

Pre-Doctoral Internship in Professional Psychology Program

University of British Columbia, Counselling Services

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Accredited by the Canadian Psychological Association

Current Accreditation Term: 2022/2023 – 2029/2030

Canadian Psychological Association

141 Laurier Avenue West, Suite 702

Ottawa, Ontario K1P 5J3

www.cpa.ca/accreditation

Participating Member:

Canadian Council of Professional Psychology Programs (CCPPP) www.cccppp.ca

Association of Psychology Postdoctoral & Internship Centers (APPIC) www.appic.org

Association of Counseling Center Training Agencies (ACCTA) www.accta.net

Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org

Land Acknowledgement

The University of British Columbia (UBC), Counselling Services would like to respectfully acknowledge that we are working on the traditional, ancestral & unceded territories of the Coast Salish Nations of xwməθkwəyəm (Musqueam), Sḵwxwú7mesh (Squamish), and səílłwətaʔt (Tsleil-Waututh).

We are committed to the recognition and honoring of the Truth and Reconciliation calls to action. We are also actively working towards decolonizing our practices at UBC Counselling Services which encourages the creation of safe and equitable spaces for growth, healing and excellence in mental health care.

Welcome

The University of British Columbia's Counselling Services, Student Development & Services, welcomes your interest in the *Pre-Doctoral Internship in Professional Psychology Training Program*. We are pleased to announce the availability of 4 internship positions for the upcoming training year.

The pre-doctoral internship is a full-time, 12-month program starting and ending in mid-August each year. Interns work a minimum of 35 hours per week to achieve a minimum of 1800 hours of supervised work experience, of which 30% are required to be direct service. We provide training and clinical experiences in providing telehealth and we provide the opportunity to work from home on Thursday.

Enclosed in this information packet you will find information about UBC's vision/purpose, our purpose and commitments; collaborative stepped care model, training philosophy, goals; diversity and inclusiveness; core activities; opportunity to work with student athletes; supervision; feedback and evaluation; core activities; physical facilities; requirements to complete internship; requirements for candidacy; and information about how to apply. University of British Columbia's Counselling Services staff are committed to providing a personalized and quality training experience based on the unique contributions that each trainee brings to Counselling Services.

UBC's Vision/Purpose, SHW Purpose and Commitments

The broader vision of the UBC is "inspiring people, ideas and actions for a better world" (see <https://strategicplan.ubc.ca/>). UBC's purpose is pursuing excellence in research, learning and engagement, to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world. UBC's strategic plan, *Shaping UBC's Next Century*, focuses on three themes: Inclusion, Collaboration and Innovation. This plan describes the strong connections between these themes and the core areas – People and Places, Research Excellence, Transformative Learning and Local and Global Engagement. Emphasis is on academic excellence and on Indigenous engagement, sustainability and wellbeing. Our

relationship with Indigenous people and communities is central to the university – commitments to reciprocity, knowledge curation and development.

UBC's focus on people, undergraduate and graduate student experiences, and the development of a vibrant intellectual community are strengthened through the Student Mental Health Strategy in which the entire campus community plays a role in helping students feel confident, capable, and supported. Within this framework, Student Health & Wellbeing (SHW: Student Health Services, Counselling Services, Health Equity, Promotion & Education) collaborate with community members and off-campus resources to directly support and enhance students' mental health and wellbeing and academic engagement and success. UBC's Student Mental Health Strategy informs intervention at all levels – all students; students wanting/need skill development; and students needing professional intervention/care. Services and programs that Counselling Services provide are essential to the successful implementation of the Mental Health and Wellbeing Strategy. UBC's vision and purpose is extended through the training and supervision of graduate students in applied programs such as counselling and clinical psychology.

In 2023, Student Health & Wellbeing established its purpose to “deliver high quality services and programs to empower UBC students to make well-informed decisions about their health, mental health, and wellbeing.” Three core commitments guide this work: Respect & Compassion; Equity and Social Justice; and Connection and Collaboration.

Collaborative Stepped Care

UBC utilizes a Collaborative Stepped Care approach to service delivery. This model aims to provide appropriate, coordinated, and timely care for students at all levels of mental health. Focus is on working collaboratively with students to understand their concerns and needs, connecting them to right level of care based on their needs and goals, ongoing monitoring of progress, and connecting students to other resources as needed.

