GRADUATE PROGRAM
IN
PSYCHOLOGY

YORK

2006/2007

HANDBOOK

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

http://www.psych.yorku.ca/grad
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**IMPORTANT INFORMATION:** Please keep all annual handbooks for future reference. Should you register with the College of Psychologists, you will be asked to supply detailed descriptions of all the courses you have ever taken. It will be your responsibility to come up with descriptions.
YORK UNIVERSITY
GRADUATE PROGRAM IN PSYCHOLOGY

INTRODUCTION

Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Its 81 faculty members include several who are also members of other graduate programs such as Biology, Computer Science, Kinesiology and Health Science, Philosophy and Women's Studies. Faculty members are also associated with the following research units at York University: Centre for Vision Research, the Institute for Social Research, the LaMarsh Research Centre on Violence and Conflict Resolution, the Centre for Refugee Studies, and the Centre for Feminist Research. In addition to its regular faculty members, presently 32 adjunct faculty members and 58 applied practicum supervisors are affiliated with the Program.

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

GENERAL INFORMATION

ORGANIZATION AND ADMINISTRATION

THE GRADUATE PROGRAM DIRECTOR

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

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

THE GRADUATE PROGRAM EXECUTIVE COMMITTEE

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

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

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

**AREAS OF SPECIALIZATION**

The Graduate Program comprises six Areas or fields:

<table>
<thead>
<tr>
<th>Area Name</th>
<th>Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Brain, Behaviour and Cognitive Sciences (BBCS)</td>
<td>Prof. Richard Murray, Area Coordinator</td>
</tr>
<tr>
<td>Clinical (C)</td>
<td>Prof. Lynne Angus, Director of Clinical Training</td>
</tr>
<tr>
<td>Clinical-Developmental (CD)</td>
<td>Prof. Adrienne Perry, Director of Clinical Training</td>
</tr>
<tr>
<td>Developmental and Cognitive Processes (DCP)</td>
<td>Prof. Janice Johnson, Area Coordinator</td>
</tr>
<tr>
<td>History and Theory (HT)</td>
<td>Prof. Alexandra Rutherford, Area Coordinator</td>
</tr>
<tr>
<td>Social and Personality (SP)</td>
<td>Prof. Kerry Kawakami, Area Coordinator</td>
</tr>
</tbody>
</table>

Each incoming student joins a particular Area in keeping with the interests indicated at the time of applying to the Program. It is assumed that all students entering the Program 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 Program Director, as indicated on a required Area Change Form.

The responsibilities of the Areas include:

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

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

**GRADUATE STUDENT ORGANIZATIONS**

**THE PSYCHOLOGY GRADUATE STUDENTS’ ASSOCIATION**

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

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

**THE GRADUATE STUDENTS' ASSOCIATION**

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

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

**THE CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE)**

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

**FACILITIES**

Most of the facilities for the Graduate Program in Psychology are located on the Keele York campus, in the Behavioural Sciences Building. The laboratory space, equipment, and animal vivaria are in this building and provide excellent facilities for a wide range of experimental research. The building also houses clinical and child-study centres, 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 programs.

**Personal Counselling** - Members of the York community are invited to discuss their personal concerns with a counsellor. Appointments can be made at the Centre at Room 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 Programs** - The Centre offers groups and workshops for a variety of concerns, including academic performance enhancement, assertiveness training, avoiding procrastination, effective presentation skills and public speaking, performance anxiety in the fine arts, relaxation training, and stress management, among others. Most groups are offered during both the fall and winter terms, depending on enrolments.

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

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

**Psychiatric Disabilities Program** - Educational support service is geared to students with on-going mental health needs. Services include: orientation to campus resources and facilities, counselling regarding academic studies, 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 programed 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 programs tailored to community needs.

**CENTRE FOR VISION RESEARCH**

Twenty-three faculty members at York University, of whom 11 are members of the Graduate Program in Psychology, conduct research in sensory processes, perception and computer vision. Included in the group as well are members of the Human Performance Laboratory, which is part of the Centre for Earth and Space Technology. These visual scientists, together with post-doctoral fellows and graduate students in Psychology, Biology, Computer Science and Physics constitute the Centre for Vision Research. Although the members of the Centre come from a variety of scientific backgrounds, their research interests converge on the same problems and they pool their expertise, engage in co-operative research and form a close-knit academic community, which forms an ideal environment for graduate students. The Centre trains graduate students for a research career and all past graduates have obtained good academic or research jobs. Students must complete the course requirements of the graduate program in which they are registered but the most important things can be learned only by working in the laboratory and by interacting with others similarly engaged. Therefore, from the moment they arrive at York, students get involved in research, at first with help and guidance but with more independence as time goes on until, at the doctoral level, they are planning and conducting their own research. Students are encouraged to attend colloquia and scientific meetings and to become identified with the local and, eventually, the wider scientific community. By the time students receive a Ph.D. they will typically have published or co-operated in the publications of several papers, and will have presented posters or papers at scientific meetings. In other words, they will have become independent creative scientists ready to take their place in the scientific community.

