# Graduate Psychology Handbook


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YORK UNIVERSITY
GRADUATE PROGRAMME IN PSYCHOLOGY

INTRODUCTION

Psychology was the first graduate programme to be established at York University and currently is one of the university's largest programmes. Its 94 faculty members include several who are also members of other graduate programmes 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 30 adjunct faculty members and 41 applied practicum supervisors are affiliated with the Programme.

The Graduate Programme 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. programme 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 PROGRAMME DIRECTOR

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

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

THE GRADUATE PROGRAMME EXECUTIVE COMMITTEE

The Faculty of Graduate Studies requires each Graduate Programme to have an executive committee chaired by the Programme Director. The Graduate Programme Executive Committee recommends policy to the Programme as a whole and seeks to coordinate the work of the Programme’s six speciality Areas in relation to the overall Programme. The Committee includes two members elected from the graduate faculty membership at large, the three Departmental Chairs, the six 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 PROGRAMME FACULTY MEMBERS

At York, there are three undergraduate departments of psychology. The largest department, in terms of number of both faculty members and students, is the Faculty of Arts. Of the two smaller departments, one (Atkinson College) concentrates on part-time students and the other (Glendon College) is part of a bilingual liberal arts faculty and offers courses in both French and English. Recently the Department of Psychology (Faculty of Arts) was merged in several ways with the Department of Psychology (Atkinson College). It is important for students to understand, however, that the Graduate Programme in Psychology operates under the aegis of the Faculty of Graduate Studies, not the undergraduate faculties such as Arts, Science, Atkinson College, and Glendon College.

Membership in the Graduate Programme in Psychology requires satisfying the criteria of the Faculty of Graduate Studies, and then being nominated by the Programme Director, approved by the Graduate Faculty Dean, and appointed by the Board of Governors. Regular members of the Programme 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 Programme. 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 programme faculty members meet a number of times each year to consider policy changes recommended by the Graduate Programme 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 Programme comprises six Areas or fields:

- Brain, Behaviour and Cognitive Sciences (BBCS) Prof. James Elder, Area Coordinator
- Clinical (C) Prof. Leslie Greenberg, Director of Clinical Training
- Clinical-Developmental (CD) Prof. Adrienne Perry, Director of Clinical Training
- Developmental and Cognitive Processes (DCP) Prof. Ellen Bialystok, Area Coordinator
- History and Theory (HT) Prof. Alexandra Rutherford, Area Coordinator
- Social and Personality (SP) Prof. Ward Struthers, Area Coordinator

Each incoming student joins a particular Area in keeping with the interests indicated at the time of applying to the Programme. It is assumed that all students entering the Programme at the M.A. level will apply for Ph.D. candidacy after completing the M.A. degree.

*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 Programme 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 programme 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 Programme. 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 Programme.

**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; (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 Programme.
4. Representing psychology graduate students to the Programme’s administration and, where relevant, to the administration of the three psychology departments entailed in the Programme.

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 Programme. 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 Programme 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, as well as the Donald O. Hebb Computer Lab, a full-fledged networked (LAN) consisting of 44 work-stations, three laser printers and two print servers. The network is part of the University campus network and has direct access to all parts of the York University Network and, via gateways, to networks outside of York University. One cubicle houses a multimedia workstation with an attached CD-ROM, sound card flatbed scanner and accompanying software. The Graduate/Faculty Psych Lab's computer complement consists of 12 Pentium IVs with DVDs, sound cards and flat screen monitors, reserved exclusively for the use of graduate students and faculty members in the department. In addition, graduate students can access the Undergraduate Psych Lab (when not booked by classes) containing all Pentium IVs with the exception of one MAC G3. The computer lab has a full range of statistical software (SPSS, SAS, S-Plus, AMOS, JMPIN etc.) as well as the standard MSOffice suite and a number of other software packages (E-Prime, EQS, Frontpage, Canvas Deneba, MATLAB/Matvis, NNIVO etc.). Graduate students have access to the Donald O. Hebb lab seven 7 days a week, 24 hours a day. Graduate students with a personal computer and modem at home may apply for an account, which will give them access to the York University network and to email.

**COUNSELLING AND DEVELOPMENT CENTRE**

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

**Personal Counselling** - Members of the York community are invited to discuss their personal concerns with a counsellor. Appointments can be made at the Centre at Room 145 Behavioural Sciences Building between 9:00 a.m. and 5:00 p.m. Monday to Friday, telephone (416) 736-5297. All interviews are confidential.

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

Learning Disabilities Programme - The Learning Disabilities Programme provides a range of specialized services to students with learning disabilities, including advice on courses and academic programmes; orientation to campus facilities and services; diagnostic assessment of psychological and educational profiles; learning skills counselling; life skills counselling; career counselling; personal counselling; advocacy and ombudsman services regarding evaluation and examinations; and a peer support group.

Psychiatric Disabilities Programme - Educational support service is geared to students with on-going mental health needs. Services include: orientation to campus resources and facilities, counselling regarding academic studies, psychiatric consultation as needed, weekly peer support group, advocacy and strategies for self advocacy, and linkages to community resources.

Self-Help Centre – This Centre comprises books, pamphlets, audio and videotapes, and programmed self-instructional materials. Topics include time management, tension and anxiety, relaxation methods, effective studying, effective listening, exam preparation, weight control, nutrition and fitness, alcohol and drug management, and much more.

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 programmes tailored to community needs.

CENTRE FOR VISION RESEARCH

Twenty-three faculty members at York University, of whom 11 are members of the Graduate Programme 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 programme 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, John Tsotsos or the Administrative Assistant, Teresa Manini, telephone: (416) 736-5659, fax: (416) 736-5857 at 009 Computer Science Building.

LAMARSH CENTRE

The LaMarsh Research Centre on Violence and Conflict Resolution was established at York University in 1980 with assistance from the Ontario government. Named after the late politician, lawyer and author Judy LaMarsh, it is dedicated to encouraging research that explores the themes of violence and conflict resolution in Canadian society.

Its mandate is to encourage, support and/or otherwise facilitate the systematic development of policy-relevant theory and research on violent behaviour, individual and collective, and more specifically to support and encourage research related to the actual social needs of the residents of Ontario. To fulfil that objective, the Centre has developed the Michael D. Smith Resource Centre with a collection of materials on violence and conflict resolution. In addition, the Centre publishes reports, sponsors seminars, supports graduate students and engages in a variety of other activities directly related to research.

An 8 month university Certificate in Dispute Resolution programme was inaugurated in 1996 under the sponsorship of LaMarsh and has been very popular.
For information, contact the Director, Prof. Jennifer Connolly, or the Centre Co-ordinator, Ms. Irene Backhouse, 217 York Lanes, telephone (416) 736-5528, extension 55528, fax (416) 736-5912.

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 in the fall and spring of each year.

FINANCIAL INFORMATION

The policy of the Graduate Programme in Psychology has been to guarantee all entering full-time M.A. and Ph.D. students a full Research Assistantship (RA; see below). The Faculty of Graduate Studies provides a research assistantship to students in their first year after admission to the Programme, the amount varying depending on whether the student enters with an external scholarship. Additional RAs may be available to students later on in their programme of studies, depending on the resources available to the supervisor. Also, a Teaching Assistantship (TA) may be available for M.A. 2 and Ph.D. students. Finally, a Graduate Assistantship may be available as well. Assistantships of all types are paid monthly over the period of appointment and are paid directly into a student’s bank account on the 25th of each month. Holders of assistantships must be prepared to provide banking information and a cancelled blank cheque. Details are available on the CUPE web site.

RESEARCH ASSISTANTSHIPS (RA) – A Research Assistant is defined as a full-time graduate student receiving financial assistance in support of research or academic activities related to that student’s field(s) of study within the academic programme, 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 Programme Director. A written agreement must be submitted to the Graduate Programme 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) - 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 three undergraduate programmes in psychology at York (Arts, Atkinson and Glendon) require separate applications. Students may also apply for TAs in other programmes (e.g., the Humanities Division, the Social Sciences Division, Sociology).

GRADUATE ASSISTANTSHIPS (GA) – In the years following admission to the Programme, full-time students may be eligible for a Graduate Assistantship. Graduate Assistants, assigned to a faculty member or organisation at York, may work in departmental offices/organisations, in any academic term. A Graduate Assistant is employed in administrative, clerical and research work that is independent of his or her own research. The specific assignment of duties is generally made after registration.

SCHOLARSHIPS AND BURSARIES

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

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

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

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

**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. Students must meet certain criteria to be nominated by the Programme. In 2003, the scholarship was valued at a minimum of $15,000.

**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 Programme Office, usually in September and February. (Application deadline for fall: late October, with results made known late November; for spring: mid-March, with results indicated late March).

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

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

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

FACULTY SUPERVISORS

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

Occasionally, the student may desire 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 Programme Director. When a decision has been made to change the supervisor, the student must forward the completed Committee Member Appointment/Change Form to the Programme Office for the approval of the Programme Director.

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

FORMING THE SUPERVISORY COMMITTEE

In forming a supervisory committee, the student must pay attention to the Faculty of Graduate Studies regulations on committee membership. Specifically, the principal supervisor must be from the Graduate Programme 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 Programme 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 Programme in Psychology. These exceptions require approval by both the Graduate Programme 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 Programme 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 Programme Office, the office of the Dean of Graduate Studies or at website www.yorku.ca/grads/pub/td.htm.