Counselling Services provides a broad range of services and resources to a large and highly diverse young adult/adult university student population of more than 65,000 students. Services we provide include initial assessment and referral to the most appropriate level of care, crisis intervention, individual and group counselling, consultation to staff and faculty, and outreach and community development activities. Presenting concerns at the center are diverse and include developmental and transition/adjustment issues as well mental health and well-being concerns that relate to stress, anxiety, depression, relationship and family, traumatic experiences, eating and body image, substance use, identity/transition/adjustment, risk (e.g., self-harming behaviours, suicidality), and severe psychopathology.

The Vancouver campus has a large student body with 42,986 undergraduates and 9,735 graduate students. There are 13,189 international students from 155 countries and approximately 1000 Indigenous students. The campus has 4864 faculty and 9,250 staff and is home to 18 Faculties, 12 Schools and 2 Colleges. UBC collaborates with community, industry, government, and university partners to provide enriched educational experiences for

students. 68% of undergraduate students participate in these experiences by the time they graduate. The UBC student population provides an incredibly rich and diverse clinical training experience to meet our training goals and objectives.

The Training Program – Philosophy

The Pre-doctoral Internship Program at the University of British Columbia is committed to providing a Scientist-Practitioner model of training. Training activities and services we provide reflect the interdependent nature in social science and clinical practice. Within this model, focus is on careful assessment of client concerns, the application of critical thinking and conceptualization, drawing on proven treatments, and evaluation of interventions. We embrace a developmental approach to facilitate the transition from graduate student to professional psychologist.

Our training program builds on the knowledge and skills that interns acquire during graduate training and prepares them for entry level positions as generalist practitioners. Interns develop core skills in general assessment, provision of individual and group counselling, crisis intervention, making referrals, and outreach programming. Collaboration with other units and services on and off campus is an important part of the work we do.

Our internship program begins with a structured 3-week training orientation, with the focus of acquainting interns with UBC's service delivery model, policies and procedures of the Counselling Services, expectations of the internship, and the development of intern goals. In collaboration with staff and supervisors, interns identify initial strengths and growing edges. As the internship unfolds, new goals are set and interns assume increasing levels of responsibility and autonomy.

We expect that interns will make developmental transitions throughout the program including enhancing confidence in their skills, consolidating their professional identity, and increasing their ability to function autonomously. By the end of the internship, interns are prepared for entry-level practice and commonly achieve employment as practitioners in independent practice or community mental health center or a health maintenance organization, as staff members in university/college counselling centers, and as adjunct/faculty members in academic departments.

Goal of our Internship Program

Integral to the educational mission of The University of British Columbia, Counselling Services provides professional counselling services for the purpose of assisting students in achieving their educational, career and personal goals. In collaboration with other student support services (e.g., Student Health Services, Centre for Accessibility), we offer students a stepped care model of support that includes preventative, developmental, and therapeutic services to the university community.

In this context, the goal of our Internship Program at Counselling Services is to provide a training environment that will prepare interns to become competent and versatile generalists

in the practice of professional psychology. The Pre-doctoral Internship at the University of British Columbia has six overarching goals, which reflect our training philosophy. They are:

1. To facilitate clinical competence in assessment and case conceptualization
2. To develop effective clinical intervention skills, and demonstrate these skills with a variety of presenting concerns and in different modalities (e.g., individual and group counselling).
3. To enhance awareness and knowledge of cultural and individual diversity, efforts to decolonize clinical practices, and to integrate this understanding into all forms of service delivery.
4. To develop knowledge and skill in consultation and collaborative stepped care.
5. To acquire skills in providing supervision to practicum counsellors.
6. To facilitate the acquisition of skills and competencies in self-awareness/reflective practice, professional behaviour, and professional identity development.

Diversity and Inclusiveness

Counselling Services is committed to pluralism, the creation of an inclusive campus community in which students, staff, and faculty feel respected, valued and celebrated for their unique identity and experience as well as empowered to contribute fully as active participants in our campus community. In keeping with this commitment, Counselling Services provides services and programs which are sensitive and responsive to the broad range of diversity within the student population including but not limited to gender, race, culture, ability, and sexual orientation.

Decolonization

We are also dedicated to developing our professional awareness and responsibilities to decolonize our clinical practices at UBC Counselling Services. Staff and students are engaged in thoughtful work to build understanding regarding cultural humility, cultural allyship, as well as Indigenous mental health and sovereignty. This work is done through offering our staff and students learning opportunities, while working in partnership with Indigenous service providers, and delivering innovative, culturally safe and respectful psychological services to UBC students.

