

Chapter 7

Department of Educational and Counselling Psychology, and Special Education

Introduction

The Department of Educational and Counselling Psychology, and Special Education was formed April 1, 1999. The Department offers the best of two worlds: intimate graduate programs in a large, vibrant, and culturally rich university. Department faculty members eschew the traditional research-practice dichotomy focusing on the integration of practice and research, working closely with schools, community agencies, and policy makers. They serve as advisors at the provincial, national, and international levels.

Department members investigate, generate, and disseminate theory and knowledge of the role of contextual influences and individual differences in learning, development and adjustment. Implicit in the statement is that activities focus on individuals ranging across the entire lifespan from early childhood, to adolescence, adulthood, and later life.

Students enjoy extensive interaction with professors and have the opportunity to develop their skills and abilities to their highest potential through programs tailored to meet individual needs. The Department provides opportunities for in depth collaborations among students and between students and faculty. The student body is a rich, multicultural mix from across Canada and around the world.

The Department has five program areas: Counselling Psychology; Development, Learning and Culture; Measurement, Evaluation, and Research Methodology; School Psychology; and Special Education.

Mission

The Department is a community of scholars committed to the use and application of psychological foundations and research to understanding and solving human problems across the lifespan and in diverse contexts including families, communities, schools, and workplaces.

Table 7-1: Quick Facts about Educational and Counselling Psychology, and Special Education

Tenure stream faculty	38
Administrative staff	6
MA enrollment	139
MEd enrollment	144
PhD enrollment	102
Diploma Program Enrollment	520
Teacher Education students served	952
Diplomas granted in 2003-04	59
MA degrees granted in 2003-04	47
MEd degrees granted in 2003-04	52
PhD degrees granted in 2003-04	11

Department Goals

In the Department's Academic Plan, goals were developed in an effort to link the Departmental plan with goals articulated in the University Academic Plan. Categories in the University Plan reflect the five pillars within the Trek 2010 document and include people, learning, scholarship/research, community, and internationalization. The goals reflect each of these areas. Below is a list of sixteen major goals, many of which achieve multiple objectives simultaneously (see brackets). Note that the listing of goals is inclusive but is not in order of priority or importance.

Goal 1 Attract funding for research and student support. [people, scholarship/ research]

Goal 2 Define appropriate enrollment targets and improve student recruitment in targeted areas, with particular focus on (a) the worldwide web, and (b) developing recruitment strategies within areas. [people]

Goal 3 Enhance opportunities for, and foster a climate supportive of scholarship, with particular focus on (a) streamlining administrative work, (b) mentoring new scholars, and (c) recognizing and celebrating scholarly activity. [people, scholarship/research]

Goal 4 Give staff members greater participation in and responsibility for the academic enterprise, with particular focus on (a) valuing and recognizing staff contributions, (b) increasing coordination and communication among Departmental members, (c) improving the working environment for staff, (d) reconsidering the role and function of staff in the evolving Department, and (e) involving staff in decision making. [people]

Goal 5 Increase sessional faculty member participation in and responsibility for the academic enterprise and invite them to be a part of a scholarly community, with particular focus on (a)

providing for sessional faculty representation in meetings and on committees, (b) enhancing communication with sessionals and (c) informing sessional faculty about Departmental policies, practices, and activities. [people, learning]

Goal 6 Promote excellence in teaching, with particular focus on (a) increasing self-reflection about teaching practices, (b) recognizing and rewarding excellence in teaching and graduate student supervision, and (c) providing mentoring, support, and formative feedback for first-time university teachers. [people, learning]

Goal 7 Enhance graduate student involvement, in particular by involving graduate students in meetings and on committees, engaging graduate students in programmatic and research activities, encouraging communication, and providing meeting space. [people, learning, scholarship/research]

Goal 8 Create an opportunity for a Departmental culture to emerge in the merged Department, with a focus on (a) fostering a Departmental sense of identity while maintaining programmatic integrity, and (b) investigating the feasibility and efficiency of having an administrative unit in one location. [people]

