Graduate Psychology Handbook

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**IMPORTANT INFORMATION:** Please keep all annual handbooks for future reference. Should you register with the College of Psychologists, you will be asked to supply detailed descriptions of all the courses you have ever taken. It will be your responsibility to come up with descriptions.
INTRODUCTION

Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Its 85 faculty members include several who are also members of other graduate programs such as Biology, Computer Science, Kinesiology and Health Science, Philosophy and Women's Studies. Faculty members are also associated with the following research units at York University: Centre for Vision Research, the Institute for Social Research, the LaMarsh Research Centre on Violence and Conflict Resolution, the Centre for Refugee Studies, and the Centre for Feminist Research. In addition to its regular faculty members, presently 51 adjunct faculty members and 64 applied practicum supervisors are affiliated with the Program.

The Graduate Program in Psychology at York offers courses, opportunities for research, and professional training leading to an M.A. degree with increasing specialization at the level of the Ph.D. degree. The Ph.D. program provides a broad foundation in the basic principles and methods of behavioural science and, in addition, considerable field experience. Graduates are expected to be familiar with a wide range of problems confronting both academic and professional psychologists and to be knowledgeable in sufficient depth in specialized areas to contribute to solutions of both theoretical and applied problems.

GENERAL INFORMATION

ORGANIZATION AND ADMINISTRATION

THE GRADUATE PROGRAM DIRECTOR

The Graduate Program Director is responsible for the administration of the Graduate Program in Psychology and reports to the Dean of the Faculty of Graduate Studies. Graduate program directors at York are appointed by the Board of Governors on the successive recommendations of the Program Executive Committee, the Dean of Graduate Studies, and the President of the University. Graduate program directors normally serve for a period of 3 years.

Students are advised that the Program Director has two major roles: (i) To protect and enhance the quality of the Graduate Program in Psychology, and (ii) to ensure that graduate students in psychology are treated fairly and served well by the Program and its members. Graduate students are encouraged to approach the Director when encountering difficulties within the Program, or need counsel that they cannot obtain from their supervisor or Area Head (i.e., either the Director of either clinical Area or the Coordinator of each of the other four Areas (see below).

THE GRADUATE PROGRAM EXECUTIVE COMMITTEE

The Faculty of Graduate Studies requires each Graduate Program to have an executive committee chaired by the Program Director. The Graduate Program Executive Committee recommends policy to the Program as a whole and seeks to co-ordinate the work of the Program’s seven speciality Areas in relation to the overall Program. The Committee includes two members elected from the graduate faculty membership at large, the Departmental Chairs, the seven Area Heads, four graduate students elected from the graduate student body at large (with one being a student representative on Council of FGS), and one faculty member ex-officio with voting privileges, representative on Council of FGS.

THE GRADUATE PROGRAM FACULTY MEMBERS

At York, there are two undergraduate departments of psychology. The largest department, in terms of number of both faculty members and students, is the Faculty of Health. The other (Glendon College) is part of a bilingual liberal arts faculty and offers courses in both French and English. It is important for students to understand, however, that the Graduate Program in Psychology operates under the aegis of the Faculty of Graduate Studies, not the undergraduate faculties such as Health and Glendon College.

Membership in the Graduate Program in Psychology requires satisfying the criteria of the Faculty of Graduate Studies, and then being nominated by the Program Director, approved by the Graduate Faculty Dean, and appointed by the Board of Governors. Regular members of the Program are employees of the University. Adjunct members are employed outside it. The criteria for regular and adjunct members are the same. Nevertheless, only regular members are allowed to assume sole responsibility for supervising M.A. theses and Ph.D. dissertations and to conduct the business of the Program. Like regular members, however, adjunct members may co-supervise theses and dissertations, sit on students’ thesis and dissertation committees, and teach graduate courses. The graduate program faculty members meet a number of times each year to consider policy changes
recommended by the Graduate Program Executive Committee. Practicum supervisors may or may not be employees of the University. Their role is restricted to this supervisory activity.

**AREAS OF SPECIALIZATION**

The Graduate Program comprises seven Areas or fields:

- **Brain, Behaviour and Cognitive Sciences (BBCS)**  Prof. Kari Hoffman, Area Coordinator
- **Clinical (C)**  Prof. Joel Goldberg, Director of Clinical Training
- **Clinical-Developmental (CD)**  Prof. Adrienne Perry, Director of Clinical Training
- **Developmental and Cognitive Processes (DCP)**  Prof. Janice Johnson, Area Coordinator
- **History and Theory (HT)**  Prof. Michael Pettit, Area Coordinator
- **Quantitative Methods (QM)**  Prof. Michael Friendly, Area Coordinator
- **Social and Personality (SP)**  Prof. Kerry Kawakami, Area Coordinator

Each incoming student joins a particular Area in keeping with their interests indicated at the time of applying to the Program.

*Changing from one Area of Specialization to another is allowed only in exceptional cases.* Application to change from one Area to another must be approved by the student’s supervisor, the Coordinator or Director of the alternative Area, and the Program Director, as indicated on a required Area Change Form.

The responsibilities of the Areas include:

1. Determining the slate of members of the Area who are in a position to take on new students in any given year.
2. Evaluating and recommending applicants to admission to the Area.
3. Creating, evaluating and recommending curricula relevant to the Area.
4. Evaluating students’ progress; evaluating and recommending the continuation or termination of students, and the granting of Ph.D. candidacy to students upon completion of the M.A. degree requirements.
5. Evaluation of practice for students in the Area and recommendations of additions, deletions or modifications to the student’s program of study.
6. Participation in the development of psychology colloquia.
7. Recommendations on recruitment of faculty.

Decisions made by the Areas are subject to the approval of the Director of the Graduate Program. It is a responsibility of the Director to monitor the activities of the Areas and to ensure that they operate within the policy guidelines for the entire Program.

**GRADUATE STUDENT ORGANIZATIONS**

**The Psychology Graduate Students' Association**

The Psychology Graduate Students' Association (PGSA) represents all graduate students in psychology at York. The main functions of the PGSA are:

1. Administering of funds for full-time students: **NOTE:** Funds are available to subsidize, partially, certain expenses such as; (a) research related to thesis/dissertation; (b) expenses of conference presentations; (c) some costs of publishing.
2. Organizing student orientation and social gatherings.
3. Organizing meetings of either a political or informative nature relating to the quality of graduate experience within the Program.
4. Representing psychology graduate students to the Program’s administration and, where relevant, to the administration of the two psychology departments entailed in the Program.
5. Disseminating relevant information to students.
6. Encouraging greater interaction among students and between faculty and students.

An executive committee, elected annually by psychology graduate students, administers the PGSA. All psychology graduate students, part-time and full-time, are automatically members of the PGSA.
THE GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) is a council of graduate student representatives from each Graduate Program. The council's major roles are the disbursement of funds from graduate students' activity fees and retained earnings from the Graduate Students' Lounge (a campus pub) and to represent all graduate students to the university administration. The GSA offers a number of services to graduate students. Please refer to the GSA Handbook for more information.

Further inquiries may be directed to the departmental representatives (PGSA) or to the GSA office, Room 325 Student Centre, phone number: (416) 736-5865.

THE CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE)

The Canadian Union of Public Employees (CUPE) is the body that represents all graduate employees (teaching assistants, demonstrators, tutors, markers and graduate students) and part-time members of the faculties of the University (session lecturers). The Union is divided into three units, Unit I being comprised of all full-time graduate student employees, Unit II of part-time members of the faculty, and Unit III of graduate teaching assistants. Students who are research assistants are not represented by the union. For further information, please refer to the GSA Handbook.

FACILITIES

Most of the facilities for the Graduate Program in Psychology are located on the Keele York campus, in the Behavioural Sciences Building. The laboratory space, equipment, and animal vivaria are in this building and provide excellent facilities for a wide range of experimental research. The building also houses clinical and child-study centres and this year is launching the York University Psychology Clinic (YUPC). The YUPC will provide progressive, state-of-the-art and evidence-based training to graduate students while at the same time providing needed psychological services to the community.

Computing Services - [www.yorku.ca/hebblas](http://www.yorku.ca/hebblas)

Graduate students have access to a wide range of computing services. All graduate-level students are entitled to computer accounts. The Donald O. Hebb Computer Lab consists of an undergraduate teaching lab and the Graduate/Faculty Lab with:

- 42 work-stations,
- Colour and black and white laser printers
- Multimedia workstation with scanner and accompanying software
- The Graduate/Faculty Lab BSB 162A has 12 PCs with DVDs, burners, sound cards and flat screen monitors. It is reserved exclusively for the use of graduate students and faculty members in the department.
- Graduate students can also access the Undergraduate Psych Lab BSB 159 (when not booked by classes).
- Our computer labs have a wide range of software (SPSS, SAS, S-Plus, AMOS, JMP, MSOffice suite, E-Prime, EQS, Frontpage, MATLAB, M-Plus, NVIVO, etc.).
- Graduate students have access to their lab seven 7 days a week, 24 hours a day.
- Additional computing services are provided by Computing and Network Services (CNS): e-mail and Internet, wireless, campus computer labs, Passport York, personal Web page hosting, software downloads and support for graduate Teaching Assistants. [http://www.yorku.ca/computing/](http://www.yorku.ca/computing/)

Psychology Resource Centre - [www.yorku.ca/psycentr](http://www.yorku.ca/psycentr)

- The Psychology Resource Centre is primarily a reference library for the Department of Psychology. The collection includes psychological testing material, and therapy related material, reference tools, books, periodicals, dissertations, theses, research papers by faculty members, major/minor papers. The collections are under constant review and renewed and improved on constantly. Our test holdings now number over 6,000 titles - this includes tests in compendias, commercially published tests (including manuals, scoring keys, and some multiple copies of major tests), and tests from original sources.
- Special services provided by the Centre include a reserve shelf for graduate courses, faculty reprints, limited AV equipment, psychological testing software, circulating laptop, past graduate course descriptions, etc. Resources to assist in locating psychological materials not held by the Centre are also available.
- The Centre publishes a weekly newsletter for the Psychology Department. The newsletter includes reports of upcoming conferences, colloquia, new publications, courses, workshops as well as job postings.
COUNSELLING AND DEVELOPMENT CENTRE

The Counselling and Development Centre (CDC) helps students of the University to realize, develop and fulfill their personal and academic potential through an assortment of diverse programs.

Personal Counselling - Members of the York community are invited to discuss their personal concerns with a counsellor. Appointments can be made at the Centre at Room N110 Bennett Centre for Student Services between 9:00 a.m. and 5:00 p.m. Monday to Friday, telephone (416) 736-5297. All interviews are confidential.

Group Programs - The Centre offers groups and workshops for a variety of concerns, including academic performance enhancement, assertiveness training, avoiding procrastination, effective presentation skills and public speaking, performance anxiety in the fine arts, relaxation training, and stress management, among others. Most groups are offered during both the fall and winter terms, depending on enrolments.

Learning Skills Program - Through individual consultations, small-group seminars, and workshop series, students can work at improving reading, listening, note taking, memory, time management, exam preparation, and essay writing. Diagnostic testing of reading is also available.

Learning Disabilities Program - The Learning Disabilities Program provides a range of specialized services to students with learning disabilities, including advice on courses and academic programs; orientation to campus facilities and services; diagnostic assessment of psychological and educational profiles; learning skills counselling; life skills counselling; career counselling; personal counselling; advocacy, strategies for self-advocacy and meditative services regarding academic accommodations in instruction and evaluation.

Psychiatric Dis/Abilities Program - Educational support service is geared to students with on-going mental health needs. Services include: orientation to campus resources and facilities, counselling regarding academic studies, weekly peer support group, advocacy, strategies for self-advocacy and meditative services regarding academic accommodations in instruction and evaluation, and linkages to community resources.

Community Mental Health Consultation - The staff will consult with any member of the York community with regard to any aspect of campus social planning and development, and will design programs tailored to community needs.

CENTRE FOR VISION RESEARCH

Twenty-five faculty members at York University, of whom 12 are members of the Graduate Program in Psychology, conduct research in sensory processes, perception and computer vision. Included in the group as well are members of the Human Performance Laboratory, which is part of the Centre for Earth and Space Technology. These visual scientists, together with post-doctoral fellows and graduate students in Psychology, Biology, Computer Science and Physics constitute the Centre for Vision Research. Although the members of the Centre come from a variety of scientific backgrounds, their research interests converge on the same problems and they pool their expertise, engage in co-operative research and form a close-knit academic community, which forms an ideal environment for graduate students. The Centre trains graduate students for a research career and all past graduates have obtained good academic or research jobs. Students must complete the course requirements of the graduate program in which they are registered but the most important things can be learned only by working in the laboratory and by interacting with others similarly engaged. Therefore, from the moment they arrive at York, students get involved in research, at first with help and guidance but with more independence as time goes on until, at the doctoral level, they are planning and conducting their own research. Students are encouraged to attend colloquia and scientific meetings and to become identified with the local and, eventually, the wider scientific community. By the time students receive a Ph.D. they will typically have published or co-operated in the publications of several papers, and will have presented posters or papers at scientific meetings. In other words, they will have become independent creative scientists ready to take their place in the scientific community.

For information, contact the Director, Hugh Wilson or the Administrative Assistant, Teresa Manini, telephone: (416) 736-5659, fax: (416) 736-5857 at 009 Computer Science Building.

LAMARSH CENTRE FOR RESEARCH ON VIOLENCE AND CONFLICT RESOLUTION

Mission and Goals
The aim of the LaMarsh Centre for Research on Violence and Conflict Resolutions is to support and disseminate interdisciplinary research that is relevant to the societal concerns of Canadians. The Centre has a particular focus on the health and wellbeing of Canada’s youth. Preventing youth violence, positive youth development, and promoting healthy behaviours are central concerns of the Centre. The Centre is home to York University faculty who share a common interest in promoting scientific understanding of youth and the challenges they face in today’s society. Our research is innovative: We integrate
research on violence and health, individual development and community contexts, and problems and prevention. Our research is collaborative and interdisciplinary: Psychologists, epidemiologists, educators, public health specialists and sociologists work together. Our research helps find better ways to support youth and positively impacts the social climate of our community.

**Research Partners**
LaMarsh collaborates with universities and research institutes, both in Canada and internationally. Faculty engage in common scientific, educational, and community projects that promote the well-being of youth. The Centre supports international exchanges, conferences and workshops on cutting edge topics.

**Community Partners**
LaMarsh transfers scientific findings about youth to the community through partnerships with agencies and non-governmental organizations. These partnerships bridge research, intervention and program evaluation to enhance youth programs with the most current scientific knowledge.

**Graduate Students**
The Centre is home to many graduate students and partially supports their studies through the Child/Youth Violence Research awards. Eligible graduate students are conducting their graduate research under the supervision of Centre Faculty who are engaged in research that advances the goals of the Centre.

**Centre Activities**
Activities include a monthly speaker series (LaMarsh Lunches), an annual Graduate Student Symposium. Research supervision and mentoring. LaMarsh has welcomed many scholars from across Canada as well as international scholars from: Australia, Germany, England, Israel, Italy, Japan, Norway, and the United States.

**INSTITUTE FOR SOCIAL RESEARCH (ISR)**
The Institute for Social Research, located in the Technology Enhanced Learning Building, room 5075, telephone (416) 736-5061, provides consulting and support services, many of which are offered without charge, to graduate students conducting research primarily in the social sciences, but also in the biological and physical sciences. The Institute houses the largest university-based survey research unit in Canada and the staff of ISR’s Survey Research Centre carries out all phases of survey research, from questionnaire and sample design through data collection, to the preparation of statistical analysis and report writing.

The Institute’s Statistical Consulting Service (SCS) provides assistance in research design, sampling questionnaire design and statistical analysis. SCS also sponsors short courses on statistical analysis using statistical software (including SAS and SPSS). These courses are offered throughout the year.

**FINANCIAL INFORMATION**
The policy of the Graduate Program in Psychology has been to guarantee all entering full-time M.A. and Ph.D. students a Research Scholarship. The Faculty of Graduate Studies provides a Research Scholarship to students in their first year after admission to the Program, the amount varying depending on whether the student enters with an external scholarship. Additional Research Assistantships (see below) may be available to students later on in their program of studies, depending on the resources available to the supervisor. Also, a Teaching Assistantship (TA) may be available for M.A. and Ph.D. students. Finally, a Graduate Assistantship may be available as well. Assistantships of all types are paid monthly over the period of appointment and are paid directly into a student’s bank account on the 25th of each month. Holders of assistantships must be prepared to provide banking information and a cancelled blank cheque. Details are available on the CUPE web site.

**RESEARCH ASSISTANTSHIPS (RA)** – A Research Assistant is defined as a full-time graduate student receiving financial assistance in support of research or academic activities related to that student’s field(s) of study within the academic program, and where it is generally the case that this field of study overlaps substantially with that of his or her supervisor. (The term “field(s) of study” is specified in the Faculty of Graduate Studies Calendar). Thus, it is to be expected that the assistant’s work will be divided between his or her thesis/dissertation work and the work of the supervisor. Specific duties are negotiated between the faculty member and the student, and are subject to the approval of the Graduate Program Director. A written agreement must be submitted to the Graduate Program Office no later than September 30th. These research assistantships most often are paid out of a research grant held by a faculty member, normally the student’s supervisor (in contrast to the RAs given to entering students that, as indicated, are funded mainly by the Faculty of Graduate Studies).

**TEACHING ASSISTANTSHIPS (TA)** (CUPE 3903 - Unit 1) – Entering full time MA 1 students (without external funding) can expect a half course Teaching Assistantship. Most full-time students in M.A. 2 and Ph.D. 1-6 can reasonably expect continuing support from Teaching Assistantships. Teaching Assistantships are provided by the undergraduate psychology departments, and generally serve to assist course directors in undergraduate courses. Applications for TAs are generally made in January each year, both for Summer TAs and for fall/winter TAs of the ensuing academic year. The two undergraduate programs in psychology at York (Health and Glendon) require separate applications. Students may also apply for TAs in other programs (e.g., the Humanities Division, the Social Sciences Division, Sociology).
GRADUATE ASSISTANTSHIPS (GA) – In the years following admission to the Program, full-time students may be eligible for a Graduate Assistantship. Graduate Assistants, assigned to a faculty member or organisation at York, may work in departmental offices/organisations, in any academic term. A Graduate Assistant is employed in administrative, clerical and research work that is independent of his or her own research. The specific assignment of duties is generally made after registration.

SCHOLARSHIPS AND BURSARIES

For the following scholarships, bursaries, funds, etc., students are generally notified via e-mail and/or by a memo placed in their mailboxes when applications are available.

FEE BURSARIES - A fund is available to graduate students for the fall/winter and summer terms, to assist those who may face additional difficulty meeting fee payments. Students will be notified when applications are available in the late fall and early spring. (The application deadline for fall/winter is mid-October, with the results usually determined by early December; the summer deadline is mid May, and the approximate date of results is late June).

FIELDWORK COSTS FUND – This is a fund for M.A. and Ph.D. students to defray the cost of thesis/dissertation research conducted “in the field,” that is, away from the University. Applicants must meet certain criteria to apply, including having an approved thesis or dissertation proposal on file in the Faculty of Graduate Studies. (Application deadline: February 15; approximate date of results: end of March).

GRADUATE DEVELOPMENT FUND – This fund, administered by the Scholarships and Grants Committee, Faculty of Graduate Studies, contributes to students’ costs for travel to academic conferences in order to present papers and posters. There are two funding periods each year. The period in the spring covers events taking place from May 1st to December 31st; the period in the fall covers events occurring from December 1st to April 30th. Students are informed when application forms are available in the Program Office, generally in February and September each year. (Approximate date of results: early November and late April).