The document also gives guidelines regarding the respective responsibilities of supervisory committees, supervisors, and students. The substance of these guidelines bearing on the Graduate Programme 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 beginning of the Ph.D. 3 year.

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 Programme 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 Programme 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 Programme 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 Programme 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 programme 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 programme 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 honest” (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 Programme 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 programme 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 Programme 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 programmes. 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 Programme Director to determine whether or not the student has met Programme requirements.

e) Both the student and the supervisory committee are responsible for completing the student’s Annual Programme 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. programme 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 Programme in Psychology. It provides the Programme 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 Programme’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 Programme 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 Programme 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 Programme 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 Programme in Psychology will not assume any responsibility should any legal action be taken against the student.

**Guidelines for Thesis/Dissertation Proposals**

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

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

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

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

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

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

**Ethical Considerations**

New 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 has been responsive is available at [http://www.yorku.ca/grads/polc/ethics.htm](http://www.yorku.ca/grads/polc/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 into the use of what it refers to as “secondary”, or what is generally thought of as archival data, in ways 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 as just 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 Programme 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 Programme, 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 rather rare case of research planned by a student that does not have to do with either a thesis, minor area paper or dissertation, such “independent” research is to be treated administratively as if it were a proposal for a minor area paper. That is, the student must fill out the necessary research proposal forms (same as minor paper form) whence the proposal will be evaluated internally.

5) Whether or not the FGS or the HPRC adjudicates a student’s research proposal depends on whether or not 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 research falls. In terms of risk, the vast majority of research proposals coming out of this Programme 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 a thesis or dissertation proposals, the following forms, available in the Programme Office, must be filled out (forms are stapled together as one package):

   i) The Thesis and Dissertation Proposal Submission Form (TD 1)
   ii) The Human Participants Research Protocol Form (TD 2)
   iii) Appendix B – Checklist (TD 3)
   iv) Statement of Relationship between Proposal and Existing Approved Research/Facilities (TD 4)

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

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

3) Provide 2 copies, one for the Graduate Programme 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 Programme 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 Programme Director may be forwarded to the FGS for its consideration. (In the past, deregistered students were allowed to submit proposals to the Programme 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 THESIS/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 cannot 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 Programme 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 Programme Office and on the website http://www.yorku.ca/grads/pub/td.htm.

LENGTH OF ABSTRACTS

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

THE M.A. DEGREE

Students should become thoroughly familiar with the requirements for the M.A. degree in their Area of specialisation. Please refer to the Faculty of Graduate Studies Calendar or the Programme Brochure for these requirements.

TIME LIMITS

The M.A. programme 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 Programme Office on or before the end of May, so that a decision can be made prior to fall registration. Students will be expected to provide, in writing, grounds for requesting an extension and a realistic timetable for completion along with written agreement from his/her supervisor. Students granted an extension would be required to enrol as part-time students.

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

• The third week of August is the last date for submission of a thesis or dissertation to the Faculty of Graduate Studies, prior to an oral examination and receipt of a recommendation from a Programme Director, for students who expect to fulfil all Master’s degree requirements before the fall convocation.

• The beginning of the second week in September is the deadline for the fulfillment of all Master’s and Doctor of Philosophy degree requirements before the fall Convocation. This is the last possible date for the Faculty of Graduate Studies to receive, through the graduate programme director, favourable decision from the thesis/dissertation examining committee.

• The beginning of the third week in September is the deadline for the three unbound copies of the thesis or dissertation in final acceptable form delivered to the Faculty of Graduate Studies.

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

• Upon completion of the thesis, a final copy must be submitted to each member of the Examining Committee.
• The following forms must be obtained from the graduate programme 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 Programme)*
(h) Copyright pages *(prepared by Programme)*

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 Programme office no later than 24 days prior to the date set for the oral examination.

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

• After the oral examination, the thesis or dissertation must be revised as required by the examining committee. Three final and approved copies of the thesis to the Thesis Office, Room 283, York Lanes, must be submitted for binding prior to a date specified by the Faculty of Graduate Studies (usually prior to May 15th or October 15th). 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. programme may apply for advancement to the Ph.D. programme. *Such advancement is not automatic*. Applications are first considered by the student’s Area. The Area makes a recommendation to the Programme Director, who makes a recommendation to the Dean of the Faculty of Graduate Studies. The student should allow at least 4 weeks for his/her application to be processed. 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. programme, 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**

**PROGRAMME REQUIREMENTS**

Students should become thoroughly familiar with the requirements for the Ph.D. degree in their Area of specialisation. Please refer to the *Faculty of Graduate Studies Calendar* or the Programme *Brochure* for these requirements.

**PH.D. MINOR AREA PAPER REQUIREMENT**

Each Ph.D. candidate is required to write a minor area paper on a topic chosen in consultation with his/her supervisor. The minor area paper is intended to foster breadth 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 Programme 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 Programme in Psychology. The minor area paper may be identifiably "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 Programme 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 Programme 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 Programme 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, 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 though the internship. In preparation for the examination, the student is required to submit a written case-summary, a report on a psychological assessment (including test data, if appropriate), and a summary report of a therapy 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 reports should reflect the theory, providing the rationale for the student's role in the transaction and how his/her behaviour in the transaction accords with the demands of the theory.

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. The intervention session is also reviewed in the light of either an audiotape or videotape and accompanying transcript.

**Guidelines for Arranging the Examination**

The student should:

1. Consult with his or her supervisor prior to making the decision to take the examination.

2. Fill out the Clinical Competency Examination Arrangement Form indicating the names of the two examiners arranged by the student (see below), their affiliation, the date, and time of the examination (the location should be arranged through the Programme Office, B.S.B. Room 297).

3. Submit the form to 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. Once this is arranged, you will be informed of the person chosen as the third examiner.

4. Provide each of the three examiners with an examination package *at least 2 weeks* before the examination date.
The Chair of the Examining Committee 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 Programme in Psychology and a practicum or internship supervisor who is familiar with the student's work but who has not supervised the student with respect to the case(s) presented for the Competency Examination. The student has the option of nominating the practicum supervisor and one of the two faculty members. The Clinical Area nominates the second faculty member, governed as much as possible by a principle of rotation. All full-time faculty members, whose primary affiliation is with the Clinical and Clinical-Developmental Areas, are eligible for nomination. A Clinical/Developmental Area faculty member is nominated only when necessary, i.e., when the material presented by the student (e.g., child assessment, play therapy, etc.) is relevant to a given faculty member's area of specialisation.

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

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

**Time Limits**

The Ph.D. programme 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 programme. All required documents should be in the office of the Programme 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. He/she will ask one student in the course to take responsibility for the collection of the forms.

Practicum supervisors submit to the Programme 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 Programme 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 Programme Office. Course and practicum evaluation reports are available in the office for inspection by the student at any time.

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

**COURSE SYLLABI**

The policy of the Graduate Programme 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 Programme office. In cases of dispute, a subcommittee of the Graduate Programme Executive Committee, consisting of one faculty member and one student, is appointed to review the course requirements and make recommendations to the Director.
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 Programme in a timely manner.

2. **Choosing a Practicum II Location**

   a) The Psychology 6440P 6.0 (Practicum II) is for 660 hours of supervised training. (This is a change from the previous requirement that Practicum II be only 330 hours of training.)

   b) Each student is asked to meet with the Director of Clinical Training (Prof. Leslie Greenberg) 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. Ms. Sandra Locke (in Room 281) 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 Programme 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 Programme 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. **Internships** - 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 programme requirements prior to entering the internship. A student who has not met the requirements will not be permitted to enter the internship. A student who would do her/his full-year internship at a location geographically distant from the University should give especially serious consideration to completing the clinical competency exam prior to entering the internship. Furthermore, a student who has completed her/his competency exam prior to applying may appear particularly attractive to the internship setting.)

   Students 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 who have successfully completed their Ph.D. dissertation would only have to register as a part-time graduate student when taking the pre-doctoral internship. Students who have not completed the Ph.D. dissertation will have to register as a full-time 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. Students in the C/D programme are required to complete their Ph.D. dissertation prior to entering the pre-doctoral internship.

5. **Accreditations**

Both are intended to lead to registration with the College of Psychologists of Ontario. Both are accredited by the Canadian Psychological Association and the American and Psychological Association (see note below). They follow the scientist-practitioner model that is the predominant model in North American clinical psychology, which emphasizes both the development of research skills/independent scholarship and clinical skills. The programmes 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.

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

Dr. Karen R. Cohen  
Associate Executive Director and Registrar Accreditation  
Ms. Ann Marie Plante  
Accreditation Assistant  
Accreditation Office  
Canadian Psychological Association  
141 Laurier Ave. W., Suite 702  
Ottawa, Ontario K1P 5H3  
Tel: 1-888-472-0657 (Ms. Plante, ext. 328) Email: kcohen@cap.ca, aplante@cpa.ca  
Web site: http://www/cpa.ca

Susan F. Zlotlow, Ph.D., Director  
Programme Consultation and Accreditation  
American Psychological Association (APA)  
750 First Street, NE  
Washington, DC 2002-424 U.S.A.  
Tel: (202) 326-5500  
Email: apaaccred@apa.org  
Web site: aps.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 Programmes (CCPPP)  
www.cpa.ca

**ADDITIONAL INFORMATION FOR STUDENTS IN THE BRAIN, BEHAVIOUR AND COGNITIVE SCIENCE AREA**

1. **Annual Meetings** – The Area enforces existing rules concerning advisory committee meetings. Specifically, yearly meetings are scheduled where each student supplies a written summary of his/her progress (maximum of five pages), and a 10-minute oral presentation to the supervisory committee and the faculty members of the Area. The student receives feedback concerning his/her progress from the committee and 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. programme 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 2005

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

1. Students register twice during the academic year: **in September for the fall and winter terms**, and **in May for the summer term**. Registration must be done by using your own computer or using a computer located in the Psychology Laboratory -Student Access System (SAS). If no computer is accessible, a form must be obtained from SSC (Student Services Centre and submitted as per the registration website: http://calendars.registrar.yorku.ca/lectureschedules/fw05/enrolment/alternate.htm You need to use a catalogue number to register. Please refer to the Registration Procedures and Lecture Schedule, placed on the Web page. Registration will begin approximately the third week of August. The last day to register without paying the late fee ($60) is September 15th.