For information, contact the Director, 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 program 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 Program 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 Program, the amount varying depending on whether the student enters with an external scholarship. Additional RAs may be available to students later on in their program of studies, depending on the resources available to the supervisor. Also, a Teaching Assistantship (TA) may be available for M.A. and Ph.D. students. Finally, a Graduate Assistantship may be available as well. Assistantships of all types are paid monthly over the period of appointment and are paid directly into a student’s bank account on the 25th of each month. Holders of assistantships must be prepared to provide banking information and a cancelled blank cheque. Details are available on the CUPE web site.

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

TEACHING ASSISTANTSHIPS (TA) (CUPE 3903 - Unit 1) – Entering full time MA 1 students (without external funding) can expect a half course Teaching Assistantship. Most full-time students in M.A. 2 and Ph.D. 1-6 can reasonably expect continuing support from Teaching Assistantships. Teaching Assistantships are provided by the undergraduate psychology departments, and generally serve to assist course directors in undergraduate courses. Applications for TAs are generally made in January each year, both for Summer TAs and for fall/winter TAs of the ensuing academic year. The two undergraduate programs in psychology at York (Health and Glendon) require separate applications. Students may also apply for TAs in other programs (e.g., the Humanities Division, the Social Sciences Division, Sociology).

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

SCHOLARSHIPS AND BURSARIES

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

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

FIELDWORK COSTS FUND – This is a fund for M.A. and Ph.D. students to defray the cost of thesis/dissertation research conducted “in the field,” that is, away from the University. Applicants must meet certain criteria to apply, including having an approved thesis or dissertation proposal on file in the Faculty of Graduate Studies. (Application deadline: February 15; approximate date of results: end of March).
**GRADUATE DEVELOPMENT FUND** – This fund, administered by the Scholarships and Grants Committee, Faculty of Graduate Studies, contributes to students’ costs for travel to academic conferences in order to present papers and posters. There are two funding periods each year. The period in the spring covers events taking place from May 1st to December 31st; the period in the fall covers events occurring from December 1st to April 30th. Students are informed when application forms are available in the Program Office, generally in February and September each year. (Approximate date of results: early 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 Program. In 2006, the scholarship was valued at a minimum of $20,000.

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

**OGS, SSHRC, NSERC, CIHR, CGS** - Students are strongly encouraged to apply for scholarships, and other grants for which they may be eligible. The province of Ontario offers the Ontario Graduate Scholarship in support of both Masters-level and doctoral-level study. The federal government offers scholarships through what is known as the Tri-Council consisting of the Social Sciences and Humanities Research Council of Canada, the Natural Science and Engineering Research Council of Canada, and the Canadian Institutes of Health Research. In addition, the federal government now offers Canada Graduate Scholarships, administered by the Tri-Council. The CGS is for both Masters and Doctoral students. Prior to the introduction of this scholarship, in the Tri-Council, only NSERC supported Masters students. Now, with the inception of the CGS, Masters students whose interests are in line with the kinds of projects supported by SSHRC and CIHR have an opportunity to apply for funding as well. The fact that, up to now, it has only been NSERC that has supported Masters students, and the fact that the members of the Tri-Council are administering the CGS awards, has created differing administrative procedures, depending on whether students applying for Master-level support do so through NSERC or either SSHRC or CIHR. Students applying for Masters-level support through NSERC simply apply for a regular NSERC Masters-level award, whence the top applicants are awarded a CGS, with other successful applicants being awarded regular NSERC scholarship (the CGS is worth slightly more at the present time). Alternatively, students applying for Masters-level support through either SSHRC or CIHR must apply for a CGS in and of itself whereupon, as indicated, the adjudication of the applications is conducted by either of these two Councils. In terms of pre-applications for doctoral fellowships, this distinction dissolves because all three members of the Tri-Council have always supplied these. In this case, the student simply applies for either a SSHRC, NSERC or CIHR for a doctoral fellowship, and the top applicants are awarded the CGS, with other successful applicants being awarded the regular one (the doctoral CGS pays much more than a regular SSHRC, NSERC or CIHR award). The application deadline period for the OGS and the Tri-Council scholarships is in either October or November depending on the particular scholarship. (See website: [http://www.yorku.ca/grads/gen/awards.htm](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 wish to change the supervisor. This decision requires careful consideration because conceivably (but not necessarily) it could result in a delay in the completion of the thesis or dissertation. Students contemplating a change in supervisor should consult with the current supervisor, the alternative supervisor, the Area Coordinator or Director, and the Program Director. When a decision has been made to change the supervisor, the student must forward the completed Committee Member Appointment/Change Form to the Program Office for the approval of the Program Director.

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

**FORMING THE SUPERVISORY COMMITTEE**

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

**GUIDELINES FOR SUPERVISORY COMMITTEES, SUPERVISORS AND STUDENTS**

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

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

**THE SUPERVISORY COMMITTEE** –

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

2) The Ph.D. dissertation supervisory committee must be recommended to the Dean no later than the end of the 8th term of study (Winter Ph.D. 3).