SUSAN MANN’S (PRESIDENT’S) DISSERTATION SCHOLARSHIP – This scholarship is awarded by the Faculty of Graduate Studies to encourage and assist outstanding students in the final year of doctoral study to concentrate exclusively on their dissertations. In 2009, the scholarship was valued at a minimum of $20,000. Candidates must be nominated by their Graduate Program. Nominees must have completed all required course work and all program requirements but the dissertation (the dissertation proposal must also have been approved). Students are expected to apply in the winter term of PhD4, but must have completed no more than one term as a PhD 5 Candidate by the end of the Winter Term during which he/she is being nominated. You are encouraged to plan early so that you can apply for this prestigious award!

RESEARCH COSTS FUND - The Research Cost Fund comes from CUPE 3903 (which represents Teaching Assistants), and is administered by the Faculty of Graduate Studies. The fund helps to defray students’ own research expenses that are above and beyond those costs that are typically associated with graduate work, such as travel to sources of research, payment of research participants, supplies, services, photocopying, etc. All full-time registered graduate students who either have been or are members of CUPE 3903 are eligible for a grant. Priority is given to doctoral students. There are generally two competitions each year, in the fall and spring. Students will be informed when applications are available in the Program Office, usually in September and February. (Application deadline for fall: late October, with results made known late November; for spring: mid March, with results indicated late March).

OGS, SSHRC, NSERC, CIHR, CGS - Students are strongly encouraged to apply for scholarships, and other grants for which they may be eligible. The province of Ontario offers the Ontario Graduate Scholarship in support of both Masters-level and doctoral-level study. The federal government offers scholarships through what is known as the Tri-Council consisting of the Social Sciences and Humanities Research Council of Canada, the Natural Science and Engineering Research Council of Canada, and the Canadian Institutes of Health Research. In addition, the federal government now offers Canada Graduate Scholarships, administered by the Tri-Council. The CGS is for both Masters and Doctoral students. Prior to the introduction of this scholarship, in the Tri-Council, only NSERC supported Masters Students. Now, with the inception of the CGS, Masters Students whose interests are in line with the kinds of projects supported by SSHRC and CIHR have an opportunity to apply for funding as well. The fact that, up to now, it has only been NSERC that has supported Masters students, and the fact that the members of the Tri-Council are administering the CGS awards, has created differing administrative procedures, depending on whether students applying for Master-level support do so through NSERC or either SSHRC or CIHR. Students applying for Masters-level support through NSERC simply apply for a regular NSERC Masters-level award, whence the top applicants are awarded a CGS, with other successful applicants being awarded regular NSERC scholarship (the CGS is worth slightly more at the present time). Alternatively, students applying for Masters-level support through either SSHRC or CIHR must apply for a CGS in and of itself whereupon, as indicated, the adjudication of the applications is conducted by either of these two Councils. In terms of pre-applications for doctoral fellowships, this distinction dissolves because all three members of the Tri-Council have always supplied these. In this case, the student simply applies for either a SSHRC, NSERC or CIHR for a doctoral
fellowship, and the top applicants are awarded the CGS, with other successful applicants being awarded the regular one (the doctoral CGS pays much more than a regular SSHRC, NSERC or CIHR award). The application deadline period for the OGS and the Tri-Council scholarships is in either October or November depending on the particular scholarship. (See website: http://www.yorku.ca/grads/gen/awards.htm). The results are usually announced in mid-April.

FINANCIAL ALLOWANCES FOR M.A. THESIS AND Ph.D. DISSERTATIONS UNDER THE CUPE CONTRACT

As indicated in the CUPE 3093 Collective Agreement, “Upon request by any full or part-time York graduate student who is a member of the bargaining unit or who has been a member of the bargaining unit and who submits a Master’s thesis/Ph.D. dissertation for defence... the employer shall grant such an individual up to $300 towards the cost of production of the final form of the Master’s thesis, and, where applicable, up to $400 towards the cost of production of the final form of the Doctoral dissertation, on receipt of an invoice substantiating costs incurred.” Applications forms for MA/PhD thesis/dissertation reimbursements are available from the Thesis Secretary, Faculty of Graduate Studies, Room 283, York Lanes.

ACADEMIC MATTERS

FACULTY SUPERVISORS

Each graduate student must have an officially assigned supervisor, who provides help in the selection of courses, signs the student's advising worksheet, provides evaluative feedback, supervises the student's research, and serves as Chair of the student's thesis or dissertation supervisory committee.

Occasionally, the student may wish to change the supervisor. This decision requires careful consideration because conceivably (but not necessarily) it could result in a delay in the completion of the thesis or dissertation. Students contemplating a change in supervisor should consult with the current supervisor, the alternative supervisor, the Area Coordinator or Director, and the Program Director. When a decision has been made to change the supervisor, the student must forward the completed Committee Member Appointment/Change Form to the Program Office for the approval of the Program Director.

As indicated, students are discouraged from making requests for a change in Area of specialisation. However, in very exceptional cases, it is possible for students to move from one Area to another.

FORMING THE SUPERVISORY COMMITTEE

In forming a supervisory committee, the student must pay attention to the Faculty of Graduate Studies regulations on committee membership. Specifically, the principal supervisor must be from the Graduate Program in Psychology. The M.A. thesis supervisory committees must consist of two members and the Ph.D. dissertation supervisory committee must consist of three members. All members must be in the Faculty of Graduate Studies, and at least two must be in the Graduate Program in Psychology, whether as regular or adjunct faculty members. In exceptional circumstances, one additional member, who does not have an appointment to the Faculty of Graduate Studies, may be included. It may also be allowed that a fourth member may serve as a co-supervisor, but in this case that member must be in the Graduate Program in Psychology. These exceptions require approval by both the Graduate Program Director and the Dean. Within the framework of these regulations, students are given a free hand in deciding on whom to approach for committee membership, although, of course, it is prudent for the student to seek the advice of his or her supervisor when making this important decision. The committee must meet the Program Director’s approval, which is then recommended to the appropriate Associate Dean of Graduate Studies.

GUIDELINES FOR SUPERVISORY COMMITTEES, SUPERVISORS AND STUDENTS

The Faculty of Graduate Studies produced in 2004 a document entitled, Guidelines for the Preparation and Examination of Theses and Dissertations. Included in the document are specific guidelines on thesis/dissertation proposals, and on how to prepare a thesis or dissertation. These details will not be repeated here (with the exception of guidelines for preparing the thesis/dissertation proposal given on page 13); instead the reader is referred to the original document, copies of which are available in the Program Office, the office of the Dean of Graduate Studies or at website www.yorku.ca/grads/pub/td.htm.

The document also gives guidelines regarding the respective responsibilities of supervisory committees, supervisors, and students. The substance of these guidelines bearing on the Graduate Program in Psychology is as follows:

THE SUPERVISORY COMMITTEE –

1) The Masters thesis supervisory committee must be recommended to the Dean no later than the end of the second term of Master’s course of study.

2) The Ph.D. dissertation supervisory committee must be recommended to the Dean no later than the end of the 8th term of study (Winter Ph.D. 3).
3) It is required that once a supervisory committee is formed, at least two members of it must meet with the student at least once a year, normally in the spring.

THE SUPERVISOR – It is the responsibility of the supervisor to:

1) Be reasonably accessible to the student for consultation and discussion of the student’s academic progress and research problems. Meetings should normally occur once a month and never less than once a term.

2) Ensure that the turn-around time for comments on draft chapters or parts of chapters should not normally exceed 2 to 3 weeks (although the FGS applies this guideline only to supervisors, it is in the spirit of the guideline, which is to promote student’s progress, that it be applied to the other supervisory committee members as well).

3) Make satisfactory arrangement with the approval of the Program Director for the supervision of the student when the supervisor is on leave or sabbatical, or an extended absence from the University.

4) Convene an annual meeting of the supervisory committee to evaluate the student’s progress and report the evaluation to the Director.

5) Ensure that the student is aware of University, Faculty and Program requirements and standards to which the thesis or dissertation is expected to conform.

6) Assist the student with attempts to get external funding, including meeting appropriate deadlines, and to engage in scholarly development (e.g., conference presentations and publications).

7) Offer supervision and advice appropriate to the stage of the student’s work, helping the student to establish and modify a suitable timetable for completion of various stages of a thesis or dissertation project during its stages. Specifically, the supervisor should,

   • at the proposal stage, assist the student with selection of a suitable and manageable topic and approach;
   • at the research stage, assist the student with initial research design and subsequent modification, with alleviating current and anticipated problems, with interpretation and analysis of findings, and with bringing the project to completion;
   • at the writing stage, assist the student with appropriate and timely feedback on individual draft chapters, and with revision to the draft thesis or dissertation as an integrated whole; and
   • at the oral defence stage, advise the student on preparation for the examination, and assist the student to interpret and comply with any changes recommended by the examining committee, in conjunction with the Dean’s Representative as required.

8) When the final draft of the thesis or dissertation is complete, the supervisor should ensure that all examiners have read it and that it is ready to go to oral examination, and ensure that a thesis is sent to examiners at least 3 weeks prior to the oral, and that a dissertation be distributed 4 weeks prior to the oral.

9) Appropriately acknowledge in published material the contributions of the student, including consideration of joint authorship in publications (more details given in the original document).

10) Conform to the basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the student. It must be recognized that there is a power imbalance in the relationship between student and supervisor, and that in particular sexual and gender harassment is unacceptable.

11) Conform to Program and Faculty grievance and appeal procedures in the event that the relationship with the supervisor is unsatisfactory for any reason.

12) Even though “each student has final responsibility for her or his academic honesty” (Senate Policy on Academic Honesty), it is up to the supervisor to ensure, to the extent that it is practicable in the circumstances, the academic integrity of primary research data, and the consistency with academic integrity and practice of interpretations relating to such data.
THE STUDENT – It is the responsibility of the student to:

1) Conform to University, Faculty and Program requirements and procedures for completion of the master or doctoral degree with regards to such matters as research ethics, registration and graduation requirements, thesis and dissertation style and quality standards, etc.

2) Work out with the supervisor and other members of the supervisory committee a timetable for all stages of completion of a thesis or dissertation, and attempt to meet appropriate deadlines.

3) Meet regularly with the supervisor to review progress, normally at least once a month and not less than once a term.

4) Keep the supervisor and graduate program office informed of where the student may be contacted, and respond appropriately to all communications received.

5) Prepare an annual progress report.

6) Give serious consideration to and respond to advice and criticism received from the supervisor and other members of the supervisory committee.

7) Recognize that the supervisor and committee members may have other teaching, research and service obligations which may preclude immediate responses.

8) Recognize that where the student’s research comprises a component of the supervisor’s research program, and joint publication is envisaged, the responsibility for use of data and for publication is held jointly by the supervisor and student. In such cases, the thesis or dissertation, or draft papers, together with a copy of the raw data, shall be made available to the supervisor prior to submission for publication.

9) Conform to basic principles of academic integrity and professionalism in relations with the supervisory committee, and with other scholars. The entire program of graduate studies, including the research and writing of a thesis and dissertation, shall be conducted under the strictest rules of ethics and academic honesty.

10) As “each student has final responsibility for her or his academic honesty” (Senate Policy on Academic Honesty), it is up to him or her to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.

**COMPLEMENTARY PROCEDURES TO BE FOLLOWED**

Below are procedures, complementary to the above guidelines, to be followed by students and supervisory committees.

a) The student is responsible for ensuring that the Program Office has accurate information about his or her current address, phone number and email address, the courses currently being taken, and the supervisory committee membership.

b) The student and the supervisory committee are jointly responsible for designing a program of course work and research that will enable the student to meet degree requirements, and for ensuring that all formal correspondence between the student and the committee about academic matters is placed in the student’s file in the Program Office.

c) The supervisor and/or the other members of the supervisory committee should be the student’s referees of applications to SSHRC, OGS, NSERC, CIHR, CGS and other grant or scholarship programs. As well, the supervisor is required to sign the student’s applications for special York funds such as Research Cost Fund, Graduate Development Fund, Fee Bursary, etc.

d) The supervisory committee is responsible for evaluating the student’s thesis or dissertation proposal and for recommending it to the Program Director to determine whether or not the student has met Program requirements.

e) Both the student and the supervisory committee are responsible for completing the student’s Annual Program Evaluation.

f) The supervisory committee is responsible for confirming to the Graduate Director that the student’s thesis or dissertation is examinable before the copies are sent to the external examiner and the Dean.
M.A. candidates who wish to be considered for advancement into the Ph.D. program must have the recommendation of their supervisory committee in support of their advancement. (For further information, see Advancement in Status from M.A. to Ph.D. Candidacy on page 16).

**ANNUAL EVALUATION OF THE STUDENT**

The year-end evaluation is an important exercise in the Graduate Program in Psychology. It provides the Program with an opportunity to acknowledge good progress and performance by the student and, where appropriate, to point out places where better progress and performance might be made. The evaluation may be used in determining the Program’s ranking of applications for internal scholarships, fellowships and other awards. It may also be used to aid in determining the level of support given to a continuing student from the GA budget.

The following information must be submitted to the relevant Area Coordinator or Director by May 15th of each year. At the end of each winter term, students must provide an updated CV, a completed Progress Report Form. How these materials are used varies across Areas and will not be spelled out here. Students and their supervisors are sent a memorandum, each year at the appropriate time, by the Program Office, specifying the details of what is to be done for the Area in which they are members. By the end of the evaluation exercise, each year, the Program Office secures a copy of the updated CV, and a letter of evaluation of the student, produced by the Area. This information is placed in the student’s file.

**PROHIBITION OF UNSUPERVISED PSYCHOLOGICAL SERVICES**

Students in the Graduate Program in Psychology are not permitted to provide psychological services (including such activities as counselling, psychotherapy, testing/assessment) unless supervised by a registered psychologist. Students should also be aware that such activities expose them to legal liabilities, and York University and the Graduate Program in Psychology will not assume any responsibility should any legal action be taken against the student.

**GUIDELINES FOR THESIS/DISSERTATION PROPOSALS**

1. The maximum length of a thesis or dissertation proposal is 3500 words. Thus, the student must of necessity briefly review only the literature absolutely germane to the proposed study. The student is expected to have read more widely, so that she/he can interact knowledgeably with the supervisory committee at the proposal stage.

2. The design, method and procedure should be complete so that the supervisory committee can make intelligent recommendations.

3. Proposals may present specific hypotheses to be tested. Alternatively, descriptive theses and dissertations may present research questions or expectations. In all cases, there should be a rationale given for the research and a description of how the data will be analysed at the end of the Methods section.

4. M.A. thesis and dissertation proposals must be approved prior to the collection of new data from human research participants. The same applies to minor area paper proposals entailing the use of human participants.

5. Proposals of studies entailing the use of secondary, i.e., “archival” data need to be supported by appropriate indications that the use of such data meets ethical requirements (see below).

6. M.A. thesis proposals must be approved by Office of the Dean of the Faculty of Graduate Studies not less than 3 months prior to the date set for the oral examination; Ph.D. dissertation proposals must be approved not less than 6 months prior to the date set for the oral examination.

**ETHICAL CONSIDERATIONS**

Procedures for obtaining approval of the ethics of proposed research have been put in place by the University in response to an initiative taken by the Tri-Council (SSHRC, NSERC, CIHR). The Tri-Council has made the granting of research funds to a given university conditional on its adoption of these standards. A transition toward the implementation of the new procedures, for FGS at York, ended July 1, 2004. The Tri-Council policy to which York adheres is available at: [http://www.yorku.ca/grads/polec/ethics.htm](http://www.yorku.ca/grads/polec/ethics.htm).

**KEY POINTS**

1) As indicated, a proposal for research entailing the accumulation of new data must be submitted prior to the collection of the data. Students’ research proposals, whether about a thesis, minor area paper, dissertation, or independent research (see below) must be approved prior to data collection.
The new standards imposed by the Tri-Council reach cover archival data, which it refers to as “secondary.” This policy is intended to intensify the guard against the possibility that secondary data are used in ways other than those consented to by the research participants in the original study yielding the archived data. This intensification has produced a lot of controversy in the research community in Canada and at the time of writing is far from settled. By the same token, it is at present unclear how stringent the University, or indeed the Tri-Council itself, is going to be when attempting to implement this principle. In the interim, until the procedures to be followed are stabilized, it is suggested that researchers planning to use secondary data pay close attention to the written informed consent given by the participants yielding the data entered into the data bank, to enable a judgement as to whether or not the informed consent given covers the new use of the data. It is recommended that if there is ambiguity in this regard, then the student and his or her committee consult the Program Director, who in turn may consult with appropriate authorities to get an opinion on the matter.

The Faculty of Graduate Studies restricts its control over the quality of students’ research proposals to thesis and dissertation proposals. In our Program, we have a minor area research paper as a Ph.D. degree requirement and the ethics is reviewed by the Departmental Research Ethics Committee for evaluation, thus appraised internally.

In the rare case of research planned by a student that does not have to do with either a thesis, minor area paper or dissertation, such “independent” research is to be treated administratively as if it were a proposal for a minor area paper. That is, the student must fill out the necessary research proposal forms (same as minor paper form) for the proposal to be evaluated internally.

Whether or not the FGS or the HPRC adjudicates a student’s research proposal depends on whether the proposed research is unfunded and/or minimal risk. Unfunded, minimal risk proposed research is evaluated by the FGS; funded and/or research that is not minimal risk is adjudicated by the HPRC. It is thus crucial to determine under which category proposed the research falls. In terms of risk, the vast majority of research proposals coming out of this Program have been judged by the students’ committee members to be minimal risk, and the Director and FGS have supported this judgement. In short, this discrimination has proved to be essentially unproblematic. Alternatively, it is easy to be confused as to whether or not students’ proposed research is funded. In this regard it is crucial that students and their supervisors understand that the term “funded” applies only to research conducted by the Principal Investigator(s) awarded an external research grant. Thus, when students’ research is funded by their supervisors’ research grant, the students’ research is to be described as unfunded.

THE RESEARCH ETHICS FORMS

a) FOR A MINOR AREA PAPER PROPOSAL

For this purpose there is the Minor Paper Proposal Submission Form. It is suggested that the term “Area” be added by hand to the title of the form, to clarify what it is about. In the case of proposed minor area papers for which no human research participation is to be involved (i.e, a review or theoretical paper), then it should be written in on the form. Alternatively, when human research participants are to be involved, the other forms attached to the Minor Paper Submission package need to be completed. Only one copy is required, regardless of type of research proposed, because, as indicated, these proposals are evaluated internally.

b) FOR THESIS AND DISSERTATION PROPOSALS

1) To accompany thesis or dissertation proposals, the following forms, available in the Program Office, must be filled out (forms are stapled together as one package):

   i) The Thesis and Dissertation Proposal Submission Form (TD 1)

   ii) The Human Participants Research Protocol Form (TD 2)

   iii) Appendix B – Checklist (TD 3)

   iv) Statement of Relationship between Proposal and Existing Approved Research/Facilities (TD 4)

Complete TD 1 form plus any of the others forms, depending on the category of Type of Research, shown on the table.

2) The student must ensure that either a written or a verbal informed consent form is included in the proposal.

3) Provide 2 copies, one for the Graduate Program Office and one for FGS, according to the table on TD1.
PROCEDURES TO BE FOLLOWED BY DE-REGISTERED STUDENTS, IN TERMS OF RESEARCH PROPOSALS

Effective July 1, 2004, students deregistered from the Graduate Program in Psychology will have to re-register at least part-time for a term in order to submit a thesis, minor area paper or dissertation research proposal. Under this condition proposals recommended by the student’s supervisory committee and by the Program Director may be forwarded to the FGS for its consideration. (In the past, deregistered students were allowed to submit proposals to the Program Office without re-registering but this meant that the proposals could not be forwarded to FGS until the student registered, almost invariably at the time when the dissertation was to be defended: as indicated, this past practice is no longer allowed).