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

3. A statement will be mailed out to the student; fees may be paid at any bank.

4. Students must petition to change their status (from full to part-time or vice versa), by completing a form available in the Programme Office.

FACULTY AND PROGRAMME REGULATIONS

PETITIONS

Students may petition for exemption from any regulation of the Graduate Programme in Psychology or of the Faculty of Graduate Studies. There is a form for petitions requiring Faculty approval (e.g., extension of time to remove an incomplete grade) and a form for petitions requiring Area approval (e.g., exemption from an Area requirement). These forms are available from the Programme office. The form is returned to the Director for his/her approval, once approval has been given, by signature, by the supervisor, Area Coordinator/Director of Clinical Training, and any other pertinent faculty member. Should the petition be denied, the student may request that the matter be taken to the Programme Executive Committee. In any case, if a Faculty of Graduate Studies regulation is involved, the approved petition is next sent to the Faculty of Graduate Studies for consideration and disposition.

WITHDRAWAL FROM THE PROGRAMME

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

REINSTATEMENT VS RE-ADMISSION

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

RE-ADMISSION

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

1. they have been out of the Programme for 6 terms (2 years) or longer; or
2. they had completed less than 75%* of the Programme 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 programmes; or
4. they were not in "good standing" at the time of withdrawal from the Programme.

Note * In cases where it is not readily obvious what percentage of the programme has been completed, the Graduate Programme 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 programme at York who did not complete their requirements and who wish to return to the same programme may petition for reinstatement if:

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

OR

2. They have been out of the Programme 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 Programme,
   - and b) they were in "good standing" at the time of withdrawal from the Programme,
   - 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 Programme in Psychology.

**ADDING AND DROPPING COURSES**

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

**NOTE** – IN EVERY INSTANCE WHEN A STUDENT DROPS OR ADDS A COURSE, THE PROGRAMME OFFICE MUST BE INFORMED, AND WHERE NECESSARY, APPROPRIATE FORMS MUST BE COMPLETED. THESE FORMS ARE AVAILABLE IN THE PROGRAMME OFFICE.

**COURSES IN OTHER PROGRAMMES AND OTHER INSTITUTIONS**

Students may obtain permission to take courses in other graduate programmes at York and at other institutions. The student should first discuss the matter with his/her supervisor. The Programme administrative assistant has the forms, which must be filled out if courses outside the Programme 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 programme. 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 programmes 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 Programme 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. programmes combined. The following conditions apply:

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

(a) Hold an external or internal scholarship,
(b) Receive an FGS bursary,
(c) Hold an RA/GA/TA,
(d) Be eligible for the minimum guarantee of $3,900, 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 Programme Office. The document is also on the web at [http://www.yorku.ca/grads/polc/intlprop.htm](http://www.yorku.ca/grads/polc/intlprop.htm). Selected clauses are given below:

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.

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.

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.

**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/cal.htm](http://www.yorku.ca/grads/cal.htm) so that they are familiar with the Faculty's policy on this topic.

**GRADES**

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Grades Due</th>
<th>Removal of Incomplete Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Fall/Winter Courses</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>
</tbody>
</table>

-23-
Full Summer Courses 15 September 15 January
Half Summer Courses 15 September 15 November

NOTE - That the grades need to be submitted to the Programme 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, that is fall and winter.

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

INCOMPLETE GRADES

It is expected that the student will complete all work for a course before the end of the term (half course) or year (full course) in which the course is given. Courses are to be designed by course directors so that all requirements can be normally met within these time periods, with all assignments being made early enough in the term or year to allow for timely completion. The grade of I (Incomplete) may be awarded only under unusual circumstances, such as ill health, which must be documented on the grade reporting sheet handed in by the course director. The grade of I (Incomplete) may be approved for up to 2 months for a half course or 4 months for a full course. It needs to be remembered that these deadlines for removal of incomplete grades are already time extensions beyond the date when grades must be reported, and it is the GRADE rather than the submission of the work, that is due by the deadline. Students must hand in their work in sufficient time for the course director to determine a grade and for the Graduate Programme 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 Programme 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 Programme 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 Programme 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 programme course, you should explain how your reading programme 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 Programme Office.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Catalogue #</th>
</tr>
</thead>
<tbody>
<tr>
<td>6020 3.0 (F)</td>
<td>Historical &amp; Theoretical Foundations &amp; Contemporary Psychology A</td>
<td>Thomas Teo <a href="mailto:tteo@yorku.ca">tteo@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30 - 2:30</td>
<td>BS 207</td>
<td>D44E01</td>
</tr>
<tr>
<td>6030 3.0 (W)</td>
<td>Historical &amp; Theoretical Foundations &amp; Contemporary Psychology B</td>
<td>Thomas Teo <a href="mailto:tteo@yorku.ca">tteo@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30 - 5:30</td>
<td>ROSS S536</td>
<td>C02V01</td>
</tr>
<tr>
<td>6060D 3.0 (W) [cross-listed with PHILO 6340 3.0]</td>
<td>Advanced History and Theory of Psychology: Darwinian Influences on Psychology</td>
<td>Christopher Green <a href="mailto:christo@yorku.ca">christo@yorku.ca</a></td>
<td>Thurs.</td>
<td>11:30 - 2:30</td>
<td>BS 203</td>
<td>H10M01</td>
</tr>
<tr>
<td>6130A 6.0 (Y)</td>
<td>Univariate Analysis</td>
<td>James Elder <a href="mailto:jelder@yorku.ca">jelder@yorku.ca</a></td>
<td>Wed.</td>
<td>11:30 - 2:30</td>
<td>BS 203</td>
<td>N01U01</td>
</tr>
<tr>
<td>6130B 6.0 (Y)</td>
<td>Univariate Analysis</td>
<td>David Flora</td>
<td>Tues.</td>
<td>8:30 - 11:30</td>
<td>BS 203</td>
<td>G48G01</td>
</tr>
<tr>
<td>6130C 6.0 (Y)</td>
<td>Univariate Analysis</td>
<td>Robert Cribbie <a href="mailto:cribbie@yorku.ca">cribbie@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30 - 2:30</td>
<td>BS 163</td>
<td>W95Z01</td>
</tr>
<tr>
<td>6140A 6.0 (Y)</td>
<td>Multivariate Analysis</td>
<td>Georges Monette <a href="mailto:Georges.monette@mathstat.yorku.ca">Georges.monette@mathstat.yorku.ca</a></td>
<td>Thurs.</td>
<td>8:30 - 11:30</td>
<td>BS 163</td>
<td>C49T01</td>
</tr>
<tr>
<td>6140B 6.0 (Y)</td>
<td>Multivariate Analysis</td>
<td>Robindra Sidhu <a href="mailto:Robindr@yorku.ca">Robindr@yorku.ca</a></td>
<td>Fri.</td>
<td>2:30 - 5:30</td>
<td>TEL 2118</td>
<td>S96E01</td>
</tr>
<tr>
<td>6150E 3.0 (F)</td>
<td>Research Methods in the Study of Personality</td>
<td>Gord Flett <a href="mailto:gflett@yorku.ca">gflett@yorku.ca</a></td>
<td>Thurs.</td>
<td>11:30 - 2:30</td>
<td>BS 203</td>
<td>T30B01</td>
</tr>
<tr>
<td>6216 3.0 (F)</td>
<td>Topics in Cognitive Neuroscience: Rational &amp; Emotional Processing</td>
<td>Vinod Goel <a href="mailto:vgoel@yorku.ca">vgoel@yorku.ca</a></td>
<td>Tues.</td>
<td>2:30 – 5:30</td>
<td>CC 335</td>
<td>S89F01</td>
</tr>
<tr>
<td>6245 3.0 (F)</td>
<td>Complex Systems Approach to Interpersonal Change</td>
<td>David Reid <a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a></td>
<td>Fri.</td>
<td>2:30 - 5:30</td>
<td>BS 203</td>
<td>Z39G01</td>
</tr>
<tr>
<td>6260A 3.0 (F) [cross-listed with KAHS 6160 &amp; BIO 5135]</td>
<td>Spatially Coordinated Behaviour</td>
<td>Doug Crawford <a href="mailto:jdc@yorku.ca">jdc@yorku.ca</a></td>
<td>Wed.</td>
<td>2:30 - 5:30</td>
<td>CSEB 0012</td>
<td>W98Y01</td>
</tr>
<tr>
<td>6320 3.0 (W)</td>
<td>Human Neuropsychology History &amp; Syndrome</td>
<td>Jill Rich <a href="mailto:jbr@yorku.ca">jbr@yorku.ca</a></td>
<td>Thurs.</td>
<td>8:30 – 11:30</td>
<td>BS 203</td>
<td>H89P01</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor(s)</td>
<td>Days</td>
<td>Time</td>
<td>Room</td>
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<tr>
<td>6400 3.0 (F)</td>
<td>Contemporary Issues in Personality and Social Psychology</td>
<td>Richard Lalonde, Doug McCann, Esther Green Glass, Ward Struthers, Jennifer Steele, Michaela Hynie</td>
<td>Fri.</td>
<td>8:30 - 11:30</td>
<td>BS 204</td>
<td></td>
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<tr>
<td>6410 3.0 (W)</td>
<td>Social Psychology</td>
<td>Ian McGregor</td>
<td>Tues.</td>
<td>2:30 - 5:30</td>
<td>BS 328A</td>
<td></td>
</tr>
<tr>
<td>6420 6.0 (Y)</td>
<td>Foundations of Clinical Psychology</td>
<td>Walter Heinrichs, Myriam Mongrain</td>
<td>Mon.</td>
<td>2:30 - 5:30</td>
<td>BS 203</td>
<td></td>
</tr>
<tr>
<td>6430 6.0 (Y)</td>
<td>Assessment in Psychology</td>
<td>Krista Trobst, Walter Heinrichs</td>
<td>Tues.</td>
<td>2:30 - 5:30</td>
<td>BS 204</td>
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</tr>
<tr>
<td>6430P 6.0 (Y)</td>
<td>Clinical Practicum I</td>
<td>Jane Irvine, Henny Westra</td>
<td>Mon.</td>
<td>2:30 - 5:30</td>
<td>BS 328A</td>
<td></td>
</tr>
<tr>
<td>6435 6.0 (Y)</td>
<td>Introduction to Psychotherapy</td>
<td>Trevor Hart, David Rennie</td>
<td>Wed.</td>
<td>11:30 - 2:30</td>
<td>BS 204</td>
<td></td>
</tr>
<tr>
<td>6440 6.0 (Y)</td>
<td>Psychodiagnoastics</td>
<td>Harvey Brooker, Joel Goldberg</td>
<td>Tues.</td>
<td>8:30 - 11:30</td>
<td>BS 207</td>
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<tr>
<td>6440P 6.0 (Y)</td>
<td>Clinical Practicum II</td>
<td></td>
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<tr>
<td>6445 6.0 (Y)</td>
<td>Advanced Intervention</td>
<td>John Eastwood</td>
<td>Thurs.</td>
<td>11:30 - 2:30</td>
<td>BS 204</td>
<td></td>
</tr>
<tr>
<td>6455 3.0 (W) [cross-listed w/ KAHS 6143]</td>
<td>Current Issues in Health Psychology</td>
<td>Joel Katz</td>
<td>Wed.</td>
<td>2:30 - 5:30</td>
<td>BS 328A</td>
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<tr>
<td>6460P 3.0 (F)</td>
<td>Clinical Practicum III</td>
<td></td>
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<td>H35B01</td>
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<tr>
<td>6460P 3.0 (W)</td>
<td>Clinical Practicum III</td>
<td></td>
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<td>C52P01</td>
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<tr>
<td>6460P 6.0 (Y)</td>
<td>Clinical Practicum III</td>
<td></td>
<td></td>
<td></td>
<td>J24J01</td>
<td></td>
</tr>
<tr>
<td>6480 3.0 (W)</td>
<td>Brief Psychotherapy &amp; Short Term Treatment</td>
<td>Yvonne Bohr</td>
<td>Wed.</td>
<td>2:30 – 5:30</td>
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<td>Maggie Toplak</td>
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<td>Introduction to the Psychological Assessment of Children</td>
<td>Yvonne Bohr</td>
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<td>Introduction to the Psychological Assessment of Children Practicum</td>
<td>Jim Bebko</td>
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<td>Diagnostic Interviewing of Children, Adolescents and Families</td>
<td>Rebecca Pillai Riddell</td>
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<td>6920 3.0 (W)</td>
<td>Advanced Assessment of Infants, Children &amp; Families</td>
<td>Adrienne Perry</td>
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<td>Intervention Strategies with Children</td>
<td>Robert Muller</td>
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<td>Intervention Strategies with Children Practicum</td>
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<td>Clinical-Developmental Assessment &amp; Treatment of Adolescent Disorders</td>
<td>Jennifer Connolly</td>
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<td>6950 3.0 (W)</td>
<td>Learning Disabilities: Theories, Research, Diagnosis</td>
<td>Maggie Toplak</td>
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<td>Autism and Development</td>
<td>Adrienne Perry</td>
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**BUILDING LIST**