3) It is required that once a supervisory committee is formed, at least two members of it must meet with the student at least once a year, normally in the spring.

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

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

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

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

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

5) Ensure that the student is aware of University, Faculty and Program requirements and standards to which the thesis or dissertation is expected to conform.
6) Assist the student with attempts to get external funding, including meeting appropriate deadlines, and to engage in scholarly development (e.g., conference presentations, and publications).

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

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

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

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

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

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

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

**THE STUDENT** – It is the responsibility of the student to:

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

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

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

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

5) Prepare an annual progress report.

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

7) Recognize that the supervisor and committee members may have other teaching, research and service obligations which may preclude immediate responses.
8) Recognize that where the student’s research comprises a component of the supervisor’s research program, and joint publication is envisaged, the responsibility for use of data and for publication is held jointly by the supervisor and student. In such cases, the thesis or dissertation, or draft papers, together with a copy of the raw data, shall be made available to the supervisor prior to submission for publication.

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

10) As “each student has final responsibility for her or his academic 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 Program Office has accurate information about his or her current address, phone number and email address, the courses currently being taken, and the supervisory committee membership.

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

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

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

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

f) The supervisory committee is responsible for confirming to the Graduate Director that the student’s thesis or dissertation is examinable before the copies are sent to the external examiner and the Dean.

g) M.A. candidates who wish to be considered for advancement into the Ph.D. program must have the recommendation of their supervisory committee in support of their advancement. (For further information, see Advancement in Status from M.A. to Ph.D. Candidacy on page 16).

**Annual Evaluation of the Student**

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

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

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

GUIDELINES FOR THESIS/DISSERTATION PROPOSALS

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

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

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

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

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

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

ETHICAL CONSIDERATIONS

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

KEY POINTS

1) As indicated, a proposal for research entailing the accumulation of new data must be submitted prior to the collection of the data. Students’ research proposals, whether about a thesis, minor area paper, dissertation, or independent research (see below) must be approved prior to data collection.

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 Program Director, who in turn may consult with appropriate authorities to get an opinion on the matter.

3) The Faculty of Graduate Studies restricts its control over the quality of students’ research proposals to thesis and dissertation proposals. In our Program, we have a minor area research paper as a Ph.D. degree requirement and the ethics is reviewed by the Departmental Research Ethics Committee for evaluation, thus appraised internally.
4) In the rare case of research planned by a student that does not have to do with 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 Program have been judged by the students’ committee members to be minimal risk, and the Director and FGS have supported this judgement. In short, this discrimination has proved to be essentially unproblematic. Alternatively, it is easy to be confused as to whether or not students’ proposed research is funded. In this regard it is crucial that students and their supervisors understand that the term “funded” applies only to research conducted by the Principal Investigator(s) awarded an external research grant. Thus, when students’ research is funded by their supervisors’ research grant, the students’ research is to be described as unfunded.

**THE RESEARCH ETHICS FORMS**

a) **FOR A MINOR AREA PAPER PROPOSAL**

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

b) **FOR THESIS AND DISSERTATION PROPOSALS**

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

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

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

   iii) Appendix B – Checklist (TD 3)

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

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

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

   3) Provide 2 copies, one for the Graduate Program Office and one for FGS, according to the table on TD1.

**PROCEDURES TO BE FOLLOWED BY DE-REGISTERED STUDENTS, IN TERMS OF RESEARCH PROPOSALS**

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

**COPYRIGHTED MATERIALS IN THESSES/DISSERTATIONS**

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

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

**LENGTH OF ABSTRACTS**

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

**THE M.A. DEGREE**

**PROGRAM REQUIREMENTS**

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

**TIME LIMITS**

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

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

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

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

- The beginning of: the second week in August; second week in November; and first week in April, is the deadline for the fulfillment of all Doctor of Philosophy degree requirements before the Fall, Winter or Spring Convocation (respectively). This is the last possible date for the Faculty of Graduate Studies to receive, through the graduate program director, favourable decision from the dissertation examining committee.

- The beginning of: the third week in September; third week in December; second week in May, is the deadline for the three unbound copies of the thesis or dissertation in final acceptable form delivered to the Faculty of Graduate Studies in order to receive a diploma and convocate for the Fall, Winter or Spring (respectively).

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

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

- The following forms must be obtained from the graduate program office (in one package):
The student is responsible for the completion, in typescript, of these forms. Corrections are not allowed.

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

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

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

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

Students who have successfully completed the requirements for the M.A. program may apply for advancement to the Ph.D. program. Such advancement is not automatic. Applications are first considered by the student’s Area. The Area makes a recommendation to the Program 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. program, students may also petition for retroactive credit towards Ph.D. requirements for courses, including practica, taken while an M.A. student that were in excess of minimum M.A. requirements. Students should consult their Area of specialisation for limitations on such course and practicum credit.