COPYRIGHTED MATERIALS IN THESES/DISSERTATIONS

In order to fulfill the requirements of the M.A./Ph.D., one of the three required copies of students' theses/dissertations must be microfilmed. The microfilming is done before the copy can be bound. If that copy contains a substantial amount of copyrighted material for which the author's/co-authors' written permission has NOT been obtained, the copy will be rejected from the National Library of Canada and can not be microfilmed. Therefore students must either obtain written permission from the author/co-authors or they must remove the copyrighted material from their theses/dissertations.

Further information about copyrighted material is included in the package the students receive from the Graduate Program Office regarding the preparation of theses/dissertations. Please see the Guidelines for the Preparation and Examination of Theses and Dissertations (York University Faculty of Graduate Studies, spring 2005; available in the Graduate Program Office and on the website http://www.yorku.ca/grads/pub/td.htm.)

LENGTH OF ABSTRACTS

National Library of Canada procedures require that abstracts of Master’s theses be no longer that 150 words (1 page double-spaced) and Doctoral dissertations cannot exceed 350 words (double-spaced).

THE M.A. DEGREE PROGRAM REQUIREMENTS

Students should become thoroughly familiar with the requirements for the M.A. degree in their Area of specialisation. Please refer to the Faculty of Graduate Studies Calendar or the Program Brochure (web site: www.psych.yorku.ca/grad) for these requirements.

TIME LIMITS

The M.A. program has a 1-year residency requirement (three terms of registration with fees at the full-time student rate). All requirements for the M.A. degree must be fulfilled within 4 years (12 terms). After 2 years (6 terms) have been completed, M.A. students become ineligible for registration in any courses, including practica, beyond those minimally required for completion of the degree, and for financial support until all requirements for the degree are met.

When unusual circumstances have prevented timely completion of the degree, M.A. candidates approaching the end of year 4 may petition for an extension of the time allotted to complete the requirements for the degree. All required documents should be in the Graduate Program Office on or before the end of May, so that a decision can be made prior to fall registration. Students will be expected to provide, in writing, grounds for requesting an extension and a realistic timetable for completion along with written agreement from his/her supervisor. Students granted an extension would be required to enrol as part-time students.

SEQUENCE OF EVENTS IN FINALIZING THE DEFENCE OF A THESIS OR DISSERTATION

- The third week of August for Fall Convocation and first week in April for Spring Convocation is the last date for submission of a thesis to the Faculty of Graduate Studies, prior to an oral examination and receipt of a recommendation from a Program Director, for students who expect to fulfil all Master’s degree requirements before Convocation. (Confirm all dates on the FGS website http://www.yorku.ca/grads/)

- The beginning of the second week in August and first week in April is the deadline for the fulfillment of all Doctor of Philosophy degree requirements before the fall or Spring Convocation (respectively). This is the last possible date for the Faculty of Graduate Studies to receive, through the graduate program director, favourable decision from the dissertation examining committee.
• The beginning of the third week in September and second week in May, is the deadline for the three unbound copies of the thesis or dissertation in final acceptable form delivered to the Faculty of Graduate Studies in order to receive a diploma and convocate for the fall, winter or spring (respectively).

• In preparation for the oral examination, an examining committee must be constituted. This committee usually consists of the thesis supervisory committee, one York graduate faculty member from outside Psychology, and the Dean or his/her representative. The chairperson of this committee may not be the same as the chairperson of the thesis supervisory committee. In keeping with FGS requirements, students are not allowed to select or contact (i.e., in order to ask for their participation) members of the examining committee, including the Dean’s representative. This responsibility lies solely with the student’s supervisor.

• Upon completion of the thesis, a final copy must be submitted to each member of the Examining Committee.

• The following forms must be obtained from the graduate program office (in one package):

  (a) Recommendation for Oral Examination form
  (b) National Library of Canada form
  (c) Partial Copyright License form
  (d) Revisions Approval form
  (e) Name of Diploma form
  (f) Application for Admission to Ph.D. Candidacy form (for those who would like to continue to Ph.D.)
  (g) Certificate pages (prepared by Program)
  (h) Copyright pages (prepared by Program)

The student is responsible for the completion, in typescript, of these forms. Corrections are not allowed.

• It is necessary to fill out and submit the forms to the Program office no later than 24 days prior to the date set for the oral examination.

• Confirmation of the oral examination will be sent from the Office of the Dean, Faculty of Graduate Studies to the interested parties.

• After the oral examination, the thesis or dissertation must be revised as required by the examining committee. Three final and approved copies of the thesis/dissertation must be submitted for binding to the Thesis Office, Room 283, York Lanes, prior to date specified by the Faculty of Graduate Studies (see FGS website http://www.yorku.ca/grads/). Any additional copies the student wishes to have bound should be handed in at this time.

ADVANCEMENT IN STATUS FROM M.A. TO PH.D. CANDIDACY

Students who have successfully completed the requirements for the M.A. program may apply for advancement to the Ph.D. program. Such advancement is not automatic. Applications are first considered by the student’s Area. Criteria such as quality of the MA Thesis, successfully completing all MA degree requirements, GPA, progressing efficiently through the program, participation in the area, year end evaluations, having a supervisor, etc. are considered in the promotion decision. Students should consult their specific Area Coordinator about the information (e.g., supporting letter from supervisor, evaluation of past performance) that is required, in addition to the internal application form.

When applying for admission into the Ph.D. program, students may also petition for retroactive credit towards Ph.D. requirements for courses, including practica, taken while an M.A. student that were in excess of minimum M.A. requirements. Students should consult their Area of specialisation for limitations on such course and practicum credit.

PROVISIONAL PH.D. STATUS

The Graduate Director may advance M.A. students to provisional Ph.D. status for one term only, if the thesis proposal has been approved, the data collected, and a first draft of the thesis written. Should the student not defend in this one term, her/his status will revert back to M.A. 3 part-time status (see above for the implications of this reversion).
THE Ph.D. DEGREE

PROGRAM REQUIREMENTS

Students should become thoroughly familiar with the requirements for the Ph.D. degree in their Area of specialisation. Please refer to the Faculty of Graduate Studies Calendar or the Program Brochure (web site: www.psych.yorku.ca/grad) for these requirements.

PH.D. MINOR AREA PAPER REQUIREMENT

Each Ph.D. candidate is required to write a minor area paper on a topic chosen in consultation with his/her supervisor. The minor area paper is intended to foster breath in psychological knowledge, and therefore must be in an area not directly related to the candidate’s dissertation research. With permission, the topic may be chosen from a field outside psychology.

The minor area paper requirement may be fulfilled by either of the following:

a) A comprehensive and critical review of the literature of the chosen area, with an emphasis on theory
b) A report of original empirical research that is suitable for submission to an appropriate peer-reviewed journal.

This work must not overlap with the dissertation topic, course assignments, or the MA thesis. The candidate should obtain the Program Director's approval of the topic before proceeding.

Note that the term “minor” refers to the area of interest of the student, and not to the quality or scope of the effort. It should also be noted that the term "area" in this context does not refer directly to the Areas of Specialisation in the Graduate Program in Psychology. The minor area paper may be identifiable "clinical", or "experimental", or "social" and so on.

The student's supervisor should provide assistance in choosing and defining a topic suitable for the Ph.D. minor area paper, and in identifying appropriate faculty members to serve on the paper's committee, who are recommended to the Dean by the Graduate Program Director. The committee consists of two faculty members of whom one may also be on the students’ dissertation committee. For Clinical students, who are required to do the clinical competency examination as well as the minor area paper and the dissertation, one of the minor area paper committee members may sit on either the clinical competency examination committee or on the dissertation supervisory committee, but not on both. The minor area paper must formally be accepted and approved by the members of the committee.

After discussing the proposed topic for the minor area paper with the committee members, students prepare a brief written proposal for the committee's approval (see above).

When the minor area paper has been completed and accepted by the committee, the student obtains from the Program Office one copy of the appropriate face sheet form, which must be completed and signed by each of the committee members and returned to the Program Office along with one copy of the completed paper suitable for binding so that it may be placed in the Resource Centre. Remember to include key words (selected from APA Thesaurus of Psychological Index Terms) at the bottom of the title page of the paper. A copy of the Thesaurus is available in the Resource Centre, Room 162, and B.S.B.

The minor area paper must be completed and approved by the end of the summer term (15 September) of the third year of the Ph.D. residency (Ph.D. III). It is expected that the paper will be completed before work begins on the Ph.D. dissertation.

CLINICAL COMPETENCY EXAMINATION (CLINICAL AREA ONLY)

For each Ph.D. candidate in the Clinical Area, competence in assessment and intervention procedures is assessed by means of an examination of samples of the student's performance in these procedures.

A student is eligible for the clinical competency examination after the completion of his/her second clinical practicum, and must be taken no later than midway through the internship. The student is required to submit two sets of materials in advance to the examining committee. The assessment component requires (a) a brief case history, which may be subsumed in the psychological report in a background section or may be submitted separately; (b) a full psychological report (i.e., the kind that is normally sent to another mental health professional); and (c) the test data upon which the report is based. The intervention component requires (a) a statement describing the student's approach or orientation to psychotherapy; (b) a case summary that includes the history and formulation of the problem; (c) a summary report of the particular therapy session presented, in which the issues covered are contextualized in regard to the therapy with that client (such as which session it was with the client and how the student’s behaviour in the transaction accords with the demands of his or her theoretical orientation); and (d) the audiotape and transcription of a psychotherapy session with a client. In anticipation of this examination, students need to be sure that they have acquired written informed consent from one or more clients to have their case material used for purposes such as this examination.
The student is called on to give an oral defence of the assessment and intervention case-summaries, performance in the assessment and intervention roles, and its consistency with the theory from which the summaries were derived.

**Guidelines for Arranging the Examination**

The student should:

1. Consult with his or her supervisor and the Chair of the Area Student Programme Committee prior to making the decision to take the examination.

2. Select and contact two examiners (one outside York and one Clinical York faculty member) who are willing to serve on the examining committee.

3. Notify the Chair of the Area Student Programme Committee at least 4 weeks in advance of the desired examination date to give the Committee time to arrange for the third examiner. Also be sure to let the Chair know if any faculty are ineligible to be on the committee (i.e., someone who is on both the dissertation and minor area paper committees).

4. Once the chair of the Student Programme Committee informs you of the third examiner, arrange a date and time that are agreeable to all three examiners.

5. Fill out the Clinical Competency Examination Arrangement Form indicating the names, affiliations, and e-mail addresses of the two examiners arranged by you. Submit the form to the Chair of the Student Programme Committee with all the information.

6. The Student Programme chair will sign off on the form and submit it to the graduate office. The secretary of Graduate Studies in Psychology will reserve a room and will contact the student and examiners to let them know where the exam will be held.

7. Provide the three examiners with an examination package at least 2 weeks before the examination date.

8. The Chair of the Examining Committee is chosen at the examination itself. That person ensures that the Clinical Competency Examination Evaluation Form is completed at the end of the examination, and submits it to the Graduate Programme Office.

**Composition of the Committee** The Examining Committee consists of two full-time faculty members of York's Graduate Program in Psychology and a practicum or internship supervisor who is familiar with the student's work but who *has not* supervised the student with respect to the case(s) presented for the Competency Examination. The student has the option of nominating the practicum supervisor and one of the two faculty members. The Clinical Area nominates the second faculty member, governed as much as possible by a principle of rotation. All full-time faculty members, whose primary affiliation is with the Clinical and Clinical-Developmental Areas, are eligible for nomination. A Clinical/Developmental Area faculty member is nominated only when necessary (e.g., in cases of child assessment or play therapy, etc., that are relevant to a given faculty member's area of specialisation).

**Evaluation** Competence in assessment and intervention procedures is evaluated separately. The committee either (a) judges the student to have met reasonable standards of assessment and intervention practice or (b) makes specific recommendations for remedial tutelage in either or both areas to be undertaken prior to re-examination.

Each student will have a **maximum of three** opportunities to demonstrate his/her clinical competency in assessment and intervention. Re-examinations, if necessary, must be scheduled within one year of each other.

**Composition of the Committee** The Examining Committee consists of two full-time faculty members of York's Graduate Program in Psychology and a practicum or internship supervisor who is familiar with the student's work but who *has not* supervised the student with respect to the case(s) presented for the Competency Examination. The student has the option of nominating the practicum supervisor and one of the two faculty members. The Clinical Area nominates the second faculty member, governed as much as possible by a principle of rotation. All full-time faculty members, whose primary affiliation is with the Clinical and Clinical-Developmental Areas, are eligible for nomination. A Clinical/Developmental Area faculty member is nominated only when necessary, i.e., when the material presented by the student (e.g., child assessment, play therapy, etc.) is relevant to a given faculty member's area of specialisation.
Evaluation Competence in assessment and intervention procedures is evaluated separately. The committee either (a) judges the student to have met reasonable standards of assessment and intervention practice or (b) makes specific recommendations for remedial tutelage in either or both areas to be undertaken prior to re-examination.

Each student will have a maximum of three opportunities to demonstrate his/her clinical competency in assessment and intervention. Re-examinations, if necessary, must be scheduled within one year of each other.

TIME LIMITS

The Ph.D. program requires a minimum of 2 years (6 terms of registration). All requirements for a Ph.D. degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Leaves of absence, maternity leave, parental leave or No Course Available are not included in these time limits.

When unusual circumstances have prevented timely completion of the degree, Ph.D. candidates nearing the end of year 6 may petition for an extension of the time allotted to complete the requirements of the program. All required documents should be in the office of the Program Director on or before the end of May, so that a decision can be made prior to fall registration. Students will be expected to provide, in writing, grounds for requesting an extension and a realistic timetable for completion along with written agreement from his/her supervisor. A student granted an extension would be required to enrol as a part-time student.

With respect to the full-time clinical internships in the Clinical Area, students are allowed to take the clinical internship after all requirements, including the dissertation oral examination, have been completed. This provision enables part-time registration, thereby reducing tuition fees.

COURSE EVALUATION AND EVALUATION OF STUDENT’S COURSEWORK

Routinely, at the end of the course the course director will be sent evaluation forms. After students in the course have completed the forms, he/she will ask one student in the course to take responsibility for the collection of the forms.

Practicum supervisors submit to the Program office grades and written comments on the work of their students in January and May each year. These reports are placed in the student's file. Course directors submit grades and comments at the end of the course.

It is the policy of the Program to encourage faculty members to review their evaluations of student performance in their courses, including practica, with the student before they are submitted to the Program Office. Course and practicum evaluation reports are available in the office for inspection by the student at any time.

The Program Office submits official grades to the Faculty of Graduate Studies at the end of each half or full course. The office is not responsible for issuing grades to students; they may obtain them from their course directors, however.

COURSE SYLLABI

The policy of the Graduate Program is that at the beginning of each course a syllabus stipulates requirements of the course, deadlines, and a marking scheme, and that the course director deposits these specifications in the Program office. In cases of dispute, a subcommittee of the Graduate Program Executive Committee, consisting of one faculty member and one student, is appointed to review the course requirements and make recommendations to the Director.

ADDITIONAL INFORMATION FOR STUDENTS IN THE CLINICAL AREAS (ONLY)

1. Practica Hours - Regarding the number of practica hours taken prior to applying for a pre-doctoral internship, currently the formal number is 990 hours consisting of Practicum I (330 hours) and Practicum II (660 hours). However, when students undertake their Practicum II they may find that they spend additional hours such as studying individual cases, learning of testing materials, writing intake summaries. Students should keep a record of these substantive additional hours to their training and to present these alongside the 990 hours when applying for a pre-doctoral internship. Clinical Practicum III as an option is provided for students who seek to add to the quality of their training given that they are progressing through the Program in a timely manner.

2. Choosing a Practicum II Location

a) The Psychology 6440P 6.0 (Practicum II) is for 660 hours of supervised training. (This is a change from the previous requirement that Practicum II be only 330 hours of training.)
b) Each student is asked to meet with the Director of Clinical Training (Prof. Jill Rich) to discuss her/his choice of a practicum location. To assist their peers in this matter, students in the Area have provided an up-to-date listing of practicum locations in the Resource Centre. Sabrina Iantorno (in Room 104) also has a copy of our recent accreditation “Self Study” binder that contains an easy to peruse appendix containing information about each clinical applied practicum that has been used in recent years.

c) Once a student has negotiated a placement in a practicum setting, she/he is asked to notify the Director of Clinical Training in writing (e-mail will do), and to include the name of the practicum supervisor.

d) The student obtains a Practicum Agreement Form from the Program Office. This form is completed by the practicum supervisor and agreed to by the student. The details entered on this form need to be clear and specific so that the student and Director of Clinical Training knows in advance what kind of training will be provided (e.g. the skills to be learned), the clientele, kinds of assessment instruments, kind and frequency of supervision, obligations and privileges, potential back-up training/experience from other professional personnel on site, etc. A completed copy of this form should be submitted to the Program Office.

e) The Director of Clinical Training contacts the practicum supervisor to confirm arrangements. Subsequent to that discussion, the DCT sends to the supervisor a contract letter, who in turn completes signs and returns the letter to the office of the Department Chair. The practicum supervisor receives a stipend for her/his services. This letter is not sent until after the practicum agreement form has been received. It is the student’s responsibility to see that the practicum agreement form is properly completed and submitted so that the contract is sent.

3. Third Practicum - The Director of Clinical Training may allow a student to take a third clinical applied practicum (6460P 6.0) at the end of the Ph.D. III academic year provided that, by that time, the student has completed all course work, and either the minor area paper or an approved dissertation proposal. This option is available to students who have been progressing in a timely manner (thus the requirement completions of courses and either Ph.D. paper or dissertation proposal), and where it is agreed that the third practicum is necessary to meet the student’s training requirements. For example, a student may wish additional training in assessment or intervention skills. It is crucial that by taking the third practicum the student is not delaying her/his progress towards completion of Ph.D. requirements.

4. Clinical Internship - All coursework and the minor area paper and an approved dissertation proposal must be completed prior to an internship. Normally, the clinical competency exam should be taken prior to the internship as well, but the examination may be taken no later than midway through the internship. (Internship settings require that the Director of Clinical Training “sign off” that the applicant has completed the program requirements prior to entering the internship. A student who has not met the requirements will not be permitted to enter the internship. A student who would do her/his full-year internship at a location geographically distant from the University should give especially serious consideration to completing the clinical competency exam prior to entering the internship. Furthermore, a student who has completed her/his competency exam prior to applying may appear particularly attractive to the internship setting.)

5. Clinical Developmental Internship - All coursework and the minor area paper and an approved dissertation proposal must be completed and data collection completed or at least well under way by November prior to an internship. Internship settings require that the Director of Clinical Training “sign off” that the applicant has completed the program requirements prior to entering the internship. A student who has not met the requirements will not be permitted to enter the internship.

Students in the Clinical and Clinical Developmental program may complete the Ph.D. dissertation and oral defence prior to entering the pre-doctoral internship. The Faculty of Graduate Studies (FGS) will allow a student to complete the Ph.D. oral defence prior to completing the pre-doctoral internship. In addition, the FGS has added an incentive for students to do this. The monetary incentive is that students will be allowed to register as a part-time graduate student when taking the pre-doctoral internship. Furthermore, students should begin planning several years ahead as to where they would like to take their pre-doctoral internship. Some internship locations would prefer/require that student have already completed their Ph.D. dissertation.