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- FS: Farquharson Life Sciences Building
- HNES: Health, Nursing & Environmental

- K: Kinsmen Building
- LB: Lumbers Building
- MC: McLaughlin College
- PR: Physical Resources Building
- PSE: Petrie Science & Engineering Building
- R: Ross Building
- SC: Stong College
- SL: Steacie Science Library
- SLH: Stedman Lecture Halls
- SSB: Schulich School of Business
- SSC: Student Services Centre
- TEL: Technology Enhanced Learning Building
- VC: Vanier College
- VH: Vari Hall
- WC: Winters College
HISTORICAL & THEORETICAL FOUNDATIONS OF CONTEMPORARY PSYCHOLOGY A

Psychology 6020 3.0 (F)                              Thomas Teo
Catalogue # D44E01

Enrolment is limited to 20 students

Purpose: This course is intended to provide a basic overview of the history of psychology and the history of the critique of psychology. We also attempt to identify the historical reasons for psychology’s successes in North America. In terms of methodological problems of psychological historiography the course introduces to the issues of presentism versus historicism, continuity versus discontinuity, internalism versus externalism, celebration versus critique, and disciplinarity versus interdisciplinarity.

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, student presentations, and class discussions.

Evaluation: Presentation of reading in class; written elaboration of presentation; written comments each week concerning the assigned reading; regular attendance.

Text Required: TBA (primary and secondary historical sources).

HISTORICAL & THEORETICAL FOUNDATIONS OF CONTEMPORARY PSYCHOLOGY B

Psychology 6030 3.0 (W)                              Thomas Teo
Catalogue # C02V01

Enrolment is limited to 20 students

Purpose: In this course we will focus on epistemological problems of psychology from a theoretical as well as a historical point of view. We will discuss empiricism (classical and logical), rationalism (classical and critical), hermeneutics, post-empiricism (theory of scientific revolutions), and critical-theoretical epistemologies (Marxism, feminism, postmodernism, post-colonialism). The relevance of these epistemological positions for psychological research, knowledge, and practice will be elaborated. The nature, ways, and limits for achieving knowledge in psychology will be analyzed.

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

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

Evaluation: Presentation of reading in class; written elaboration of presentation; written comments each week concerning the assigned reading; regular attendance.

Readings: Course kit
ADVANCED HISTORY AND THEORY OF PSYCHOLOGY: DARWINIAN INFLUENCES ON PSYCHOLOGY

Psychology 6060D 3.0 (W)
[cross-listed with PHILO 6340 3.0]
Catalogue # H10M01
C. D. Green
Thurs. 11:30-2:30
Room: BSB 203

ENROLMENT IS LIMITED TO 15 STUDENTS

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?) Behaviorism in the early 20th century. If there is time an interest, we may also include a unit on modern evolutionary psychology.

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.

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.

No prerequisites.

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UNIVARIATE ANALYSIS

Psychology 6130A 6.0 (Y)
Catalogue # N01U01
James Elder
Wed. 11:30 - 2:30
Room: BS 207

ENROLMENT IS LIMITED TO 15 STUDENTS

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

Course Format: Lectures, computer-based exercises.

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

Text and Readings: T.B.A.
UNIVARIATE ANALYSIS
Psychology 6130B 6.0 (Y)  
Catalogue # G48G01  
David Flora  
Tues. 8:30 – 11:30  
Room: BS 203

Enrolment is limited to 15 students

Purpose: The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate research designs. The course material will focus on the general linear model, including simple and complex ANOVA models and regression models.

Course Format: Lectures, computer-based exercises.

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


UNIVARIATE ANALYSIS
Psychology 6130C 6.0 (Y)  
Catalogue # W95Z01  
Robert Cribbie  
Tues. 11:30 – 2:30 pm  
Room: BS 163

Enrolment is limited to 15 students

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

Course Format: Lectures, computer-based exercises.

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

Text and Readings: T.B.A.
MULTIVARIATE ANALYSIS
Psychology 6140A 6.0 (Y) Georges Monette
Catalogue # C49T01 Thurs. 8:30 – 11:30
Room: BS 163

REVISED DESCRIPTION

The course will explore modern methods of regression and multivariate data analysis making intensive use of the R statistical programming environment.

The first half of the course will be based on the book "Applied Regression Analysis, Linear Models and Related Methods" by John Fox (1997). The book takes a modern in-depth approach to regression including robust and non-parametric regression, diagnostics, logistic regression, bootstrapping and cross-validation. We will see the underlying theory based on matrix algebra and vector geometry.

The second half of the course extends the material of the first half and will include regression with multivariate outcomes, principal components, factor analysis, multilevel and longitudinal data analysis.