Core Activities

Our intern training program is primarily experiential in nature. Below is a description of the core activities that interns are engaged in throughout the training year. These experiential activities are supplemented with didactic training (e.g., professional development seminars, case conference) and supervision. The type of service activity and the amount of time spent in

each of these areas are carefully developed to provide a balance between acquiring experience and the opportunity to receive training, and well as meeting academic and licensure requirements across Canada. Further, the activities are consistent with the typical duties of a counsellor/psychologist in a university counseling center setting. These activities include:

Individual Counselling

Within our Collaborative Stepped Care approach, students who are seeking mental health and wellbeing support for the first time are scheduled for an initial assessment and consultation session and may be referred to an intern for individual counselling. During their initial individual counselling appointment with a student, interns further assess the nature of the presenting problem(s), begin a process of goals setting, and determine a treatment plan. As clinically indicated, an intern may make recommendations to augment care by facilitating other referrals within our centre and/or elsewhere on campus or in the community. Interns are scheduled for 4 new client appointments per week depending on their availability to incorporate new clients into their case load.

Follow-up individual counselling support is provided within a brief, intentional framework tailored to the nature and urgency of a student's presenting concerns, goals for change, circumstances, schedule, as well as their readiness to engage in the change process. Interns balance providing ongoing care to clients and incorporating new clients into their case-loads. Interns have opportunities to work longer-term with several clients during the internship year. Interns deepen their clinical experience through supervised experience with all dimensions of diversity within the student population including but not limited to cultural diversity as well as a wide variety of presenting concerns ranging from developmental issues such as adjustment to university and relationship difficulties to more complex clinical issues such as mood, anxiety, and eating disorders, trauma, substance use, and psychiatric symptoms.

Interns provide 12-14.5 hours of individual counselling per week. Interns may provide counselling to couples based on the availability of such clients along with their specific interest and training. In general, couples needing intensive or long-term counselling support are referred to community practitioners.

Emergency Appointments/Crisis Intervention/Drop-In

Our counselling center provides same day emergency appointments and crisis intervention. Emergency appointments are provided to help determine risk, urgency, and to provide timely referral options. Interns provide crisis intervention in responding to clinically urgent and complex client situations. Clinical decisions may range from a single-session consultation with the student, a lengthier crisis management session, referral for ongoing counselling and/or to another campus service, or referral to an off-campus resource. Interns are scheduled for 2 emergency appointments per month beginning in October. Our centre does not provide after-hours emergency services. Additionally, interns receive training in and provide approximately 2 hours each month of Drop in (single session) counselling to students, typically beginning in January.

Group Counselling

Our Counselling Center offers a variety of group counselling programs throughout the year. Core group programs that we offer provide support and treatment for depression, various types of anxiety, relationship and stress difficulties, nutrition and eating concerns, and trauma including sexual violence/abuse. Our group programs are open, and semi-structured in nature drawing from evidenced based practice including cognitive behavioural therapy, mindfulness, and dialectical behavioural therapy. Interns are scheduled to provide 2 hours of group counselling per week.

Practicum Supervision

UBC Counseling Services provides practicum experience for graduate students enrolled in counselling psychology, and social work programs from a variety of universities. Each intern provides weekly clinical supervision to one master's practicum counsellor for a minimum of one semester. Interns co-supervise with a staff counsellor who is ultimately responsible for the care of the practicum student's clients. As part of their supervisory duties, interns provide support and feedback, review notes, and review video recorded counselling sessions. Interns collaborate with the staff supervisor and complete evaluations of the practicum counsellor. Interns participate in supervision of supervision meetings to provide updates about practicum counsellor's progress toward learning goals and enlist support of the group to assist in the achievement of trainee goals.

Didactic Experiences

Interns participate in three hours of didactic training per week. These activities include training orientation (e.g., risk assessment); professional development seminars (e.g., diversity; clinical issues; ethics; etc.); in-service training that Counselling Services provides; training case conference – case discussions; supervisors meetings; and peer consultation. Interns are provided five days to attend workshops/conferences and receive \$500 toward educational expenses.