PROVISIONAL PH.D. STATUS

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

THE Ph.D. DEGREE

PROGRAM REQUIREMENTS

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

PH.D. MINOR AREA PAPER REQUIREMENT

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

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

a) A comprehensive and critical review of the literature of the chosen area, with an emphasis on theory
b) A report of original empirical research that is suitable for submission to an appropriate peer-reviewed journal.
This work must not overlap with the dissertation topic, course assignments, or the MA thesis. The candidate should obtain the Program Director’s approval of the topic before proceeding.

Note that the term “minor” refers to the area of interest of the student, and not to the quality or scope of the effort. It should also be noted that the term “area” in this context does not refer directly to the Areas of Specialisation in the Graduate Program in Psychology. The minor area paper may be identifiable "clinical", or "experimental", or "social" and so on. The student's supervisor should provide assistance in choosing and defining a topic suitable for the Ph.D. minor area paper, and in identifying appropriate faculty members to serve on the paper’s committee, who are recommended to the Dean by the Graduate Program Director. The committee consists of two faculty members of whom one may also be on the students’ dissertation committee. For Clinical students, who are required to do the clinical competency examination as well as the minor area paper and the dissertation, one of the minor area paper committee members may sit on either the clinical competency examination committee or on the dissertation supervisory committee, but not on both. The minor area paper must formally be accepted and approved by the members of the committee.

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

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

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

**CLINICAL COMPETENCY EXAMINATION (CLINICAL AREA ONLY)**

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

A student is eligible for the clinical competency examination after the completion of his/her second clinical practicum, and must be taken no later than midway through the internship. 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 Program Office, B.S.B. Room 297).

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

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

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

TIME LIMITS

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

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

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

COURSE EVALUATION, AND EVALUATION OF STUDENT’S COURSEWORK

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

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

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

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

COURSE SYLLABI

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

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

2. **Choosing a Practicum II Location**

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

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

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

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

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

5. **Clinical Developmental Internship** - All coursework *and* the minor area paper *and* an approved dissertation proposal must be completed and data collection completed or at least well under way by November prior to an internship. Internship settings require that the Director of Clinical Training “sign off” that the applicant has completed the program requirements prior to entering the internship. A student who has not met the requirements will not be permitted to enter the internship.
Students in the Clinical and Clinical Developmental program may complete the Ph.D. dissertation and oral defence prior to entering the pre-doctoral internship. The Faculty of Graduate Studies (FGS) will allow a student to complete the Ph.D. oral defence prior to completing the pre-doctoral internship. In addition, the FGS has added an incentive for students to do this. The monetary incentive is that students will be allowed to register as a part-time graduate student when taking the pre-doctoral internship. Furthermore, students should begin planning several years ahead as to where they would like to take their pre-doctoral internship. Some internship locations would prefer/require that student have already completed their Ph.D. dissertation.

6. **Accreditations**

Both are intended to lead to registration with the College of Psychologists of Ontario. Both are accredited by the Canadian Psychological Association and the American 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 programs are designed for students who wish to combine psychological theory, research and practice in preparation for university teaching and research and/or for clinical practice and research in settings such as clinics, hospitals and social service agencies. In order to meet accreditation requirements, each student must take a one-year (1800 hours) internship at an accredited internship setting as part of the Ph.D. requirements. This often requires the student to complete the internship in a location other than Toronto.

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

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

Susan F. Zlotlow, Ph.D., Director  
Program Consultation and Accreditation  
American Psychological Association (APA)  
750 First Street, NE  
Washington, DC 20024-424 U.S.A.  
Tel: (202) 336-5979  
Email: apaaccred@apa.org  
Web site: apa.org/ed/accreditation

Internship information may be found at:  
Association of Psychology Postdoctoral and Internship Centers (APPIC)  
www.appic.org  
Canadian Council of Professional Psychology Programs (CCPPP)  
www.ccppp.ca

**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. program and must obtain final approval of the supervisory committee by the end of the second year at the latest. The committee meeting can be scheduled at any time during the year and can be combined with the yearly progress meeting.
FALL REGISTRATION 2006

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 Program Office. When the advisor is not available for an extended period, the Program Director may substitute.

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

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

FACULTY AND PROGRAM REGULATIONS

PETITIONS

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

WITHDRAWAL FROM THE PROGRAM

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

REINSTATEMENT VS RE-ADMISSION

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

RE-ADMISSION

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

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

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

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

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

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

OR

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

ADDING AND DROPPING COURSES

Students may add and drop courses using either VRES or SAS. Please consult your Lecture Schedule. Students may withdraw from a course provided that not more than two-thirds of the course has been given. After this, students shall remain registered and will be assigned grades as appropriate. The symbol (W) (withdrawn 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 PROGRAM OFFICE MUST BE INFORMED, AND WHERE NECESSARY, APPROPRIATE FORMS MUST BE COMPLETED. THESE FORMS ARE AVAILABLE ON THE F.G.S. PETITIONS WEBSITE http://www.yorku.ca/grads/ AND IN THE PROGRAM OFFICE.

