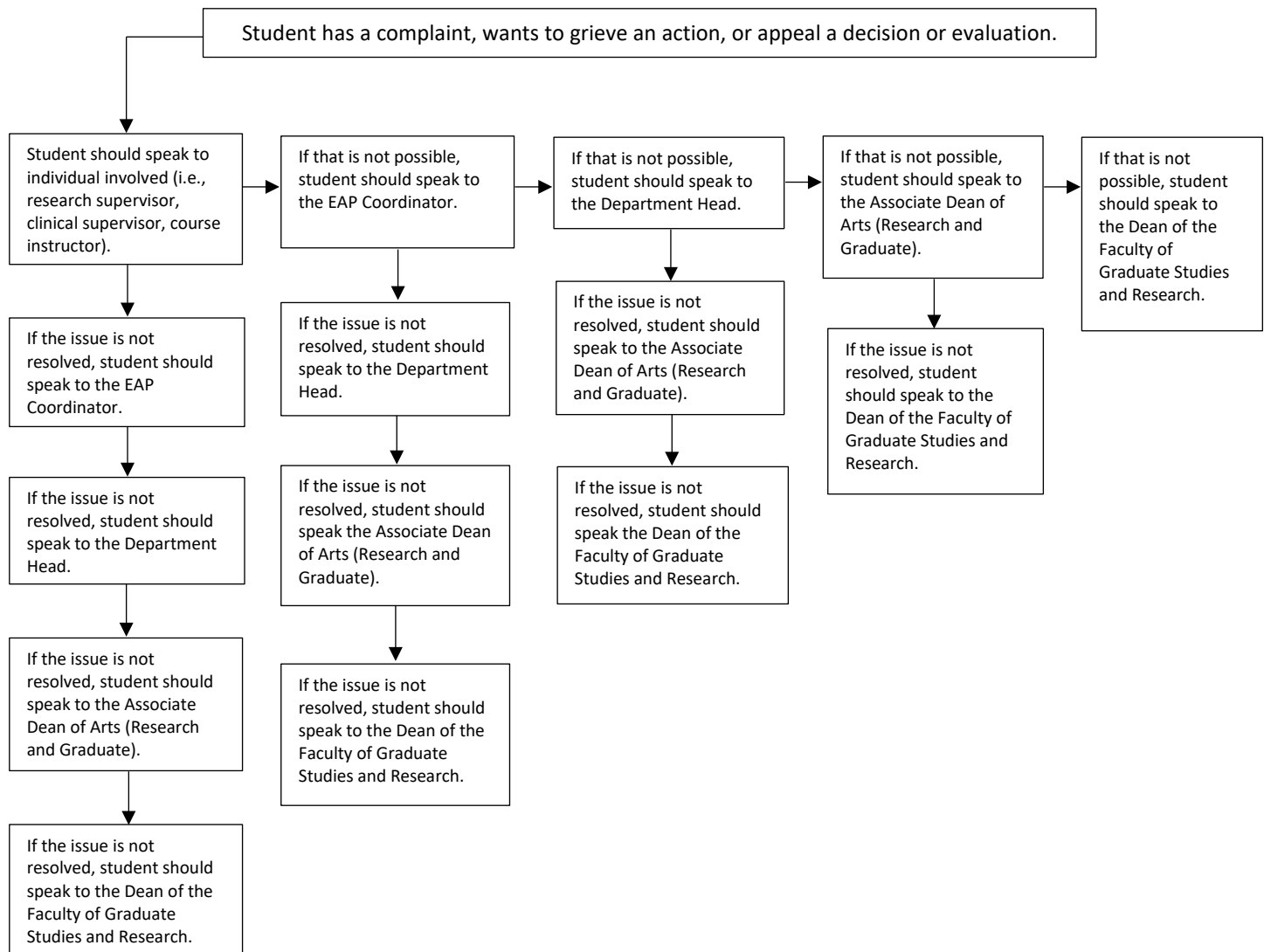
If a student disagrees with their grades or other types of evaluation from a course instructor or thesis supervisor, they are encouraged to speak to the instructor first about their concerns. If this does not lead to a satisfactory outcome with respect to the course, the student is encouraged to speak to the EAP Coordinator. In the case of a course being taught by the EAP Coordinator, students are encouraged to speak to the Department Head instead. If the situation is not resolved at the Departmental level, the student is encouraged to speak to the Associate Dean of Arts (Research and Graduate). If the situation is not resolved at the Faculty of Arts level, the student is encouraged to speak to the Dean of the Faculty of Graduate Studies and Research.