Supervision

Interns receive 4 hours per week of individual supervision. Additional supervision is provided during the week, as necessary, to address specific case-related clinical issues or concerns. Typically, interns will have a minimum of 3-4 supervisors throughout the year—a primary supervisor and 2-3 secondary supervisors. This model allows for continuity and also exposes interns to a range of quality supervisors who vary in their demographics, style, and orientation. At least three hours per week of regularly scheduled face-to-face individual supervision are provided by registered psychologists who have been licensed in BC for a minimum of two years and are in good standing with the College of Psychologists of British Columbia. Supervisors carry clinical responsibility for the cases being supervised and are identified as such. A supervisor and/or staff member is available at all times when the intern is working. Interns also receive an hour of weekly supervision when co-facilitating a personal development group, and an hour of group supervision during training case conference (presenting clinical cases to peer group).

Interns also receive an hour of weekly supervision when co-facilitating a personal development groups. During Training Case Conference, interns take turns presenting clinical cases and receive group supervision from their peers and a registered psychologist. These case conferences serve as a forum for the discussion and exploration of personal issues relevant to counselling process and outcome, as well as serving to model for the interns a variety of approaches to conceptualize and treat a wide variety of mental health difficulties.

Research and Program Evaluation

Science and practice are integrated within the programme and interns are afforded research opportunities in either program evaluation or research during the internship year, typically from May to August. Opportunities are provided each year, interns are also invited to develop a project that flows from their particular interests and/or identified needs within the centre.

Feedback and Evaluation

Counselling Services provides an open, collegial atmosphere promoting skills training, professional development, and collegiality. Interns are provided with feedback as to their progress on a regular, ongoing basis. Progress is monitored in relationship to the intern's own goals and objectives along with the center's established training objectives and competencies. Supervisory feedback is documented, reviewed over time, and forms the basis for formal evaluation. Supervisors provide ongoing feedback during weekly supervision meetings, weekly didactic group supervision, weekly case conference meetings, monthly supervision meetings, and informal (unscheduled) individual supervision meetings.

Formal evaluations occur at the mid-point and end of the intern program, February and August, respectively. The evaluation points are scheduled in advance. Evaluation is a collaborative process that involves the intern, the internship supervisors, and, as appropriate, the intern's institutional training coordinator.

During evaluations, supervisors recognize inherent strengths and the achievement of goals that have been met and those that are in progress. In this process, new goals are identified and carried forward. All trainees are expected to provide a tally of their respective clock, supervisory, and direct service hours to ensure that they are on a trajectory of meeting these requirements. Once the evaluation is completed, copies are made for each supervisor and trainee and a cover letter and copy is forwarded to the trainee's academic program. A copy is also kept as part of the trainee's file.

Requirements to Complete Internship

In order to complete the internship satisfactorily, interns must:

- Meet core competency requirements
- Complete a minimum of 1,800 hours of internship, with at least 30% (540 hours) of that time spent in direct service.
- Present an aspect of their dissertation (literature review, methodology, findings)

- Complete all written records and reports (including progress notes, assessment reports, intern logs, intern project summary, etc.)
- Complete all required evaluations of the training program

Due Process

Due process ensures that decisions made by the training program about trainees and/or supervisors are fair and transparent. Due process requires training programs to identify specific evaluative procedures that are applied to both Trainees and their supervisors, and have appropriate appeal procedures available. Trainees and supervisors may challenge any action of the training program. All steps need to be appropriately implemented, followed, and documented.

These general principles include:

1. During the orientation period, Trainees receive in writing the program’s expectations related to professional functioning (see training objectives; evaluation form/competency areas; minimum expectations). These are discussed in group and individual settings with the Trainees.
2. The procedures for evaluation, including when and how evaluation will be conducted, are described to the Trainees.
3. The various procedures and actions involved in making decisions regarding inadequate performance or problematic behaviour are described.
4. The Training Program communicates early and often with the academic program about any difficulties with Trainees and when necessary, seeks input about how to address the difficulties.
5. The Training Program institutes, when appropriate, a remediation plan for identified difficulties, including a time frame for expected remediation and consequences of not rectifying the difficulty.
6. The Training Program provides a written procedure to the Trainee which describes how the Trainee may appeal the programs decision and/or action, and initiate a grievance.
7. The program ensures that Trainees have sufficient opportunity and time to respond to the centre’s decision and/or action.
8. The Training Program uses input from multiple professional sources when making decisions or recommendations regarding a Trainee’s performance.
9. The rationale for any decision and/or action taken by the program are documented in writing and shared with all relevant parties.