COURSES IN OTHER PROGRAMS AND OTHER INSTITUTIONS

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

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

LEAVE OF ABSENCE/MATERNITY LEAVE

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

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

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

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

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

If a student is on an elective leave of absence, he/she is registered as “inactive” and therefore MAY NOT:
(a) Hold an external or internal scholarship,
(b) Receive an FGS bursary,
(c) Hold an RA/GA/TA,
(d) Be eligible for the minimum guarantee of $4,490, or a CUPE 3903 rebate,
(e) Receive a session validation card,
(f) Receive supervisory financial support,
(g) Receive any of the provisions normally associated with an actively registered student.

INTELLECTUAL PROPERTY AND THE GRADUATE STUDENT

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

**Authorship**

1. Authorship can only be credited to those who make substantial intellectual contributions to a piece of work. Accepting the addition of an author who has not made a significant intellectual contribution to the piece of work is not ethical for authors.
2. Authors accept not only credit but also responsibility for their work and, in particular, for ensuring that the work conforms to appropriate standards of Academic Honesty.
3. Generally, the order of authors' names in a publication should reflect the substance of their relative contributions to the work, with priority going to those who made the greatest or most significant contribution. Supervisors should discuss the issue of authorship, and what factors may determine the final order of authorship, normally before commencing the work.
4. Where the major substance or data of a coauthored publication is based on a portion of a graduate student's work, the student will normally be the first author. The supervisor or joint authors should be prepared to offer a rationale in cases where the student is not listed as the first author. Where the work has been written up in a dissertation or thesis or paper before the research is published, the publication will normally cite the dissertation, thesis, or paper on which it is based.
5. Anyone otherwise entitled to be acknowledged as a coauthor may forfeit that right if they leave the project before substantially completing it. In such cases their contribution to the work shall nonetheless be acknowledged in an appropriate manner by the author(s), for example in the acknowledgements section of the publication.
6. Providing financial support for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant authorship. Only where intellectual input is provided beyond financial support, should co-authorship be considered.
7. Supplying minor editorial work for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant co-authorship.
8. If a student is employed as a Research Assistant in circumstances where the work done in the course of that employment is not intended to and does not in fact become part of work done for the degree requirements, then the student may not normally claim co-authorship and does not own the data, except through a prior agreement that is consistent with the general principles above.
9. If a student is employed as a Research Assistant in circumstances where the work done in the course of that employment becomes part of the thesis/dissertation/research paper, the student may, at a minimum, claim co-ownership of the data but as the author of the thesis/dissertation/research paper owns the overall copyright.

**Publication**

10. The university has an important duty, grounded in the public interest, to seek, preserve and disseminate knowledge. Therefore, authors should attempt to publish their work in a timely fashion. In cases where work must be kept confidential and unpublished for a time, the period of delay should normally be no more than one year from the date of acceptance of a thesis or dissertation, and should in no circumstances extend beyond two years from that date.
11. Publications by graduate students and faculty must give full and proper acknowledgment to the contribution of other students or faculty, or others to their work, notwithstanding that such contribution may not warrant authorship. Such contributions should be substantial, in accordance with the particular discipline, and may include items such as original ideas that led directly to the research work, or requested commentary that resulted in significant changes to the research.
12. Normally, all co-authors or co-owners of the data need to concur in publishing or presenting the work. Co-authors should agree to the time or place of presentation or publication of their jointly authored work prior to the presentation or publication, but such agreement should not be unreasonably withheld. The inability of the author(s) to contact another co-author prior to
presentation at a meeting or seminar should not prevent work from being publicly disseminated, provided they make reasonable efforts to contact all contributors to obtain prior agreement.

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

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

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

ACADEMIC HONESTY

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

GRADUATE STUDIES

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

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

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

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

Half term courses are designated as 3.0 and full term courses are designated as 6.0 and a letter following the course number. (F) following 3.0 or 6.0 indicates that the course begins in the fall, (W) following 3.0 indicates a winter course and (Y) indicates a year course, 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](http://www.yorku.ca/grads/cal.htm)).

INCOMPLETE GRADES

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

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

**LIBRARY POLICY REGARDING EXTENDED LOAN PRIVILEGES**

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

**GUIDELINES FOR DIRECTED READING COURSES**

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

Students can apply to take a Directed Reading Course with a faculty member provided that it does not overlap significantly with an available course or with a course taken previously. In order to obtain permission to enrol, the student needs to fill out a Directed Reading Course form (available from the Program office), with the following information:

1. **Title of the course** must be stated and indicate whether it is a **half or full course** 3.0 or 6.0. (In order for the full title to appear on the transcript, the title must be limited to 30 characters, including spaces and punctuation).

