GRADUATE PROGRAM IN PSYCHOLOGY

YORK UNIVERSITY

2010/2011

HANDBOOK

Behavioural Sciences Building, Room 297
4700 Keele Street
Toronto, Ontario
M3J 1P3, Canada

http://www.yorku.ca/gradpsyc/index.html
# 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. It is also a good idea to keep all course syllabi for courses you have taken for future reference.
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 five 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. Ward Struthers, 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.

York University Psychology Clinic - www.yorku.ca/yupc

The York University Psychology Clinic (YUPC) provides progressive, state-of-the art and evidence-based training to graduate students while at the same time providing needed psychological services to the community. These services include a range of assessments (e.g., learning disability, ADHD, ASD, memory impairment) and psychotherapy for clients of all ages. Referrals are not needed and there is no specific catchment area. To learn more about the clinic go to the clinic's web-site www.yorku.ca/yupc or call the clinic at 416-650-8488.

Computing Services - www.yorku.ca/heбblab

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/

Psychology Resource Centre - 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.
COUNSELLING AND DISABILITY SERVICES

The Counseling and Disability Services (CDS) helps students of the University to realize, develop and fulfill their personal and academic potential through an assortment of diverse programs.

Personal Counseling Services - Members of the York community are invited to discuss their personal concerns with a counselor. Appointments can be made at the Centre at Room N110 Bennett Centre for Student Services. The office is open from 9:00 a.m. to 4:30 p.m. on Monday, Thursday and Friday, and from 9:00 a.m. to 7 pm on Tuesday and Wednesday. They can be reached at (416) 736-5297. All interviews are confidential.

Groups and Workshops - 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 Services - 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 Disability Services - The Learning Disability Services 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 counseling; life skills counseling; career counseling; personal counseling; advocacy, strategies for self-advocacy and meditative services regarding academic accommodations in instruction and evaluation.

Mental Health Disability Services - Educational support service is geared to students with on-going mental health needs. Services include: orientation to campus resources and facilities, counseling 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 0009 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**
Funding will be provided from one or more of the following sources: awards, fellowships, research assistantship, teaching assistantship or graduate assistantship. All funding is contingent on your continuous registration as a full-time student, continued satisfactory performance in the program and fulfillment of your funding related obligations.

**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 organization at York, may work in departmental offices/organizations, 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 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. (The application deadline is about mid/late-February. Please check with the graduate office for details.)

**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 dates of the results are 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 2009-2010, 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 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 is late October, with results made known late November; for spring it is 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/financial/externalscholarships.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/PhD. 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 strongly discouraged from making requests for a change in Area of specialization. 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 http://www.yorku.ca/grads/thesis/index.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.
g) 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. All students must provide the Grad Office with a TCPS tutorial certificate dated within the past 2 years. You can find the TCPS tutorial at [http://www.pre.ethics.gc.ca/english/tutorial/](http://www.pre.ethics.gc.ca/english/tutorial/).

7. **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/policies/ethics.htm](http://www.yorku.ca/grads/policies/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.

2) 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.

3) 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.

4) In the rare case of research planned by a student that does not have to do with 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.

5) 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. Please Note: A TCPS tutorial certificate dated within the past 2 years must be attached (please see, http://www.pre.ethics.gc.ca/english/tutorial/).

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 THESSES/DISSERTATIONS

In order to fulfil 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/thesis/index.htm.)

LENGTH OF ABSTRACTS

National Library of Canada procedures require that abstracts of Master’s theses be no longer than 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 table below.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>PRACTICA</th>
<th>THESIS &amp; ORAL EXAMINATION</th>
</tr>
</thead>
</table>
| Brain, Behaviour and Cognitive Sciences | • 6130 6.0 - Univariate Analysis OR  
                           • 6140 6.0 - Multivariate Analysis  
                           • 6820A 6.0 - Research Practicum I OR 6810A  
                           • 6.0 - Applied Practicum I                  | One applied or research practicum | Required                   |
<p>|                                    | Three additional half-courses, or equivalent, chosen from those offered at the 6000 level by the Graduate Program in Psychology. |                           |                           |</p>
<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course List</th>
<th>Let's Requirement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>• 6820 6.0A - Research Practicum I</td>
<td>One research</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>• 6130 6.0 - Univariate Analysis OR</td>
<td>and one clinical</td>
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<tr>
<td></td>
<td>• 6140 6.0 - Multivariate Analysis</td>
<td>practicum; 330</td>
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<tr>
<td></td>
<td>• 6420 6.0 - Foundations of Clinical Psychology</td>
<td>hrs each</td>
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<td></td>
<td>• 6430 6.0 - Assessment in Psychology</td>
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<tr>
<td></td>
<td>• 6430 6.0P-Clinical Practicum*</td>
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<td>• 6435 6.0 - Introduction to Psychotherapy*</td>
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<td>* These courses are taken in the second MA year</td>
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<tr>
<td>Clinical-Developmental</td>
<td>• 6130 6.0 - Univariate Analysis OR</td>
<td>One research</td>
<td>Required</td>
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<td></td>
<td>6140 6.0 - Multivariate Analysis</td>
<td>practicum; 330</td>
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<tr>
<td></td>
<td>• 6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
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<tr>
<td></td>
<td>• 6820 6.0A - Research Practicum I</td>
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<td></td>
<td>• 6610 3.0 - Social &amp; Emotional Bases of Development</td>
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<td>• 6905 3.0 - Biological &amp; Cognitive Bases of Development</td>
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<td></td>
<td>• 6910 3.0 - Introduction to the Psychological Assessment of Children practicum*</td>
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<td></td>
<td>• 6920 3.0 - Clinical &amp; Diagnostic Assessment of Children &amp; Adolescents *</td>
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<td>* These courses will normally be taken in the second MA year</td>
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<tr>
<td>Developmental and Cognitive Processes</td>
<td>• 6130 6.0 - Univariate Analysis OR</td>
<td>One research</td>
<td>Required</td>
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<td></td>
<td>6140 6.0 - Multivariate Analysis</td>
<td>practicum; 330</td>
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<td></td>
<td>• 6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
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<td></td>
<td>• 6820 6.0A - Research Practicum I</td>
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<td>Two half-courses selected from the DCP course list.</td>
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<td></td>
<td>One half-course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.</td>
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<tr>
<td>History and Theory of Psychology</td>
<td>• 6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A</td>
<td>One full course</td>
<td>Required</td>
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<tr>
<td></td>
<td>• 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
<td>or equivalent</td>
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<td></td>
<td>• 6130 6.0 - Univariate Analysis OR</td>
<td>chosen from those</td>
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<td></td>
<td>6140 6.0 - Multivariate Analysis</td>
<td>offered at the</td>
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<tr>
<td></td>
<td>• 6820A 6.0- Research Practicum I OR 6810A 6.0- Applied Practicum I</td>
<td>6000 level by the</td>
<td></td>
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<tr>
<td></td>
<td>One full course or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology or, with permission, by another program relevant to the study of the history and theory of psychology.</td>
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</tbody>
</table>
### Quantitative Methods
- 6130 6.0 - Univariate Analysis
- 6820A 6.0 - Research Practicum I OR 6810A 6.0 - Applied Practicum I

Six credits in courses specializing in quantitative methods.

Six elective credits in any other graduate psychology courses (Note that research methods courses can count to either the required quantitative methods or elective courses).

### Social and Personality
- 6130 6.0 - Univariate Analysis
- 6400 3.0 - Contemporary Issues in Personality and Social Psychology
- 6410 3.0 - either Social Psychology OR 6510 3.0 - Personality
- 6820A 6.0 - Research Practicum I OR 6810A 6.0 - Applied Practicum I

One half course in research methods, chosen from a list of courses approved by the area.

A minimum of one half-course, chosen in consultation with the supervisor, from those offered at the 6000 level.

### 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 last week of July for Fall Convocation and last week in March for Spring Convocation are the last dates 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 third week in July for Fall Convocation and third week in March for Spring Convocation are the last dates for submission of a dissertation 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 Doctor of Philosophy degree requirements before Convocation. (Confirm all dates on the FGS website http://www.yorku.ca/grads/)

- The beginning of the last week in August and last week in April are the deadlines for the three unbound copies of the thesis or dissertation in final acceptable form to be delivered to the Faculty of Graduate Studies in order to receive a diploma and convocate for the fall 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 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 MA oral examination and 30 days for the PhD 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 table below.