Goal 9 Renewal of and increasing the number of tenured and tenure-track faculty members in the Department. [people, learning]

Goal 10 Continue specialist professional development for school and community agency personnel in Diploma and Continuing Professional Development Programs. [learning, community]

Goal 11 Prepare academic faculty in anticipation of upcoming needs in the academic community. [learning]

Goal 12 Continue development of accredited professional programs. [learning]

Goal 13 Continue involvement in the professional preparation of teachers and in the re-envisioning of the Teacher Education Program. [learning]

Goal 14 Continue and enhance collaborative service delivery and transdisciplinarity. [learning, community]

Goal 15 Continue and increase service to community through practica and internships across community locations. [community]

Goal 16 Continue international work, with a particular focus on (a) recruiting and supporting international students, and (b) finding resources for new and on-going initiatives. [internationalization]

Department Signatures

The Department has begun to discuss in which areas it wants to be known as excellent and outstanding. While conversations have not progressed far enough to allow clear identification of signatures at the Department level progress has been made in identifying signatures within each program area. Over the next year the Department will build on the strengths at the programmatic level in order to develop clear signatures as well. The term “signatures” is used to mean areas of scholarly and professional endeavour in which the Department currently has strength, is building strength, and that represent the reasons that graduate students and faculty would want to join.

A thumbnail sketch of the Department’s programmatic signatures as they have been identified to date follows. It is important to note, however, that this is an ongoing conversation, not one that will likely ever be completed. It is also useful to note the uniqueness of some of these programs in Canada—UBC is a leader or sole provider in a number of areas.

Counselling Psychology

- Developmental approach to life issues and challenges, with an emphasis on health and well being
- Trauma and stress
- Gender and sexuality
- Multicultural counselling
- Career, guidance, and transition to work
- School counselling
- Qualitative research methodologies

Development, Learning, and Culture

- Human development across the life span
- Design of learning environments
- Culture, diversity & learning

Measurement, Evaluation, and Research Methodology

- Educational and psychological measurement
- Assessment and evaluation in schools

School Psychology

- Systems change
- Socio-emotional and academic interventions

Special Education

- Full spectrum of exceptionalities (low incidence and high incidence)
- Emphasis on inclusion
- Child and family centered advocacy

In this evolving perspective of what the Department is to be known for locally, nationally, and internationally there are a few areas that transcend program areas. While Department members continue to develop this identity it is anticipated that excellent students will be attracted, especially at the doctoral level, as will faculty through a reputation for a constructivist perspective on learning, a strong developmental focus, and a commitment to learning and development across the life span.

Commitment to Learning

Within the Department, faculty members are encouraged to focus on the education of the whole person—that is, promoting the development of the student’s intellectual, physical, and emotional potential. The Department’s programs recognize the multicultural dimensions of society and therefore provide leadership in understanding culturally-based concerns in learning, human development, measurement and counselling. In focusing on the whole person in interactions with students, the Department hope to model the ways in which graduates will interact with students, clients, and others when they embark on their professional careers. One distinguishing feature of the programs is a strong appreciation for diversity, with diversity considered in terms of the populations served, the students recruited and admitted, the issues and elements of practice examined, and the provision of skills and experiences in working with a broad range of clients, families, and settings.

Faculty are encouraged to view their roles as facilitators of learning rather than as providers of information, and the programs weave together theoretical models and concepts in their application to real world educational issues.

The Department’s commitment to learning also involves building on the strengths within the Department and the Faculty of Education by promoting interdisciplinary approaches to education and professional practice. Much of this interdisciplinarity is evident within and across Department programs, and the Department’s courses routinely attract students from many other departments and Faculties including Social Work, Family Studies, Commerce, Business Administration, and others.

While much of the Department’s work focuses on the education of students, the Department also is committed to supporting learning in local and national communities. The obligation is to share the knowledge of learning, development, and human potential extend also to local communities, policy makers, and the national and international communities.