MULTIVARIATE ANALYSIS
Psychology 6140B 6.0 (Y) Robindra Sidhu
Catalogue # S96E01 Fri. 2:30 – 5:30
Room: BSB 204

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

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

The goal of this course is to provide students with the basic tools to conduct and interpret the results of a multivariate analysis in a meaningful manner. My aim is to demystify multivariate statistics using a practical and concrete approach. One way of achieving this is through the examination of graphical and geometric interpretation of the multivariate concepts and techniques. In addition, matrix algebra is used to demonstrate "where the numbers come from" on an SPSS output. Where possible the connection is made between univariate techniques and multivariate analogues. Although elementary matrix algebra is introduced early in the course, other matrix procedures are introduced on an "as needed" basis through the use of matrix algebra. Matrix calculations are produced through matrix algebra calculators.
In addition to the scheduled class, demonstrations will be held in the computer lab. In the winter term each student will be asked to select a research paper using a multivariate design and present a brief summary and critique of the data analysis issues involved. There will also be a data analysis and presentation symposium.

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

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

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


You may also consider:


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

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**RESEARCH METHODS IN THE STUDY OF PERSONALITY**

**Psychology 6150E 3.0 (F)**

**Catalogue # T30B01**

**G. Flett**

**Thurs. 11:30 - 2:30**

**Room: BSB 203**

**Purpose:** To deal with basic philosophical, methodological and practical issues in the design, conduct and analysis of research on personality and individual differences. The course will stress philosophical, psychometric, and research-design issues from a practical rather than purely technical-statistical standpoint. Some coverage will be given to specific statistical methods, (e.g. correlation, regression, structural equation modeling and factor analysis) and to computer usage in aid of these methods.

**Student Background:** Admission to either the Master’s or Doctoral programme in Psychology at York.

**Course Format:** The course will be divided between lecture presentations and seminar discussions of course topics in the early stages, and student presentations of research proposals the balance between the early and late stages will depend partly on course enrolment.

**Requirements:** Each student will submit a written research proposal in the area of personality, or a paper on a methodological issue in personality research, and give a verbal presentation on it. There will also be a final exam, and a number of mini-assignments, e.g. computer analyses of existing datasets in the general area of personality.

**Basis of Evaluation:** The exam and research proposal will each be worth 40% of the student’s grade. The remaining 20% will be based on participation, specifically the mini-assignments, the class presentation on the student’s proposed research and contributions to discussion.

**Text and Readings:** To be announced at a later date.

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**TOPICS IN COGNITIVE NEUROSCIENCE: RATIONAL AND EMOTIONAL PROCESSING**

-34-
Course Description
The purpose of this course is to familiarize students with a subset of the large literature being generated by Neuroimaging techniques. We will cover the domains of reasoning, decision making and emotional processing in both child and adult populations. The interaction between emotional and rational processes will be of particular interest. The focus of the course will be to bring together what is known about these processes at the psychological and neural levels and attempt a synthesis.

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 Review of a published paper.

Course Presentation(s): 20%
Students will lead one or two discussions on papers.

Class Participation (10%)

COMPLEX SYSTEMIC APPROACHES TO INTERPERSONAL CHANGE

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

Course Format:
Because the learning of Systemic Approaches requires an integration of Intellectual, Experiential and Communicative skills the teaching modality will be action oriented with a strong emphasis on dialogue, interpretation and pragmatics. Required readings and activities will be assigned and the course director will lead all of the sessions. The teaching will be done with didactics and workshops designed to elucidate systemic approaches. The course director has purchased video and audio tapes of demonstration sessions that will be made available for learning purposes. The various systemic approaches encompass such interrelated topics as emotional systems, belief systems, communication systems, social systems, gender, culture and health. There is a practicum component whereby students will, on a weekly basis, audio tape interpersonal interactions and then bring these for supervisory sessions with the course director. It is preferred that
students be able to be supervised the same day of the seminar meeting.

**Basis of Evaluation:**

The evaluation will be based on:

1. The student’s submission of her/his best audio or video-taped demonstration of the application of a systemic approach to interpersonal change. This tape will be a product of what is learned in the course and the student would participate in its evaluation. There is opportunity for the student to be creative in her/his interpretation of systemic approaches. The experience in doing this is 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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**SPATIALLY COORDINATED BEHAVIOUR**

**Psychology 6260A 3.0 (F)**

(cross-listed with KAHS 6160 & BIO 5135)

Catalogue # W98Y01

Doug Crawford

Wed. 2:30 - 5:30

Room: BS 203

**Purpose:**

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

**Prerequisite:**

Undergraduate courses in perception or systems neuroscience

**Course Format:**

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

**Basis of Evaluation:**

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

**Texts required:**

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

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

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**HUMAN NEUROPSYCHOLOGY: HISTORY & SYNDROMES**

**Psychology 6320 3.0 (W)**

Catalogue # H89P01

J. B. Rich

Thur. 8:30 - 11:30 AM

Room BSB 207

**Enrolment is limited to 12 Students**

**Purpose:**

This course will provide a foundation in the basic topics and theoretical underpinnings of neuropsychology. There will be an emphasis on the history and development of the formal study of brain-behaviour relationships, following the clinical-pathological approach (i.e., the study of cerebral function via examination of behavioural changes resulting from brain damage). Major topics will include historical foundations, phrenology, and the localizationist approach; aphasia; agnosia; apraxia; alexia; agraphia; amnesia; dementia; and executive functions. The material covered in class readings and discussions is considered essential for students interested in clinical neuropsychology.
Co- or prerequisite:  none

Student Background:  Graduate students at any level from Brain, Behaviour and Cognitive Sciences, Adult Clinical, Clinical Developmental, Developmental and Cognitive Processes, or History and Theory.  A background in physiological psychology and neuroanatomy would be helpful, but is not required.

Course Format:  Required and optional readings will be assigned each week.  (warning: heavy reading load) The course director will give presentations based on the required readings (approx 2 ½ hours), and students will present the optional readings in the remaining time.

Basis of Evaluation:  Two midterms (30% each)
and a final exam (40%)

Texts and Readings:  The list of required readings will be made available in mid-December in room 283 BSB (Barb Thurston’s office) before the first class so students can do the readings that will be covered on the first day in advance.  Several chapters will be assigned from Heilman, K. M., & Valenstein, E. (Eds.). (2003). Clinical Neuropsychology (4th ed.). New York: Oxford University Press, which some students may wish to purchase. Folders in Barb’s office will contain all the readings and will clearly indicate which are required and which are optional for each week.

Additional Information:  Enrolment is limited to 12 students to ensure that all students will have a chance to present an optional reading.

CONTEMPORARY ISSUES IN PERSONALITY
AND SOCIAL PSYCHOLOGY

Psychology 6400 3.0 (F)  Richard Lalonde  Fri. 8:30–11:30
Catalogue #  Doug McCann  Room: BSB 204
                    Jennifer Steele
                    M. Hynie
                    Ward Struthers
                    Esther Greenglass

ENROLMENT LIMIT TO 10, WITH PRIORITY GIVEN TO MA 1 FOLLOWED BY MA 2 STUDENTS

Purpose:  This course is directed primarily at new students in the programme.  The course focuses on central issues in personality and social psychology from both a theoretical perspective and an applied perspective. Students will participate in a series of seminars led by different faculty members. Each faculty member will focus primarily on her or his area of expertise within the fields of personality and/or social psychology. The course will be divided into six components. Each component will be led by a different faculty member. The course will be overseen by a course co-ordinator (R. Lalonde) who will ensure that the course will remain integrated and organized and who will briefly introduce students to the areas of research being conducted by faculty members who are not participating in the seminar that year. The goal of the course is to introduce students to the diverse array of content areas of research being conducted at York.

Basis of Evaluation:  Grades will be based on a series of short papers (one per instructor) and class participation.

Readings:  TBA

SOCIAL PSYCHOLOGY

Psychology 6410 3.0 (W)  Ian McGregor
Catalogue #  Tues. 2:30 – 5:30
Enrolment limited to 12 students

Purpose: To provide research-oriented graduate students with exposure to cutting edge theory and methods in mainstream, experimental social psychology. The focus will be on the social psychology of the self and defense-mechanisms.

Pre-requisites: None.

Student Background: An undergraduate course in social psychology.

Course Format: Each week students will read three recent articles from the Journal of Personality and Social Psychology and write a 1-2 page thought paper. Three designated students will begin each class with 10-minute presentations of the assigned articles. Active student participation in class discussion about the readings is expected. A 6-page research proposal based on the readings is due on the last day of class.

Basis of Evaluation: 25% - Class participation
25% - Presentations
25% - Though papers
25% - Research Proposal

Topics Covered: Topics covered will include self-threats (dissonance, uncertainty, mortality salience, social exclusion, rejection, separation, failure), defensive reactions to self-threats (attitude change, self-inflation, conviction, social comparisons, prejudice, hostility, intergroup bias), variables that moderate the defensive reactions (attachment style, need for structure, explicit self-esteem, implicit self-esteem, narcissism, contingent self-esteem, culture) and variables that mediate the defensive reaction (threat accessibility, implicit moods, implicit goals).

FOUNDATIONS OF CLINICAL PSYCHOLOGY

Psychology 6420 6.0 (Y) Catalogue #

Walter Heinrichs (F)
Myriam Mongrain (W)

Mon. 2:30 - 5:30
Room: BS 203

ENROLLMENT IS LIMITED TO 15 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.

Course Format: The course will be in seminar format, comprising lectures, less formal presentations and case studies. Instructors and students will participate actively in teaching the course. Dr. Heinrichs will direct the Fall term classes and the Dr. Mongrain will assume direction in January.