Note: All PhD students are required to complete a dissertation and an oral exam. A comprehensive proposal (including literature review) is to be submitted within the first 18 months of the PhD degree.
<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>PRACTICA</th>
<th>PAPER AND COMPETENCY EXAMS</th>
</tr>
</thead>
</table>
| **Brain, Behaviour and Cognitive Sciences** | • 6130 6.0 - Univariate Analysis **OR** 6140 6.0 - Multivariate Analysis  
• 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A **OR** 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B  
• 6820 6.0 - Research Practicum **OR** 6810 6.0 - Applied Practicum  
Three half courses, or equivalent, chosen in consultation with the Candidate’s supervisor, from those offered at the 6000 level by the Graduate Program in Psychology. | One applied or research practicum. This practicum is research related training, often related to student’s thesis | Minor Area Paper to satisfy breadth requirement. |
| **Clinical**                | • 6440 6.0 - Psychodiagnostics*  
• 6445P 6.0 - Advanced Intervention*  
• 6490B 3.0 - Ethical Issues in Professional Practice*  
• 6130 6.0 - Univariate Analysis **OR** 6140 6.0 - Multivariate Analysis  
• 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A **OR** 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B  
• 6840 6.0 - Clinical Internship **OR** 6840A 3.0 - Clinical Internship I AND 6840B 3.0 - Clinical Internship II  
• 6440P 6.0 - Clinical Practicum II  
• 6340P 3.0 - Clinical Practicum III (optional)  
A minimum of one additional full-course, or equivalent, at the 6000 level.  
* Required in first year of PhD | Clinical practicum of 330 hours; a one-year full-time clinical internship of 1800 hours (or 900 hours per year over two years). Optional additional practicum | Minor Area Paper to satisfy breadth requirement. Clinical Competency examination in assessment and intervention. |
| **Clinical-Developmental**  | • 6130 6.0 - Univariate Analysis **OR** 6140 6.0 - Multivariate Analysis  
• 6930 3.0 - Intervention Strategies with Children  
• 6490B 3.0 - Ethical Issues in Professional Practice  
• 6910P 6.0 - Introduction to the Psychological Assessment of Children Practicum  
• 6930P 6.0 - Intervention Strategies with Children Practicum  
• 6840 6.0 - Clinical Internship **OR** 6840A 3.0 - Clinical Internship I AND 6840B 3.0 - Clinical Internship II  
A minimum of 1.5 full courses, or equivalent, at the 6000 level of which must be Clinical-Developmental Courses. | Two clinical practica (one in assessment and one in intervention), of 330 hours each, and a one year full-time clinical internship of 1800 hours (or 900 hours per year over two years). | Minor Area Paper to satisfy breadth requirement. |
<table>
<thead>
<tr>
<th>Developmental and Cognitive Processes</th>
<th>History and Theory of Psychology</th>
</tr>
</thead>
</table>
| • 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis  
• 6820 6.0 - Research Practicum AND / OR 6810 6.0 - Applied Practicum | |
| A minimum of four half-courses at the 6000 level including at least three half-courses from the Developmental and Cognitive Processes course list or from Psychology 6750 3.0 (Special Topics) specified yearly by the Developmental and Cognitive area. Students are also required to attend the Developmental and Cognitive Processes colloquium series. | |
| • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A  
• 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B | |
| If the above courses have been taken to meet the MA requirements, another suitable full course (or full course equivalent) must be taken from the Graduate Program in Psychology or another relevant program in consultation with the supervisor and with permission of the Area Coordinator. One half-course in psychological methods from the following list:  
• 6150 3.0 - Social Methods series  
• 6180 3.0 - Research Methods in the Study of Social Interaction  
• 6650 3.0 - Research Methodology in Developmental Psychology | Three research practica (330 hours each), one of which is taken outside the History and Theory Area. |
| Courses on methodology or method from other relevant programs may be taken in consultation with the supervisor and with permission of the Area Coordinator.  
• 6820 6.0 - Research Practicum X 3 | Minor Area Paper to satisfy breadth requirement |
| One full course (or full course equivalent) in the advanced study of historical or theoretical subjects, chosen in consultation with the supervisor. Normally this entails registration in two sections of the 6060 series (Advanced History of Psychology). Advances courses from other relevant programs may be taken in consultation with the supervisor and with permission of the Area Coordinator. Two other full 6000-level courses (or full course equivalents) in psychology or other relevant programs, chosen in consultation with the supervisor. | |
### Quantitative Methods

- 6820 6.0- Research Practicum **AND / OR**
  - 6810 6.0- Applied Practicum
- 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A
  - **OR** 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B

Fifteen credits in courses specializing in quantitative methods (which must include 6140, Multivariate Analysis, if it was not taken in at the MA level).

Three credits in any other graduate psychology courses. (Note that research methods courses can count to either the required quantitative methods or elective courses.)

*Note: If PSYC 6020 or PSYC 6030 were taken at the MA level, this requirement can be met by taking three elective credits in any other graduate psychology courses.

### Social and Personality

- 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A
  - **OR** 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B
- 6140 6.0 - Multivariate Analysis
- 6410 3.0 - Social Psychology
  - **OR** 6510 3.0 - Personality
- 6820 6.0- Research Practicum **OR** 6810 6.0- Applied Practicum

One half course in research methods, chosen from a list of courses approved by the area.

*Note: Each candidate should complete the statistics and research methods requirement by the end of PhD 1 year a minimum of two half courses or equivalent, chosen in consultation with his or her supervisor, from those offered at the 6000 level.

The number of reading courses that a student may take for a credit in fulfilment of minimum requirements is limited to one full-course equivalent.

### 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.

**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 SYLLABIS**

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 (Dr. Joel Goldberg) 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 282) 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
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 monitory 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. The Clinical Program is accredited by the Canadian Psychological Association (CPA) and the American and Psychological Association (APA). The Clinical-Development Program is accredited by the CPA.

Both the APA and CPA 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.

The address for the CPA and APA Committees on Accreditation are, respectively:

Dr. Arcangelo Caputo  
Registrar, Accreditation Panel  
Ms. Ann Marie Plante  
Accreditation Assistant  
Canadian Psychological Association, Accreditation Office  
141 Laurier Ave. W., Suite 702  
Ottawa, Ontario K1P 5H3  
Tel: 1-888-472-0657 (Ms. Plante, ext. 328) Email: accreditation@cap.ca, aplante@cpa.ca  
Web site: http://www.cpa.ca

Susan F. Zlotlow, Ph.D., Director  
Program Consultation and Accreditation  
American Psychological Association (APA)  
750 First Street, NE  
Washington, DC 20002-424 U.S.A.  
Tel: (202) 336-5979  
Email: apaaccred@apa.org  
Web site: www.apa.org/ed/accreditation

Internship information may be found at:  
Association of Psychology Postdoctoral and Internship Centers (APPIC)  
www.appic.org

Canadian Council of Professional Psychology Programs (CCPPP)  
www.ccppp.ca
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 2010/2011**

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

1. Students register three during the academic year. **Beginning in June for the fall and winter terms and March 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). To enrol into courses, you need to use a catalogue number. Please refer to the Registration Procedures and Lecture Schedule, placed on the Web page. Registration will begin approximately the last week of May. The last day to register without paying the late fee ($200) for each term is as follows: September 8th for the fall term, January 4th for the winter term and around the first week in May for the summer term (check online in January for the exact dates).

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://sfs.yorku.ca/fees/paying/index.htm](http://sfs.yorku.ca/fees/paying/index.htm)

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/)

**FACULTY AND PROGRAM REGULATIONS**

**PETITIONS**

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/](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.

**REINSTATMENT 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 authorized to withdraw from a course in which he/she was registered.

**IMPORTANT** – IN EVERY INSTANCE WHEN A STUDENT DROPS OR ADDS A COURSE, THE PROGRAM OFFICE MUST BE INFORMED, AND WHERE NECESSARY, APPROPRIATE FORMS MUST BE COMPLETED. THESE FORMS ARE AVAILABLE ON THE F.G.S. PETITIONS WEBSITE http://www.yorku.ca/grads/ OR IN THE PROGRAM OFFICE.

**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 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. 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.
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 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’
In the Faculty of Graduate Studies Calendar, Regulation 43 states that a **grade of I (Incomplete)** 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.