Academic Programs and Teaching

Programs and Teaching

The Department has five areas of academic study: Counselling Psychology; Development, Learning and Culture; Measurement, Evaluation, and Research Methodology; School Psychology; and Special Education. Each of these program areas offers MEd, MA, and PhD programs. The Department also draws on expertise across areas to provide required and elective courses for the Faculty of Education's Teacher Education Program. In addition, the Department offers post-graduate diploma programs in Special Education, Guidance Studies, and Infant Development and Supported Child Care, and Department members also participate in the Health Education diploma programs.

The Department's graduate programs provide advanced professional preparation through magistral and doctoral studies. Four of its graduate level professional programs meet national standards for specialist certification for educators, counsellors, and psychologists:

- Counselling Psychology
- Education of the Deaf and Hard of Hearing
- Education of the Blind and Visually Impaired
- School Psychology.

In addition, the Counselling Psychology magistral and doctoral programs are currently accredited: the former by the Council of Accreditation for Counselling and Related Educational Programs (although the program is now seeking Canadian Council on Accreditation of Counsellor Education Programs accreditation) and the latter by both the American and Canadian Psychological Associations. The School Psychology Program is currently working on program revisions, faculty recruitment, and planning that will position it to seek accreditation from both the American and Canadian Psychological Associations within the next couple of years.

The Department is also committed to the advancement of knowledge and the preparation of scholars in, and across, each of the five program areas. All PhD students are required to study (or complete coursework in the areas of) statistics and research design, subjects or topics associated with their programs of study (e.g., special education, human learning, development and instruction), and subjects or topics that complement their areas of expertise. With approximately 400 graduate students across magistral and doctoral programs, the Department has the largest graduate enrollment in the University.

The Department is committed to the preparation of pre-service teachers through the BEd program. The Department provides required and elective undergraduate courses for approximately 1000 BEd students, annually. The Department is also committed to inservice and professional development for teachers, counsellors, and infant development specialists through the diploma programs, and approximately 500 students are enrolled in those programs.

Enrollment figures for Department programs are show in Table 7-2.

Programs in the Department prepare a variety of school based professionals, many of whom require field experiences, practica, and clinics as part of their professional education. The Department has partnered with the New Westminster School District for 29 years to operate the New Westminster Counselling Centre, located on-site at the New Westminster High School. This Centre provides free counselling to children, families, individuals, and couples that is provided by students under the guidance of registered psychologists. A future direction for the Department is to nurture this kind of educational opportunity by drawing in more programs and school professionals into an integrated service approach to counselling, especially as related to school age populations and families. The Department recognizes the need to prepare school personnel (school psychologists, school counselors, and special education teachers) to work collaboratively to provide coordinated and integrated services to increase the quality and availability of services to children. The Department is exploring alternative sites and virtual connections to provide this sort of integration of services and collaboration across program areas.

The Department strives for excellence in teaching and has two UBC Killam Teaching Prize winners, as well as winners of teaching awards at other universities.

Table 7-2: Number of Students in Each Program and Degree (2004–05)

	Specialization	Degree	Number of students	Degree Granted
	CNPS	MA	81	25
	HLDI	MA	9	4
	MERM	MA	8	3
	SCPS	MA	21	5
	SPED	MA	20	10
Department Total		MA	139	47
	CNPS	MED	78	20
	HLDI	MED	8	1
	MERM	MED	2	0
	SCPS	MED	9	6
	SPED	MED	47	25
Department Total		MED	144	52
	CNPS	PHD	41	4
	HLDI	PHD	19	2
	MERM	PHD	14	3
	SCPS	PHD	14	1
	SPED	PHD	14	1
Department Total		PHD	102	11
	Diploma	GUID	234	30
	Diploma	SPED	232	29
	Diploma	IDSC	54	0
Department Total	Diploma		520	59

CNPS: Counselling Psychology. HLDI: Human Learning, Development, and Instruction. MERM: Measurement, Evaluation, and Research Methodology. SCPS: School Psychology. SPED: Special Education. CNPS: Counselling Psychology. GUID: Guidance. IDSC: Infant Development and Supported Childcare.