6. Accreditations

Both are intended to lead to registration with the College of Psychologists of Ontario. Both are accredited by the Canadian Psychological Association and the American Psychological Association (see note below). They follow the scientist-practitioner model that is the predominant model in North American clinical psychology, which emphasizes both the development of research skills/independent scholarship and clinical skills. The programs are designed for students who wish to combine psychological theory, research and practice in preparation for university teaching and research and/or for clinical practice and research in settings such as clinics, hospitals and social service agencies. In order to meet accreditation requirements, each student must take a one-year (1800 hours) internship at an accredited internship setting as part of the Ph.D. requirements. This often requires the student to complete the internship in a location other than Toronto.
ADDITIONAL INFORMATION FOR STUDENTS IN THE BRAIN, BEHAVIOUR AND COGNITIVE SCIENCE AREA

1. **Annual Meetings** – The Area enforces existing rules concerning advisory committee meetings. Specifically, yearly meetings are scheduled where each student supplies a written summary of his/her progress (maximum of five pages), and a 10-minute oral presentation to the supervisory committee and the faculty members of the Area. The student receives feedback concerning his/her progress from the committee and this information is included in the student’s file.

2. **Ph.D. Proposal** - A dissertation proposal is to be submitted in the first 18 months of the Ph.D. program and must obtain final approval of the supervisory committee by the end of the second year at the latest. The committee meeting can be scheduled at any time during the year and can be combined with the yearly progress meeting.

FALL REGISTRATION 2009/2010

The FGS Calendar provides detailed information about Registration and details on payment of fees. The main points are as follows:

1. Students register twice during the academic year: **in September for the fall and winter terms**, and **in May for the summer term**. Registration must be done by using your own computer or using a computer located on campus. Information on the registration process can be found here: [http://www.yorku.ca/grads/registration/index.htm](http://www.yorku.ca/grads/registration/index.htm). You need to use a catalogue number to register. Please refer to the Registration Procedures and Lecture Schedule, placed on the Web page. Registration will begin approximately the third week of August. The last day to register without paying the late fee ($200) is September 15th.

2. Students have their supervisors sign the Advising Worksheet and return it to the Graduate Psychology Program Office. When the advisor is not available for an extended period, the Program Director may substitute.

3. A statement will be mailed out to the student; fees may be paid at any bank or via telephone and internet banking services provided by their financial institution. More information on paying over the telephone and internet banking can be found here: [http://www.yorku.ca/osfs/paybyweb.shtml](http://www.yorku.ca/osfs/paybyweb.shtml)

4. Students must petition to change their status (from full to part-time or vice versa), by completing a form available in the Program Office or on the Faculty of Graduate Studies website [http://www.yorku.ca/grads/](http://www.yorku.ca/grads/)
Students may petition for exemption from any regulation of the Graduate Program in Psychology or of the Faculty of Graduate Studies. There are a number of different petition forms on the FGS website http://www.yorku.ca/grads/ under Forms and these forms for petitions require Faculty approval (e.g., extension of time to remove an incomplete grade). There is also a form for petitions requiring Area approval (e.g., exemption from an Area requirement) that is available from the Program office. The form is returned to the Director for approval, after the approval has been given by the Supervisor, Area Coordinator/Director and any other pertinent faculty member with signatures on the form. Should the petition be denied, the student may request that the matter be taken to the Program Executive Committee. In any case, if a Faculty of Graduate Studies regulation is involved, the Program approved petition is next sent to the Faculty of Graduate Studies for consideration and disposition.

WITHDRAWAL FROM THE PROGRAM

It may become necessary for a student to withdraw in good standing from the Program. Students considering this action should obtain the support of their supervisor, and then discuss it with Program Director.

REINSTATEMENT VS RE-ADMISSION

Following are the conditions under which persons can be reinstated as students in the same graduate program in which they were previously registered.

RE-ADMISSION

Students previously registered in a graduate program at York who did not complete their requirements and who wish to return to the same program will be required to reapply if:

1. they have been out of the Program for 6 terms (2 years) or longer; or
2. they had completed less than 75%* of the Program requirements prior to leaving it and they will require more than one term to complete; or
3. they have undertaken further studies in other post-secondary educational programs; or
4. they were not in "good standing" at the time of withdrawal from the Program.

Note * In cases where it is not readily obvious what percentage of the program has been completed, the Graduate Program Director shall be consulted.

The remaining time allowed for completion will be a condition of admission. The re-admission letter will specify the remaining number of terms allowed.

REINSTATEMENT

Students previously registered in a graduate program at York who did not complete their requirements and who wish to return to the same program may petition for reinstatement if;

1. They have been out of the Program for no more than 3 terms (1 year),
   and a) they have not undertaken further studies during their absence from the Program,
   and b) they were in "good standing" at the time of withdrawal from the Program.

   OR 2. They have been out of the Program for more than 3 terms (1 year) but not more than 12 terms (4 years),
   and a) they have not undertaken further studies during their absence from the Program,
   and b) they were in "good standing" at the time of withdrawal from the Program,
   and c) they would require one term only to complete requirements (this usually means that they are returning solely to defend a thesis or dissertation),
   and d) they obtain the approval of the Graduate Program in Psychology.

ADDING AND DROPPING COURSES

Students may add and drop courses using either VRES or SAS. Please consult your Lecture Schedule. Students may withdraw from a course provided that not more than two-thirds of the course has been given. After this, students shall remain registered
and will be assigned grades as appropriate. The symbol (W) (withdrew in good standing) will be recorded in place of a grade to indicate that a student was authorised to withdraw from a course in which he/she was registered.


**COURSES IN OTHER PROGRAMS AND OTHER INSTITUTIONS**

Students may obtain permission to take courses in other graduate programs at York and at other institutions. The student should first discuss the matter with his/her supervisor. The Program administrative assistant has the forms, which must be filled out if courses outside the Program or at other institutions are to be taken. Courses taken at another Ontario University must be at the graduate level, not available at York, and required for the degree program. The student’s supervisor must provide a statement indicating why the course is necessary.

Students who wish to know what courses are available in other programs at York University should consult the Faculty of Graduate Studies Calendar.

**LEAVE OF ABSENCE/MATERNITY LEAVE**

Graduate Psychology students are requested to complete a petition form and forward it along with a supportive statement from the student's supervisor to the Program Director who will send the request to the Dean of Graduate Studies or his/her designate.

Please note that a leave of absence (LOA) cannot exceed 1 year and that students on a leave of absence must maintain continuous registration and pay the appropriate student fees.

Normally a LOA is not granted to students with an “I” (Incomplete) grade. Students carrying an incomplete grade over the period of time they wish to be on LOA must provide a rationale for carrying the Incomplete during this time period and a date by which the incomplete grade will be removed.

Each graduate student is entitled to take one, and only one, Elective Leave of Absence (for one term) at any time during his/her M.A. and Ph.D. programs combined. The following conditions apply:

(a) The student must have been enrolled for at least two consecutive terms prior to elective leave,
(b) The student must NOT have incomplete grades,
(c) Students nearing the completion of their degree requirements must be registered and pay appropriate fees as an active student in the term prior to, and the term of, completion. Such students are therefore not eligible for the elective leave of absence.

If a student is on an elective leave of absence, he/she is registered as “inactive” and therefore **MAY NOT**:

(a) Hold an external or internal scholarship,
(b) Receive an FGS bursary,
(c) Hold an RA/GA/TA,
(d) Be eligible for the minimum guarantee of $4,625, or a CUPE 3903 rebate,
(e) Receive a session validation card,
(f) Receive supervisory financial support,
(g) Receive any of the provisions normally associated with an actively registered student.

**INTELLECTUAL PROPERTY AND THE GRADUATE STUDENT**

There is a document entitled *Intellectual Property and the Graduate Student at York University* that uses a question and answer format to cover a number of topics dealing with the ownership of intellectual property. Copies are available in the Program Office. The document is also on the web at [http://www.yorku.ca/grads/policies/intellectualpropertyandthegraduatestudent.pdf](http://www.yorku.ca/grads/policies/intellectualpropertyandthegraduatestudent.pdf). Primary clauses are given below:

**Authorship**

1. Authorship can only be credited to those who make substantial intellectual contributions to a piece of work. Accepting the addition of an author who has not made a significant intellectual contribution to the piece of work is not ethical for authors.
2. Authors accept not only credit but also responsibility for their work and, in particular, for ensuring that the work conforms to appropriate standards of Academic Honesty.

3. Generally, the order of authors' names in a publication should reflect the substance of their relative contributions to the work, with priority going to those who made the greatest or most significant contribution. Supervisors should discuss the issue of authorship, and what factors may determine the final order of authorship, normally before commencing the work.

4. Where the major substance or data of a co-authored publication is based on a portion of a graduate student's work, the student will normally be the first author. The supervisor or joint authors should be prepared to offer a rationale in cases where the student is not listed as the first author. Where the work has been written up in a dissertation or thesis or paper before the research is published, the publication will normally cite the dissertation, thesis, or paper on which it is based.

5. Anyone otherwise entitled to be acknowledged as a co-author may forfeit that right if they leave the project before substantially completing it. In such cases their contribution to the work shall nonetheless be acknowledged in an appropriate manner by the author(s), for example in the acknowledgements section of the publication.

6. Providing financial support for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant authorship. Only where intellectual input is provided beyond financial support, should co-authorship be considered.

7. Supplying minor editorial work for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant co-authorship.

8. If a student is employed as a Research Assistant in circumstances where the work done in the course of that employment is not intended to and does not in fact become part of work done for the degree requirements, then the student may not normally claim co-authorship and does not own the data, except through a prior agreement that is consistent with the general principles above.

9. If a student is employed as a Research Assistant in circumstances where the work done in the course of that employment becomes part of the thesis/dissertation/research paper, the student may, at a minimum, claim co-ownership of the data but as the author of the thesis/ dissertation/research paper owns the overall copyright.

**Publication**

10. The university has an important duty, grounded in the public interest, to seek, preserve and disseminate knowledge. Therefore, authors should attempt to publish their work in a timely fashion. In cases where work must be kept confidential and unpublished for a time, the period of delay should normally be no more than one year from the date of acceptance of a thesis or dissertation, and should in no circumstances extend beyond two years from that date.

11. Publications by graduate students and faculty must give full and proper acknowledgment to the contribution of other students or faculty, or others to their work, notwithstanding that such contribution may not warrant authorship. Such contributions should be substantial, in accordance with the particular discipline, and may include items such as original ideas that led directly to the research work, or requested commentary that resulted in significant changes to the research.

12. Normally, all co-authors or co-owners of the data need to concur in publishing or presenting the work. Co-authors should agree to the time or place of presentation or publication of their jointly authored work prior to the presentation or publication, but such agreement should not be unreasonably withheld. The inability of the author(s) to contact another co-author prior to presentation at a meeting or seminar should not prevent work from being publicly disseminated, provided they make reasonable efforts to contact all contributors to obtain prior agreement.

13. To verify research materials or data, there must be provisions for access. Supervisors and sponsors may, with agreement of the student, retain the original materials provided. Under such circumstances students shall normally be presented on request with complete and usable copies of those materials.

14. Where there has been significant substantive and intellectual contribution by the supervisor to the research, the intellectual property emanating thereof shall normally be the joint property of graduate students and their supervisor or sponsor for the masters or doctoral project in which the materials were created. When the physical research materials embody intellectual property, the student should have reasonable access to this material. Agreements concerning research materials and data should be made, where possible, before the commencement of research.

15. Students shall not use in their dissertations, theses or papers data or results generated by someone else without first obtaining permission from those who own the materials.

**ACADEMIC HONESTY**

Students should be aware that the offences against the standard of academic honesty have been broadened to include activities that are related to the research enterprise. Although most students would not be surprised to find that behaviours such as fabricating results and falsifying results constitute academic dishonesty, some might not know that actions such as misrepresenting research results or the methods used, failing to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work, and submitting data collected with other students or faculty members for
publication without their permission all constitute examples of academic dishonesty. Students should read the section on academic honesty in the Faculty of Graduate Studies Calendar: [http://www.yorku.ca/grads/calendar/index.htm](http://www.yorku.ca/grads/calendar/index.htm) so that they are familiar with the Faculty's policy on this topic.

**GRADES**

The Program Director must report grades to the Registrar's Office by the following dates:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Grades Due</th>
<th>Removal of Incomplete Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Fall/Winter</td>
<td>15 May</td>
<td>15 September</td>
</tr>
<tr>
<td>Half Fall Courses</td>
<td>15 January</td>
<td>15 March</td>
</tr>
<tr>
<td>Half Winter Courses</td>
<td>15 May</td>
<td>15 July</td>
</tr>
<tr>
<td>Full Summer Courses</td>
<td>15 September</td>
<td>15 January</td>
</tr>
<tr>
<td>Half Summer Courses</td>
<td>15 September</td>
<td>15 November</td>
</tr>
</tbody>
</table>

**NOTE** - That the grades need to be submitted to the Program Office one week prior to the above-indicated dates.

Course directors must announce in writing in each course within the first two weeks of classes the nature and weighting of course assignments and their due dates.

Half term courses are designated as 3.0 and full term courses are designated as 6.0 and a letter following the course number. (F) following 3.0 or 6.0 indicates that the course begins in the fall, (W) following 3.0 indicates a winter course and (Y) indicates a year course, which is fall and winter.

**NOTE**: Students may withdraw from a course provided that not more than two-thirds of the course has been given. After this time, students shall remain registered and will be assigned grades as appropriate. The symbol (W) ‘withdrew in good standing’ will be recorded in place of a grade to indicate that a student was authorised to withdraw from a course in which he/she was registered. *(Faculty of Graduate Studies Calendar--Regulation 43).*

**INCOMPLETE GRADES**

It is expected that the student will complete all work for a course before the end of the term (half course) or year (full course) in which the course is given. Courses are to be designed by course directors so that all requirements can be normally met within these time periods, with all assignments being made early enough in the term or year to allow for timely completion. The grade of I (Incomplete) may be awarded only under unusual circumstances, such as ill health, which must be documented on the grade reporting sheet handed in by the course director. The grade of I (Incomplete) may be approved for up to 2 months for a half course or 4 months for a full course. It needs to be remembered that these deadlines for removal of incomplete grades are already time extensions beyond the date when grades must be reported, and it is the GRADE rather than the submission of the work, that is due by the deadline. Students must hand in their work in sufficient time for the course director to determine a grade and for the Graduate Program to submit the grade to the Faculty of Graduate Studies.

Unless a grade for the course has been received or a petition for an additional extension has been received by the Faculty of Graduate Studies and *has been approved*, it will be deemed by the Faculty of Graduate Studies that the Program has assigned an F grade, and all I grades will become F grades on the due date.

**LIBRARY POLICY REGARDING EXTENDED LOAN PRIVILEGES**

Graduate students may apply for extended loan privileges at the circulation desk, Scott Library, by submitting a signed letter from their Program that they are currently working on their Masters or Doctoral thesis. With extended loan privileges, the normal 2-week loan period at Scott, Steacie, Law and Frost Libraries is extended to 100 days. Students writing major papers are not eligible to apply for extended loan privileges. Extended loan privileges automatically carry over year to year. Students are not required to submit subsequent letters.

**GUIDELINES FOR DIRECTED READING COURSES**

Psychology 6710 3.0/6.0 DIRECTED READING (Half or Full Course)

Students can apply to take a Directed Reading Course with a faculty member provided that it does not overlap significantly with an available course or with a course taken previously. In order to obtain permission to enrol, the student needs to fill out a Directed Reading Course form (available from the Program office), with the following information:
1. **Title of the course** must be stated and indicate whether it is a *half or full course* 3.0 or 6.0. (In order for the full title to appear on the transcript, the title must be limited to 30 characters, including spaces and punctuation).

2. **Rationale and course description** – Explain how the material forms a coherent focus of study, and outline the objectives of your study. In cases in which the material resembles that of a graduate program course, you should explain how your reading program will differ from the course. When appropriate, the rationale should explain the critical context in which the material will be studied.

3. **Evaluation Methods** – List the assignments as agreed upon with the Course Director, e.g. the number of written assignments and the length of each. The relative weighting of each component of the grade should also be given.