### 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 Graduate 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>
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<tbody>
<tr>
<td>6020 3.0</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 207</td>
<td>J64E01</td>
</tr>
<tr>
<td>6030 3.0</td>
<td>Historical &amp; Theoretical Foundations &amp; Contemporary Psychology B</td>
<td>Michael Pettit</td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>BSB 328A</td>
<td>D11N01</td>
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<tr>
<td>6060D 3.0(W)xl with STS 6107 3.0</td>
<td>Advanced History &amp; Theory of Psychology: Darwinian Influences on Psychology</td>
<td>Chris Green</td>
<td>Thurs.</td>
<td>11:30-2:30</td>
<td>ROSS S125</td>
<td>K80S01</td>
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<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>BSB 203</td>
<td>C82V01</td>
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<tr>
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<td>Univariate Analysis</td>
<td>Robert Cribbie</td>
<td>Tues.</td>
<td>11:30-2:30</td>
<td>BSB 207</td>
<td>T29G01</td>
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<td>Univariate Analysis</td>
<td>Robindra Sidhu</td>
<td>Fri.</td>
<td>8:30-11:30</td>
<td>BSB 203</td>
<td>M76P01</td>
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<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 207</td>
<td>K44K01</td>
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<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 204</td>
<td>D91T01</td>
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<tr>
<td>6150B 3.0</td>
<td>Social Methods</td>
<td>Ward Struthers</td>
<td>Thurs.</td>
<td>11:30-2:30</td>
<td>ROSS S501</td>
<td>W70J01</td>
</tr>
<tr>
<td>6216 3.0</td>
<td>Topics in Cognitive Neuroscience: Rational &amp; Emotional Processing</td>
<td>Vinod Goel</td>
<td>Tues.</td>
<td>11:30-2:30</td>
<td>MC 101A</td>
<td>F14D01</td>
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<tr>
<td>6225 3.0</td>
<td>Computational Modeling of Visual Models of Visual Perception</td>
<td>James Elder</td>
<td>Mon. &amp; Wed.</td>
<td>1:00-2:30</td>
<td>BC 322</td>
<td>S04K01</td>
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<tr>
<td>6235 3.0</td>
<td>Brain Mechanisms of Movement in Health &amp; Disease</td>
<td>Lauren Sergio</td>
<td>Mon.</td>
<td>11:30-2:30</td>
<td>BC 225</td>
<td>K11Q01</td>
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<tr>
<td>6245 3.0 (W)</td>
<td>Complex Systems Approach to Interpersonal Change</td>
<td>David Reid <a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a></td>
<td>Mon.</td>
<td>11:30-2:30</td>
<td>BSB 203</td>
<td>G52Q01</td>
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<tr>
<td>6253 3.0(W) xl with KAHS 6156/BIOL 5147</td>
<td>Fundamentals of Neurosciences II: Circuits, Systems and Behaviours</td>
<td>Joseph DeSouza <a href="mailto:desouza@yorku.ca">desouza@yorku.ca</a>, Kari Hoffman <a href="mailto:khoffman@yorku.ca">khoffman@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30-2:30</td>
<td>ROSS N836A</td>
<td>T36W01</td>
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<tr>
<td>6256 3.0 (W)</td>
<td>Principles in Neural Coding</td>
<td>James Elder <a href="mailto:jelder@yorku.ca">jelder@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>BC 225</td>
<td>M83X01</td>
</tr>
<tr>
<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>BC 325</td>
<td>Q93W01</td>
</tr>
<tr>
<td>6260 3.0 (W)</td>
<td>Visuospatial Memory &amp; Goal-Directed Action</td>
<td>Doug Crawford <a href="mailto:jdc@yorku.ca">jdc@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>SC 223</td>
<td>G69S01</td>
</tr>
<tr>
<td>6265 3.0 (W) xl with KAHS 6161/ BIOL 5136</td>
<td>Perception and Action</td>
<td>Laurence Harris <a href="mailto:harris@yorku.ca">harris@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30-2:30</td>
<td>SHR 013</td>
<td>X55G01</td>
</tr>
<tr>
<td>6273 3.0 (W) 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>Tues.</td>
<td>11:30-2:30</td>
<td>ACW 204</td>
<td>Q95R01</td>
</tr>
<tr>
<td>6276 3.0(F) xl with KAHS 6145</td>
<td>Vision Health and Visual Disability</td>
<td>Fran Wilkinson <a href="mailto:mwilkin@yorku.ca">mwilkin@yorku.ca</a></td>
<td>Mon.</td>
<td>11:30-2:30</td>
<td>BSB 203</td>
<td>C02P01</td>
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<tr>
<td>6390A 3.0 (F)</td>
<td>Evolutionary Psychology</td>
<td>Anne Russon <a href="mailto:arusson@glendon.yorku.ca">arusson@glendon.yorku.ca</a></td>
<td>Fri.</td>
<td>11:30-2:30</td>
<td>BSB 203</td>
<td>U38E01</td>
</tr>
<tr>
<td>6400 3.0 (F)</td>
<td>Contemporary Issues in Personality and Social Psychology</td>
<td>Ward Struthers <a href="mailto:struther@yorku.ca">struther@yorku.ca</a></td>
<td>Fri.</td>
<td>8:30-11:30</td>
<td>BSB 204</td>
<td>Q17S01</td>
</tr>
<tr>
<td>6405 3.0(W)</td>
<td>Social Cognition</td>
<td>Kerry Kawakami <a href="mailto:kawakami@yorku.ca">kawakami@yorku.ca</a></td>
<td>Fri.</td>
<td>11:30-2:30</td>
<td>TEL 0004</td>
<td>R33S01</td>
</tr>
<tr>
<td>6420 6.0 (Y)</td>
<td>Foundations of Clinical Psychology</td>
<td>Joel Goldberg (F) <a href="mailto:jgoldber@yorku.ca">jgoldber@yorku.ca</a>, Myriam Mongrain (W) <a href="mailto:mongrain@yorku.ca">mongrain@yorku.ca</a></td>
<td>Tues.</td>
<td>2:30 - 5:30</td>
<td>BSB 203</td>
<td>N85N01</td>
</tr>
<tr>
<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>
<td>BSB 203</td>
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<tr>
<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>
<td>BSB 207</td>
<td>F36C01</td>
</tr>
<tr>
<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>
<td>BSB 203</td>
<td>V83K01</td>
</tr>
<tr>
<td>6440 6.0 (Y)</td>
<td>Psychodiagnastics</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>
<td>BSB 204</td>
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<tr>
<td>6440P 6.0(Y)</td>
<td>Clinical Practicum II</td>
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<tr>
<td>6445P 6.0 (Y)</td>
<td>Advanced Intervention</td>
<td>Lynne Angus [<a href="mailto:langus@yorku.ca">langus@yorku.ca</a>] John Eastwood [<a href="mailto:joheanst@yorku.ca">joheanst@yorku.ca</a>]</td>
<td>Thurs</td>
<td>11:30 - 2:30</td>
<td>BSB 328A</td>
<td>V61Y01</td>
</tr>
<tr>
<td>6450 3.0(F)</td>
<td>Clinical Neuropsychology</td>
<td>Walter Heinrichs [<a href="mailto:walterh@yorku.ca">walterh@yorku.ca</a>]</td>
<td>Thurs</td>
<td>2:30-5:30</td>
<td>BSB 203</td>
<td>A79X01</td>
</tr>
<tr>
<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>
<td>ROSS S501</td>
<td>D98M01</td>
</tr>
<tr>
<td>6460P 3.0(F)</td>
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<td>N92G01</td>
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<td>6460P 3.0(W)</td>
<td>Clinical Practicum III</td>
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<tr>
<td>6460P 6.0(Y)</td>
<td>Clinical Practicum III</td>
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<tr>
<td>6470 3.0(F)</td>
<td>Family Therapy</td>
<td>Yvonne Bohr [<a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a>]</td>
<td>Mon.</td>
<td>2:30-5:30</td>
<td>BSB 102A</td>
<td>R26Q01</td>
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<tr>
<td>6475 3.0 (F)</td>
<td>Grounded Theory Methodology</td>
<td>David Rennie [<a href="mailto:drennie@yorku.ca">drennie@yorku.ca</a>]</td>
<td>Tues.</td>
<td>2:30-5:30</td>
<td>BSB 207</td>
<td>P08U01</td>
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<tr>
<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>
<td>BSB 204</td>
<td>K73C01</td>
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<tr>
<td>6510 3.0 (W)</td>
<td>Personality</td>
<td>Raymond Mar [<a href="mailto:mar@yorku.ca">mar@yorku.ca</a>]</td>
<td>Thurs.</td>
<td>2:30-5:30</td>
<td>BSB 204</td>
<td>T58V01</td>
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<tr>
<td>6610 3.0 (F)</td>
<td>Social and Emotional Bases of Development</td>
<td>Maxine Wintre [<a href="mailto:mwintra@yorku.ca">mwintra@yorku.ca</a>]</td>
<td>Tues</td>
<td>2:30 - 5:30</td>
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<td>6720 3.0(W)</td>
<td>Developmental of Affect, Consciousness &amp; Social Cognition</td>
<td>Maria Legerstee <a href="mailto:legerste@yorku.ca">legerste@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30-2:30</td>
<td>CC 335</td>
<td>R55X01</td>
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<td>6780 3.0 (F)</td>
<td>Clinical &amp; Educational Issues in Human Development</td>
<td>James Bebko <a href="mailto:jbebko@yorku.ca">jbebko@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30-2:30</td>
<td>TEL 0008</td>
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<td>6905 3.0 (W)</td>
<td>Biological and Cognitive Bases of Development</td>
<td>Mary Desrocher <a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
<td>Tues.</td>
<td>2:30 - 5:30</td>
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<td>6910A 3.0 (F)</td>
<td>Psychoeducational Assessment of Children and Adolescents</td>
<td>Jennine Rawana</td>
<td>Tues.</td>
<td>11:30-2:30</td>
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<td>Psychoeducational Assessment of Children and Adolescents</td>
<td>Mary Desrocher</td>
<td>Tues.</td>
<td>11:30-2:30</td>
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<td>6910P 6.0A (Y)</td>
<td>Introduction to the Psychological Assessment of Children Practicum</td>
<td>James Bebko</td>
<td>Wed.</td>
<td>2:30 - 5:30</td>
<td>BSB 203</td>
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<td>Introduction to the Psychological Assessment of Children Practicum</td>
<td>Adrienne Perry</td>
<td>Thurs.</td>
<td>11:30-2:30</td>
<td>BSB 102A</td>
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<tr>
<td>6920M 3.0(W)</td>
<td>Clinical and Diagnostic Assessment of Children and Adolescents</td>
<td>Jennine Rawana</td>
<td>Tues.</td>
<td>11:30-2:30</td>
<td>BSB 204</td>
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<td>Clinical and Diagnostic Assessment of Children and Adolescents</td>
<td>Christine Till</td>
<td>Tues.</td>
<td>11:30-2:30</td>
<td>BSB 204</td>
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<td>6925 3.0 (W)</td>
<td>Supervision &amp; Consultation in Behavioural Intervention with Children</td>
<td>Adrienne Perry</td>
<td>Thurs.</td>
<td>8:30-11:30</td>
<td>TEL 0012</td>
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<td>6930M 3.0(W)</td>
<td>Intervention Strategies with Children</td>
<td>Jonathan Weiss</td>
<td>Wed.</td>
<td>8:30-11:30</td>
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<td>Intervention Strategies with Children Practicum</td>
<td>Robert Muller</td>
<td>Fri.</td>
<td>10:30-2:30</td>
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<td>Intervention Strategies with Children Practicum</td>
<td>Yvonne Bohr</td>
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<td>6955 3.0 (W)</td>
<td>Developmental Psychopathology of Childhood and Adolescence</td>
<td>Jennifer Connolly</td>
<td>Wed.</td>
<td>11:30-2:30</td>
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<td>STS 6302 3.0 (W)</td>
<td>Race and Racism in the Human Sciences (Note: This is not a psychology, it’s from the STS program)</td>
<td>Thomas Teo</td>
<td>Wed.</td>
<td>2:30-5:30</td>
<td>SC 219</td>
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<td><strong>BCSC</strong> Bennett Centre for Student Services</td>
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<td><strong>CFA</strong> Centre of Fine Arts</td>
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<td><strong>CFT</strong> Centre for Film and Theatre</td>
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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, an oral presentations and a series of writing assignments.