Scholarly and Professional Activities

Departmental faculty have a strong record of scholarly productivity. Department faculty are highly productive scholars with a strong record of attracting funding, and contribute to the development and application of both theory and research methodology in their diverse disciplines. Senior and junior faculty are actively engaged in local, national, and international projects, many of which are interdisciplinary collaborative projects. The Department supports colloquia and research seminars that afford opportunities for faculty and graduate students to interact on significant research issues. Faculty members also mentor graduate students by engaging them in various research programs.

The Department is strongly committed to supporting the scholarship of its members. The Department attempts to balance workload across scholarly, teaching, and service responsibilities. In addition, the Department attempts to provide research space in support of faculty scholarly endeavours. Provision of a strong and encouraging research climate is seen to be an important part of faculty work and graduate student preparation. The Department values faculty and student scholarly achievements.

Departmental faculty members have received more than \$23 million in research grants and contracts during the period since the last Department review. These funds, most of which were competitively received, come from a range of sources include the Social Sciences and Humanities Research Council, the Canadian Institutes for Health Research, the Natural Sciences and Engineering Research Council, Hampton grants, various ministries (Education, Children and Families, Health, Advanced Education, Immigration and Multiculturalism), Michael Smith Foundation, and various American agencies (U.S. Department of Education, National Institute for Health). Such funding supports a rich scholarly culture in the Department where faculty and students are actively engaged in a broad range of projects publications.

Several faculty have been acknowledged for their professional or scholarly accomplishments as Fellows or honorary members in professional societies (Amundson, Borgen, Daniluk, Long, Mirenda, Young); in research, scholarship, or publications (Amundson, Bryson, Holbrook, Siegel); and for contributions to the profession (Buchanan, Bryson, Jamieson, Mathison, Mirenda, Westwood).

To a large extent, faculty scholarship also provides direct benefits to the local community. A number of faculty work closely with the local schools and community agencies to provide services, consult on best practices and to share knowledge from their research. Kim Schoner-Reichl's participation in the national evaluation of the Roots of Empathy program connects her to local schools and provides an opportunity to share developmentally appropriate strategies for fostering positive social emotional development in children. Shelley Hymel and Ishu Ishiyama have worked with local schools on issues of school safety, including the prevention of bullying and racism. Another example is the work Marv Westwood does in examining the impact of post traumatic stress on war veterans in the lower mainland.

Many faculty are also involved in the global scholarly community. For example, Norm Amundson's work on career counselling has been translated into at least five languages and his approach to family based career counselling for children is valued around the world. Many other faculty (Amundson, Borgen, Ercikan, Mathison, Porath, Siegel, Young) work collaboratively with researchers from around the world, including in the EU and Asia.

The Department's students are successful, in their own right, and have successful records receiving Social Sciences and Humanities Research Council scholarships, as well as scholarships and research support from the Michael Smith Foundation.

Interactions and Service Outside the Faculty

The Department is actively involved with the community in scholarship, teaching, and service activities. The Department is committed to supporting the preparation of professionals through: preservice Bachelor of Education studies; Diploma programs for practising early intervention specialists, special educators, and counsellors; and graduate programs for educators, community practitioners, and psychologists. The Department provides on-campus and off-campus programs that attract high calibre graduate students. Research and training efforts occur within a network of established links with the broader community.

In addition to providing extensive on-campus study, the Department operates the New Westminster Counselling Centre, a joint venture with the New Westminster School District. A clinical facility is also being established at UBC's Robson Square site. The Department also offers counselling clinics at the UBC Counselling Centre and, until recently, the Psychoeducational Research and Training Center. Diploma and graduate programs have been offered in Kelowna, Prince George, Kamloops, Langley, Nanaimo, and Richmond. Joint research and service projects in the Downtown Vancouver Eastside, North Vancouver, Richmond, Coquitlam and the UBC Disabilities Research Centre are underway. As well, there have been national projects in, for example, Ottawa and the Atlantic Provinces.