4. **Signature** of your **Course Director** and **yourself** must be on the outline. Make sure that your Area Co-ordinator has also approved it before submitting it to the Program Office.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Cat. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>6020 3.0 (F)</td>
<td>Historical &amp; Theoretical Foundations &amp; Contemporary Psychology A</td>
<td>Alexandra Rutherford</td>
<td>Thurs.</td>
<td>2:30-5:30</td>
<td>BSB 203</td>
<td>S01U01</td>
</tr>
<tr>
<td>6030 3.0 (W)</td>
<td>Historical &amp; Theoretical Foundations &amp; Contemporary Psychology B</td>
<td>Thomas Teo</td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>Ross</td>
<td>Y48G01</td>
</tr>
<tr>
<td>6060B 3.0(W)</td>
<td>Advanced History &amp; Theory of Psychology</td>
<td>Chris Green</td>
<td>Thurs.</td>
<td>11:30-2:30</td>
<td>BSB 328A</td>
<td>C63K01</td>
</tr>
<tr>
<td>6104 3.0(F)</td>
<td>The Psychological Society (note: this is not a psychology course it's from STS program)</td>
<td>Michael Pettit</td>
<td>Tues.</td>
<td>2:30-5:30</td>
<td>N 812</td>
<td>G96B01</td>
</tr>
<tr>
<td>6130A 6.0(Y)</td>
<td>Univariate Analysis</td>
<td>Erin Ross</td>
<td>Thurs.</td>
<td>11:30-2:30</td>
<td>VH 3017</td>
<td>E66A01</td>
</tr>
<tr>
<td>6130B 6.0 (Y)</td>
<td>Univariate Analysis</td>
<td>Robert Cribbie</td>
<td>Tues.</td>
<td>11:30-2:30</td>
<td>S105</td>
<td>V13X01</td>
</tr>
<tr>
<td>6130C 6.0(Y)</td>
<td>Univariate Analysis</td>
<td>Robindra Sidhu</td>
<td>Fri.</td>
<td>8:30-11:30</td>
<td>S 501</td>
<td>Z60R01</td>
</tr>
<tr>
<td>6140A 6.0 (Y)</td>
<td>Multivariate Analysis</td>
<td>David Flora</td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>BSB 203</td>
<td>T10S01</td>
</tr>
<tr>
<td>6140B 6.0 (Y)</td>
<td>Multivariate Analysis</td>
<td>Michael Friendly</td>
<td>Thurs.</td>
<td>11:30-2:30</td>
<td>BSB 203</td>
<td>M57E01</td>
</tr>
<tr>
<td>6150E 3.0(W)</td>
<td>Research Methods in the Study of Personality</td>
<td>Raymond Mar</td>
<td>Thurs.</td>
<td>2:30-5:30</td>
<td>BSB 203</td>
<td>G04N01</td>
</tr>
<tr>
<td>6173 3.0 (F)</td>
<td>Personality Processes and the Social Self</td>
<td>Ian McGregor</td>
<td>Mon.</td>
<td>8:30-11:30</td>
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<td>6245 3.0 (W)</td>
<td>Complex Systems Approach to Interpersonal Change</td>
<td>David Reid</td>
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<td>11:30-2:30</td>
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<td>6252 3.0(F)</td>
<td>Cognitive Neuroscience</td>
<td>Shayna Rosenbaum</td>
<td>Wed.</td>
<td>11:30-2:30</td>
<td>MC 101A</td>
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<td>6253 3.0(W)</td>
<td>Fundamentals of Neurosciences II: Circuits, Systems and Behaviours</td>
<td>Joseph DeSouza</td>
<td>Mon.</td>
<td>11:30-2:30</td>
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<td>6257 3.0(F) host KINES xl with KAHS 6155/BIOL 5146</td>
<td>Fundamentals of Neuroscience I: Structures, Synapses</td>
<td>Dorota Crawford <a href="mailto:dakc@yorku.ca">dakc@yorku.ca</a> Mazyar Fallah <a href="mailto:mfallah@yorku.ca">mfallah@yorku.ca</a> Lauren Sergio <a href="mailto:lsergio@yorku.ca">lsergio@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>N836A Ross</td>
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<td>6260A 3.0(W) host BIOL xl with BIOL 5135/KAHS 6160</td>
<td>Spatially Coordinated Behaviour</td>
<td>Doug Crawford <a href="mailto:jdc@yorku.ca">jdc@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30-5:30</td>
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<td>6273 3.0(F) xl with BIOL 5144</td>
<td>Computer Programming for Experimental Psychology</td>
<td>Richard Murray <a href="mailto:rfm@yorku.ca">rfm@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30-2:30</td>
<td>ACW 204</td>
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<td>6276 3.0(F) xl with KAHS 6145</td>
<td>Vision Health and Visual Disability</td>
<td>Fran Wilkinson <a href="mailto:franw@yorku.ca">franw@yorku.ca</a></td>
<td>Mon.</td>
<td>11:30-2:30</td>
<td>BSB 203</td>
<td>J88X01</td>
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<tr>
<td>6278 3.0(W) host KAHS - xl KAHS 6153/BIOL 5141</td>
<td>Brain and Behaviours: Cognitive Systems</td>
<td>Mazyar Fallah <a href="mailto:mfallah@yorku.ca">mfallah@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30-2:30</td>
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<td>6400 3.0 (F)</td>
<td>Contemporary Issues in Personality and Social Psychology</td>
<td>Kerry Kawakami <a href="mailto:kawakami@yorku.ca">kawakami@yorku.ca</a></td>
<td>Fri.</td>
<td>11:30-2:30</td>
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<td>6410 3.0(F)</td>
<td>Social Psychology</td>
<td>Michaela Hynie <a href="mailto:mhynie@yorku.ca">mhynie@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30-2:30</td>
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<td>6420 6.0 (Y)</td>
<td>Foundations of Clinical Psychology</td>
<td>Walter Heinrichs(F) <a href="mailto:walterh@yorku.ca">walterh@yorku.ca</a> Myriam Mongrain(W) <a href="mailto:mongrain@yorku.ca">mongrain@yorku.ca</a></td>
<td>Fri.</td>
<td>2:30 - 5:30</td>
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<td>6430 6.0 (Y)</td>
<td>Assessment in Psychology</td>
<td>Jennifer Mills(F) <a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a> Norm Park(W) <a href="mailto:npark@yorku.ca">npark@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30-2:30</td>
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<td>6430P 6.0 (Y)</td>
<td>Clinical Practicum I</td>
<td>David Reid <a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a> Karen Fergus <a href="mailto:kfergus@yorku.ca">kfergus@yorku.ca</a></td>
<td>Mon.</td>
<td>8:30-11:30</td>
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<td>6435 6.0 (Y)</td>
<td>Introduction to Psychotherapy</td>
<td>David Rennie (F) <a href="mailto:drennie@yorku.ca">drennie@yorku.ca</a> Alberta Pos (W) <a href="mailto:aepos@yorku.ca">aepos@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30 - 2:30</td>
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<td>6440 6.0 (Y)</td>
<td>Psychodiagnosics</td>
<td>Harvey Brooker <a href="mailto:brookers2@rogers.com">brookers2@rogers.com</a> Joel Goldberg <a href="mailto:jgoldber@yorku.ca">jgoldber@yorku.ca</a></td>
<td>Tues.</td>
<td>8:30 - 11:30</td>
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<td>6445P 6.0 (Y)</td>
<td>Advanced Intervention</td>
<td>Lynne Angus <a href="mailto:langus@yorku.ca">langus@yorku.ca</a> Les Greenberg <a href="mailto:lgrnberg@yorku.ca">lgrnberg@yorku.ca</a></td>
<td>Thurs.</td>
<td>11:30 - 2:30</td>
<td>BSB 204</td>
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<td>6452 3.0(W)</td>
<td>Eating Disorders</td>
<td>Jennifer Mills <a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a></td>
<td>Mon.</td>
<td>11:30-2:30</td>
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<td>6455 3.0(W) xl with KAHS 6143</td>
<td>Current Issues in Health Psychology</td>
<td>Joel Katz <a href="mailto:jkatz@yorku.ca">jkatz@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30-5:30</td>
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<td>6465 3.0(W)</td>
<td>Stress, Coping and Health</td>
<td>Esther Greenglass <a href="mailto:esterg@yorku.ca">esterg@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30-2:30</td>
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<td>6490B 3.0 (F)</td>
<td>Ethical Issues in Professional Practice</td>
<td>Harvey Brooker <a href="mailto:brookers2@rogers.com">brookers2@rogers.com</a></td>
<td>Thurs.</td>
<td>2:30-5:30</td>
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<td>6520B 3.0(W)</td>
<td>Program Evaluation</td>
<td>Debra Pepler <a href="mailto:pepler@yorku.ca">pepler@yorku.ca</a></td>
<td>Wed.</td>
<td>4:00-7:00</td>
<td>BC 228</td>
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<td>6610 3.0 (F)</td>
<td>Social and Emotional Bases of Development</td>
<td>Maxine Wintre <a href="mailto:mwinre@yorku.ca">mwinre@yorku.ca</a></td>
<td>Tues.</td>
<td>2:30 - 5:30</td>
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<td>6640B 3.0(W)</td>
<td>Topics in Cognitive Development</td>
<td>Scott Adler <a href="mailto:adler@yorku.ca">adler@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30-2:30</td>
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<td>6665 3.0(W)</td>
<td>Lifespan Cognitive Development and Change</td>
<td>Ellen Bialystok <a href="mailto:ellenb@yorku.ca">ellenb@yorku.ca</a></td>
<td>Tues.</td>
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<td>Nicholas Cepeda</td>
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<td>Biological and Cognitive Bases of Development</td>
<td>Mary Desrocher</td>
<td>Tues.</td>
<td>2:30 - 5:30</td>
<td>BSB 203</td>
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<td>Psychoeducational Assessment of Children and Adolescents</td>
<td>Rebecca Pillai Riddell</td>
<td>Tues.</td>
<td>8:30-11:30</td>
<td>BSB 203</td>
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<td>Psychoeducational Assessment of Children and Adolescents</td>
<td>Maggie Toplak</td>
<td>Tues.</td>
<td>8:30-11:30</td>
<td>BSB 203</td>
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<td>6910P 6.0A (Y)</td>
<td>Introduction to the Psychological Assessment of Children Practicum</td>
<td>James Bebko <a href="mailto:jbebko@yorku.ca">jbebko@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30 - 5:30</td>
<td>BSB 204</td>
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<td>6910P 6.0B (Y)</td>
<td>Introduction to the Psychological Assessment of Children Practicum</td>
<td>Adrienne Perry <a href="mailto:perry@yorku.ca">perry@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30-5:30</td>
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<td>6920M 3.0(W)</td>
<td>Clinical and Diagnostic Assessment of Children and Adolescents</td>
<td>Jennine Rawana <a href="mailto:rawana@yorku.ca">rawana@yorku.ca</a></td>
<td>Tues.</td>
<td>8:30-11:30</td>
<td>BSB 203</td>
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<td>6920N 3.0(W)</td>
<td>Clinical and Diagnostic Assessment of Children and Adolescents</td>
<td>Christine Till <a href="mailto:ctill@yorku.ca">ctill@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30-2:30</td>
<td>BSB 203</td>
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<td>6930A 3.0 (F)</td>
<td>Intervention Strategies with Children</td>
<td>Jonathan Weiss <a href="mailto:jonweiss@yorku.ca">jonweiss@yorku.ca</a></td>
<td>Wed.</td>
<td>8:30-11:30</td>
<td>BSB 203</td>
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<td>6930P 6.0 (Y)</td>
<td>Intervention Strategies with Children Practicum</td>
<td>Robert Muller <a href="mailto:rmuller@yorku.ca">rmuller@yorku.ca</a></td>
<td>Fri.</td>
<td>10:30-2:30</td>
<td>BSB 204</td>
<td>T82C01</td>
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<td>6935 3.0(W)</td>
<td>Children and Trauma</td>
<td>Robert Muller <a href="mailto:rmuller@yorku.ca">rmuller@yorku.ca</a></td>
<td>Mon.</td>
<td>8:30-11:30</td>
<td>BSB 203</td>
<td>X65K01</td>
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<td>6945 3.0(W)</td>
<td>Applied Pediatric Neuropsychology</td>
<td>Mary Desrocher <a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>CC 335</td>
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<td>6955 3.0 (W)</td>
<td>Developmental Psychopathology of Childhood and Adolescence</td>
<td>Jennifer Connolly <a href="mailto:connolly@yorku.ca">connolly@yorku.ca</a></td>
<td>Wed.</td>
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<tr>
<td>6960 3.0 (F)</td>
<td>Autism and Developmental Delays</td>
<td>James Bebko <a href="mailto:jbebko@yorku.ca">jbebko@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30-2:30</td>
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**COURSE DESCRIPTIONS**
HISTORICAL & THEORETICAL FOUNDATIONS OF CONTEMPORARY PSYCHOLOGY A

Psychology 6020 3.0 (F)                        Alexandra Rutherford
Thurs. 2:30 – 5:30

ENROLMENT IS LIMITED TO 20 STUDENTS

Purpose:
This course will provide a selective overview of the history of psychology from the mid-1800s to the present, with earlier forays into the philosophical and practical underpinnings of psychological questions where appropriate. We will consider both the history of the discipline - Psychology - and the history of its subject matter – psychology – with the goal of exploring how these two histories are intertwined. Students will be encouraged to consider issues of reflexivity as they pertain to the development of psychology and its research practices. Students will also be exposed to important and relevant scholarship by historians of psychology, and will be asked to consider historiographic issues that have influenced the recording of psychology’s past.

Pre-requisites:
This course is open to all students from all speciality areas in the Graduate programme in Psychology, but in order to meet the enrolment limit, priority for admission will be given to History/Theory students and those who require the course to meet their Degree requirements.

Course Format:
Lectures, media presentations, and class discussions.

Evaluation:
Students will be graded for their participation in class discussions, a series of short writing assignments, and oral presentations at a mini-conference to be held in the last week(s) of the course.

Text Required:

A selection of other readings available on-line or supplied by the instructor.

HISTORICAL & THEORETICAL FOUNDATIONS & CONTEMPORARY PSYCHOLOGY B

Psychology 6030 3.0 (W)                        Thomas Teo
Wed. 2:30 – 5:30

ENROLMENT IS LIMITED TO 20 STUDENTS

Purpose:
In this course we focus on foundational issues of psychology as a science, profession, and social institution from a theoretical, and if necessary, from a historical point of view. The aim of the seminar is to introduce students to the ontological, epistemological, ethical-practical, metatheoretical, and historiographical reflections that have developed in the subdisciplines of theoretical and philosophical psychology. Particular attention will be paid to a critical assessment of psychological worldviews, theories, concepts, methods, and ideas. The relevance of theoretical psychology for research, knowledge, and practice will be elaborated.

Pre-requisites:
This course is suitable for students from all areas and all levels of psychology. Graduate standing.

Course Format:
Lectures, student presentations, and class discussions.

Evaluation:
Presentation of reading in class; written elaboration of presentation; regular attendance.

Readings:
TBA

ADVANCED HISTORY AND THEORY OF PSYCHOLOGY: HISTORY OF PSYCHOLOGICAL PRACTICE
Mesmerism, Phrenology, & Their Influences on 20th-Century Psychology & Psychotherapy

-32-
Purpose:
Mesmerism and phrenology are often dismissed in textbooks on the history of psychology as mere pseudosciences that had to be "overcome" before "scientific" approaches to psychology could take root. Modern historical research, however, has shown that both were deeply intertwined in 19th-century social and political developments, playing important roles not only in progressive reform movements but also in Victorian scientific efforts to reconstruct the distinction between "natural" and the "supernatural." More specifically, they helped to set the stage for modern conceptions of neuropsychology and psychotherapy: although many of their most spectacular claims were discredited, several of their underlying assumptions about the relation between the brain and the mind carried on into the 20th century in various guises.

This seminar will be devoted to reading and critically analyzing key primary and secondary documents of the rise, development, and eventual fall of mesmerism and phrenology, as well as their connections to early 20th-century neuropsychology and psychotherapy. The main texts will be Alison Winter's *Mesmerized: Power of Mind in Victorian Britain* and John Van Wyhe's *Phrenology and the Origins of Victorian Naturalism*. In addition, we will look at article-length studies of spiritualism, Christian mind healing, and psychical research from the same era. We will examine the connection between these movements and the rise of clinical psychiatry (esp. Charcot in Paris), the rise of experimental psychology (especially William James in the US), and particularly the rise of the "Boston School" of psychotherapy in the early 20th century.

Prerequisite:
Graduate standing. Suitable for students from all areas and all levels. Basic knowledge of the history of psychology an advantage. Students from other Faculty Graduate programs are welcome, especially STS and History.

Student background:
Interest in the historical, theoretical, and practical problems of psychology and its relationships with society.

Format:
Lectures by course director, student seminars, class discussion.

Requirements:
Reading, participation in discussion, seminar presentation, paper

Readings:
and other individual articles and chapters.

Evaluation:
In-class student presentations, class participation, term paper

This course is not offered regularly. Given the limited number of courses in the History and Theory program the course is highly recommended for History and Theory students.

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THE PSYCHOLOGICAL SOCIETY

Purpose:
This seminar examines the ways in which the human sciences have been implicated in the production of social order and our very sense of self. Particular attention will be paid to the niche that the psychological sciences have come to occupy in institutions like the army, the workplace, and the law. Topics may include psychological practice under liberal and "totalitarian" regimes, statistics and intelligence testing as social technologies, the rise and fall of the asylum, the selfhood enabled by psychopharmacology. Special attention will be to the history of popular and applied psychologies from nineteenth-century phrenology to the various therapeutic regimes of today.

Student Background:
This seminar is geared primarily towards students interested in the history & theory of psychology. Appropriate for MA and PhD level students.
**Course Format:** Seminar discussion

**Required Reading:** This is a reading-intensive course (approximately the equivalent of one scholarly monograph per week). Specific monographs for Fall 2009: TBA

**Basis of Evaluation:** Paper 50%
Presentation 25%
Participation 25%

**Other Information:** This course will be offered fairly infrequently (about every 3rd year).

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**UNIVARIATE ANALYSIS**

Psychology 6130A 6.0 (Y)  
Erin Ross  
Thurs. 11:30 - 2:30

**Enrolment is limited to 12 students**

**Purpose:** The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate experimental designs. The course material will focus on simple and complex ANOVA models, but will also provide an introduction to regression models.

**Course Format:** Lectures, computer-based exercises.

**Basis of Evaluation:** Tests, assignments, written paper, presentation.

**Text and Readings:** TBA

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**UNIVARIATE ANALYSIS**

Psychology 6130B 6.0 (Y)  
Robert Cribbie  
Tues. 11:30 – 2:30

**Enrolment is limited to 15 students**

**Purpose:** The primary aim of this course is to provide the student with the basic knowledge and skills for analyzing data from research designs with a single (i.e., univariate) outcome variable. The course material will focus on the general linear model, which subsumes ANOVA and regression models.

**Course Format:** Lectures, computer-based exercises.

**Basis of Evaluation:** Tests, assignments, written paper, brief presentations.

Purpose: The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate experimental designs. The course material will focus on simple and complex ANOVA models, but will also provide an introduction to regression models.

Course Format: Lectures, computer-based exercises.

Basis of Evaluation: Tests, assignments, written paper, presentation.

Text and Readings: T.B.A.

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Purpose: This section of Psychology 6140 provides a conceptual and practical introduction to multivariate data analysis.

In the fall term, we will focus on the general linear model, including multiple regression, Multivariate ANOVA and MANCOVA, and multivariate multiple regression. Given their increasing importance in psychology relative to other multivariate methods, the winter term will focus on factor analysis and structural equation modeling. The course could also include instruction about multilevel modeling or logistic regression, depending on time and student interest.

Course format: Lectures and in-class computer lab activities.

Basis of Evaluation: Regular data analytic assignments, a final project involving analysis of data from the student’s own research, and two brief presentations, one based on assigned research articles and one based on the final project.

Text: The principal text for the course is:

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Purpose: This section of Psychology 6140 is a practical and conceptual introduction to multivariate data analysis with a focus on using SPSS. The statistical topics covered will include:

- Regression analysis
- Univariate and multivariate ANOVA and ANCOVA
- Discriminant analysis
- Canonical correlation analysis
- Principal components and factor analysis
- Structural Equation Modeling / Path analysis using LISREL (if time permits)

The goal of this course is to provide students with the basic tools to conduct and interpret the results of a multivariate analysis in a meaningful manner. My aim is to demystify multivariate statistics using a practical and concrete approach. One way of achieving this is through the examination of graphical and geometric interpretation of the multivariate concepts and techniques. In addition,
matrix algebra is used to demonstrate "where the numbers come from" on an SPSS output. Where possible the connection is made between univariate techniques and multivariate analogues. Although elementary matrix algebra is introduced early in the course, other matrix procedures are introduced on an "as needed" basis through the use of matrix algebra. Matrix calculations are produced through matrix algebra calculators.

In addition to the scheduled class, demonstrations will be held in the computer lab. In the winter term each student will be asked to select a research paper using a multivariate design and present a brief summary and critique of the data analysis issues involved. There will also be a data analysis and presentation symposium.

**Basis of Evaluation:**

Grades in the course will be based on one take-home exam, two mid-year projects (one research critique, one data analysis project), and one end-year data analysis project: four units, each worth 25%.

The two data-analysis projects will involve research reports involving analysis of either existing data or your own. The first will focus largely on regression techniques. The final project should be based on methods of the second half of the course using either existing data or your own.

**Text and Evaluation:**

There are two principal texts for the course. For most topics in the course, parallel readings are assigned in Johnson & Wichern and Tabachnick & Fidell.


You may also consider:


In addition, you may want to use various other readings available in the Psychology Resource Center. See course syllabus.

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**RESEARCH METHODS IN THE STUDY OF PERSONALITY**

**Psychology 6150E 3.0 (W)**

**Raymond Mar**

**Thurs. 2:30 - 5:30**

**Purpose:**

To introduce students to the practice of personality psychology by emphasizing a skills-based approach. The goal of this course will be for each student to produce a research proposal pertaining to individual differences. Along with familiarizing themselves with the current practice of personality research, students will learn how to effectively peer-review manuscripts, present and discuss their ideas, and take a critical though constructive stance toward research in general.

**Student Background:**

Admission to either the Master’s or Doctoral programme in Psychology at York.

**Course Format:**

The details of the course format will be the product of negotiations between the students and instructor, and may include (but are not limited to): (1) engaging in structured debates regarding assigned readings, (2) reviewing manuscripts prepared by peers, and (3) producing short position papers on debates within personality psychology.

**Requirements:**

Each student will submit a major written work in the area of personality. The quality of peer-reviewing of classmates work will also be evaluated, as will short papers, presentations, and participation in general.