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

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

4. **Signature** of your **Course Director** and **yourself** must be on the outline. Make sure that your Area Co-ordinator has also approved it before submitting it to the Program Office.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Catalogue #</th>
</tr>
</thead>
<tbody>
<tr>
<td>6020 3.0 (F)</td>
<td>Historical &amp; Theoretical Foundations A</td>
<td>Fredric Weizmann</td>
<td>Wed.</td>
<td>11:30 - 2:30</td>
<td>BS 203</td>
<td>A71W01</td>
</tr>
<tr>
<td>6030 3.0 (W)</td>
<td>Historical &amp; Theoretical Foundations B</td>
<td>Thomas Teo</td>
<td>Wed.</td>
<td>2:30 - 5:30</td>
<td>BS 203</td>
<td>Z70W01</td>
</tr>
<tr>
<td>6060E 3.0 (W)</td>
<td>Advanced History &amp; Theory of Psychology: History of Prof. Practices &amp; Emergence of Clinical Psychology</td>
<td>Alex Rutherford</td>
<td>Thurs.</td>
<td>2:30 - 5:30</td>
<td>BS 204</td>
<td>Z58D01</td>
</tr>
<tr>
<td>6130A 6.0 (Y)</td>
<td>Univariate Analysis</td>
<td>James Elder</td>
<td>Wed.</td>
<td>11:30 - 2:30</td>
<td>BS 207</td>
<td>P63R01</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>J10D01</td>
</tr>
<tr>
<td>6140A 6.0 (Y)</td>
<td>Multivariate Analysis</td>
<td>Robindra Sidhu</td>
<td>Thurs.</td>
<td>8:30 - 11:30</td>
<td>TEL</td>
<td>U27E01</td>
</tr>
<tr>
<td>6140B 6.0 (Y)</td>
<td>Multivariate Analysis</td>
<td>Michael Friendly</td>
<td>Fri.</td>
<td>11:30 - 2:30</td>
<td>BS 163</td>
<td>N74N01</td>
</tr>
<tr>
<td>6150B 3.0 (W)</td>
<td>Social Methods</td>
<td>Kerry Kawakami</td>
<td>Thurs.</td>
<td>2:30 – 5:30</td>
<td>VH</td>
<td>A94Z01</td>
</tr>
<tr>
<td>6173 3.0 (F)</td>
<td>Personality Processes &amp; the Social Self</td>
<td>Ian McGregor</td>
<td>Tues.</td>
<td>2:30 – 5:30</td>
<td>ROSS</td>
<td>F48Z01</td>
</tr>
<tr>
<td>6215 3.0 (W)</td>
<td>Topics in Cognitive Neuroscience: Methods of Neuroimaging</td>
<td>Vinod Goel</td>
<td>Tues.</td>
<td>11:30 – 2:30</td>
<td>BS 204</td>
<td>E35R01</td>
</tr>
<tr>
<td>6235 3.0 (W)</td>
<td>Topics in Motor Function &amp; Dysfunction</td>
<td>Lauren Sergio</td>
<td>Wed.</td>
<td>8:30 - 11:30</td>
<td>Bethune</td>
<td>U83N01</td>
</tr>
<tr>
<td>6274 3.0 (F)</td>
<td>Laboratory Methods of Perceptual Psychology</td>
<td>Richard Murray</td>
<td>Wed.</td>
<td>2:30 - 5:30</td>
<td>ACW</td>
<td>P30K01</td>
</tr>
<tr>
<td>6276 3.0 (W)</td>
<td>Vision Health &amp; Visual Disability</td>
<td>Frances Wilkinson</td>
<td>Fri.</td>
<td>8:30 – 11:30</td>
<td>BS 328A</td>
<td>D55Q01</td>
</tr>
<tr>
<td>6277 3.0 (F)</td>
<td>Shaping Action: The Role of Sensory Information in Motor Learning</td>
<td>Denise Henriques</td>
<td>Thurs.</td>
<td>2:30 – 5:30</td>
<td>Bethune</td>
<td>P00M01</td>
</tr>
<tr>
<td>6285 3.0 (W)</td>
<td>Comparative Cognition</td>
<td>Suzanne MacDonald</td>
<td>Mon.</td>
<td>2:30 – 5:30</td>
<td>ROSS</td>
<td>RU5V01</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
<td>Instructors</td>
<td>Days</td>
<td>Time</td>
<td>Location</td>
</tr>
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</tr>
<tr>
<td>6400 3.0 (F)</td>
<td>3.0</td>
<td>Contemporary Issues in Personality and Social Psychology</td>
<td>Richard Lalonde <a href="mailto:lalonde@yorku.ca">lalonde@yorku.ca</a>, Doug McCann <a href="mailto:dmccann@yorku.ca">dmccann@yorku.ca</a>, Ward Struthers <a href="mailto:struther@yorku.ca">struther@yorku.ca</a>, Michaela Hynie <a href="mailto:mhynie@yorku.ca">mhynie@yorku.ca</a>, Esther Greenglass <a href="mailto:estberg@yorku.ca">estberg@yorku.ca</a>, Regina Schuller <a href="mailto:Schuller@yorku.ca">Schuller@yorku.ca</a></td>
<td>Fri.</td>
<td>8:30 - 11:30</td>
<td>BS 204 K65Q01</td>
</tr>
<tr>
<td>6420 6.0 (Y)</td>
<td>6.0</td>
<td>Foundations of Clinical Psychology (F) - Walter Heinrichs <a href="mailto:walterh@yorku.ca">walterh@yorku.ca</a> (W) – Jennifer Mills <a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a></td>