Governance, Organization, and Administration

History and Formation

When the Faculty of Education was established at UBC in 1956 there were no departments within the Faculty. Instead, it was organized into a series of program divisions. Across time, quasi-administrative units were formed as "departments" though they did not have the official status of formal University departments. Across the 1970s the number of quasi-administrative units within the Faculty grew to at least 23 (although there are varying accounts of the exact number). A Faculty reorganization scheme was implemented in 1982 to form seven, formal University departments. Two of these were Counselling Psychology and Educational Psychology and Special Education.

The formation of the latter in 1982 involved the merger of a number of the previous administrative units. Initially, four distinct program areas in Educational Psychology and Special education functioned as "departments within a department" with area coordinators forming

an administrative council for the head. These four areas were: Human Learning, Development, and Instruction; Measurement, Evaluation, and Research Methodology; School Psychology; and Special Education. Until 1987, the Special Education program area continued to function as a separate department within a department, maintaining separate offices and secretarial services.

In 1987, Educational Psychology and Special Education made a deliberate decision to foster development of a “truly integrated department of educational psychology and special education” (from the 1996 self-study document). This was to be accomplished by integrating and unifying programs, services, and personnel and developing a new administrative model. New faculty appointments were used strategically to foster cross-area collaboration. By hiring new faculty who could cut across at least two of the four program areas, the Department hoped to foster greater collegiality and collaboration. According to its departmental self-study in 1996, this approach met with considerable success through the 1980s and 1990s. By 1996, “the vast majority of Educational Psychology and Special Education faculty identified and/or were active within at least two of the Department’s programs”. Shifts in structure also resulted in a “more efficiently and economically administered” Department. Seventy-six percent of faculty were happy with the democratic structure; 88 percent enjoyed the cohesiveness, and 76 percent thought the cross-area hiring strategy should be “continued in its present form.” At the same time, starting in 1996, Educational Psychology and Special Education recognized the need to complement existing faculty with individuals with depth of expertise in a single program area. By the time of this merger with Counselling Psychology in 1999, faculty represented a productive combination of members who could contribute within and across areas. The four program areas were academically distinct but with good cross-collaboration across areas. Thus, at the time of the merger with Counselling Psychology, Educational Psychology and Special Education had already undergone considerable transition focused on merging separate units into an integrated department.

Counselling Psychology became a distinct administrative unit in the Faculty of Education as early as 1968. It became a department unto itself in 1981 when the units within the Faculty were departmentalized. As a department, Counselling Psychology defined itself as the study of how individuals adjust to problematic events and accomplish life tasks within major spheres of living, such as work, education, relationships, family and recreation. Its mission has reflected the four purposes contained in the mission of the Faculty of Education. Specifically, it emphasized its professional role, its graduate preparation of scholars and practitioners whose work is informed by research, and the pursuit of research and development activities.

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

Guidance Studies has also been well subscribed and has provided leadership in the field.