Summary of Core Activities

Hours/Week

I. Direct counselling service

18.5

- Initial & emergency assessment/consultations
- Individual counselling
- Group counselling

<ul style="list-style-type: none"> • Single session therapy 	
II. Providing supervision	1/min. 1 term
<ul style="list-style-type: none"> • Providing supervision to masters-level trainees 	
IV. Indirect service	8.5 – 9.5
<ul style="list-style-type: none"> • Report writing • Consultation with other professionals • Video recording review • Planning interventions and reading • Group preparation 	
V. Supervision received	4+
<ul style="list-style-type: none"> • Individual supervision • Supervision of group counselling • Group supervision (TCC) 	
VI. Didactic training activities	3+
<ul style="list-style-type: none"> • Training orientation • Training seminars • In-service professional development • Case conference with larger group • Supervisors meeting • Peer consultation 	
VII. Administrative responsibilities	0-1
<ul style="list-style-type: none"> -Staff meetings -Research and program evaluation 	
VIII. Professional development and education	up to 5 days per year

Physical Facilities

Hours of Operation

Our centre is open 8:30 a.m. to 4:30 p.m. Monday to Friday with extended hours on Wednesday evening (open until 7:00 pm September-April, 6:00 pm May-August.).

Counselling Facilities

Each intern is provided with a private office that they use for counselling, supervision, and administrative activities. Each office contains furnishings (e.g., desk, chairs, lighting, etc.), telephone (with voice mail), printer, and computer equipped with the hardware and software necessary for access to the counselling centres scheduling program (Titanium), email, the Internet, and the UBC Library and other resources. Each office is equipped with a secure webcam and encrypted jump drives to record counselling sessions for training and supervision purposes. Each office is sound proofed which combines sound proofing striping along the doorframe and ceiling, and white noise.

Clinical records are kept electronically using Titanium. All client forms, assessment measures, and clinical notes are automatically integrated into the client record.

Brock Hall has a larger room used for meetings and didactic training. This room is outfitted with modern audio-visual systems including a computer, internet, video access, and a 60" TV.

Professional Library

Interns are provided a library card and have access to the 21 library branches and divisions, including on- and off-campus locations and UBC Okanagan Library. The library collections are large and diverse, and include 5.8 million volumes, 5.3 million microforms, more than 833,000 maps, audio, video and graphic materials, and more than 80,000 serial titles. The Library's online services and electronic resources complement more traditional formats and are growing tremendously. Many Library services can be accessed online and thousands of full-text e-journals, e-books, indexes and databases are available.

The Counselling Centre also maintains a small library of relevant and up-to-date psychology books which interns can use.

Accessibility

Counselling Services facilities are wheelchair accessible. Prospective applicants are encouraged to contact the Training Director early in the application process to address any questions about the accessibility of our program, services, and facilities.

Stipend and Benefits

Stipend

The stipend for each intern position for 2025-26 is \$47,740.00 CAD.

Benefits

1. Vacation: interns receive 3 weeks (15 days/7 hours) vacation.
2. University holidays: interns are entitled to all university holidays.
3. Professional development: up to five days may be approved for professional development and education to attend conferences, workshops, and/or for dissertation work/defense. Interns are refunded for conference/workshop costs up to \$500.00. All requests must be pre-approved.
4. Sick leave: interns are entitled to the same sick leave benefits as beginning full-time university staff members.
5. We provide relocation and moving expenses to interns of up to \$1,000.00 CAD

Application Process

Prerequisites

Internship positions are open to doctoral students who are formally enrolled in a CPA counselling or clinical psychology program. Applicants from the APA and non-accredited

programs that are CPA eligible will also be considered. In the selection process, priority is given to Canadian citizens and permanent residents of Canada. Applicants must have received formal approval from their Director of Training to apply for internship.

As per CPA guidelines, eligibility for internship requires that applicants must have completed the following prior to the start of internship:

1. All requisite coursework
 2. A minimum of 600 hours of practicum experience (direct and indirect)
 3. Completion and approval of the doctoral thesis proposal prior to application for internship
- Note: completion of data collection and analysis prior to the beginning of the internship year is recommended

Opportunity to Work with Student Athletes

For applicants with related education and training/experience in sport psychology and a specific interest, we provide tailored opportunities to work with varsity student-athletes. This may involve providing individual counselling and mental performance training to athletes; developing and leading team workshops; providing consultation to coaches; and conducting other related outreach activities. Supervision is provided by our staff psychologists who have specialized training and experience in sport psychology. Interested applicants should contact: Dr. Whitney Sedgwick, R. Psych., at whitney.sedgwick@ubc.ca