Basis of Evaluation: Over the year students will write 2 scholarly papers on a topic chosen in consultation with the instructors worth 40% of the final grade, deliver 2 presentations worth 40%, and contribute to class discussion (20%).

ASSESSMENT IN PSYCHOLOGY

Psychology 6430 6.0 (Y)                          Krista Trobst (F)
Walter Heinrichs  (W)
Catalogue #                              Tues. 2:30 - 5:30
Room: BS 204

Purpose: The course is designed to provide students with the theoretical foundation of psychological assessment. It will focus on (a) concepts in measurement theory and their importance in the development, evaluation and use of psychological tests in applied settings and on (b) cross-cultural, ethical and social issues involved in assessment practices.

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.)

Basis of Evaluation: Two seminar presentations (25% of the grade each). A paper based on one of the seminar presentations (40% grade). Class participation (10% of grade).


CLINICAL PRACTICUM I

Psychology 6430P 6.0 (Y)                          Jane Irvine
Henny Westra
Catalogue #                              Mon. 2:30-5:30
Room: BS 328A

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 into the integration of theory, research and practice in psychological intervention, focusing mainly on adults. Students will also gain some exposure to administration and interpretation of common assessment tests including intelligence testing, personality tests, and symptom inventories.

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.
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 assessment and intervention and in psychological report writing. Students will also receive training in the administration and interpretation of psychological tests commonly used in clinical practice. Toward the end of the first term, each student will begin to practice administering tests and they will also being to do therapy with actual clients. It is anticipated that each student will see two clients for short-term therapy by the end of the course and demonstrate proficiency with regard to the administration and scoring of the WAIS III and report writing based on a battery of tests. 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 test data and tape recording of therapy sessions, individual supervision and report writing. From time to time the instructors in Psychology 6430 6.0 & Psychology 6435 6.0 may contribute to the course, in the interest of integration of theory, research and practice.

**Basis of Evaluation:**

1) Theoretical/experiential/introspective essay on the student's therapy experience with a client (30% of grade).
2) 30% clinical skill development
3) 10% case presentation
4) Three completed WAIS-III protocols and summary reports (20% of grade).
5) Class participation (10% of grade).

**Texts:**


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**INTRODUCTION TO PSYCHOTHERAPY**

**Psychology 6435 6.0 (Y)**

**Catalogue #**

**Trevor Hart/David Rennie**

**Wed. 11:30 – 2:30**

**Room BS 204**

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

**Pre-requisite:** Psychology 6420 6.0

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

**Basis of Evaluation:**

- 20% Presentation of a paper in class – Fall term
- 25% Write up of the paper in APA style – Fall term
- 20% Class presentation – Winter term
- 25% Write up of the paper in APA style – Winter term
- 10% Participation

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

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**PSYCHODIAGNOSTICS**

**Psychology 6440 6.0 (Y)**

**Harvey Brooker/Joel Goldberg**

-40-
Purpose: This course covers the clinical interviewing skills and psychometric information required to conduct competent psychodiagnoses. Neuropsychological, cognitive, and personality (objective and projective) assessment instruments, as well as other tests will be examined theoretically and practically, with specific emphasis on their integration with DSM-IV categorization. There will be some instruction in test administration, as needed. The first semester will focus on diagnostic interviewing, cognitive assessment, and neuropsychological screening procedures. The second semester will focus on personality assessment, integrated psychodiagnostic approaches, psychovocational assessment, as well as psychological assessment practices within the field of rehabilitation. Throughout the course, ethical and special issues (e.g., cross-cultural considerations, assessing individuals who are physically challenged, etc.) will be addressed.

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

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

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

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

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

ADVANCED INTERVENTION

Psychology 6445 6.0 (Y) Les Greenberg/J. Eastwood
Catalogue #
Thurs. 11:30 - 2:30
Room: BS 204

Purpose: This course provides advanced training in intervention. The purpose is to develop practical skills and knowledge of theory and research on advanced intervention. Specific methods of active psychotherapeutic intervention and research evidence on their impact will be covered. This course includes both individual and systems approaches to intervention. Skills training will be emphasised.

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

Basis of Evaluation: Class participation 20%
First term
Case presentation to group 20%, Analysis of a session transcript 20%
Second term
Final paper: Case formulation and treatment description of a completed case 40%

Current Issues in Health Psychology

Psychology 6455 3.0 (W) Joel Katz
(Cross-listed with KAHS 6143)
Wed. 2:30 - 5:30
Enrolment is limited to 10 students

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 (April 11, 2003). The paper should be 15 typed, double-spaced pages excluding references and should follow the guidelines for formatting and referencing outlined in the Publication Manual of the American Psychological Association (5th edition). Students are encouraged to meet with the instructor to discuss the topic of their paper and to submit an outline of the paper for feedback. The outline and term paper will comprise 60% of the total grade. The final 10% of the grade will be determined by attendance and class participation.

Readings:
To be assigned.

BRIEF PSYCHOTHERAPY AND SHORT-TERM TREATMENT
Cognitive Behavioural Interventions with adults and children

Psychology 6480  3.0 (W)  Yvonne Bohr (bohry@yorku.ca)
Catalogue #  C83Q01  Wed. 2:30 - 5:30
Room:  ROSS S 536

Open to Clinical Developmental and Clinical Areas

Purpose:
Cognitive behavioural treatment is one of the most validated and accepted alternatives to medical intervention, and should as such be seen as one of clinical psychology's most effective tools. This is particularly pertinent at a time when growing scepticism about antidepressants and anxiolytics is being widely discussed, especially with regard to the treatment of children. This course will offer an overview of assessment and treatment in this modality, and provide students with the skills necessary to construct a comprehensive cognitive-behavioural model for intervention with their clients.
Differences in the approach to intervention with children will be highlighted. Theory and practice will be equally emphasized.

**Course Format:**
There will be twelve class sessions, each consisting of a combination of lecture, demonstration & practice activities, case studies and discussion. Further, students will be asked to design a comprehensive assessment and treatment plan for a client in a practicum, internship or volunteer setting. Moreover, students will be expected to contribute to the seminar through: a presentation and written critical review on a specific aspect of CBT; discussion; personal reflection, and the completion of an in-class quiz.

**Course enrolment:**
8

**Pre-requisites:**
Students should have taken a course in Abnormal Psychology and/or Atypical Development, and at least one Theories of Counselling or Intervention course (graduate or high-level undergraduate).

**Basis of Evaluation:**
- Case studies and analyses
- CBT treatment plan
- Literature critique / Paper
- Personal reflection
- Quiz

**Sample Text and Readings:**
Readings will be provided by the instructor.

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**ETHICAL ISSUES IN PROFESSIONAL PRACTICE**

**Psychology 6490B 3.0 (F)\textsuperscript{a}**

**Harvey Brooker**

**Catalogue #**

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

**Room: BSB 203**

**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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**SOCIAL AND EMOTIONAL BASES OF DEVELOPMENT**

**Psychology 6610 3.0 (F)\textsuperscript{a}**

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

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

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

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

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

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

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**TOPICS IN COGNITIVE DEVELOPMENT**

Psychology 6640B  3.0 (W)  
E. Bialystok  
Catalogue #  
Thurs. 2:30 - 5:30  
Room: BS 203

**Purpose:** The course will examine theoretical and empirical approaches to topics in cognitive development. These topics will include language acquisition, the development of representational abilities, the development of executive processing, maturation of the brain, memory development, and problem solving and reasoning.

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

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

**Readings:** TBA

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**DEVELOPMENTAL PSYCHOLINGUISTICS**

Psychology 6660A 3.0 (W)  
J. Blake

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This course will review the major theoretical approaches to language acquisition. It will then focus on the prelinguistic developments important for language: babbling, gestures, and sensori-motor abilities. Phonological, lexical, and syntactic development will the be examined. Finally, language impairment will be studied in terms of its various manifestations and potential causes.

The format will be seminar/discussions with student presentations.

Class presentations, participation in class discussions, and papers based on the readings.

The text to be assigned.

This course I offered in alternate years

DEVELOPMENT OF AFFECT, CONSCIOUSNESS AND SOCIAL COGNITION

Psychology 6720 3.0 (F) M. Legerstee
Catalogue # Thurs. 2:30 – 5:30 Room BSB 204

Purpose: In this course we will examine empirical research and predictive (as opposed to descriptive), psychological process theories, that have been devoted to examining the following interrelated issues:

1) The bases of emotions and attention, their interrelations and their development.
2) The importance of emotions and attentions for an understanding of people’s actions and their mental states, such as their intentions, desires and beliefs.
3) The relationship between an understanding of emotions and attention in others and children’s mental state language
4) Examination in children of whether mental state language predicts Theory of Mind (an understanding that people have thoughts that are different from their own) and Altruism (an understanding that sharing and acting in favour of another’s interest at the expense of one’s own is beneficial).
5) Influence of parents in affecting Mental state language, Theory of Mind and Altruism in children

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.


Selected readings

COMPUTATIONAL MODELLING OF VISUAL PERCEPTION

Psychology 6750B 3.0 (W) J. Elder
(cross-listed w/COSC 6390B 3.0) Fri. 8:30 – 11:30 Room: BSB 207

Purpose: The process of computational modeling is developed in stages, including: statement of the computational problem, selection of representations, probabilistic formulation, statistical analysis, algorithm development, model evaluation and refinement. Constraints from psychophysical and physiological data are applied, particularly in selecting and evaluating representations and algorithms.