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

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HISTORICAL & THEORETICAL FOUNDATIONS & CONTEMPORARY PSYCHOLOGY B

Psychology 6030 3.0 (W)  
Michael Pettit  
Wed. 2:30 – 5:30

**Enrolment is limited to 20 students**

**Purpose:** The aim of this course is to introduce students to the history of psychology as a science, a profession, and a social force. We are concerned with investigating how the practices, scope, and experimental objects of psychology have changed over time. We will examine the various schools and systems that have flourished and declined since the eighteenth-century including sensationalism, phrenology, ‘brass instruments’ psychology, functionalism, behaviourism, psychoanalysis, and cognitive science. Particular attention will be paid to the social place of psychology as the science moved from being provenance of a few to a mass profession that shaped the daily lives of the many. During this period, greater attention was placed upon the inner lives of ordinary people than ever before and large organizations sought to come to terms with the individual through standardize measures and tests. We study how this situation came about and what its legacy is for the twenty first century. Students will engage with scholarly articles assessing psychology’s heritage as well as grappling with influential documents from the discipline’s past.

**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 readers responses to assigned readings; regular attendance.

**Readings:** The majority of readings are available electronically through the York University library system.
ADVANCED HISTORY AND THEORY OF PSYCHOLOGY: DARWINIAN INFLUENCES ON PSYCHOLOGY

Psychology 6060D 3.0 (W) (xl with STS 6107 3.0) Christopher Green
Thurs. 11:30-2:30

Enrolment is limited to 15 students

Purpose:
One of the key factors that separated early German experimental psychology from the early American form of the discipline was the basic model of "good" science that was adopted and emulated. For Wilhelm Wundt and his German followers, the remarkable recent successes of experimental physiology -- especially as exemplified in the work of Hermann Helmholtz and Emil du Bois-Reymond -- appeared to show the best route toward establishing a truly scientific psychology. By the time experimental psychology was making its way across the Atlantic, however, more than a decade had gone by and, not only was physiology's triumph becoming "old news," but a new and exciting model of modern science had appeared on the scene -- one which had the added attraction for Americans of having an English-language origin: Charles Darwin's theory of evolution by means of natural selection.

This course will begin at about the time of the first public announcement of Darwin's (and Alfred Russel Wallace's) theory in 1858, and trace the impact that the idea of natural selection had on the development of psychology, particularly in the English-speaking world, over the next several decades. We will examine particularly closely the development, in the late 19th century, of the "school" of psychology that came to be called Functionalism (and the parallel development of its philosophical cousin, Pragmatism), and its replacement by (or was it a transformation into?) Behaviourism in the early 20th century.

Prerequisite: PSYC 6020 or by permission of the instructor.

Readings: Readings will be drawn from the works of a wide array of biologists and psychologists of the period, as well as from studies by recent historians. The major figures will include Charles Darwin, Harvard psychologist and philosopher William James, Princeton developmental psychologist and evolutionist James Mark Baldwin, Chicago philosopher and educationist John Dewey, Chicago psychologist James Rowland Angell, English polymath and eugenicist Francis Galton, Columbia psychologist James McKeen Cattell, Johns Hopkins psychologist John B. Watson, and Harvard psychologist B. F. Skinner. There will also be appearances by figures such as Thomas Henry Huxley, Ernst Haeckel, Chauncey Wright, Charles Sanders Peirce, Granville Stanley Hall, Edward Bradford Titchener, Ivan Pavlov, and Lewis M. Terman.

Evaluation: Students will be evaluated on the basis of a seminar presentation, a major paper, an examination, and the quality of their participation in class discussion.

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.

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.
UNIVARIATE ANALYSIS

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

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.


UNIVARIATE ANALYSIS

Psychology 6130C 6.0 (Y)  
Robindra Sidhu  
Fri. 8:30 - 11:30

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 and assignments.

Text and Readings: T.B.A.

MULTIVARIATE ANALYSIS

Psychology 6140A 6.0 (Y)  
David Flora  
Wed. 2:30 – 5:30

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:

MULTIVARIATE ANALYSIS

Psychology 6140B 6.0 (Y) Michael Friendly
Thurs. 11:30 – 2:30

ENROLMENT IS LIMITED TO 20 STUDENTS

Purpose: Psychology 6140 is designed to provide an integrated, in depth, but applied approach to multivariate data analysis and linear statistical models in behavioural science research. There is a strong emphasis throughout the course on graphical methods for visualizing data and the results of statistical models. The statistical topics covered will include:

- Regression analysis
- Univariate and multivariate ANOVA and ANCOVA
- Discriminant analysis
- Canonical correlation analysis
- Principal components and factor analysis
- Cluster analysis, Multidimensional Scaling and/or Logistic regression (as time permits)

Most of these methods are actually special cases of the General Linear Model. By developing these techniques within this framework, the student is led (hopefully) to appreciate the conceptual unity underlying all forms of regression and all analysis of variance designs, both univariate and multivariate.

This unification of these seemingly different forms of analysis is achieved through the use of matrix algebra to formulate the various models. Therefore, the first part of the course (about 5-6 weeks) is devoted to the necessary mathematical skills.

Although all of the matrix algebra required for the course will be covered in the readings and lectures, time constraints dictate that this treatment will be somewhat brisk, and either a modicum of initial familiarity or a willingness to work hard will be assumed. In order to facilitate exercises and homework problems which involve matrix operations, students will be given instruction in using a computer package for matrix algebra.

Software Notes: In the lectures and lab sessions, I will mainly use SAS for examples and tutorials. Most of the practical assignments and graded work can be done with any software you are comfortable with; however exercises using matrix algebra will probably be most convenient in SAS/IML (or JMP, R or Matlab).

SAS/IML provide students with the equivalent of a "matrix desk calculator" which makes exploration and learning quite efficient; the facilities of SAS provide the power and data management facilities needed for larger projects.