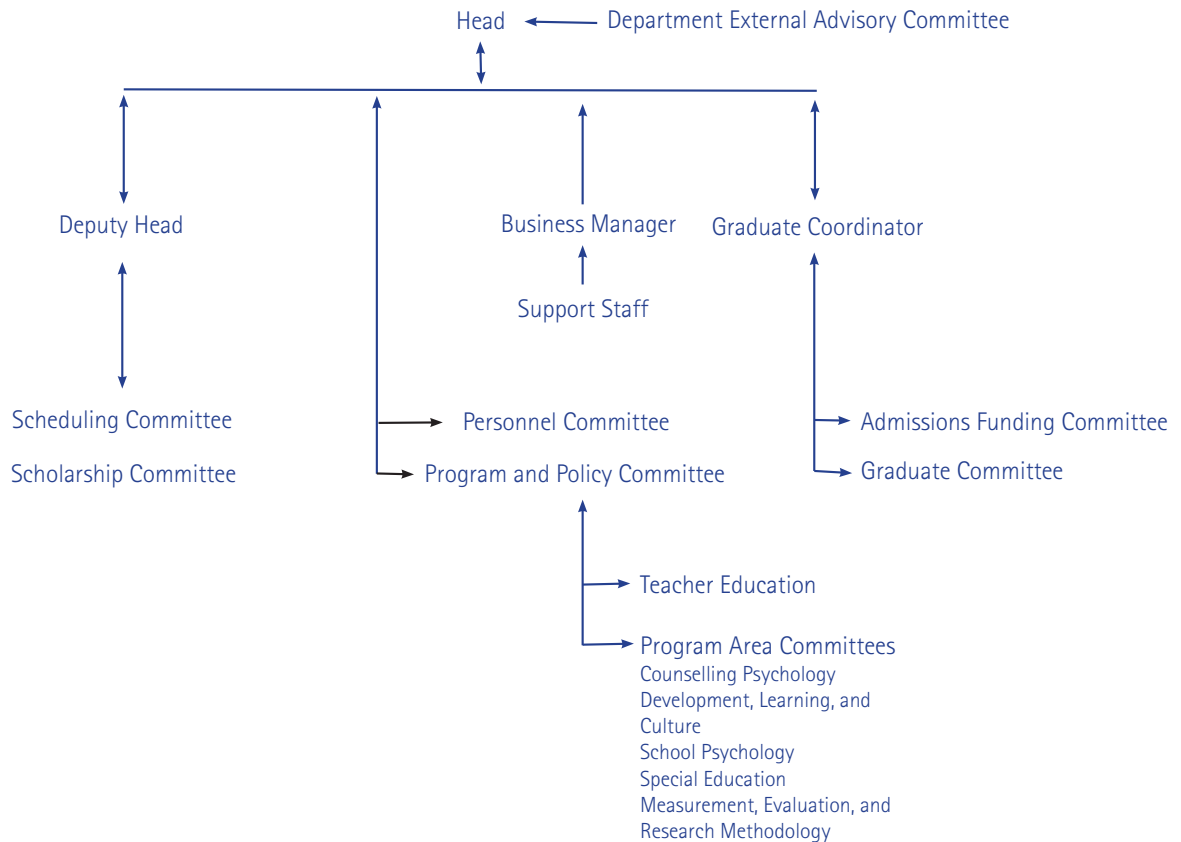
In April 1999, the former Educational Psychology and Special Education and Counselling Psychology departments were asked to merge. Since that time, the departments have been working to redefine their relationships and to become an integrated Department. As faculty members proceed in developing an integrated vision for the new Department, they assert a commitment to equity, diversity and ethical practice in governance, faculty and student recruitment, models of professional training and pursuit of scholarship.

A continuing challenge facing the Department is the merger of the two original departments. It is engaged in the process of integrating not just two distinct administrative units, but in creating effective and collaborative systems for two distinct, and in some cases very different departmental cultures. While progress has been made, the reality is that departmental mergers are challenging and require energy and commitment. Indeed, the long process of integrating Educational Psychology and Special Education into a department through the 1980s and 1990s, described earlier, is evidence for the difficulty of effecting a successful integration. At the moment, in the Department, the legacy of the “merger” is present in all areas of functioning. While faculty members have identified many positive outcomes, there remains considerable concern within the Department that can be linked to competing perspectives in regards to program needs and administrative structures.

Organization

The Department’s organization is illustrated in Figure 7.1.

Figure 7.1: Organizational Structure of the Department



The Department's administration is handled by a number of standing committees. The number, size, and function of committees may change with the needs of the Department. Members on committees represent the entire Department rather than specific fields or special interest groups. Prior to each election the head asks for nominations and volunteers. All assistant professors, associate professors, professors, and full-time instructors are considered candidates for committees. Minutes of all committee meetings are kept on file in the Department. It is understood that the Department is a committee of the whole. All committee recommendations concerning Departmental policies, practices, and procedures are presented to the voting members for consideration and discussion. To be implemented, recommendations must receive a majority vote at a Department meeting.