Computational modeling of a visual process requires a rigorous definition of what is to be computed, and from which components of the visual array. Physical and mathematical constraints on the
problem are identified. Central to the analysis is a consideration of how visual information should be represented at each stage of processing: representations considered may include spatiotopic pixel-based, contour-based and surface-based representations, scale space representations, symbolic representations, and graph representations. This course will particularly emphasize well-formed Bayesian models for estimation and inference, and statistical techniques for optimizing these models for ecological stimuli. Algorithms considered may include approximate and exact graph search techniques, learning algorithms, and non-convex optimization techniques.

Co- or prerequisites: None

Background: A formal background in Computer Science is not required. Students should have some background in visual perception (biological or artificial).

Course Format: Weekly meetings will alternate between lectures given by the instructor and papers from the literature presented by students. Lectures are designed to provide a framework in which specific models can be understood and critiqued.

Basis of Evaluation: Course Project (40%)
Each student will develop a computational model of the visual process they have selected, following the modeling process developed in the early lectures. Students will be asked to first develop their model in discursive form, and then to fill in mathematical and computational details. Modeling of real and simulated data, and algorithmic implementations are encouraged. The extent of the student’s mathematical and computational background will be factored in project evaluation.

Class Presentation (20%)
At the beginning of term, each student will, in consultation with the instructor, select a visual process to be modeled, and will be assigned literature on the topic. Later in term, each student will present on their topic, framed in the context of the multi-stage computational modeling process.

Weekly Assignments (20%)
Each week, students will be asked to write a very brief essay (less than one page) on a question related to the week’s readings.

Class Participation (20%)
Students will be asked to complete assigned readings prior to meeting, and to participate in discussions.

Readings:
Additional readings from the literature will be provided, consistent with CANCOPY regulations.
**Course format:** The first part of the course will focus on different theories of intergroup relations (e.g., Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory, Social Dominance Theory). The second part of the course will focus on special topics within the social psychology of intergroup relations (e.g., contact hypothesis, responding to discrimination, nationalism). Each class will have 3 or 4 required readings (1-2 chapters and 2-3 research articles) that will form the basis of the class discussion. The course instructor will be responsible for leading the discussion in the earlier class meetings and students will be required to lead the discussions in subsequent class meetings.

**Evaluation**

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<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>25%</td>
<td>leading a discussion, oral presentation, and participation</td>
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<tr>
<td>25%</td>
<td>application paper – an analysis of a non-psychological book (e.g., autobiography, historical analysis, novel) from an intergroup relations perspective</td>
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<tr>
<td>50%</td>
<td>individual or group paper consisting of a research proposal and/or study</td>
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**Text**


**Selected Readings:** In addition to a few chapters that will not be found in the text, assigned readings will be selected from the following journals.

- British Journal of Social Psychology
- European Journal of Social Psychology
- Group Processes and Intergroup Relations
- Journal of Applied Social Psychology
- Journal of Personality and Social Psychology
- Personality and Social Psychology Bulletin
- Social Psychology Quarterly

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**PERCEPTION AND ACTION**

**Psychology 6750P 3.0 (W)**  
(Cross-listed with BIOL 5136 3.0 and KAHS )  
Laurence Harris  
Wed. 11:30 - 2:30  
Room: BS 203  
Catalogue #

**Purpose:**

This course will look at some of the biological and neurophysiological principles that underlie the representation of the spatial world and the sensory and motor processes with which we interact with the world. Specific examples of the realization of general principles will be drawn from how we know about and control our own movements, including the control of eye and head movements, reaching and pointing and locomotion and navigation. We will consider how various senses are transduced, coded, centrally represented and eventually converted into action.

The general aim of the course is to give graduate students an appreciation of the broader issues into which their particular research projects fit: to give students a feel for the nature and the extent of the problems that the brain has to solve as part of perceiving and acting.

**Student Background:**

No prior biological or mathematical knowledge will be assumed: rather this course seeks to illustrate the concepts involved in understanding what the brain does.

**Course Format:**

There will be one three-hour session per week. The basic format will be instructor presentation (in an interactive format). Each student will give at least one presentation during the course.

Each student is required to attend all the sessions, participate in class interactions and give at least one presentation during the course.

**Basis of Evaluation:**

Evaluation will be by marks for one or two pieces of written work submitted throughout the course, presentations, participation and a long essay. There will be no timed exam.

**Text:**

The course will be directed towards the specific interests of the students that enrol. Reading lists will then be tailored to the topics which emerge. Core readings will include
BIOLOGICAL BASES OF NORMAL AND ABNORMAL DEVELOPMENT

Psychology 6905 3.0 (W)                        Maggie Toplak
Catalogue # C60F01                             Mon. 2:30 - 5:30
Enrolment Limited to 15, with priority given to Clinical Developmental students for whom this is a required course.

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

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

Evaluation: Course requirements include a student presentation on the circuitry of a specific function (25%), a presentation on biological underpinnings of a specific developmental disorder (25%), one critical review paper (40%), and participation in the seminars (10%).


INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN

Psychology 6910 3.0 (F)                        Yvonne Bohr
Catalogue # K55C01                             Mon. 2:30 – 5:30
Enrolment limit 8 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.

### Required Text and Readings:

Additional readings will be assigned in class: reading list can be obtained from the instructor.

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**INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN - PRACTICUM**

**Psychology 6910P 3.0 (Y)**

*J. Bebko*

**Catalogue # F32P01**

**Enrolment is limited to 8 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. Students will be expected to present a case and hand in a written psychological assessment report (with identifying information removed) from their practicum placement.

**Pre-requisites:**
Psychology 6610 3.0 and Psychology 6620 3.0

**Evaluation:**
Determined based on reports from Practicum Supervisor and course participation

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**DIAGNOSTIC INTERVIEWING OF CHILDREN, ADOLESCENTS, AND FAMILIES**

**Psychology 6915 3.0 (Fall)**

*Prof. Pillai Riddell*

**Catalogue # Z53P01**

**Enrolment limit: 8 students**

**Registration priority: Graduate students in Clinical-Developmental**
Course Objectives

1. To introduce students to the theory and practice of diagnostic interviewing for children and adolescents.
2. To introduce students to a range of semi-structured and structured diagnostic interviews relevant for children and adolescents.
3. To have students conduct their own diagnostic interview and present their initial formulation.
4. To have students write an integrated report based on information gathered from diagnostic interviewing of a parent and child and assessment measures.

Prerequisites

- A graduate course in psychological assessment that emphasized assessment of cognitive functioning (e.g., Psychology 6910.03: Introduction to Assessment).
- A graduate course in psychological assessment that emphasized personality assessment and psycho-diagnosis (e.g., Psychology 6920.03: Advanced Assessment).
- Access to a clinical case in order to conduct an audio or videotaped diagnostic interview.

Course Description

This course focuses on the diagnostic interview as a critical clinical assessment procedure. The construction and process of semi-structured and structured diagnostic interviews will be reviewed.

Topics include the purposes of diagnostic interviews, issues of reliability and validity of diagnostic interviews, skills required, typical mistakes made by novice interviewers, and the use of interview data for hypothesis generation and testing. Methods of exploring client history and current state of symptoms and presenting problems, issues pertaining to school and/or work, the nature and quality of interpersonal relationships both within the family and with significant others outside the family, perceptions of self, and perceptions of the future will be addressed.

The unique developmental aspects of interviewing children and adolescents, as well as clients from ethnic and minority groups will be examined. The course will conclude with an examination of how interview data should be integrated with other assessment findings and diagnostic formulations to inform treatment planning.

Evaluation

1) Lecture: Structured diagnostic interview: 30% of final mark
Each student will be required to present a 75-minute lecture about an assigned structured, semi-structured, or focused diagnostic interview. A brief critical review of the literature pertaining to the reliability and validity of the measure will be required. As a part of this assignment, the students will be asked to conduct a mock interview using the measure and therefore must find a mock parent or child (45-minute). The presenter will also provide the class with one recent review article/chapter at least one week before their presentation. The selection and assignment of the interview will be made in consultation with the course director on a "first come first served" basis. The lectures will begin in the third week of the course.

2) Case presentation of a diagnostic interview: 30% of final mark
Each student will present the results of a diagnostic interview from a clinical case and related assessment information in a 30 minute in-class case presentation during the second half of the term. The case presentation should focus on an actual or simulated diagnostic interview conducted by the student. Clinical issues related to the interview, including length, nature of presenting problem, clinical findings and diagnostic impressions, clinical issues that were not explored, other sources of clinical information, transference and counter-transference issues, etc. should be included. An audiotape of the interview will be required.

3) Integrated Report: 40% of final mark
Each student will submit an integrated report within one week following the last class meeting. A case will be presented (including parent interview, child interview, teacher data, and assessment results). The report should integrate the information from the diverse sources and culminate in a case formulation with recommendations.

Readings

In addition to journal articles, several books and/or book chapters will be placed on reserve in Scott Library. These include:


(1572305029)
CLINICAL & DIAGNOSTIC ASSESSMENT OF CHILDREN, ADOLESCENTS, & FAMILIES
(Formerly known as Advanced Assessment of Children, Adolescents, & Families)

Prerequisite: successful completion of Psychology 6910
Enrollment Limit: 8 with Priority given to CD Area students

Psychology 6920 3.0 (W) Adrienne Perry
Catalogue # U22H01 Wed. 8:30 - 11:30 AM
Room: BSB 204

Course Objectives:
This course is a sequel to 6910 and is intended to introduce Clinical-Developmental graduate students to processes involved in psychological assessment beyond psychoeducational testing, which was the focus of the first course. In the second 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 which lead to intervention plans; and various special topics in assessment, depending on faculty areas of clinical practice and student interest.