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 Readings: There are two principal texts for the course, and one text on matrix algebra (Green et al.). For most topics in the course, parallel readings are assigned in Johnson & Wichern and Tabachnick & Fidell.


In addition, you may want to use one or more of the following for reference or supplementary reading. The first two provide alternative readings for some sections of the course, and are available in the Psychology Resource Center. The others relate to computing resources.


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SOCIAL METHODS

Psychology 6150B 3.0 (F)  Ward Struthers  
Tues. 11:30 – 2:30  
ENROLMENT LIMITED TO 10 STUDENTS

Purpose: The primary aim of this course is to provide students with the necessary skills to design and carry out high quality empirical research in social psychology. Although quasi-experimental and non-experimental research methods will be briefly addressed, most of the course will focus on experimental research methods in social psychology. Within that independent variables, design, measuring dependent variables, ethics, analyses, and smart strategies to designing and publishing research.

Basis of evaluation: Students’ grades will be based on class participation, presentation of research articles and a research proposal, weekly thought papers, and written research proposal based on students’ research proposal presentation.

Readings: To be assigned.

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TOPICS IN COGNITIVE NEUROSCIENCE: RATIONAL AND EMOTIONAL PROCESSING

Psychology 6216 3.0 (F)  Vinod Goel  
Tues. 11:30 – 2:30  
ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: How can neuroimaging and patient studies inform the development of cognitive theories? We will explore this questions in the context of reading the large literature being generated by neuroimaging...
techniques. In particular, we will focus on the domains of reasoning, decision-making, and emotional processing in both child and adult populations. The focus of the course will be to try to understand how the neuroimaging work is helping (or not helping) us to understand the psychological processes underlying these domains.

**Course Format:** Seminar

**Basis of Evaluation:**

- Course Paper #1 (50%)
  Students will write a paper critically addressing some issue in the integration of cognitive and neural characterization
- Course Paper #2: (20%)
  Students will write a critical review of a published paper.
- Course Presentation(s): 20%
  Students will lead one or two discussions on papers.
- Class Participation (10%)

**Readings:**

(Incomplete, representative list)


**COMPUTATIONAL MODELS OF VISUAL PERCEPTION**

**Psychology 6225 3.0 (F)**
(host CSE xl with CSE 6390D)

**Purpose:**

This goal of this course is to provide a framework and computational tools for modeling visual inference, motivated by interesting examples from the recent literature. Models may be realized as algorithms to solve computer vision problems, or may constitute theories of visual processing in biological systems. The foundation of the course is a treatment of visual processing as a problem of statistical estimation and inference, grounded in the ecological statistics of the visual world.

**Topics include:**
- Bayesian decision theory
- Principal components and factor analysis
- Graphical Models
  - Markov Random Fields
  - Conditional Random Fields

**James Elder**

**Mon. & Wed. 1:00-2:30**

**Enrolment Limit: None**

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-42-
Belief Propagation
- Clustering
  - Mean Shift
  - Expectation Maximization
  - Spectral Methods (Graph Cuts)
- Sampling
  - Gibbs Sampling
  - Markov Chain Monte Carlo
- Classifiers
  - Support Vector Machines
  - Neural Networks

**Prerequisites:** Experience with MATLAB or other high-level programming languages.

**Course Format:** Each week will consist of two 1.5 hour meetings:
- Meeting 1. A lecture by the instructor on a specific computational tool or approach
- Meeting 2. A discussion, led by a specified student, of a selected computational vision paper in which this approach is applied to a specific problem.

In addition, each week a MATLAB software package will be provided that implements elements of the computational approach under study. Students will complete a short MATLAB homework applying the method to a simple example problem.

Two of these short assignments will be written up and submitted for grading.

**Basis of Evaluation:** In addition to student presentations of short computational vision papers, two short MATLAB assignments will be collected and graded. The final project will involve application and possibly extension of a technique studied in the class to a problem chosen by the student.

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<td>Final Project</td>
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**Readings:** Additional journal articles will be selected for discussions led by specified students.

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**BRAIN MECHANISMS OF MOVEMENT IN HEALTH & DISEASE**

**Psychology 6235 3.0 (W) (host KAHS xl with KAHS 6150/BIOL 5137)**  
Lauren Sergio  
Mon. 11:30-2:30

Please contact the instructor for further details.

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**COMPLEX SYSTEMIC APPROACHES TO INTERPERSONAL CHANGE**

**Psychology 6245 3.0 (W)**  
David Reid  
Mon. 11:30 - 2:30

**Enrolment is limited to 12 students**

**Purpose:** This course is designed for students who want to develop the conceptual and interpersonal skills germane to being an effective applied psychologist including advancing clinical skills. 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: 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. These are conceptual and interpersonal skills that add to one’s capacity to be a consultant to other professionals as well as problem solve in real life situations. 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. In the past students from the BBCS, History and Theory, C-D, Clinical, other graduate programs at York (woman’s studies, Schullich) and U. of T.. Students from foreign universities have enrolled and are welcome. The course provides in-depth reading and discussions of literatures spanning Clinical, Personality/Social, some Cognitive Science, some philosophy and clinical intervention methods spanning family, individual, organizational. The pedagogy is such that each student will develop her/his own version of a Complex Systems approach that they may use professionally and scientifically. 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 (mind, interpersonal, biological, etc), not just content. This course will use certain aspects of therapeutic approaches such as Individual Therapy and Interpersonal Therapy and Family 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, DVD and audio tapes of demonstration sessions that will be made available for learning purposes. Copies of a book on Constructivist Therapy will also be loaned to students for certain portions of the course. 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. There are approximately 5 weeks spent on this part. It is preferred that students be able to be supervised the same day of the seminar meeting, but these are negotiable.

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

**PSYC 6253 3.0 (W)**  
**Joseph DeSouza**  
**(xl with KAHS 6156/BIOL 5147)**  
**Kari Hoffman**  
**Wed. 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, facilitating a journal article discussion and class participation.

Final mark will be based on:

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<td>Class Exam</td>
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<td>Paper presentations</td>
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<td>Class discussions and attendance</td>
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**Text:**

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**PRINCIPLES IN NEURAL CODING**

**Psychology 6256 3.0 (W)**

**James Elder**

Wed. 2:30 – 5:30

**ENROLMENT IS LIMITED TO 20 STUDENTS**

**Purpose:**
This course introduces the student to mathematical and computational tools required for cognitive neuroscience at the systems level. Applications in vision, sensory-motor integration, learning, and memory will be considered.

Topics will include:
- Statistics of spike trains
- Reverse correlation and receptive fields
- Population coding
- Fourier theory
- Principal components analysis
- Markov models
- Information theory
- Bayesian decision theory
- Graphical models
- Belief propagation
- Optimal control theory
- Unsupervised and supervised learning

**Course Format:**
Each meeting will consist of three segments:
1. A lecture given by the instructor on a specified technique in computational neuroscience
2. A discussion, led by a specified student, of a selected short journal article that employs this technique
3. A hands-on laboratory, in which students will experiment with software that implements the technique on sample data

**Pre-requisites:**
There are no specific pre-requisites. The course is appropriate for all students interested in computational modeling in systems cognitive neuroscience. Labs and assignments will be based on MATLAB. A brief introduction to MATLAB will be provided, and students without prior experience in MATLAB will be provided with tutorial assignments to bring them up to speed.
Basis of Evaluation: In addition to student presentations of short journal articles, two assignments based upon laboratory work with MATLAB will be assigned, collected and graded. The final project will involve application and possibly extension of a technique studied in the class to a new sample of data, ideally but not necessarily from the students own laboratory.

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<td>Final Project</td>
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Readings: Additional journal articles will be selected for discussions led by specified students.

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FUNDAMENTALS OF NEUROSCIENCE I: STRUCTURES, SYNAPSES

Psychology 6257 3.0 (F) (host KAHS xl with KAHS 6155/BIOL 5146) Dorota Crawford
Mazyar Fallah
Lauren Sergio
Wed. 2:30 - 5:30

Enrolment is limited to 15 students

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 behavior 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 signaling 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 enroll 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.

Basis of Evaluation: Final mark will be based on:

- Class Exams
- Final Exams

PERCEPTION AND ACTION

Psychology 6265 3.0 (W)          Laurence Harris
(xl KAHS 6161/BIOL 5136)        Tues. 2:30 – 5:30

Enrolment is limited to 15 students

Purpose:
This course looks at sensory and motor processes related to the representation of and interaction with the spatial layout of the world. How is sensory information coded for perception and to guide action? Is it the case that sensory information is processed differently depending what it is going to be used for? No prior biological or mathematical knowledge is assumed.

Course Format:
The course will take the form of a weekly interactive seminar meeting. In the second half of the course students will give presentations. Some written assignments (max 3) will be set during the course and a long essay (on the topic of each student’s presentation) will be required.