The Department's Standing Committees

Program and Policy Committee (appointed)

- Scheduling Sub-Committee

Graduate Committee (elected)

Graduate Admissions Funding Committee (elected)

Scholarships and Awards (elected)

Standing Personnel Committee (elected)

Program Area Committees (determined at the area level)

- Counselling Psychology
- Development, Learning, and Culture
- Measurement, Evaluation, and Research Methodology
- School Psychology
- Special Education

External Department Advisory Committee (appointed)

The head may at his/her discretion create ad hoc committees, either elected or appointed, as the need arises.

Infrastructure and Resources

The Department is large and is spread across two buildings and three floors on one of those buildings. The Faculty of Education has invested in upgrading offices and computer equipment that has contributed to an improvement in the quality of the work environment. Within the Department, careful analysis of the costs and limits of providing the tools for faculty to do their jobs has resulted in a number of changes, many seemingly trivial (such as easy access to free faxing, availability of copy paper and transparencies, adequate printer cartridges). The Department will continue this process to identify ways to support faculty in doing their jobs more efficiently and effectively (such as training on using the University information systems for entering grades, ordering books, retrieving information about students, managing research grants, and so on).

Personnel

The Department has 38 tenure track faculty, 1 instructor, 4 assistant professors, 19 associate professors, 14 professors, and 1 full time sessional instructor. Several faculty members are seconded, in whole or in part, from the Department by the University or Faculty administration (Butler, Kahn, Porath, McKee). In addition the Department has some 60 sessional faculty

and 25 teaching assistants. The Department has a multi-year hiring plan that builds on existing strengths in the Department, as well as exploring new foci in several areas. While some of the priorities defined are more clearly aligned with a particular program area, it is anticipated that for most positions the Department would seek an individual who would contribute to programs across the Department. So, for example, the priority for a socio-cultural learning theorist might well be someone interested in qualitative research methods, or instructional design, or academic interventions for special needs children, or multi-cultural perspectives.

Table 7-3: Hiring Priorities

2004-05	2005-06	2006-07
Socio-cultural perspectives of learning	Behaviour disorders	Career development and guidance
School psychology	Qualitative research methodologies	Classroom assessment
Learning disabilities	Aboriginal learning and development	

Administrative support services have been reconceptualized within the last year with an eye to making support staff positions more task focused and with clearly delineated areas of responsibility. The Department will continue to work on this task in the near future. The organizing principles for this reconceptualization are those adopted by UBC: discover a simpler way, maximize involvement, implement target and performance measures, invest in information technology, and clarify staff roles and responsibilities. Administrative support is provided by six staff members in the following roles:

- Business Manager
- Assistant to the Head
- Grants and Scholarships Assistant
- Communications and Information Assistant
- Graduate Program Assistant
- Academic Program Assistant

Critical Issues and Challenges

As is the case with all of the Faculty of Education departments, the Department is a merged unit that continues to work through what it means to bring programs and faculty from various sub-disciplines in education together under one umbrella. The unification of the Department has been a priority and great progress has been made in the past couple of years, but

inventing a new future takes time and energy and will continue to be a focus for faculty, staff, and students.

The Department also has a number of essentially one-faculty programs and the challenge for us will be to find ways to offer these programs effectively and in ways that take advantage of the expertise across program areas and the Department. This challenge is especially acute for the low incidence programs in special education (deaf and hard of hearing, and visual impairment) and vocational rehabilitation counselling. These programs meet critical needs locally and nationally, even though they are not heavily resourced or necessarily high enrollment. Balancing community responsibility with resources is a challenge the Department faces. This challenge can be met, at least in part, by taking advantage of new technologies, such as web-based teaching. However, this strategy presents us with an additional challenge to find ways to support these technologies within the Department and the Faculty as a whole.