**Basis of Evaluation:**

The major written work will be worth 70% of the total grade. The remaining 30% will be based upon participation, small assignments, presentations, and peer-review.
PERSONALITY PROCESSES AND THE SOCIAL SELF

Psychology 6173 3.0 (F)        Ian McGregor
Mon. 8:30 – 11:30

Purpose: This methodologically-intensive course will focus on how social and contextual cues shape and interact with personality to influence socially consequential emotions, motivations, and beliefs. It will be of particular interest for students committed to experimental research careers in Social and Personality Psychology. The course is guided by a goal-regulation view of the self. Readings accordingly highlight experimental laboratory research on how people with different personality traits and motivational orientations react to stimuli that imply progress or impedence of self-relevant goals (e.g., for achievement, coherence, and relationships security). Emphasis will be on personality traits frequently investigated in contemporary research on personality processes, that relate to self-worth, approach and avoidance motivation, cognitive closure, relationships attachment style, repression and rumination. Cross-cultural, cognitive, and neural research will be integrated to further illuminate motivational mechanisms.

Pre-requisites: Affiliation with the Social Personality Psychology Graduate Area.

Student Background: A solid background in statistics and laboratory research methods is recommended.

Course Format: Seminar discussion will revolve around short student presentations of the research articles.

Readings: 3-5 research articles will be assigned each week

Evaluation: 20% for 3 brief (5-10 min) in-class presentations  
40% for informed participation in class discussions (i.e., readings digested before class)  
40% for short weekly research assignments

Other Information: Enrollment is limited to 10 students. This course will be offered roughly every second year. Students are required to have prompt attendance and ready participation in class discussion (see evaluation above).

COMPLEX SYSTEMIC APPROACHES TO INTERPERSONAL CHANGE

Psychology 6245 3.0 (W)        David Reid
Fri. 2:30 - 5:30

Purpose: This course is designed for students who want to develop the conceptual and interpersonal skills germane to being an effective applied psychologist. This course will introduce the student to the conceptual and technical aspects of both Constructivist and Systemic (e.g., family and interpersonal) psychotherapy. The purpose is to facilitate each student becoming able to function as a psychologist in a wide variety of career paths. The latter follows the premise that: (1) there is nothing so pragmatic as good theory that is grounded in empirical data and (2) our graduate students need to be creators of knowledge and methods (not just consumers) in order to be effective in addressing the challenges arising from the complexities of human behaviour. As such this course is open not only to Clinical and Clinical Developmental students at any level of training (MA 1 to PhD 6), but students from other areas such as Social-Personality. The course provides in-depth reading and discussions of literatures spanning Clinical, Personality/Social, some Cognitive Science, some philosophy and psychological methods. Students will find that the Complex Systems Approach will guide them in how to begin integrating their past learning of various psychological variables into a meta-analytic framework for understanding human behaviour. Pedagogically, the course places a major emphasis on psychological processes, not just content. This course will use certain aspects of therapeutic treatment.
approaches such as Individual Therapy and Interpersonal Therapy to illustrate the current evolution of systemic and constructivist models which are beginning to dominate clinical and organizational psychology. The Complex Systems Approach assumes: (1) cultural and individual diversity is integral to the human condition and (2) there is value in examining both biological and intrapersonal/interpersonal levels of functioning at the same time.

**Course Format:**
Because the learning of Systemic Approaches requires an integration of Intellectual, Experiential and Communicative skills the teaching modality will be action oriented with a strong emphasis on dialogue, interpretation and pragmatics. Required readings and activities will be assigned and the course director will lead all of the sessions. The teaching will be done with didactics and workshops designed to elucidate systemic approaches. The course director has purchased video and audio tapes of demonstration sessions that will be made available for learning purposes. The various systemic approaches encompass such interrelated topics as emotional systems, belief systems, communication systems, social systems, gender, culture and health.

There is a practicum component whereby students will, on a weekly basis, audio tape interpersonal interactions and then bring these for supervisory sessions with the course director. It is preferred that students be able to be supervised the same day of the seminar meeting.

**Basis of Evaluation:**
The evaluation will be based on:
(1) The student’s submission of her/his best audio or video-taped demonstration of the application of a systemic approach to interpersonal change. This tape will be a product of what is learned in the course and the student would participate in its evaluation. There is opportunity for the student to be creative in her/his interpretation of systemic approaches. The experience in doing this in integral to the student’s learning.
(2) A time-limited take-home exam sampling material covered in the course. This course is strongly recommended for students interested in either clinical or organizational psychology.

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**COGNITIVE NEUROSCIENCE**

Psychology 6252 3.0 (F)        Shayna Rosenbaum  
Wed. 11:30-2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

**Purpose:**
This course examines a variety of higher cognitive functions, such as memory, attention, imagery, language, spatial cognition, and executive function. Evidence for the involvement of specific brain areas in these functions from lesion and neuroimaging studies is addressed. In addition to building knowledge of Cognitive and Behavioural Neuroscience, this course facilitates the development of skills that will allow students to become critical thinkers in this area of research.

**Background:**
Students should be familiar with basic principles of brain function to appreciate fully the nature of neural models of complex cognitive and behavioural processes.

**Course Format:**
Students will have the opportunity to discuss and critique current research in cognitive neuroscience within an interactive seminar format. Each student will be required to submit a “thought” paper at the beginning of each of 6 classes of the student’s choice, in which they evaluate readings from that class and generate ideas for theory or experiments. Together with the instructor, students will serve as seminar leaders for a topic of their choice from the syllabus. The student will introduce the week’s topic by providing a clear, concise presentation of one of the assigned articles, including the critical questions asked, the methods, the findings, and the main conclusion. This will include extracting the important issues from the readings, discussing alternative interpretations of the findings, and proposing discussion questions for class. Seminars will also involve supplemental material, such as articles, patient videos, and case studies, designed to promote discussion of relevant topics and to challenge students to apply knowledge acquired in class to real-life clinical and research situations. Students will be encouraged to participate in discussions about theoretical and experimental issues raised in the presentations, readings, and thought papers. At the end of the term, students will be required to submit a more lengthy paper on the topic selected for the class presentation that incorporates a creative or applied component.

**Readings:**
There is no assigned text. Readings for each topic consist of empirical articles and/or book chapters selected by the instructor and are available for download from the course website. Supplementary
readings are provided to help students with their class presentations and written assignments. The readings are intended to acquaint students with current issues and debate in the field of cognitive neuroscience and serve to elaborate on topics discussed in class. Students are expected to read the required readings for each topic prior to class and are also encouraged to sample supplementary readings.

**Basis of Evaluation:**
1. Thought Papers: 30%
2. Presentation on Assigned Readings: 20%
3. Class Presentation: 20%
4. Essay: 30%

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**FUNDAMENTALS OF NEUROSCIENCE II: CIRCUITS, SYSTEMS, AND BEHAVIOURS**

Psychology 6253 3.0 (W)  
(xi with KINES 6156/BIOL 5147)  
Joseph DeSouza  
Kari Hoffman  
Mon. 11:30-2:30

**Purpose:**
This course will focus on a systems approach to specialized circuits within the central nervous system that determine sensory, motor and cognitive functions.

The course will provide graduate students with an in depth analysis of the circuits within the nervous system that underlying the structure and function of the developing and mature nervous system. This is an advanced course that will focus on current research topics in selected areas of Neuroscience, which is the study of the biology of the nervous system and its relationship to behaviour and disease. The course includes two modules that cover a range of topics within systems neuroscience. It is designed to complement Fundamentals of Neuroscience I and in total will introduce students to the breadth of research within the field of neuroscience.

**Prerequisite:**
PSYC 6256 3.0, BIO 5147 3.0 or KAHS 6156 3.0 [i.e. Fundamentals of Neuroscience I: Structures, Neurons and Synapses.], or by permission of the course directors.

**Readings:**
Selected readings from peer-reviewed journal articles will be assigned for each class.

**Basis of Evaluation:**
Students will be evaluated based on two exams, class participations and term paper on a topic of the student’s choice (to be approved by the course instructor). Term paper will related to a specific topic covered in class.

Final mark will be based on:
- Class Exam (Module 1) 25%
- Class Exam (Module 2) 20%
- Paper presentations 20%
- Class discussions and attendance 5%
- Course essay (a review of an area covered in the course) 30%

**Text:**

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**FUNDAMENTALS OF NEUROSCIENCE I: STRUCTURES, SYNAPSES**

Psychology 6257 3.0 (F)  
(xi with KINES 6155/BIOL 5146)  
Dorota Crawford  
Mazyar Fallah  
Lauren Sergio
Purpose: The course will provide graduate students with an in depth analysis of the molecular and cellular mechanisms underlying the structure and function of the developing and mature nervous system. This is an advanced course that will focus on current research topics in selected areas of Neuroscience, which is the study of the biology of the nervous system and its relationship to behaviour and disease. The course includes three modules, (1) molecular and cellular neuroscience, (2) functional neuroanatomy and (3) muscle and spinal cord neurophysiology, which will introduce students to the breadth of research in Neuroscience. The molecular and cellular neuroscience module course covers topics ranging from neuronal structure and function, communication at the synapse, membrane receptors and intra- and intercellular signalling systems within the sensory, motor, memory, and speech systems. It will also cover the cellular and molecular processes underlying neuronal development, including differentiation of nerve cells, migration of neurons, mechanisms of axonal growth and guidance, target recognition and synapse formation, and the basis of synaptic specificity. The functional neuroanatomy module will cover the structures and functions of the brain, including the meninges, cranial nerves, spinal cord, brainstem, subcortical structures, ventricular system, and cortex. Muscle and spinal cord neurophysiology will cover neuromuscular and motor unit function in health and disease, spinal cord function, and reflex modulation during movement.

Pre/Co-requisites: Undergraduate course in neuroscience or equivalent or by permission of course director. First Priority given to Neuroscience Diploma students, other students can enrol with permission of course directors

Course Format: The course will consist of lectures conducted by the instructor. Students will be evaluated based on three exams, class participations and term paper on a topic of the student’s choice, related to topics covered in class.

Basis of Evaluation: Final mark will be based on:
Class Exams
Final Exams
Class discussions and attendance
Course essay (a review of an area covered in the course)

Further reading will be assigned by individual instructors.

SPATIALLY COORDINATED BEHAVIOUR

Psychology 6260A 3.0 (W) (xl with BIOL 5135/KAHS 6160)  Doug Crawford  Wed. 2:30 - 5:30

Purpose: This half course deals with the spatial aspects of perception, cognition, and motor control. We will use behavioural, computational, and physiological models to understand internal representations of space, and the transformations between these representations. Specific topics will include spatial vision and proprioception; eye, head, and arm movements; sensory consequences of movement, spatial updating, and eye-hand coordination; spatial working memory, and the integration of visual perceptions across eye movements.

Prerequisite: Fundamentals of Neuroscience I (PSYC 6257) and Fundamentals of Neuroscience II (PSYC 6253), or by permission of the course director.

Course Format: Weekly lectures / paper discussions / seminars, with reading assignments and extensive use of internet resources. The course will be divided into four modules: sensation, motor control, sensorimotor transformations, and cognition.

Basis of Evaluation: 1. End of term paper (essay) on a topic that integrates material from across the course (60%). 2. At least two seminars (30% total)
3. Class participation (10%)

**Texts required:** Core course materials will be organized at [http://www.yorku.ca/jdc/courses/6260/](http://www.yorku.ca/jdc/courses/6260/), with supplementary recent literature supplied as required.

This course will be offered every year or alternate years depending on enrolment.

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**COMPUTER PROGRAMMING FOR EXPERIMENTAL PSYCHOLOGY**

**Psychology 6273 3.0 (F)**
**(xl with BIOL 5144)**

**Richard Murray**

Wed. 11:30 - 2:30

**ENROLLMENT LIMIT: 15 STUDENTS**

**Purpose:**
This course covers computer programming methods, with an emphasis on tools that are useful in laboratory work and data analysis in experimental psychology. Topics include the MATLAB programming language, programming principles, data types and structures, data files, curve fitting, Monte Carlo simulations, statistical tests, journal-quality data plots, 2D and 3D graphics (OpenGL), and serial interfaces to external devices. Further topics may be added based on student interest.

**Prerequisite:**
The course assumes no previous programming experience, and brings students to the point where they are able to write useful programs to advance their own research. Students with limited programming experience are also welcome.

**Course format:**
The course will be held in a computer lab. There will be a lecture in the first half of each class, and computer lab work in the second half (i.e., programming exercises in MATLAB).

**Readings:**
Instructor's notes and code examples

**Evaluation:**
Four problem sets (50%), one term project (50%)

**Other:**
(1) The course website is at yorku.ca/rfm/psyc6273.
(2) This course will be offered every two or three years, as determined by student demand.

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**VISION HEALTH AND VISUAL DISABILITY**

**Psychology 6276 3.0 (W)**
**(xl with KAHS 6145)**

**Frances Wilkinson**

Mon. 11:30 – 2:30

**ENROLMENT IS LIMITED TO 15 STUDENTS**

**Purpose:**
When asked which of their senses they value most, humans typically choose vision. Yet visual disability is widespread, and is an increasing problem in an aging population. This course will examine vision health from a lifespan perspective, combining epidemiological data from both developed and developing countries with visual physiology and psychophysics to develop a view of the importance of vision health and the costs of visual disability from a psychological as well as an economic perspective. Particular emphasis will be placed on the significance of vision health to the process of healthy aging, and the increasing burden of cataract, diabetes, glaucoma and age-related macular degeneration. The course will begin with an epidemiological overview of visual disability and blindness worldwide. This will be followed by a consideration of developmental visual plasticity, and diseases and disorders of visual development including amblyopia, retinopathy of prematuring, and Vitamin A deficiency. We will then consider the major causes of blindness during later childhood and adulthood, with a focus on parasites, diseases, and neurological disorders affecting vision in developing countries (e.g., trachoma, river blindness) and developed countries (e.g., diabetic retinopathy, retinitis pigmentosa). The remainder of the course will be devoted to changes in vision during normal aging, and to the consequences to mobility and independence of the major causes of visual disability associated with aging: macular degeneration, glaucoma and cataract. Throughout the course, an underlying theme will be the cost of blindness and the importance of promoting vision health.
**Evaluation:**

The course will have a combination lecture/seminar format. Each class will have an associated reading list. Individual students will be assigned papers to present in each class as a complement to the lecture material. Part of the grade will be based on these presentations and on participation in the discussion of the papers. Each student will also choose a topic related to the lecture subjects to explore in greater detail. This will provide the basis for a class presentation (30-40 min) and a term paper.

Grade Breakdown: 1) Short presentations 15% - depending on the number in the class, this will be based 2-3 brief (10 min) presentations of assigned primary source material. 2) Participation in class discussions: 15% - based on discussions related to assigned readings and presentations by other class members 3) Class Presentation on Major Topic: 30% - evaluation will be based on both content and on clarity of presentation and effective use of audiovisual aids. 4) Major Topic Paper: 40% - Term paper covering the same material as the presentation. Anticipated length; 10-12 pages. Grading will be based on quality of background research, development of core arguments and clarity of presentation.

**Course offering and enrolment:** Offered every year; required for CIHR trainees; enrolment limit 15.

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**BRAIN AND BEHAVIOURS: COGNITIVE SYSTEMS**

Psychology 6278 3.0 (W)        Mazyar Fallah
(host KAHS - xl with KAHS 6153/BIOL 5141)     Wed. 11:30-2:30

**Purpose:**

This course provides an in depth examination of the cognitive systems that guide our awareness, behaviour and mental capacity. This is done through classic and recent research papers. The two areas of major emphasis are attentional systems and the study of consciousness. Topics in attentional systems include psychophysical studies, neurological disorders, and neurophysiological studies, for spatial attention, feature-based attention, and object-based attention. Topics in the study of consciousness include what is conscious awareness, blindsight, false memories/reality monitoring, and possible neural mechanisms.

**Student Background:**

Background in cognition or neuroscience.

**Course Format:**

Student presentations on primary research articles, group discussion, instructor lectures.

**Requirements:**

To present research, attend class, participate in discussions

**Readings:**

Primary research articles

**Basis of Evaluation:**

In-class quizzes, oral presentation, participation, term paper

**Other:**

This course is offered every other year.

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**CONTEMPORARY ISSUES IN PERSONALITY AND SOCIAL PSYCHOLOGY**

Psychology 6400 3.0 (F)        Kerry Kawakami
Fri. 11:30–2:30

**Purpose:**

This course is directed at new students in the programme. One focus of this course is on strategies that produce success in graduate school. Another focus is on central issues in personality and social psychology from both a theoretical and applied perspective. Students will participate in a series of seminars on a variety of topics and research strategies within the fields of personality and/or social psychology. A primarily goal of this course is to introduce students to the areas of research being conducted by faculty members at York in this area and to make them familiar with the diverse array of content areas and methodologies used in research being conducted at York.
Basis of Evaluation: Grades will be based on a series of short papers and class participation.

Readings: TBA

SOCIAL PSYCHOLOGY

Psychology 6410 3.0 (F) Michaela Hynie
Tues. 11:30 – 2:30

Purpose: To provide research-oriented graduate students a historical overview of the theory and methods in mainstream social psychology, and how these theories are currently being applied.

Pre-requisites: None.

Student Background: An undergraduate course in social psychology.

http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/kruglanski.htm&sec=toc&dir=pp/sapp&cart_id=891579.32464

Course Format: Each week students will read two chapters from Kruglanski & Higgins (2007) and write a 1-2 page thought paper on the readings in which they raise a topic for discussion in class that week. In addition, each week two students will each select, read and briefly present one recent/current article related to either of the assigned chapters to the rest of the class for a total of two presentations per student over the term. Active student participation in class discussion about the readings is expected. A 6 to 10 page research proposal based on one of the assigned chapters is due on the last day of class.

Basis of Evaluation: 15% -- First presentation
15% -- Second presentation
20% - Thought papers
20% - Class participation
30% - Research Proposal

Topics Covered: Topics covered will include evolutionary psychology and social neuroscience; prediction and expectancy; social judgment; automatic thought; mental representations; standards; causal explanations; feelings; identity; values; basic needs; goals; self-regulation; attitude change; attachment; social power; social categorization; social inclusion/exclusion; and cultural processes.

FOUNDATIONS OF CLINICAL PSYCHOLOGY

Psychology 6420 6.0 (Y) Walter Heinrichs (F)
Jennifer Mills (W)
Fri. 2:30 - 5:30

Purpose: This course is an introduction to the knowledge base underlying the science and practice of clinical psychology. It comprises an integrative and critical review of theory and research on social, psychological and biological aspects of psychopathology and behaviour disorders.

Student Background: Psych 6420 6.0 is designed and intended for students in the Doctoral Program in Clinical Psychology at York University. Depending on enrolment other students may enrol in the course with permission of the course instructors up to a class size maximum of 12.
Course Format: The course will be in seminar format, comprising lectures and debates, less formal presentations and case studies. Instructors and students will participate actively in teaching the course. Dr. Walter Heinrichs will direct the Fall term classes and Dr. Jennifer Mills will assume direction in January.

Basis of Evaluation: Over the year students will write scholarly papers on a topic chosen in consultation with the instructors, present orally to the class, and contribute to class discussion. Specific requirements and weightings related to final grades will be provided by instructors at the beginning of the course.


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**ASSESSMENT IN PSYCHOLOGY**

Psychology 6430 6.0 (Y)  
Jennifer Mills (F)  
Norm Park (W)  
Tues. 11:30 - 2:30

Purpose: The course is designed to provide students with the theoretical and practical foundation of psychological assessment. It will focus on (a) developing clinical interviewing skills, (b) understanding concepts in measurement theory and their importance in the development, evaluation, and use of psychological tests in applied settings, and (c) cross-cultural, ethical, and social issues involved in assessment. There will be a significant practical component to the course, as students will gain experience in the administration and interpretation of commonly used assessment instruments. The Fall term will focus on personality assessment and the Winter term will focus on neuropsychological assessment.