Lodging a Complaint/Appeal

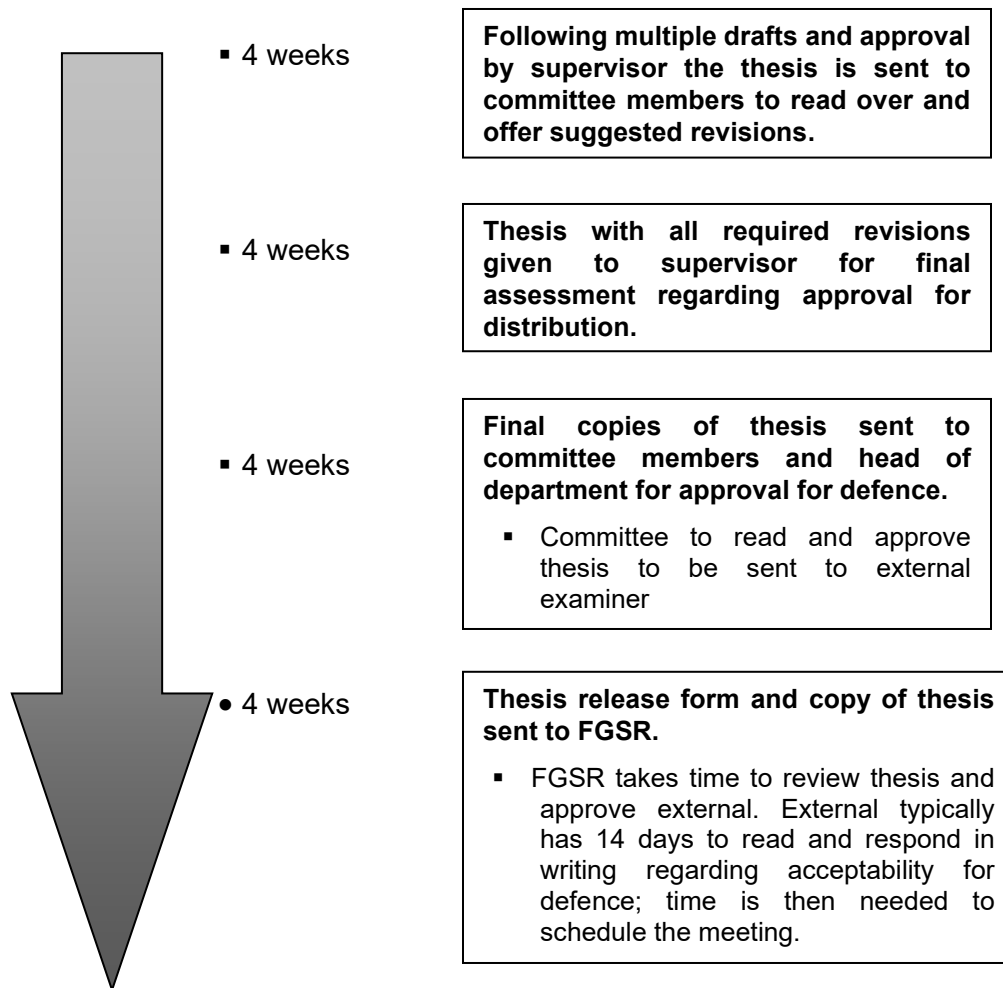
Students are urged to follow the CPA code of ethics in bringing forward a complaint, grieving an action or appealing a decision or evaluation, including first discussing the matter with the individual involved, seeking consultation, and then if necessary, following formal appeal processes.