Pre-requisites:
None

Basis of Evaluation:
Evaluation will be by up to three items of course work submitted throughout the course and a long essay and an accompanying presentation at the end of the course and on participation in class. There will be no timed exam.

Course work: 40%
Long essay and accompanying presentation: 50%
Participation in class: 10%

Textbook:
None

Readings:
Will be from original sources and review chapters & articles. A more detailed reading list will be constructed from relevant new literature from Journals available in the York Library system. The list will include (York call numbers included):

• "Brain and Space" by Jacques Paillard (OUP) (QP 491 B77 1991)
• "The Computational Brain" by Patricia Churchland and Terry Sejnowski (MIT press). (QP 356 C48 1992)
• Selected chapters from “Principles of Neural Science” (2000) by Eric Kandel and James Schwatrz (QP 355.2 P76 2000)

COMPUTER PROGRAMMING FOR EXPERIMENTAL PSYCHOLOGY

PSYC 6273 3.0 (W)          Richard Murray
(xl with BIOL 5144)        Tues. 11:30-2:30

Enrolment is limited to 12 students

Purpose:
This graduate course covers computer programming methods that are useful in experimental psychology. Topics include the MATLAB programming language, data files, curve fitting, Monte Carlo simulations, statistical tests, journal-quality data plots, 2D and 3D graphics (OpenGL), and interfacing to external devices.
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.

Course Format: Classes are held in a computer laboratory, and each week's class consists of a lecture followed by programming practice on assigned problems.

Evaluation: Three problem sets (50%), term project (50%)

Guidelines on Plagiarism: An important part of learning how to program is discussing problems with other people, and reading other peoples’ code. Sometimes this blurs the lines on what constitutes plagiarism. Here are some guidelines. You can discuss assigned problems with others as much as you want, and read each others’ code, but in the end you must do your own work. If you cut and paste someone else’s code, you are plagiarizing. If you find yourself looking at someone else’s code while writing your own, you are probably plagiarizing. If you memorize someone else’s code and type it in without understanding how it works, you are plagiarizing. You should think of computer programming as problem solving, and it is important that you provide your own solutions to assigned problems. That said, discussions are an important part of solving difficult problems, and it is inevitable and acceptable that different peoples’ solutions will end up being similar in some ways.

Course Website: www.yorku.ca/rfm/psyc6273

VISION HEALTH AND VISUAL DISABILITY

Psychology 6276 3.0 (F) Frances Wilkinson
(xl with KAHS 6145) 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.

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**EVOLUTIONARY PSYCHOLOGY**

Psychology 6390A 3.0 (F)  
Anne Russon  
Fri. 11:30-2:30

**Enrolment is limited to 10 students**

**Purpose:**
A consideration of theories, issues and data relating to the evolutionary bases and phylogenetic/ontogenetic interactions underlying cognitive, emotional, and social development.

**Course Format:**
Format will be mostly student-run seminars and discussion; the course director will take responsibility for organizing and directing the first 3-4 sessions. Students’ responsibilities in seminars will include presenting material and directing discussion on selected topics as well as active and informed participation in discussions.

**Pre-requisites:**
None

**Background:**
This course is appropriate for M.A. or Ph.D. students.

**Basis of Evaluation:**
Evaluation will be based on participation in class meetings (20%), seminar presentations (40%), and a final essay (40%).

Essay on an individually developed project

**Readings:**
Textual material will consist of sections of recent textbooks and selected articles. Textbook is under review. Course reading will be determined and assigned as the course proceeds, based on the actual topics selected.

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**CONTEMPORARY ISSUES IN PERSONALITY AND SOCIAL PSYCHOLOGY**

Psychology 6400 3.0 (F)  
Ward Struthers  
Fri. 8:30–11:30

**Enrolment Limit to 10, with priority given to MA 1 followed by MA 2 students**

**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

**Text:**
TBA
SOCIAL COGNITION

Psychology 6405 3.0 (W)                      Kerry Kawakami
Fri. 11:30 – 2:30

**Enrolment is limited to 12 students**

**Purpose:**
In this course we will read about and discuss current theorizing and research in social cognition. In particular, the primary goal of this course will be to examine how individuals make sense of themselves and other individuals. Topics will be divided into two major themes: (1) Elements of Social Cognition (including attributions, attitudes, stereotypes, the self, schemas, counterfactuals, and culture and (2) Processes in Social Cognition (including heuristics, automatic vs. controlled, motivation, and emotion).

**Basis of Evaluation:**
Students’ grades will be based on class participation (10%), presentation of research proposals (40%), and thought papers related to a brief analysis of the assigned readings for the week (50%).

**Readings:**
TBA

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FOUNDATIONS OF CLINICAL PSYCHOLOGY

Psychology 6420 6.0 (Y)                      Joel Goldberg (F)
Myriam Mongrain (W)

**Enrolment is limited to 12 students**

**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. Joel Goldberg will direct the Fall term classes and Dr. Myriam Mongrain 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.

**Text:**

Note: A reading list will also be provided at the beginning of each term for each section separately.

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ASSESSMENT IN PSYCHOLOGY

Psychology 6430 6.0 (Y)                      Jennifer Mills (F)
Norm Park (W)

**Enrolment is limited to 10 students**

**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 cognitive 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. Each student will normally see one client 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:**

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**INTRODUCTION TO PSYCHOTHERAPY**

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

**Enrolment is Limited to 12 Students**

**Purpose:**
The first term will explore Client-Centred and Experiential Therapies. The second term will explore theoretical foundations and intervention strategies of a number of fundamental psychotherapy approaches. These are: psychodynamic, behavioural, cognitive-behavioural, and systemic (family and groups). Issues related to culture will be addressed on an ongoing basis. Trans-theoretical issues such as those related to psychotherapy research and psychotherapy integration will also be addressed.

**Pre-requisite:** Psychology 6420 6.0

**Co-requisite:** Psychology 6430P 6.0

**Basis of Evaluation:** Each term is worth 50% of the final grade.

**Term 1:** Presentation: 40%  
Paper: 50% -- APA style, publishable length  
Class participation: 10%

**Term 2:** Case Formulation Paper 30% -- APA style, publishable length  
Participation: 10%  
Seminar Discussion Leader 10%

**Text & Readings:**
**Term 1:** A detailed list of readings will be provided by the course instructor.
2) A detailed list of readings will be assigned by the course instructor.

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**PSYCHODIAGNOSTICS**

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

**Enrolment is Limited to 20 Students**

**Purpose:** This course covers the psychometric information required to conduct competent psychodiagnosis. Projective, neuropsychological and other tests will be examined theoretically and practically, with special emphasis on their integration with DSM-IV categorisation. There will be some instruction in
test administration, as needed. The fall term will concentrate on cognitive assessment, and the second term will be devoted to personality assessment.

**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 programme.

**Course Format:** The course consists of discussion of DSM IV, various tests, their properties and interpretation. There will be instruction on report-writing. Emphasis will be on case-based formulations in class discussion.

**Basis of Evaluation:** Written assignments which are psychological reports based on data provided by the instructors (80%) and seminar participation (20%).

**Text & Readings:** A list of readings will be circulated. Students should purchase the following:


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**ADVANCED INTERVENTION**

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

**Enrolment is limited to 10 students**

**Purpose:** This course provides advanced training in psychotherapy intervention. The purpose is to develop practical skills and knowledge of theory and research on effective therapeutic practices and post session evaluation strategies. Specific methods of active psychotherapeutic intervention and research evidence on their impact will be covered. Skill training, evaluation 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

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**CLINICAL NEUROPSYCHOLOGY**

Psychology 6450 3.0 (F) Walter Heinrichs
Thurs. 2:30 – 5:30

**Enrolment is limited to 10 students**

**Purpose:** This course will cover issues relevant to the practice of clinical neuropsychology. Students will learn to interpret standardised and experimental neuropsychological measures and to integrate test scores, clinical history, and medical reports in neuropsychological reports. Clinical profiles of both common presenting disorders and exceptional cases will be reviewed and discussed.

**Co-or prerequisite:** There is no formal prerequisite, but Psych. 6320 3.0 or equivalent provides a good background that allows students to get more out of the course.

**Student Background:** Graduate students at any level. A background in basic neuropsychology is helpful but is not required.
Course Format: The first few classes will cover the role of neuropsychology, interviewing techniques, and a description of a broad array of neuropsychological tests, introduced by cognitive domain. Each subsequent class period will focus on a different neuropsychological syndrome, represented by a case study either from the literature (with a detailed report of neuropsychological findings) or from actual patient files. Half the period will be devoted to a student presentation on the neuropsychology of that syndrome, and the other half will be spent reviewing the case study and clinical profile. Students will also get experience in neuropsychological report writing, based on data provided by the course director.

Basis of Evaluation: Will include quality of written reports, oral presentations and participation.