Course Format: One three-hour session per week during the Fall and Winter terms. Instructor and student led seminar presentations on measurement theory concepts and on issues related to specific areas of assessment (intelligence, personality, aptitudes, interests, etc.). Role play and assessment instrument administration exercises.

Basis of Evaluation: TBA by the instructor at the start of each term.

Required Reading: TBA by the instructor at the start of each term.

Maximum Enrolment: This course is typically reserved for students in the MA-1 year of the Adult Clinical program in Psychology. Instructor permission is required for other students wishing to enrol.

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**CLINICAL PRACTICUM I**

Psychology 6430P 6.0 (Y)  
David Reid  
Karen Fergus  
Mon. 8:30-11:30

Note 1: No more than eight students in a given section of the course. Open only to MA II students.  
Note 2: No Clinical Practicum Agreement Form required for this course.

Purpose: The purpose of this course is to provide an introduction to the integration of theory, research and practice in psychological intervention, focusing mainly on adults. Students will learn about case formulation and mechanisms of change as these may apply to the clients they are working with.

Pre-requisites: Psychology 6420 6.0  
Psychology 6130 6.0 or 6140 6.0  
Psychology 6810A 6.0

Co-requisites: Psychology 6430 6.0 and Psychology 6435 6.0

Course Format: The emphasis will be on practical skill development. This is meant to serve as a beginning exposure to the application of assessment/intervention skills acquired from other courses you have/are taking.
While there will be a didactic portion to each class, the main thrust will be on experiential exercises and actual application of principal concepts in assessment and intervention. In-class time will consist of role-plays and other experiential exercises, discussion of key concepts, video-tape or therapy transcript analysis, with a view to skill acquisition.

We will stress a 'common factors' approach in this course which parallels domains identified in the literature and empirically supported as major content and process elements of effective psychotherapy practice. While technical expertise is one component of successful practice, this course will place greater emphasis on core and common elements of effective practice. In terms of content we will focus on the following topics: empathy & therapeutic alliance, assessment (clinical interviewing, integration of assessment measures), case conceptualization, client factors (including hope & expectancy, motivation, resistance, client as common factor), self-awareness as a clinician. Special Topics may be used to supplement these (e.g., management of suicidal ideation, boundary issues).

The course will also provide students with skill training in case formulation and intervention and in psychological report writing. Toward the end of the first term, each student will begin undertaking therapy with actual clients. It is anticipated that each student will see two clients for short-term therapy by the end of the course. Supervision of the casework will be carried out in both group and individual formats. It is expected that each student will devote 10 hours per week to the practicum, with the time spent on reading, skill training, arranging meetings with clients, the meetings themselves, analysis of therapy process notes and audio recorded therapy sessions, individual supervision, and report writing.

Basis of Evaluation:

1) Participation (20%) reflects amount and quality of class participation.
2) Clinical skill development (50%)
3) Reading & Journaling (10%) reflecting self development conveyed in weekly typed report of interpretation and reflection on assigned readings.
4) Case presentations (10%)
5) File Maintenance: Psychotherapy intake and termination reports (10%).

Texts:


INTRODUCTION TO PSYCHOTHERAPY

Psychology 6435 6.0 (Y)  David Rennie (F)
Alberta Pos (W)
Wed. 11:30 – 2:30

Purpose: This course will provide a role of the introduction to key theory, research and practice of issues pertaining to empirically supported factors in psychotherapy. The therapeutic relationship as well as different methods of intervention will be covered. Intervention strategies drawn from a variety of theoretical orientations will be reviewed and the cross cultural issues related to their use addressed. The integration of the different methods into an internally consistent approach to treatment will be explored by means of a review of the theory of psychotherapy integration and research on intervention.

Pre-requisite: Psychology 6420 6.0
Co-requisite: Psychology 6430P 6.0

Basis of Evaluation: 20% Presentation of a paper in class – fall term
25% Write up of the paper in APA style – fall term
20% Class presentation – winter term
25% Write up of the paper in APA style – winter term
10% Participation

Text: A detailed list of readings will be provided by the course instructor.
PSYCHODIAGNOSTICS

Psychology 6440 6.0 (Y)       Harvey Brooker
Joel Goldberg
Tues. 8:30 - 11:30

Purpose: This course covers the clinical interviewing skills and psychometric information required to conduct competent psychodiagnoses. Neuropsychological, cognitive, and personality (objective and projective) assessment instruments, as well as other tests will be examined theoretically and practically, with specific emphasis on their integration with DSM-IV categorization. There will be some instruction in test administration, as needed. The first semester will focus on diagnostic interviewing, cognitive assessment, and neuropsychological screening procedures. The second semester will focus on personality assessment, integrated psychodiagnostic approaches, psychovocational assessment, as well as psychological assessment practices within the field of rehabilitation. Throughout the course, ethical and special issues (e.g., cross-cultural considerations, assessing individuals who are physically challenged, etc.) will be addressed.

Prerequisites: Psychology 6420 6.0, Psychology 6430 6.0, and Psychology 6430P 6.0

Student Background: This is a core course in the Clinical curriculum and is required for first-year Ph.D. students in the Clinical Area.

Course Format: The course will consist of lectures and seminar discussions revolving around suggested readings and case presentations.

Basis of Evaluation: Take-home exam in December (30 %)
Take-home exam in April (50 %)
Class participation (20%)

Text & Readings: A list of required and optional readings will be circulated. Students should purchase the DSM-IV.

ADVANCED INTERVENTION

Psychology 6445P 6.0 (Y)       Lynne Angus
Les Greenberg
Thurs. 11:30 - 2:30

Purpose: This course provides advanced training in intervention. The purpose is to develop practical skills and knowledge of theory and research on advanced intervention. Specific methods of active psychotherapeutic intervention and research evidence on their impact will be covered. Skill training and supervision of practice will be emphasised.

Prerequisites: Psychology 6420 6.0, Psychology 6435 6.0 and Psychology 6430P 6.0.

Basis of Evaluation: First term
Case presentation to group, Analysis of a session transcript
Second term
Final presentation: Case formulation and treatment description of a completed case

EATING DISORDERS: NATURE, ASSESSMENT & TREATMENT

Psychology 6452 3.0 (W)       Jennifer Mills
Mon. 11:30 - 2:30
Purpose:
This course (1) evaluates research on the nature and etiology of disordered eating; (2) examines clinical, diagnostic, and assessment issues relevant to eating disorders; and (3) describes and evaluates the utility of different treatment modalities for eating disorders. This course also includes basic training in the comprehensive assessment of as well as in cognitive-behavioural therapy for disordered eating.

Course Format:
TBA

Readings:
TBA

Basis of Evaluation:
TBA

Text:
TBA

CURRENT ISSUES IN HEALTH PSYCHOLOGY

Psychology 6455 3.0 (W)         Joel Katz
(xl with KAHS 6143)        Wed. 2:30 - 5:30

Purpose:
To present an overview of selected topics in health psychology. The course is intended to expose graduate students to some of the current theoretical and practical issues in the field of health psychology. The objectives of the course are to review, and explore in depth, specific theories in health psychology which provide a conceptual framework for understanding health-compromising and health-enhancing behaviour (e.g., Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Reactance Theory, Transtheoretical Model of Health Behaviour Change). Emphasis will be on addressing these behaviours from a biopsychosocial perspective. To present, evaluate, and discuss current evidence and theory in health psychology related to preventive and therapeutic interventions for a variety of chronic diseases and conditions as well as addictive behaviours in which health-compromising and health-enhancing behaviours play a role. The main focus will be on the individual, but will also include material on couples, families, and communities. Specific topics to be covered include mechanisms and management of chronic pain; transition of acute pain to chronic pain; fear of pain, anxiety sensitivity, and pain disability; social support in relation to health and illness; stress, immune function, and health; biobehavioural factors and coronary artery disease; problem gambling; and biopsychosocial factors in the development, maintenance and prevention of eating disorders.

Basis of Evaluation:
Grades will be determined on the basis of two assignments plus attendance and participation. The first assignment involves leading a seminar on a topic chosen from a pre-selected list. The student will be responsible for (i) presenting an overview of the topic of choice including a review of theoretical developments and recent empirical literature and (ii) leading the class in a discussion. The presentation should be prepared using PowerPoint. A PC laptop equipped with PowerPoint and a data projector will be available for use during each class. Students responsible for the seminar may choose their own readings in consultation with the instructor. Students are strongly encouraged to (i) select a topic and a date to lead the seminar as soon as possible, (ii) meet with the instructor at least one week before the presentation date and (iii) prepare a handout describing the aims and objectives of their session, summarizing briefly the content of the presentation and listing discussion points. The presentation/discussion and handout will comprise 30% of the total grade. The second assignment is a term paper on a topic of the students’ choice related to material covered in the course. The paper is to be on a topic unrelated to the student’s presentation and is due on the last day of classes for the winter term (April 11, 2003). The paper should be 15 typed, double-spaced pages excluding references and should follow the guidelines for formatting and referencing outlined in the *Publication Manual of the American Psychological Association (5th edition)*. Students are encouraged to meet with the instructor to discuss the topic of their paper and to submit an outline of the paper for feedback. The outline and term paper will comprise 60% of the total grade. The final 10% of the grade will be determined by attendance and class participation.
STRESS, COPING AND HEALTH

Psychology 6465 3.0 (W)  Esther Greenglass  
Tues.  11:30 - 2:30

Purpose:  This is a research based course that reviews research in the area of stress and coping from a social psychological perspective. We will critically examine existing theory, methods, and findings on stress and coping in relation to physical and mental health and quality of life. During the course, we will compare the impact of various classes of stressors (e.g., major life events, hassles, traumas), consider competing conceptualizations of coping (e.g., as response, as style, as adaptive or maladaptive), and review the role of both personality and social factors in outcomes. We will be examining work stress, burnout, work-family conflict and the role of social support and coping in relation to stressors in all of these spheres. The role of gender differences will be incorporated in most of the topics. We will also study some of the specific stressors in women and how they affect their health.

Student Background:  This course is available to Master’s and Doctoral students in psychology, nursing, health policy and management, and kinesiology and health science.

Course Format:  Each class will have approximately 3 or 4 required readings that will form the basis of the class discussion. In the earlier part of the course, the course instructor will lead the discussions. In subsequent classes, students will be asked to lead the discussions.

Requirements:  Students will be required to choose a journal article in the area and critically analyze it. In addition, students will be asked to lead a seminar discussion. Another requirement of the course is a major paper in which students will choose a topic and present theoretical and empirical material relevant to that topic. Students’ evaluations will be based on their ability to integrate and concisely present material, critically evaluate the material presented, and suggestions for future research.

Basis of Evaluation:  The breakdown of evaluation will be as follows:
25%  Seminar discussion leader
15%  Critical analysis of a journal article
50%  Major Paper
10%  Participation

Text and Readings:  Readings for the course include selected chapters from the following two books, both of which are in the bookstore and on reserve in the library:
In addition, selected journal articles and book chapters are assigned each week. Students are expected to be familiar with the required readings before class.

ETHICAL ISSUES IN PROFESSIONAL PRACTICE

Psychology 6490B 3.0 (F)  Harvey Brooker  
Thurs.  2:30 - 5:30

Purpose:  The purpose of the course is to provide an overview of professional issues, as they particularly affect the applied psychologist. The course will cover the Psychologist's Code of Ethics, Standards of Practice, legislation, discipline codes, ethical issues in supervision, differing models of professional training, the role of voluntary associations, and other current professional concerns.

Student Background:  The course is primarily intended (and is a requirement) for doctoral students in Clinical and Clinical/Developmental Psychology. Other students may enrol by permission of the instructor.
Course Format: The format will be seminar discussion, with the participation of guests from the professional community to highlight various issues.

Basis of Evaluation: Evaluation will be on the basis of seminar participation, and a paper on a selected topic.

Readings: Readings will be assigned.

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PROGRAM EVALUATION

Psychology 6520B 3.0 (W) Debra Pepler
Wed. 4:00 - 7:00

Purpose: The field of mental health is changing, with an increased emphasis on evidence-based prevention and intervention. As scientist-practitioners, we have a wide range of knowledge and skills to bring to the improvement of mental health programming. Program evaluation is now considered an area of competence for registration with the College of Psychologists on Ontario. In this course, we will discuss current approaches and techniques by which mental health programs in applied settings can be evaluated. We will meet with mental health practitioners who are working toward an evidence-based approach. We will consider the staging and designs for evaluation, the criteria and measurement for evaluations, and the range of methodologies and statistical approaches to evaluating change through treatment. Students will be involved first hand in planning an evaluation for a mental health program. They will have the opportunity to discuss the nature of the program with the service providers and collaboratively design an evaluation plan to examine program effectiveness. Throughout the course, we will reflect on the ethical and professional issues related to conducting evaluation research in a community setting. Students will be guided through the process of writing a grant proposal to evaluate an intervention.

Course Format: Seminar

Readings: TBA

Basis of Evaluation:
1. Proposal
2. Evaluation journal
3. Proposal Presentation

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SOCIAL AND EMOTIONAL BASES OF DEVELOPMENT

Psychology 6610 3.0 (F) Maxine Wintre
Tues. 2:30 - 5:30

Purpose: The course is designed to serve as an introduction to current issues in social and emotional development. The seminars will begin with a discussion of: (a) the historical and philosophical roots of developmental psychology, (b) the methodologies and theories in developmental psychology that have grown from these roots, and (c) alternative ways of viewing developmental data. The material discussed in the beginning sessions will serve as a foundation for reviewing students' current research interests.

Student Background: Graduate students in first or second year with a good background in general psychology, knowledge of basic research methodology, and some knowledge of developmental psychology.

Course Format: The beginning seminars will be led by the course director. The remaining seminars will be led by students and will be on topics related to the course material described above.

Requirements:
1. To participate actively in class discussions. Students are expected to come prepared, having read the appropriate material.
2. To lead class discussions.
3. To hand in a paper at the end of the course summarising, integrating, and critically evaluating the readings and class discussions.

**Basis of Evaluation:**
- Class participation --- 30%
- Class presentation --- 30%
- Critical and integrative paper (see above) --- 40%

**Texts and Readings:** To be assigned.

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**Topics in Cognitive Development**

**Psychology 6640B 3.0 (W)**  
**Scott Adler**  
**Wed. 11:30 - 2:30**

**Purpose:** The course will examine theoretical and empirical approaches to topics in cognitive development. In particular, topics will focus on aspects of memory development including, but not limited to, the development of working memory, long-term memory, implicit versus explicit memory, recognition versus recall memory, and the function of memory. Development of these memory mechanisms, and others, will be explored from the infant to early school years and to later childhood.

**Course Format:** One three-hour seminar per week. Students will be responsible for completing the required readings each week in order to participate in the discussion. Each student will also lead one seminar session based on a topic chosen in the first class.

**Basis of Evaluation:**
- 20% Contribution to seminar and discussion
- 30% Presentation of seminar
- 50% Final paper on topic not directly covered in class (to be approved by instructor)

**Readings:** TBA

**Text:** TBA

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**LIFESPAN COGNITIVE DEVELOPMENT AND CHANGE**

**Psychology 6665 3.0 (W)**  
**Ellen Bialystok**  
**Tues. 2:30 - 5:30**

**Purpose:** The course will explore theories and research concerning cognitive change across the lifespan, by considering in detail the work from child development and adult aging that has been addressed to specific topics. Traditionally, researchers in child development and adult aging have had little contact with each other, and the issues and explanatory models defining each area have been produced in relative isolation from the other. Based on the assumption that the two fields must be reconciled for progress to be made in our understanding of cognition, the course will investigate the developmental and aging research on a set of topics central to cognition. These topics include attention, memory, representation, language, and neurocognitive dimensions. Students will consider the extent to which an overarching explanation for lifespan change can be proposed for each topic.

**Course Format:** This course will take the form of a seminar, with some lectures by the instructor and student presentations.

**Evaluation:** Course requirements include a presentation on one of the topics examined in the course (20%), two short position papers on different topics (20%), one critical review paper (50%), and participation in the seminars (10%).


Additional readings TBA.
DEVELOPMENTAL NEUROPSYCHOLOGY

Psychology 6770 3.0 (F) Nicholas Cepeda
Wed. 11:30 - 2:30

ENROLLMENT IS LIMITED TO 20 STUDENTS

Purpose: Lifespan development of various functional systems of the brain will be explored, and individual differences in typical and atypical neural development will be examined. The relationship between the brain and social, cognitive, emotional, and psychopathological expressions of overt behaviour will be discussed. A more detailed course description will be given by the course director.

Course Format: TBA
Readings: TBA
Basis of Evaluation: TBA
Text: TBA

BIOLOGICAL & COGNITIVE BASES OF DEVELOPMENT

Psychology 6905 3.0 (W) Mary Desrocher
Tues. 2:30 - 5:30

ENROLMENT LIMITED TO 15, WITH PRIORITY GIVEN TO CLINICAL DEVELOPMENTAL STUDENTS FOR WHOM THIS IS A REQUIRED COURSE

Purpose: This course will focus on the biological origins of various developmental disorders. The neurobiology of learning and behavioural disorders in children will be the main focus of the course. We will begin by reviewing the basic research on both neural and psychological development. This will be followed by an exploration of the circuitry underlying various behavioural, emotional, and cognitive functions in children. We will then consider the neuropsychopathology of several developmental disorders. Throughout the course, consideration will be given to theoretical, methodological, and clinical-ethical issues relevant to study in the area of neurobehavioural development.

Course Format: This course will take the form of a seminar, with some lectures by the instructor and student presentations.

Basis of Evaluation: Course requirements include a presentation on biological underpinnings of a specific developmental disorder (25%), one critical review paper (25%), two take home exams (20% each for a total of 40%) and participation in the seminars (10%).

Required Text: TBA: Readings handed out in class.

PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN & ADOLESCENTS

Psychology 6910A 3.0 (F) Rebecca Pillai Riddell
Tues. 8:30 – 11:30

Enrolment limit 6 students

Purpose: This course serves as an introduction to the theory and practice of the psychological assessment of children. The focus will largely be on the acquisition of knowledge and skills related to the assessment of cognitive and academic skills. However, we will also address the importance of behavioural, emotional, and environmental factors in comprehensive evaluations. Particular attention will be paid to the need to study the child in its ecological context, and of providing culturally sensitive assessments.
Students will learn to administer several of the most commonly used tests of cognitive and academic development, to score and interpret results, and to provide oral and written feedback. They will gain an understanding of the challenges of test task demands, and of the meaningful observation of test behaviour. There will be ongoing discussion on the ethical responsibilities of assessors. This should support students in developing their ability to critically assess both possibility and limitation in child assessment.

Course Format: This course will be offered every year. There will be twelve three-hour periods of lecture, demonstration, and laboratory practice. In addition students should be prepared to spend 10-15 hours weekly on the administration, analysis, and write-up of assessment measures.

Pre-requisites: Psychology 6610 3.0 and Psychology 6905 3.0 or permission of the Clinical-Developmental Area.

Basis of Evaluation: The final mark in this course will be based on four written reports which will include video-taped assessments, the raw data of testing and interviews as well as the scoring and interpretations. A percentage of the final grade will be based on the quality of clinical interactions during testing (rapport, methods, etc) from videotaped sessions. Students will also be required to write two short quizzes, and lead a classroom discussion.

INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN - PRACTICUM

Psychology 6910P 6.0A (Y)  James Bebko
Wed. 2:30 – 5:30

ENROLMENT IS LIMITED TO 6 STUDENTS IN THE C-D AREA

Purpose: The purpose of this course is to accompany and form part of the 330 hour Assessment Practicum. Placement in an applied setting is to be arranged by the student and approved by the C-D program the previous spring. The course portion of the practicum provides in-house supervision as well as liaison with the practicum sites. Class meetings will be held throughout the year (but not every week) and will include discussion of issues arising from the practicum experience as well as relevant ethics and jurisprudence material pertinent to practice with children, adolescents, and families, based on course readings. CD Faculty or guest lecturers will present cases to help develop students’ skills at formulation based on assessment results. Students will be expected to present a case and hand in a written psychological assessment report (with identifying information removed) from their practicum placement.

Pre-requisites: Psychology 6610 3.0 and Psychology 6620 3.0

Evaluation: The course is listed as a Pass/Fail evaluation. This evaluation will be derived from reports from Practicum Supervisors and from course participation.

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INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN - PRACTICUM

Psychology 6910P 6.0B (Y)  Adrienne Perry
Wed. 2:30 – 5:30

ENROLMENT IS LIMITED TO 6 STUDENTS IN THE C-D AREA

Purpose: The purpose of this course is to accompany and form part of the 330 hour Assessment Practicum. Placement in an applied setting is to be arranged by the student and approved by the C-D program the previous spring. The course portion of the practicum provides in-house supervision as well as liaison with the practicum sites. Class meetings will be held throughout the year (but not every week) and will include discussion of issues arising from the practicum experience as well as relevant ethics and jurisprudence material pertinent to practice with children, adolescents, and families, based on course readings. CD Faculty or guest lecturers will present cases to help develop students’ skills at formulation based on assessment results. Students will be expected to present a case and hand in a written psychological assessment report (with identifying information removed) from their practicum placement.

Pre-requisites: Psychology 6610 3.0 and Psychology 6620 3.0

Evaluation: The course is listed as a Pass/Fail evaluation. This evaluation will be derived from reports from Practicum Supervisors and from course participation.

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CLINICAL & DIAGNOSTIC ASSESSMENT OF CHILDREN AND ADOLESCENTS

Psychology 6920M 3.0 (W)  Jennine Rawana
Tues. 8:30-11:30

ENROLLMENT LIMIT: 8 WITH PRIORITY GIVEN TO CD AREA STUDENTS

Purpose: This course is intended to introduce Clinical-Developmental graduate students to processes involved in psychological assessment beyond psychoeducational testing, which was the focus of 6910. In this course, we will address interview, questionnaire, and observational assessment procedures; the integration of various sources of assessment data into a diagnostic formulation of common disorders of childhood; the process of translating assessment results into reports that lead to intervention plans;
and various special topics in assessment, including the professional, legal, and ethical standards pertinent to assessment.

**Prerequisite:** Successful completion of Psychology 6910


**Course Format:** Lecture, demonstrations and practicing techniques, discussion of case presentations, student presentations

**Basis of Evaluation:** Mini-assignments on aspects of assessment
1. Behaviour observation 10%
2. Parent interview 10%
3. Questionnaire scoring & recommendations 10%

Case Formulation and Report A 20%
Case Formulation and Report B 20%
Integrative Presentation 30%

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**CLINICAL & DIAGNOSTIC ASSESSMENT OF CHILDREN AND ADOLESCENTS**

Psychology 6920N 3.0 (W)  Christine Till
Tues. 11:30-2:30

**ENROLLMENT LIMIT:** 8 WITH PRIORITY GIVEN TO CD AREA STUDENTS

**Purpose:** This course is intended to introduce Clinical-Developmental graduate students to processes involved in psychological assessment beyond psychoeducational testing, which was the focus of 6910. In this course, we will address interview, questionnaire, and observational assessment procedures; the integration of various sources of assessment data into a diagnostic formulation of common disorders of childhood; the process of translating assessment results into reports that lead to intervention plans; and various special topics in assessment, including the professional, legal, and ethical standards pertinent to assessment.

**Prerequisite:** Successful completion of Psychology 6910


**Course Format:** Lecture, demonstrations and practicing techniques, discussion of case presentations, student presentations

**Basis of Evaluation:** Mini-assignments on aspects of assessment
1. Behaviour observation 10%
2. Parent interview 10%
3. Questionnaire scoring & recommendations 10%

Case Formulation and Report A 20%
Case Formulation and Report B 20%
Integrative Presentation 30%

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**INTERVENTION STRATEGIES WITH CHILDREN**

Psychology 6930A 3.0 (F)  Jonathan Weiss
Purpose: In this course the student will first become familiar with basic clinical principles of child and family intervention. This introduction to practice is followed by an overview of evidence-based methods in the treatment of children and families. A number of empirically-validated approaches will be discussed. Non-specific or non-model factors in intervention will also be addressed. Classes will consist of theory, case-based, and video-based learning, as well as discussion and interactive exercises such as role play.

Pre-requisite: Psychology 6610 3.0, Psychology 6905 3.0 and Psychology 6910 3.0 or permission of the Clinical-Developmental Area and the professor.

Course Format: The course will be run as a seminar.

Requirements: Students will be involved in: 1) taking responsibility for the presentation & discussion of one of the course readings 2) preparing a précis on an evidence-based approach (in discussion with the instructor 3) completing a comprehensive case study, including video tape samples of clinical interactions with the family or child.

Text and Readings: Readings will consist of articles and book chapters that will be made available to students at the beginning of the course. It is also recommended that students acquire one or all of the following reference texts:

- Kazdin, Alan & Weisz, John (Eds) (2003). Evidence-Based Psychotherapies for Children and Adolescents

INTERVENTION STRATEGIES WITH CHILDREN

Psychology 6930M 3.0 (W) Maggie Toplak

Note: Students need permission from course instructor in order to enrol

Purpose: The purpose of this course is to provide a theoretical overview of multiple modalities of intervention for children and adolescents referred for mental health concerns, including but not limited to, cognitive behavioural strategies, behavioural programs, parenting programs, and family therapy. The focus will be on evidence-based interventions, but consideration of alternative therapies and supporting empirical evidence will be considered. Non-specific or non-model factors in intervention will be addressed. Classes will consist of theory, case-based, and video-based learning, as well as discussion and interactive exercises such as role play.

Pre-requisite: Psychology 6610 3.0, Psychology 6905 3.0 and Psychology 6910 3.0 or permission of the Clinical-Developmental Area and the professor.

Course Format: The course will be run as a seminar.

Requirements: Students will be involved in: 1) taking responsibility for the presentation & discussion of one of the course readings 2) preparing a précis on an evidence-based approach (in discussion with the instructor 3) completing a case study treatment plan.

Text and Readings: Readings will consist of articles and book chapters that will be made available to students at the beginning of the course. The following text will be used as the core course text:
INTERVENTION STRATEGIES WITH CHILDREN - PRACTICUM

Psychology 6930P 6.0 (Y)  Robert Muller  
Fri. 10:30-2:30

NOTE: STUDENTS NEED PERMISSION FROM COURSE INSTRUCTOR IN ORDER TO ENROLL

Purpose: The class-based portion of the practicum will fill several needs. It will be run in the form of group supervision. Students will be expected to bring process notes of treatment sessions, or audiotaped sessions, along with case histories. The group will discuss cases together. The practicum will also serve as a forum in which to discuss general issues, which transcend particular practicum settings, as well as issues that arise out of students' specific experiences. It will also provide a mechanism through which the programme can receive feedback about student experiences in their respective settings, and as a way to maintain an active liaison between the settings and the university.

Pre-requisite: Psychology 6610 3.0 and Psychology 6905 3.0
Co-requisite: Psychology 6930 3.0
Class Format: The class will meet regularly throughout the academic year, although at times these may be partially replaced by more informal site visits and consultations.

CHILDREN AND TRAUMA

Psychology 6935 3.0 (W)  Robert Muller  
(formerly under Psych 6750E 3.0)  Mon. 8:30 – 11:30

Purpose: In this course, the relationship between trauma and its effects on the emotional, social, cognitive, behavioural and physical functioning of children will be examined. Topics to be covered will include a discussion of situations that cause trauma in children; developmental and cultural differences in children’s reactions to trauma; risk factors and trauma; and the assessment and treatment of trauma-related conditions. Issues, such as post-traumatic stress disorder, suicide and dissociation in children will also be included.

Course Format: Trauma, resulting from, for example, natural disasters; physical, emotional, sexual abuse, war; illness; witnessing domestic violence; loss of a loved one; accidents, shootings, hostage taking, kidnapping, can all have a profound impact on the developing child. Examining the effects of trauma during childhood has been a relatively recent topic covered in the psychological literature. There is, however, a large body of research that clearly demonstrates the dramatic effect trauma has on the developing child.

The course will consist of three main parts: an introduction to the topic; diagnosis, assessment and treatment issues; and selected topics related to trauma. The introduction will include topics such as the types of situations causing trauma; types of trauma; the physiology of trauma and the historical understandings of trauma and children. In the second part, issues related to the diagnosis, assessment and treatment of trauma will be discussed. For example, treatment approaches will include a discussion of crisis management procedures, as well as individual and group therapies.

Finally, in the section on selected topics, the literature on suicide and children: dissociation related to childhood trauma; families and crisis; and post-traumatic stress disorder in children, will be examined.

Basis of Evaluation: The breakdown of evaluation will be as follows:
Major Paper  30%
Seminar Presentations (2)  60%
Participation  10%

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APPLIED PEDIATRIC NEUROPSYCHOLOGY

Psychology 6945 3.0 (W)  Mary Desrocher
Wed.  2:30 -  5:30

ENROLMENT LIMITED TO 15 STUDENTS

Purpose: This course will present a survey of neuropsychological disorders of childhood. Included will be an exploration of disorders with a primary neurological basis (e.g. Acquired Brain Injury, Epilepsy), as well as disorders with suspected neuronal involvement (e.g. Autism, ADHD). We will also explore general mechanisms of brain injury, plasticity, and recovery. Presentations on assessment and remediation of deficits in children with neurological disorders will add to the depth of the course.

Background Preparation: An undergraduate or graduate course in physiological psychology (e.g. PSY6905 Biological and Cognitive Bases of Behaviour) would be an essential. Students in Clinical Developmental or Clinical graduate areas would have the appropriate background for the course, although students outside of these areas may also enrol with permission of the instructor.

Course Format: This course will take the form of a seminar. The instructor will provide lectures on background material, including theoretical perspectives on developmental psychology, the disorders, assessment and remediation. Students will present on a topic of their own choice, as noted below.

Basis of Evaluation: Course requirements include a student presentation on a particular disorder, and its assessment and remediation (20%), a case proposal (20%), and a final paper on the assessment and remediation of deficits within a particular disorder (50%). Participation in the seminars will also be graded (10%).

Required Readings: To be announced in the first class. A textbook may be used, and readings will be provided by the instructor.

Course Timing: This course will be offered every 2-3 academic years.

DEVELOPMENTAL PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE

Psychology 6955 3.0 (W)  Jennifer Connolly
Wed.  11:30-2:30

Course Description: This course examines the guiding principles and contemporary theories of developmental psychopathology. Implications for the practice of clinical child psychology are considered. The course provides a theoretical foundation on which more advanced Clinical-Developmental courses and practical training are based.

Purpose: TBA

Course Format: TBA

Readings: TBA

Basis of Evaluation: a) Lead a class seminar on the developmental psychopathology of a childhood or adolescent disorder 35%
   b) Review paper of a topic in developmental psychopathology 40%
   c) Presentation of a clinical case example, and written summary of relevant developmental psychopathology theories 15%
   c) Demonstrate understanding of required readings through active class participation 10%

Text: TBA
AUTISM AND DEVELOPMENTAL DELAYS

Psychology 6960 3.0 (F)        James Bebko
Wed. 11:30–2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: This course will focus on Autism Spectrum Disorders and Intellectual Disabilities. Students will gain an understanding of: the diagnostic criteria for these various disorders and best practices in assessment/diagnosis; the etiologies and epidemiology of these disorders; evidence-based intervention methods for increasing social and communicative skills in autism and related disorders; best practices in treatment; and an appreciation of the experience of families. Controversies in the field will be discussed and evaluated.

Background: Open to students in all areas and all levels.

Course Format: Lectures, student presentations, class discussion, videos, guests.
Requirements of the students:
Active class participation, readings, one major and one or more mini-presentations, completion of a mini-practicum (8 hours) in a clinical setting (observation of assessment, intervention program, group home environment, etc.), major integrative paper.

Evaluation: Paper 50%
Presentations 30%
Class participation 10%
Mini-practicum 10%

Text and Readings: TBA

PRACTICA COURSES

Please Note: Student must obtain a “Practicum Agreement Form” from the Program Office. This form is completed by the Practicum Supervisor and returned no later than September 30, 2009 in order to register in the practicum.

APPLIED PRACTICA:

PSYC 6810 I or 6810A  Applied Practicum I
PSYC 6810 II or 6810B  Applied Practicum II
PSYC 6810 III or 6810C  Applied Practicum III
PSYC 6810 IV or 6810D  Applied Practicum IV
PSYC 6430P 6.0 Clinical Practicum I (MA Students) No Practicum Agreement Form Needed
PSYC 6440P 6.0 Clinical Practicum II (PhD Students)
PSYC 6460P 6.0/3.0 Clinical Practicum III (PhD Students)
PSYC 6910P 6.0 Introduction to the Psychological Assessment of Children Practicum (PhD Students)
PSYC 6930P 6.0 Intervention Strategies with Children Practicum (PhD Students)

RESEARCH PRACTICA:

Psychology 6820 I or 6820A  Research Practicum I
Psychology 6820 II or 6820B  Research Practicum II
Psychology 6820 III or 6820C  Research Practicum III

INTERNSHIPS:
Psychology 6840 6.0   Clinical Internship
Psychology 6840A 3.0   Clinical Internship I
Psychology 6840B 3.0   Clinical Internship II

Please note that an internship agreement form is not needed by the Program Office for Clinical/Clinical-Development.

**THESIS/DISSERTATION RESEARCH**

Thesis Research
Dissertation Research   (Includes: Minor paper, Clinical Competency and Dissertation proposal)

Please note this on your advising worksheet
SESSIONAL DATES

FALL REGISTRATION & ENROLMENT BEGINS
Thursday, July 23, 2009 (check on-line)

CIVIC HOLIDAY – University Closed
Monday, August 3, 2009

TEACHING ASSISTANTSHIPS DAY
Thursday, August 20, 2009

LABOUR DAY - University Closed
Monday, September 7, 2009

RESEARCH & APPLIED PRACTICA
Wednesday, September 9, 2009

TEACHING ASSISTANTSHIP AND UNDERGRADUATE CLASSES BEGIN
Wednesday, September 9, 2009

GRADUATE CLASSES BEGIN - Fall Term
Wednesday, September 9, 2009

FINAL DATE FOR REGISTRATION - Late Fees added afterwards
Tuesday, September 15, 2009

DEADLINE FOR PRACTICUM AGREEMENTS
Wednesday, September 30, 2009

FALL READING WEEK - No Classes
October 13 - October 16, 2009

THANKSGIVING - University Closed
Monday, October 12, 2009

**LAST DAY TO WITHDRAW - Fall or Fall/Winter courses on-line
Friday, November 6, 2009

GRADUATE CLASSES END - Fall Term
Tuesday, December 8, 2009

CHRISTMAS BREAK – University Closed
Thursday, December 24, 2009-Friday January 1, 2010

GRADUATE CLASSES BEGIN - Winter Term
Monday, January 4, 2010

FINAL DATE FOR REGISTRATION – Winter Term; Late Fees added afterwards
Friday, January 15, 2010

FAMILY DAY – University Closed
Monday, February 15, 2010

WINTER READING WEEK - No Classes
February 13, 2010 to February 19, 2010

**LAST DAY TO WITHDRAW - Winter half-course
Monday, March 8, 2010

GRADUATE CLASSES END
Monday, April 5, 2010

GOOD FRIDAY – University Closed
Friday, April 2, 2010

EASTER SUNDAY – University Closed
Sunday, April 4, 2010

FINAL DATE FOR REGISTRATION – Summer Term; Late Fees added afterwards
Sunday, May 15, 2010

VICTORIA DAY – University Closed
Monday, May 17, 2010

** Note - Students may withdraw from a course provided that not more than two-thirds of the course has been given. After this time, students shall remain registered and will be assigned grades as appropriate. The symbol (W) (withdrew in good standing) will be recorded in place of a grade to indicate that a student was authorised to withdraw from a course in which (s) he was registered (Faculty of Graduate Studies Calendar, Regulation 43).

The date on which graduate courses will begin and end is set at the discretion of the course director and may be subject to change. The dates listed are those on which graduate classes would normally begin and end next year based on practice in recent years.
USEFUL CONTACT INFORMATION

YORK UNIVERSITY MAIN PHONE NUMBER: 416 736-2100

GRADUATE PROGRAM IN PSYCHOLOGY, Room 297, Behavioural Science Building 416 736-5290

Dr. Regina Schuller- Director, ext. 66226, schuller@yorku.ca
Connie Scalzullo - Administrative Assistant, ext 66225, cscalzul@yorku.ca
Lori Santos - Graduate Assistant, ext. 33983, lsantos@yorku.ca
Freda Soltau – Graduate Assistant, ext. 55290, fsoltau@yorku.ca

DEPT. OF PSYCHOLOGY, FACULTY OF HEALTH, Room 296, Behavioural Science Building 416 736-5115

Psychology Information Centre, Room 101, ext. 55115, tcawley@yorku.ca
Dr. Suzanne MacDonald, Chair, ext. 55116, suzmac@yorku.ca
Ann Pestano - Assistant to the Chair, ext. 33758, apestano@yorku.ca
Sandra Locke - Secretary to the Chair, ext. 55116, slocke@yorku.ca
Dr. Doba Goodman – Teaching Assistantship (TA) Coordinator, Room 253, ext. 66206, dgoodman@yorku.ca

DEPARTMENT OF PSYCHOLOGY, Glendon College, Room 162, York Hall, Glendon

Dr. Tim Moore, Chair, ext. 88355, timmoore@glendon.yorku.ca

FACULTY OF GRADUATE STUDIES, Room 283, York Lanes

Tracey Bickford – Administrative Assistant re: FGS budget & CUPE budget ext. 33305, bickfot@yorku.ca
Karen Dancy – Information Assistant re: Scholarships and Bursaries, ext. 33954, kdancy@yorku.ca
Salvatore Paneduro – Accounting Assistant/Assistant Liaison, ext. 70255, spandur@yorku.ca
Richolette Freckleton – Accounting Assistant (Acting) re: payroll info for TA’s, RA’s & GA’s, ext. 60468
Karen Reid – Student Affairs Assistant re: COS, OVGS, ext. 55521, kreid@yorku.ca
Arun Devdas – Student Affairs Thesis Coordinator, ext. 22286, gsthesis@yorku.ca
Tara Espinheira - Student Affairs Thesis Coordinator, ext. 55481, gsthesis@yorku.ca
Donna Hewison – Student Affairs Assistant, ext. 60467, dhewison@yorku.ca
Jennifer Brethour – Clerical Assistant (Acting), ext. 55328

Sharon Pereira - Student Affairs Officer for FGS, Admissions Office and Registrar’s Office.
If you experience difficulty with the administrative services, contact Sharon at ext. 66682, sharonp@yorku.ca

CUPE 3903

104 East Office Building, (416) 736-5144

General Information

To order an undergraduate or graduate transcript from York, either by FAX to (416) 736-5444 or on-line: http://www.registrar.yorku.ca/services/everything/transcripts/index.htm or in person at the Bennett Centre for Student Services. For more information call the Registrar’s Office at (416) 736-5440.