Prior to making a formal appeal it is expected that students will have exhausted all of the above informal means of resolving the difference of opinion. Information

on how to request a formal reassessment of a grade can be found on the FGSR website: [Appeals Guide for Students | Graduate Studies, University of Regina \(uregina.ca\)](https://www.uregina.ca/graduate-studies/appeals-guide-for-students).



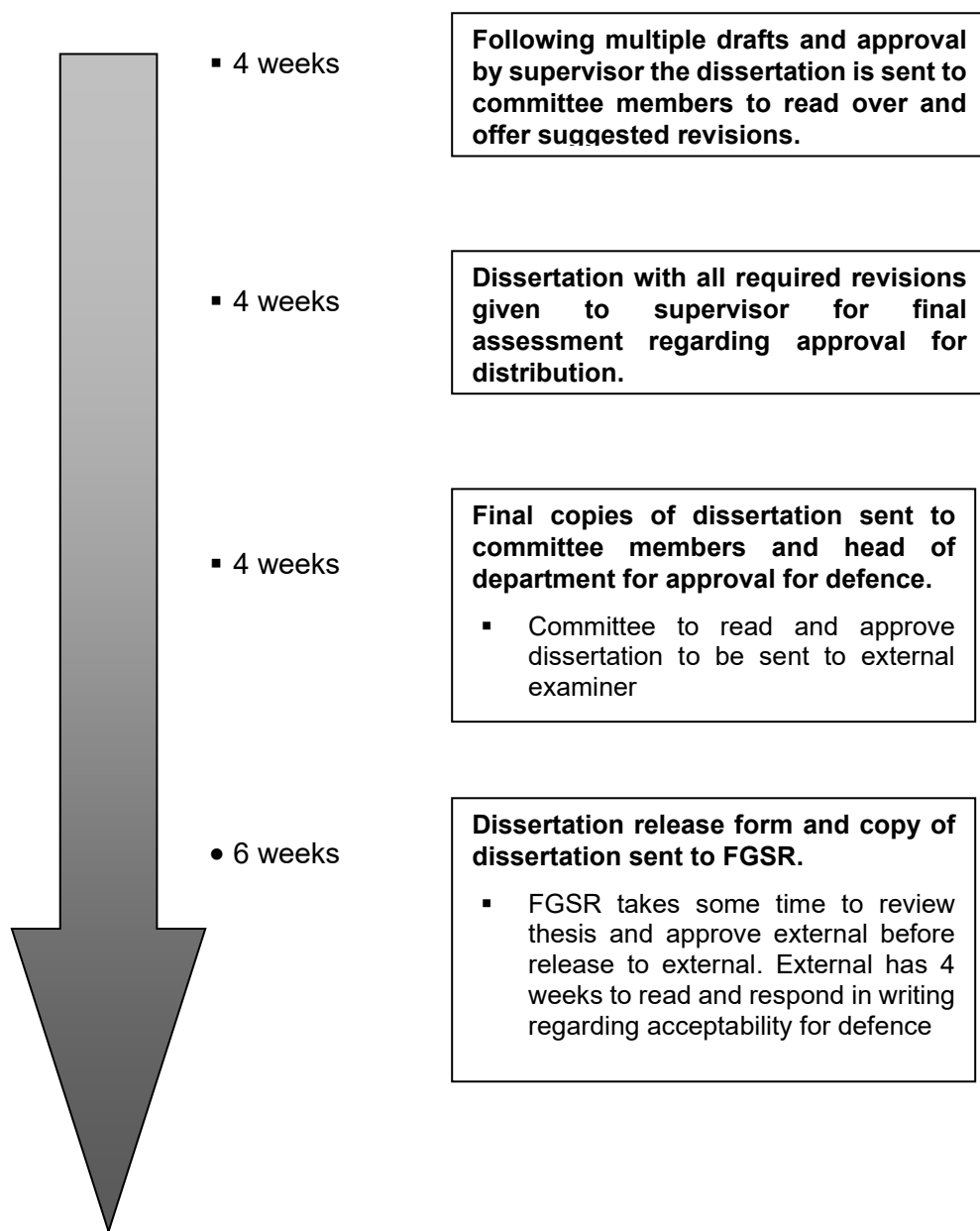
Appendix A – M.Sc. Thesis Defence Timelines