<td>Mon.</td>
<td>2:30 - 5:30</td>
<td>BS 203 H21W01</td>
<td></td>
</tr>
<tr>
<td>6425 3.0 (F)</td>
<td>3.0</td>
<td>Behavioural Cardiology &amp; Rehabilitation</td>
<td>Sherry Grace <a href="mailto:sgrace@yorku.ca">sgrace@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30 – 2:30</td>
<td>Bethune 228 R42K01</td>
</tr>
<tr>
<td>6430 6.0 (Y)</td>
<td>6.0</td>
<td>Assessment in Psychology</td>
<td>Krista Trobst <a href="mailto:trobst@yorku.ca">trobst@yorku.ca</a></td>
<td>Tues.</td>
<td>2:30 - 5:30</td>
<td>BS 204 A68X01</td>
</tr>
<tr>
<td>6430P 6.0 (Y)</td>
<td>6.0</td>
<td>Clinical Practicum I</td>
<td>Jane Irvine <a href="mailto:jirvine@yorku.ca">jirvine@yorku.ca</a>, Henny Westra <a href="mailto:hwestra@yorku.ca">hwestra@yorku.ca</a>, John Eastwood <a href="mailto:johneast@yorku.ca">johneast@yorku.ca</a></td>
<td>Mon.</td>
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<td>6435 6.0 (Y)</td>
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<td>Introduction to Psychotherapy (F) - David Rennie <a href="mailto:drennie@yorku.ca">drennie@yorku.ca</a> (W) - Trevor Hart <a href="mailto:thart@yorku.ca">thart@yorku.ca</a></td>
<td>Wed.</td>
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<td>6440 6.0 (Y)</td>
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<td>Psychodiagnosics</td>
<td>Harvey Brooker <a href="mailto:brookers2@rogers.com">brookers2@rogers.com</a>, Joel Goldberg <a href="mailto:jgoldber@mcmaster.ca">jgoldber@mcmaster.ca</a></td>
<td>Tues.</td>
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<td>Advanced Intervention</td>
<td>Lynne Angus <a href="mailto:langus@yorku.ca">langus@yorku.ca</a>, Les Greenberg <a href="mailto:lgrnberg@yorku.ca">lgrnberg@yorku.ca</a></td>
<td>Thurs.</td>
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<td>Clinical Neuro-psychoLOGY</td>
<td>Jill Rich <a href="mailto:jbr@yorku.ca">jbr@yorku.ca</a></td>
<td>Tues.</td>
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<td>6452 3.0 (W)</td>
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<td>Eating Disorders: Nature, Assessment &amp; Treatment</td>
<td>Jennifer Mills <a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a></td>
<td>Wed.</td>
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<td>6465 3.0 (F)</td>
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<td>Stress, Coping &amp; Health</td>
<td>Jane Irvine <a href="mailto:jirvine@yorku.ca">jirvine@yorku.ca</a></td>
<td>Tues.</td>
<td>11:30 - 2:30</td>
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6840B 3.0 (F)  Clinical Internship II  - - -  Z35Y01
6840A 3.0 (W)  Clinical Internship I  - - -  X46A01
6840B 3.0 (W)  Clinical Internship II  - - -  B93J01
6840 6.0 (Y)  Clinical Internship  - - -  Q57J01
6900 3.0 (F)  Issues in Clinical-Devel. Psychology: Jennifer Connolly  Wed. 11:30 – 2:30 BS 328A M36K01
6905 3.0 (W)  Biological & Cognitive Bases of Development  Mary Desrocher  Mon. 2:30 - 5:30 BS 204 V81U01
6910 3.0 (F)  Psycho educational Assessment of Children & Adolescents  Rebecca Pillai Riddell  Tues. 2:30 - 5:30 MC 101A Z89A01
6910P 3.0 (Y)  Introduction to the Psychological Assessment of Children Practicum  Jim Bebko  Wed. 2:30 - 5:30 BS 204 K04S01
6920 3.0 (W)  Clinical & Diagnostic Assessment of Children & Adolescents  Adrienne Perry  Wed. 8:30 - 11:30 BS 204 M59T01
6925 3.0 (W)  Supervision & Consultation  Adrienne Perry  Thurs. 11:30 – 2:30 CC 335 N88P01
6930A 3.0 (W)  Intervention Strategies with Children [PhD 1 CD]  Maggie Toplak  Wed. 8:30 – 11:30 BS 328A Z00T01
6930B 3.0 (F)  Intervention Strategies with Children [PhD 2 CD]  Yvonne Bohr  Fri. 8:30 – 11:30 BS 203 H47F01
6930P 3.0 (Y)  Intervention Strategies with Children Practicum  Robert Muller  Fri. Fall: BS 203 E95G01