Text:

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

Evaluation:
Interview Assignment: 15%
Behaviour Observation Assignment: 15%
Case formulation & report A: 15%
Case formulation & report B: 15%
Student Presentation: 30%
Class Participation: 10%
**Psychology 6930 3.0 (Y)**  
Robert Muller  
Fri. 9:30 – 11:30  
Room: BSB 203

**NOTE: Students need permission from Course instructor in order to enroll**

**Purpose:** In this course, we will explore a number of issues in and approaches to the treatment of children adolescents and families. The course will provide training in interviewing techniques, play therapy, family therapy, parent guidance, and individual adolescent psychotherapy. Training will be conducted using a workshop approach in which students will analyze cases (using therapy transcripts and videos of patients). Students will be exposed to theories and principles of psychotherapy in the form of weekly readings. This course will be offered in conjunction with the Intervention Practicum, Psychology 6930P 3.0(Y).

**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:** Course requirements include (but are not limited to) demonstration of having done the readings, active participation in the analysis of cases, and case presentations.

**Text and Readings:** There will be no single text, but a variety of readings will be assigned.

**INTERVENTION STRATEGIES WITH CHILDREN - PRACTICUM**

**Psychology 6930P 3.0 (Y)**  
Robert Muller  
Fri. 11:30 – 2:30  
Room: BSB 203

**NOTE: Students need permission from Course instructor in order to enroll**

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

**Pre-requisite:** Psychology 6610 3.0 and Psychology 6905 3.0

**Co-requisite:** Psychology 6930 3.0

**Class Format:** The class will meet regularly throughout the academic year, although at times these may be partially replaced by more informal site visits and consultations.

**CLINICAL-DEVELOPMENTAL ASSESSMENT AND TREATMENT OF ADOLESCENT DISORDERS**

**Psychology 6940 3.0 (W)**  
J. Connolly  
Wed. 11:30 - 2:30  
Room BS 204
Purpose: In this course students will examine the prevalent psychological disorders of adolescence, such as depression including suicidal ideation, learning disorders and ADHD, conduct disorder, anxiety, eating disorders, substance abuse and PTSD. Problematic behaviors such as shyness, violent behavior, and delinquency, risk-taking and cult behaviors will also be considered. Typical patterns of biological, social, cognitive, and emotional development will be reviewed to provide a context for understanding deviations in development as well as long-term adjustment. Common treatment methods will be examined in terms of their applicability to treatment of the adolescent.

Basis of Evaluation: 50% of the grade is based on two written submissions: an empirical review paper and a critical book review. An oral seminar presentation of one of these papers will be required (30% of the grade). Seminar participation will contribute (20%).

Readings: To be announced in class.

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**LEARNING DISABILITIES: THEORIES, RESEARCH, DIAGNOSIS AND TREATMENT**

**Psychology 6950 3.0 (W)**

**Catalogue # A00U01**

**Room:** BSB 203

**Purpose:** In this course, the literature on the theories, research, diagnosis and treatment of Learning Disabilities in Children and Adolescents will be discussed. Topics will include: and overview of developmental stages and learning; the development of the brain and learning; neuropsychological theories of learning disabilities; metacognitive theories of learning disabilities; non-verbal learning disabilities; psychoeducational and neuropsychological assessment batteries; attention deficit hyperactivity disorder; communication disorders; learning disabilities in adolescents; the role of families; psychotherapy and medication as treatments.

**Prerequisite:** At least one undergraduate course in Developmental Psychology.

**Class Format:** Seminar presentations by the students and instructor.

**Basis of Evaluation:** Two student presentations (35% each); one brief presentation (15%); class participation (15%)

**Readings:** TBA

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**AUTISM AND DEVELOPMENTAL DELAYS**

**Psychology 6960 3.0 (F)**

**Catalogue # Q47F01**

**Room:** BSB 204

**Enrolment is limited to 10 students**

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

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

**Course Format:** Lectures, student presentations, class discussion, videos, guests.

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

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

**Text And Readings:** TBA

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**PRACTICA COURSES**

**Please Note:** Student must obtain a “Practicum/Internship Agreement Form” from the Programme Office. This form is completed by the Practicum/Internship Supervisor and returned no later than September 30, 2005 in order to register in the practicum or internship.

**APPLIED PRACTICA:**
- Psychology 6810 I or 6810A: Applied Practicum I
- Psychology 6810 II or 6810B: Applied Practicum II
- Psychology 6810 III or 6810C: Applied Practicum III
- Psychology 6810 IV or 6810D: Applied Practicum IV
- Psychology 6430P: Clinical Practicum I (MA Students) **No Practicum Agreement Form Needed**
- Psychology 6440P: Clinical Practicum II (PhD Students)
- Psychology 6460P: Clinical Practicum III (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)
SESSIONAL DATES

FALL REGISTRATION will begin approximately the third week of August

LATE REGISTRATION FEE ADDED Thursday, September 15, 2005

LABOUR DAY - University Closed Monday, September 5, 2005

TEACHING ASSISTANTSHIPS DAY Thursday, September 1, 2005

TEACHING ASSISTANTSHIPS BEGIN Wednesday, September 7, 2005

RESEARCH & APPLIED PRACTICA Wednesday, September 7, 2005

UNDERGRADUATE CLASSES BEGIN Wednesday, September 7, 2005

GRADUATE CLASSES BEGIN - Fall Term Monday, September 12, 2005

*ROSH HASHANAH Tuesday, October 4, 2005

Wednesday, October 5, 2005

DEADLINE FOR PRACTICUM/INTERNSHIP AGREEMENTS Friday, September 30, 2005

*YOM KIPPUR - No Classes Thursday, October 13, 2005

THANKSGIVING - University Closed Monday, October 10, 2005

**LAST DAY TO WITHDRAW - Fall Term half-course Friday, November 4, 2005

GRADUATE CLASSES END - Fall Term Friday, December 9, 2005

CHRISTMAS BREAK – University Closed TBA

GRADUATE CLASSES BEGIN - Winter Term Wed., January 4, 2006 (To be Confirmed)

**LAST DAY TO WITHDRAW - Fall/Winter full-course Wed., February 8, 2006

READING WEEK - No Classes Monday, February 13, 2006 to

Friday, February 17, 2006

**LAST DAY TO WITHDRAW - Winter half-course Monday, March 6, 2006

PASSOVER April 13 and 14, 2006

GOOD FRIDAY – University Closed Friday, April 14, 2006

EASTER SUNDAY – University Closed Sunday, April 16, 2006

GRADUATE CLASSES END Friday, April 7, 2006

SUMMER REGISTRATION by Monday, May 15, 2006

* No classes or examinations will be scheduled on the evenings prior to, nor during the day of, these religious holidays. However, the university offices will be open normal hours.

** 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

GRADUATE PROGRAMME IN PSYCHOLOGY, Room 297, Behavioural Science Building

Professor Regina Schuller - Director, ext. 66226, schuller@yorku.ca
Connie Scalzullo - Administrative Assistant, ext 66225, cscalzul@yorku.ca
Edith Vezér - Secretary, ext. 55290, evezer@yorku.ca
Jas Jewan - Secretary, ext. 33983, jewan@yorku.ca

DEPARTMENT OF PSYCHOLOGY, FACULTY OF ARTS, Room 296, Behavioural Science Building

Professor David Reid, Chair, ext. 55116, dreid@yorku.ca
Ann Pestano - Assistant to the Chair, ext. 33758, apestano@yorku.ca
Karen Cochrane –Secretary to the Chair, ext. 55116, karenc@yorku.ca
Kirsten Semple – Psychology Information Centre, Room 209, ext. 55115, ksemple@yorku.ca
Dr. Doba Goodman – Teaching Assistantship (TA) Coordinator, Room 253, ext. 66206, dgoodman@yorku.ca

DEPARTMENT OF PSYCHOLOGY, ATKINSON COLLEGE, Room 527, Atkinson Building

Professor Michaela Hynie – Chair, ext. 22996, mhynie@yorku.ca

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

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

FACULTY OF GRADUATE STUDIES, Room 283, York Lanes

Karen Ramdohr – Information Assistant re: Scholarships and Bursaries, ext. 33954, kramdohr@yorku.ca
Sharon Pereira – Administrative Assistant re: FGS budget & CUPE budget ext. 33305, sharonp@yorku.ca
Tracey Bickford – re: payroll info for TA’s, RA’s & GA’s, ext. 70255, bickfot@yorku.ca
Rhonda Doucette – re:Grad Devel. Fund, Research Cost Fund & other FGS funds, ext. 60468, doucetr@yorku.ca
Carol Randall – re: thesis and dissertations, ext. 22286, gsthesis@yorku.ca
TBA – re: student accounts and records, OVGS, ext. 55521, spanedur@yorku.ca
Donna Dalton – re: student affairs & petitions, ext. 60467, donna@yorku.ca
Josephine Campanelli - Student Affairs Officer for FGS, Admissions Office and Registrar’s Office.
If you experience difficulty with the administrative services, contact Josephine at ext. 66682, josecamp@yorku.ca

CUPE 3903

104 East Office Building, (416) 736 5144

General Information

To order an undergraduate or graduate transcript 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 Student Services Centre in the new Student Services Building. For more information call the Registrar’s Office at (416) 736-5440.