Application Procedure

To apply for an internship position, please include the following:

- (1) A completed APPIC Application for Psychology Internships (AAPI) www.appic.org (UBC Counselling Services is participating in the APPIC Internship Matching Program <https://natmatch.com/psychint/> and our NMS Code Number is **1840**. (Note: applicants can also find our program by entering any of “UBC Counselling Services”, “UBC”, “British Columbia”, or “BC”).
- (2) A completed AAPI application includes:
 - a. APPIC Application
 - b. Verification of internship eligibility and readiness from your Training Director
 - c. Letter of application describing the applicant’s reasons for selecting UBC Counselling Services as an internship setting together with their outline of theory of change, therapeutic orientation, and professional goals
 - d. APPIC essays (Autobiographical Statement; Theoretical Orientation; Experience and Training in Work with Diverse Populations; Research Experience and Interests)
 - e. Current curriculum vitae to include professional activities and experiences in supervised settings
 - f. Three (3) letters of recommendation from three persons familiar with the applicant’s counselling competencies. Each letter of reference should abide

by standardized reference form as per the Association of Psychology Postdoctoral Internship Centers (APPIC) available at: <http://appic.org/AAP-APPA>

- g. Official transcripts of graduate work

Please note that we require no additional supplemental material to be uploaded to APPIC. UBC hires on the basis of merit and is strongly committed to equity and diversity within its community. The University welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to productively engage with diverse communities. A criminal records check is required for applicants matched with our program.

Application Deadline: our application deadline is **November 1st**. Please note that the AAPI Admissions portal closes automatically at midnight EST.

Please direct any questions to:

Kirk Beck, Ph.D., R.Psych.
Associate Director, Director of Training
Kirk.beck@ubc.ca
604-822-4310

Interview and Selection Procedures

Applicants are notified by email whether or not they will be offered an interview. Counselling Services participates in the **Universal Internship Interview Notification Dates**. Applicants are offered an interview on the first Friday in December each year and can then respond/book their interview, we are using the NMS (National Match Service) Interview Scheduler. Interview dates are offered in the first two weeks in January each year, interview blocks are 1 hour in length. All of our interviews are virtual using the Zoom platform to support a safe, cost-effective, and equitable selection process. The selection committee consists of a staff psychologist, current interns, and the Training Director. The selection committee follows a standard set of questions, and we make time for questions from applicants toward the end of the interview. Upon completion of the interview, applicants are provided with the opportunity to contact an intern for any questions about our training site and these discussions are confidential and non-evaluative.

Ranking Criteria

In general, we are seeking applicants whose education and training, clinical experience and skill, goals, and professional/career interests are most compatible with the overarching goals of our program and the training we provide.

Final rankings are determined with consideration to the following criteria:

1. Level of clinical skills, intellectual ability, conceptualization skills;
2. Interest in and commitment to working in a university counselling context, our collaborative care model, and intentional therapy paradigm;
3. Strength of interpersonal skills, and interest/skill in working within our multidisciplinary team;
4. Ability to explore one's sense of self, have the capacity to self-reflect, and use one's self-awareness effectively to further personal and professional growth;
5. Ability to flexibly manage the professional demands of a challenging caseload while maintaining positive and healthy perspectives and relationships;
6. Self-motivation, self-direction, and commitment to high professional ideals and ethical practice;
7. Commitment to diversity and issues pertinent to diverse populations; and
8. Excellent oral and written communication skills.

Other factors determining our final rankings include attempts to attract a well-qualified and diverse intern class and those who bring areas of strength or skill to our internship program that fit within the services that we provide.

The Pre-doctoral Internship at UBC Counselling Services follows the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies in the selection of interns, which can be found on the APPIC web site at www.appic.org. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Our Program Code Number for the APPIC Match is **1840**.

APPIC Policies

All ranking and offers will be in accordance with APPIC Match policies.

APPIC regulations make it clear that acceptance of a position is binding. We therefore ask that applicants and their Directors of Training or Department Heads carefully review their program's requirements before releasing the student to go on internship, to ensure that students who are applying for positions at our site will indeed be allowed to begin their training experiences in August.

If any of our internship positions remain unfilled after PHASE I of the match, we will follow APPIC guidelines for participation in Match PHASE II. As in PHASE I, interviews will be offered remotely using the Zoom platform.