CURRENT ISSUES IN HEALTH PSYCHOLOGY

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

ENROLMENT IS LIMITED TO 10 STUDENTS (5 PSYCHOLOGY AND 5 KINESIOLOGY)

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 Behavior, Reactance Theory, Transtheoretical Model of Health Behavior 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. 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.
FAMILY THERAPY

Psychology 6470 3.0 (F)  

Purpose:  
To introduce students to a systemic approach to child treatment. 

To familiarize students with some of the major theories of family assessment and intervention, and to provide opportunities to observe and practice basic evidence-based strategies in one systemic modality.

To encourage a critical examination of family counselling in the context of cultural systems generally.

To provide a set of basic assessment and intervention skills in Structural Family Therapy.

Student Background:  
At least one course in theories of intervention / counselling. Completion of at least one intervention practicum, or equivalent experience. Admission is by permission of the instructor.

Course Format:  
Weekly seminar meetings. Ongoing observation of assessment and intervention with a family and/or participation as a co-therapist in a clinical case at the York Psychology clinic. Students should be prepared to spend additional time in observation, clinical practice and supervision (e.g. in the evening after class).

Bases of Evaluation:  
Contributions to class and observation sessions; critical paper/seminar presentation; written case study.

GROUNDED THEORY METHODOLOGY

Psychology 6475 3.0(F)  

Purpose:  
This course introduces the grounded theory method of qualitative research and a methodical hermeneutic methodology seen to support it. This is mainly a hands-on course.

Course Format:  
Weekly readings, seminar discussion, practical experience in the gathering and analysis of interview material, individual supervision as needed

Basis of Evaluation:  
There is one written assignment: a research proposal that draws on an interview with each of two people about a phenomenon of interest, and grounded theory analysis of the two protocols. A related requirement is a presentation to the class of this proposal. The course grade will be based on the presentation (30%), written proposal (50%) and class participation (20%). The written proposal is due at the end of the course.

Textbook:  

Readings:  


Rennie, D. L. (2007, March). Toward a meta-methodology of qualitative research. Keynote address given at the annual meeting of the British Psychological Association as part of its inauguration of its Section on Qualitative Research, York, UK.


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**ETHICAL ISSUES IN PROFESSIONAL PRACTICE**

**Psychology 6490B 3.0 (F)**

**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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**PERSONALITY**

**Psychology 6510 3.0 (W)  Raymond Mar  Thurs. 2:30-5:30**

**ENROLLMENT IS LIMITED TO 10 STUDENTS**

**Purpose:** The purpose of this course is to provide students with an in-depth, and partially self-guided, exploration of topics related to personality and individual differences research. To some degree, the structure and content of the course will be determined through discussion, between the instructor and students. One possible format will be the selection of 3 to 6 topics based upon class interest, that will then be investigated through discussion, debate and presentation. Example topics include self-enhancement and its cultural universality, narcissism and its relation to self-esteem, current trait models (e.g., two-factor models, the Big Five, the Hexaco Model, facet-level models), the stability and plasticity of personality, and emotional intelligence. Another possible format involves students taking the initiative to produce a submission-worthy manuscript related to personality research with the entire class providing a useful resource for peer feedback and support. Papers may be undertaken individually, in pairs, or in small groups.

**Course Format:** As noted above, the final format of the course will be determined through discussion at the beginning of the course, but discussion, debate, presentations, and both short and long-format writing are expected to form the basis of this course.

**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.

**Texts Required:** TBD

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**SOCIAL AND EMOTIONAL BASES OF DEVELOPMENT**

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

**ENROLLMENT IS LIMITED TO 14 STUDENTS IN THE C-D AREA**

**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.

DEVELOPMENT OF AFFECT, CONSCIOUSNESS AND SOCIAL COGNITION
Psychology 6720 3.0 (W) Maria Legerstee
Tues. 11:30-2:30

Enrolment is limited to 10 students

Purpose:
Social cognition refers to the ability to understand other people. It encompasses the foundational perceptual skills that allow us to differentiate between social and non-social objects (animate-inanimate distinction), an awareness of the relationship between gazes, actions and affect that enables us to interpret the behavior of others, and an understanding of the mental state of people (see Legerstee, 2005; Legerstee & Hart, 2010; Legerstee, Haley & Bornstein, in press).

Thus one of the most remarkable developmental tasks is the construction of a concept of people. In this course we will examine key aspects of early social cognition and describe their function and developmental trajectory. In particular, we will discuss some of the theoretical and empirical advances in developmental research over the past 20 years to show how an awareness of people’s minds develops. Converging evidence from various methodologies (behavioral and neuroscience) suggests that during the first years of life infants know that there is something special about people and they can share emotional experiences with them – infants appear born with intersubjective awareness. Between 4 and 5 months when infants begin to reach for objects they reveal that they also know that they and other people see the same thing. By the end of the first year infants show an awareness of the goals and intentions of people and will use people to get thing they desire.

During the second and third year of life toddlers begin to engage in imaginary play such as pretense and use words to talk about mental states, and during the fourth and fifth year of life they understand that others hold beliefs that may be different from their own and also begin to reason about complex moral decisions.

In this course we will examine what the difference is between this early and later mental state awareness. Moreover, not all children develop equal competence in their awareness of mental states. In this course we will endeavour to explain these individual differences in mind reading abilities.

Evaluation:
Students’ participation will be rated as well as their preparation of class seminars (25%). In addition, one class presentation (25%) and a major paper (50%) will be requested.

Text and Readings:
http://www.yorku.ca/yfile/archive/index.asp?Article=10322


Selected readings
Purpose:
There has been an increased emphasis in recent years on the more complex processes of how children learn, and their developing awareness of those learning processes. At the same time, changes in the clinical methods used with atypical populations as a result of empirical and pragmatic advances seem to question some of our basic assumptions about normal developmental and learning processes. On the theoretical level, this course will investigate the reciprocal influence of research with normative populations on the one hand, and exceptional populations on the other (e.g., gifted, developmentally disabled, deaf, learning disabled). On the applied level, issues will be addressed in the broad contexts of clinical or educational intervention methods.

Students will have input into the specific topics addressed, but issues that have been covered in recent years range through the evidence base for interventions with children with developmental challenges, such as music therapy and play therapies, transfer and generalization of newly-learned skills. We have also discussed advanced assessment issues, such as an examination of more subtle forms of intellectual behaviour which may not be tapped in standard assessment methods (e.g., executive skills and metacognition [the child's own knowledge about how to learn, when to learn]) and the role of these issues in learning disabilities, giftedness, and communication disorders.

Student Background:
Some familiarity with general theories of cognitive development would be desirable, but not essential.

Basis of Evaluation:
To be negotiated. Students have typically opted for a presentation and a paper on topics of interest in the course, some of which have subsequently been submitted for publication. Students in the course will also be asked to select a new skill they would like to master and keep a log as a case study as they move (hopefully) towards automatization of the skill (previous examples have included harmonica playing, knitting, juggling. Several papers or log results have been submitted and published by the class across the years.

Text and Readings:
BIOLOGICAL & COGNITIVE BASES OF DEVELOPMENT

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

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose:
This course will focus on the biological and cognitive correlates of normative development and situations where these processes go awry. We will begin by reviewing the basic research on neural development. This will be followed by an exploration of the circuitry underlying various behavioural, emotional, and cognitive functions in children and adults. 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.

Basis of Evaluation:

- Take Home Assignments (30%): To cover material presented in background lectures and readings. Will be distributed in class and will involve short essays that will be due at the end of the year – however, it is a good idea to work on the questions as we progress through the course (Due: April 5th).
- Grant Assignment (60%): You will write a grant to explore the biological basis of a disorder of your choice. A sample grant will be sent to you, and a template for the grant will be included in the course materials. This assignment will be done in parts to maximize the feedback you receive along the way:
  - Literature Review and Hypothesis: A 5 page review of the literature that leads up to your grant question. And a one page summary of the research questions or hypotheses that drive your grant question. (Due: February 23rd)
  - Presentation: A presentation on the methodology of your grant which will allow for feedback before you submit the final draft (20 minutes in length, + 10 minutes for questions = 30 minutes total)
  - Final Grant: Using the template provided, you will submit a draft as though you were submitting this to a grant agency such as CIHR. (Due: April 26th).
- Participation (10%): In-class discussions, asking questions, and attendance.

Required Text:

Recommended Websites: www.wholebrainatlas.org
http://library.med.utah.edu/WebPath/HISTHTML/NEURANAT/NEURANCA.html

PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN & ADOLESCENTS

Psychology 6910A 3.0 (F) Jennine Rawana
Tues. 11:30 – 2:30

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.


PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN & ADOLESCENTS

Psychology 6910B 3.0 (F) Mary Desrocher

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 background information and behavioural observations in the interpretation of test performance. Particular attention will be paid to the need to study the child in his/her ecological context, and of providing culturally sensitive assessments. Students will learn to administer 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. Students will also be exposed to many other cognitive and achievement measures through test presentations.

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 three 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 6910 3.0 and Psychology 6920 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.

INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN - PRACTICUM

Psychology 6910P 6.0B (Y)                   Adrienne Perry
                                    Thurs. 11:30 – 2:30

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 6910 3.0 and Psychology 6920 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.

CLINICAL & DIAGNOSTIC ASSESSMENT OF CHILDREN AND ADOLESCENTS

Psychology 6920M 3.0 (W)                   Jennine Rawana
                                    Tues. 11:30-2:30

ENROLLMENT LIMIT: 6 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 15%
2. Parent interview 15%
3. Y UPC observation 5%

Case Formulation and Report A 20%
Case Formulation and Report B 20%
Integrative Presentation 25%

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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: 6 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 15%
2. Parent interview 15%
3. Y UPC observation 5%

Case Formulation and Report A 20%
Case Formulation and Report B 20%
Integrative Presentation 25%
SUPERVISION AND CONSULTATION IN BEHAVIOURAL INTERVENTION WITH CHILDREN

Psychology 6925 3.0 (W) Adrienne Perry
Thurs. 8:30– 11:30

**ENROLMENT IS LIMITED TO 8 STUDENTS**

**Purpose:**
The purpose of this course is to help prepare senior doctoral students to adopt roles they are likely to be expected to fulfill as practicing clinicians in applied settings. The course will focus on the theory and practice of supervision and consultation primarily, within the context of a competencies-based approach. Other topics will include leadership and training roles, working within complex systems and in multidisciplinary teams, and integrating one’s own experience with clinical skills and theoretical knowledge. The primary application will be supervision in behavioural intervention for children but models of supervision of other interventions with other areas of clinical practice with adults and children will also be accommodated.

**Co- or Pre-requisite:**
Students need to have completed their intervention practicum (or be concurrently registered) and, preferably, have considerable clinical experience before taking this course. Participants will need to be working in a clinical setting in some capacity under supervision concurrently with the course and be able to conduct the mini-practicum assignments there.

**Evaluation:**
The grade of this course will be determined as follows. Note that there is considerable weight given to the students’ own self-assessment (as is appropriate for those who will soon be practicing psychologists), including the ability to articulate a personal integration of their own learning and an expectation of discussing this with peers in class (in addition to more traditional academic forms of evaluation).

Presentation re specific model/application of supervision/consultation 30%
Multi-source Evaluations of 2 Practice Components 60%
Class Participation 10%

**Readings:**
To be assigned.

INTERVENTION STRATEGIES WITH CHILDREN

Psychology 6930M 3.0 (W) Jonathan Weiss
Wed. 8:30 – 11:30

**ENROLMENT IS LIMITED TO 6 STUDENTS**
NOTE: STUDENTS NEED PERMISSION FROM COURSE INSTRUCTOR IN ORDER TO ENROL

**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 6930N 3.0 (W)  Jonathan Weiss  Thurs. 8:30 – 11:30

Enrolment is limited to 6 students
Note: Students need permission from course instructor in order to enrol

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 - PRACTICUM

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

ENROLMENT IS LIMITED TO 6 STUDENTS
NOTE: STUDENTS NEED PERMISSION FROM COURSE INSTRUCTOR IN ORDER TO ENROL

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.

INTERVENTION STRATEGIES WITH CHILDREN - PRACTICUM

Psychology 6930P 6.0 B (Y)                Yvonne Bohr
Wed. 11:30-2:30

ENROLMENT IS LIMITED TO 6 STUDENTS
NOTE: STUDENTS NEED PERMISSION FROM COURSE INSTRUCTOR IN ORDER TO ENROL

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.

DEVELOPMENTAL PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE

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

ENROLMENT IS LIMITED TO 10 STUDENTS

Course Description: Developmental psychopathology is broad-based, integrative framework for understanding the emergence of maladaptation in childhood or adolescence and pathways of continuity or discontinuity across the lifespan. In this course we will examine key concepts in developmental psychopathology, including risk, vulnerability, coping and resilience. Environmental contexts, specifically the contributions of family, peers, and the socio-cultural setting will be reviewed. Throughout, the implications of gender and individual diversity will be highlighted.
Purpose:
1. Understand key concepts and unifying themes of developmental psychopathology
2. Learn about the developmental psychopathology of internalizing and externalizing disorders
3. Learn about the application of developmental psychopathology to clinical work with children and adolescents.
4. Learn how to conceptualize research from a developmental psychopathology perspective

Course Format:
The goal of this course is to encourage students’ active engagement with the material. This will be accomplished through didactic sessions with the instructor and active participation by students in the course material. To encourage this engagement, each class will be co-led by the instructor and two students. The instructor will provide an introduction to the class topic. This will be followed by two student presentations: the first being a research based topic related to the overall class agenda and the second being a clinical presentation related to the class agenda.

Readings:
Primary source readings are assigned for each class.

Basis of Evaluation:
1. Clinical Presentation - 25%
2. Research Presentation– 35%
3. Take-Home Exam – 30%
4. Participation – Synthesis Reflections on 4 class topics – 10%

RACE AND RACISM IN THE HUMAN SCIENCES

STS 6302 3.0 (W)        Thomas Teo
Wed. 2:30-5:30

For more information please contact the course instructor.
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, 2010 in order to enroll 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)  
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

THESIS/DISSERTATION RESEARCH

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

Please note this on your advising worksheet
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>SESSIONAL DATES</strong></td>
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<tr>
<td>FALL REGISTRATION &amp; ENROLMENT BEGINS</td>
<td>Monday, May 31, 2010</td>
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<td>CANADA DAY – University Closed</td>
<td>Thursday, July 1, 2010</td>
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<tr>
<td>CIVIC HOLIDAY – University Closed</td>
<td>Monday, August 2, 2010</td>
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<tr>
<td>TEACHING ASSISTANTSHIPS DAY</td>
<td>Thursday, August 26, 2010</td>
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<tr>
<td>LABOUR DAY - University Closed</td>
<td>Monday, September 6, 2010</td>
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<tr>
<td>RESEARCH &amp; APPLIED PRACTICA BEGIN</td>
<td>Monday, September 13, 2010</td>
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<tr>
<td>TEACHING ASSISTANTSHIP AND UNDERGRADUATE CLASSES BEGIN</td>
<td>Monday, September 13, 2010</td>
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<td>GRADUATE CLASSES BEGIN - Fall Term</td>
<td>Monday, September 13, 2010</td>
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<tr>
<td>FINAL DATE FOR REGISTRATION - Late Fees added afterwards</td>
<td>Wednesday, September 8, 2010</td>
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<tr>
<td>DEADLINE FOR PRACTICUM AGREEMENTS</td>
<td>Thursday, September 30, 2010</td>
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<tr>
<td>FALL READING WEEK - No Classes</td>
<td>October 9 - October 15, 2010</td>
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<td>THANKSGIVING - University Closed</td>
<td>Monday, October 11, 2010</td>
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<td>**LAST DAY TO WITHDRAW - fall or Fall/Winter courses on-line</td>
<td>Sunday, October 31, 2010</td>
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<tr>
<td>GRADUATE CLASSES END - Fall Term</td>
<td>Friday, December 10, 2010</td>
</tr>
<tr>
<td>CHRISTMAS BREAK – University Closed</td>
<td>Friday, December 24, 2010-Monday January 3, 2011</td>
</tr>
<tr>
<td>GRADUATE CLASSES BEGIN - Winter Term</td>
<td>Tuesday, January 4, 2011</td>
</tr>
<tr>
<td>FINAL DATE FOR REGISTRATION – Winter Term; Late Fees added afterwards</td>
<td>Tuesday, January 4, 2011</td>
</tr>
<tr>
<td>**LAST DAY TO WITHDRAW - winter half-course</td>
<td>Saturday, January 31, 2011</td>
</tr>
<tr>
<td>WINTER READING WEEK - No Classes</td>
<td>February 19, 2011 to February 25, 2011</td>
</tr>
<tr>
<td>FAMILY DAY – University Closed</td>
<td>Monday, February 21, 2011</td>
</tr>
<tr>
<td>GRADUATE CLASSES END</td>
<td>Monday, April 4, 2011</td>
</tr>
<tr>
<td>GOOD FRIDAY – University Closed</td>
<td>Friday, April 22, 2011</td>
</tr>
<tr>
<td>EASTER SUNDAY – University Closed</td>
<td>Sunday, April 24, 2011</td>
</tr>
<tr>
<td>VICTORIA DAY – University Closed</td>
<td>Monday, May 23, 2011</td>
</tr>
</tbody>
</table>

** 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

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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.