Thesis Defence

* It is important to note that supervisors and committee members may take up to 1 month to provide feedback

Appendix B – Ph.D. Thesis Defence Timelines



Dissertation Defence

* It is important to note that supervisors and committee members may take up to 1 month to provide feedback to a student.

Appendix C – Supervision Communication Plan

EAP Graduate Supervision Communication Plan University of Regina

Supervisor Name: _____

Student Name: _____

Department/Program: _____

Leave Period (Start/End Dates): _____

Key Components:

1. Primary Contact During Leave:

(Name and contact information of alternate supervisor or department contact, if applicable)

2. Frequency of Communication:

(e.g., Monthly email updates, quarterly check-ins, as needed)

3. Mode of Communication:

(e.g., Email, virtual meetings, phone calls)

4. Ongoing Projects and Milestones:

(Outline major projects, expected timelines, and milestones to track progress)

5. Feedback and Document Review Process:

(Define how drafts, proposals, or other documents will be reviewed during the leave)

6. Emergency Contact/Procedure:

(Detail what steps to take if urgent issues arise)

Acknowledgment and Agreement

By signing below, both parties acknowledge that they have discussed and agreed upon the communication plan outlined above. This plan aims to facilitate continued academic progress and maintain open channels of communication during the supervisor's leave.

Supervisor Signature: _____

Date: _____

Student Signature: _____

Date: _____

Note: This form is intended to be flexible and can be revised as necessary to reflect the needs and circumstances of the supervisor and graduate student.

Appendix D – Mentorship for Doctoral Funding

EAP Graduate Program Mentorship Protocol for Doctoral Funding Applications (SSHRC/NSERC) University of Regina

Purpose:

This mentorship protocol aims to support students in the Experimental and Applied Psychology (EAP) graduate program in preparing and submitting competitive applications for doctoral funding through SSHRC or NSERC. The protocol ensures that faculty have adequate time to provide constructive feedback, enhancing the quality of submissions. This initiative is timely given the new guaranteed minimum funding for PhD students. Note that, if requested, this process can be adapted for situations when an EAP student is applying to CIRH (which has an earlier deadline).

Key Components:

1. Call for Faculty Volunteers:

- The EAP Coordinator will email all faculty members in the EAP program by **June 15** each year to solicit volunteers willing to mentor and provide feedback on student funding applications.
- Faculty are requested to respond by **June 30** confirming their availability.

2. Student Notification and Interest Confirmation:

- The EAP Coordinator will notify all EAP graduate students of the mentorship opportunity by **July 1**.
- Students interested in applying for SSHRC, CIHR, or NSERC doctoral funding must confirm their participation by **July 15**.

3. Draft Submission Deadline:

- Students must submit complete drafts of their funding applications to the EAP Coordinator by **August 30**. Note that the student's supervisor **MUST** have already approved this draft. Please cc' your supervisor on this email.
- Drafts should include all required components specified by the respective funding agency (e.g., research proposal, CV, etc.). Reference letters are not part of this package.

4. Distribution to Faculty:

- The EAP Coordinator will distribute each student's draft to at least one faculty volunteer by **September 3**.

5. Faculty Feedback Period:

- Faculty will have until **September 20** to review the application drafts and provide detailed feedback directly to the student.

6. Submission to the University of Regina:

- Students will revise their applications based on faculty feedback and submit final applications by **early October**.

Responsibilities:

- **EAP Coordinator:** Oversee the protocol, manage communications, distribute drafts, and ensure adherence to deadlines.
- **Faculty Volunteers:** Provide timely and constructive feedback to students.
- **Students:** Meet all deadlines and actively engage in the revision process to enhance the quality of their applications.