Accreditation

Our Pre-doctoral Internship in Professional Psychology at the University of British Columbia, Counselling Services, is fully accredited by the Canadian Psychological Association, accreditation term is 2022/2023 – 2029/2030. The program is also a member of the

Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Canadian Council of Professional Psychology Programs (CCPPP).

For more information on our accreditation status: The Canadian Psychological Association 141 Laurier Avenue West, Suite 702 Ottawa ON K1P 5J3 Tel: 1-888-472-0657 Web:

www.cpa.ca/accreditation

Setting

Set beside the sparkling waters of the Pacific Ocean on Canada's west coast, the University of British Columbia's 403-hectare campus is located a few kilometers from downtown Vancouver, a thriving port city of nearly two million people. Vancouver is Canada's third-largest city and offers all the excitement of a major international business centre, along with pleasant outdoor cafes, clean streets and safe, friendly neighbourhoods.

Surrounded by the majestic coastal mountains and ringed with broad, sunny beaches, Vancouver is a city of parks and gardens, which provide numerous sports and recreational opportunities year-round.

Cultural amenities abound in Vancouver, whether they are world-class art galleries and museums like UBC's Museum of Anthropology, or the major sports, film, theatre, and music festivals that take place in the city throughout the year.

Situated halfway between Europe and Asia, Vancouver is home to many people from different ethnic backgrounds who are encouraged, as are all Canadians, to maintain their own cultural lifestyles and religious beliefs. The city's numerous specialty food stores and restaurants cater to every taste.

Vancouver is 55 kilometers from the Canada–United States border, and an easy two-and-a-half-hour drive from Seattle, Washington. Vancouver International Airport is a major connecting point to North America as well as to Asia, Australia, Latin America, and continental Europe.

Getting around Vancouver is relatively easy, thanks to a reliable public transit system. Cycling is a popular mode of transportation for UBC students and faculty who live in residential areas close by the Point Grey campus.

Due to the moderating effects of warm Pacific currents, Vancouver's winters (December to February) are milder than other regions in Canada and spring comes early. In winter, the average temperature rarely dips below freezing. Summers (from late May to August) are warm but pleasant, with average temperatures of about 23 degrees Celsius. Regular rainfall during the late fall and early spring is a fact of life in Vancouver, but these gentle rains keep the city's gardens green and the air fresh.

(Adapted from "Your Gateway to Knowledge," UBC 1997.)

The University

Incorporated in 1908, the University of British Columbia is a global centre of research and learning, offering a comprehensive range of undergraduate, graduate (post-graduate), and professional programs. With more than 65,000 students, UBC is the second-largest university in Canada. Students choose UBC because of our:

- International reputation for leading-edge research;
- Wide range of degree programs and specialized courses;
- Tradition of excellence and innovation in teaching and learning;
- Modern, high-tech facilities;
- Extensive international linkages and student exchange programs; and
- Commitment to student success.

UBC is one of the most influential research institutions in Canada. UBC faculty members attract millions of dollars in research grants and contracts annually, and 80 percent of all university research in British Columbia is conducted at UBC. UBC researchers participate in each of the 14 networks funded by the Canadian government's Networks of Excellence Program.

The University's motto, *Tuum Est – It's Yours*, reflects the wealth of opportunities available at UBC. The University offers instruction in 12 faculties and 10 schools, providing studies in all the major disciplines and professions. UBC's Faculty of Graduate Studies offers masters' and doctoral level studies and administers a number of interdisciplinary research centres and institutes. Diploma programs are also offered in certain specialized courses of study.

Over 700 non-credit courses to enhance personal and career development are offered through UBC's division of Continuing Studies. The English Language Institute in Continuing Studies offers short-term academic preparation and communication courses for speakers of English as a second language.

UBC's more than 5,100 faculty are leaders in their fields, dedicated to continuing UBC's tradition of excellence in teaching and learning in laboratories, lectures, and seminars.

UBC has one of the largest research libraries in Canada with extensive print and electronic collections of over nine million items, including non-book items such as CD-ROM and online databases. The library operates twenty branches and service divisions including the brand new state-of-the-art Walter C. Koerner Library that focuses on the humanities and social sciences collections.

UBC has established an extensive network of international linkages with overseas universities through student and faculty exchange programs, research collaborations, and program development. UBC welcomes visiting students at both the undergraduate and graduate level.