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COURSE DESCRIPTIONS

HISTORICAL & THEORETICAL FOUNDATIONS OF
CONTEMPORARY PSYCHOLOGY A

Psychology 6020 3.0 (F)  Fredric Weizmann
Catalogue # A71W01

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 program 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 # Z70W01

Purpose:
In this course we focus on epistemological problems of psychology from a theoretical as well as a
historical point of view. We analyze empiricism, rationalism, hermeneutics, post-empiricism, and
critical-theoretical epistemologies and their relevance for psychology. Emphasis is placed on critical
perspectives: we discuss 19th century critics of psychology, the natural-scientific critique of
philosophical psychology, the human-scientific critique of mainstream psychology, as well as the
Marxist, feminist, postmodern, and postcolonial critiques of psychology. The relevance of critical-
theoretical reflections for psychological research, knowledge, and practice are elaborated. The
nature, ways, and limits for achieving knowledge in psychology are 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 & Teo, T. (2005). The critique of psychology: From Kant to postcolonial theory. New
York: Springer Verlag.

ADVANCED HISTORY AND THEORY OF PSYCHOLOGY:
HISTORY OF PROFESSIONAL PRACTICES

Psychology 6060E 3.0 (W)  Alexandra Rutherford
Catalogue # Z58D01

ENROLMENT IS LIMITED TO 20 STUDENTS

Purpose:
In this course we focus on the history of professional psychology from a theoretical as well as a
historical point of view. We analyze the development of psychology as a profession, including its
origins, growth, and challenges. Emphasis is placed on the historical context of psychological
practice, with a focus on the role of the profession in society.

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:
York: Springer Verlag.
ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: At the beginning of the 21st century, the public image of psychology is almost entirely identified with the work of the mental health practitioner. Although the discipline’s founders conceived of psychology as a laboratory-based natural science and cast themselves in the role of ‘scientists of the mind,’ it was not long before the practical applications of the new science took hold. In this course we will cover the history of professional practices (broadly defined) in psychology. In exploring the history of these practices, we will critically examine the uses to which they were put in the American and Western European contexts, and situate the emerging role of the applied psychologist as expert and agent of social control. We will explore the impact of extra-disciplinary factors on the development of these practices and on the professionalization of the field.

Prerequisite: Graduate standing. Suitable for students from all areas and all levels. Students from other Faculty Graduate programs are welcome, especially Humanities and History.

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

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

Requirements: Oral seminar(s), participation in class discussions, term paper.

Readings: A selection of primary and secondary source materials TBA.

Evaluation: Seminar presentation (30%); Presentation of an assigned reading (15%), Outline for paper (15%), Final term paper (40%).

This course is not offered regularly. The course is highly recommended for History and Theory students. Students in the Clinical programs can petition to use this course to fulfill their history/theory requirement.

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UNIVARIATE ANALYSIS

Psychology 6130A 6.0 (Y)
Catalogue # P63R01

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

Course Format: Lectures, computer-based exercises.

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

Text and Readings: T.B.A.

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UNIVARIATE ANALYSIS

Psychology 6130B 6.0 (Y)
Catalogue # J10D01

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

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Course Format: Lectures, computer-based exercises.

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


Supplemental readings T.B.A.

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**MULTIVARIATE ANALYSIS**

Psychology 6140A 6.0 (Y)
Catalogue # U27E01

Robindra Sidhu

Thurs. 8:30 – 11:30
Room: BSB 163

**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.
Psychology 6140 is designed to provide an integrated, in depth, but applied approach to multivariate data analysis and linear statistical models in behavioural science research. The statistical topics covered will include:

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

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

This unification of these seemingly different forms of analysis is achieved through the use of matrix algebra to formulate the various models. Therefore, the first part of the course (about 5-6 weeks) is devoted to the necessary mathematical skills. If you wish you can get an early start on this part by looking at my description of matrix algebra preparation for the course.

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

Note: Later assignments in the course will be done using the SAS System which, in addition to the standard statistical procedures, allows new methods of analysis to be implemented relatively easily. For learning matrix algebra, and the "inner workings" of the standard procedures, however, we will use SAS/IML (and/or JMP)

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

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

See:  [http://www.psych.yorku.ca/lab/psy6140](http://www.psych.yorku.ca/lab/psy6140)

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**SOCIAL METHODS**

**Psychology 6150B 3.0 (W)**  
**Catalogue # A94Z01**

**Purpose:** The primary aim of this course is to provide students with the necessary skills to design and carry out high quality empirical research in social psychology. A number of topics will be addressed including manipulating independent variables, measuring dependent variables, self-report measures, priming, physiological measurement, analyses, and smart strategies to designing and publishing research. This course will be co-taught by Dr. Kawakami and Dr. McGregor.

**Basis of evaluation:** Students' grades will be based on class participation (10%), two class presentations (at least one of which will be a research proposal; 25% each), and thought papers (40%).

**Readings:** To be assigned.
PERSONALITY PROCESSES AND THE SOCIAL SELF

Psychology 6173 3.0 (F)  
Catalogue #  
Enrolment limited to 12 students

Goals of Course:
This methodologically-intensive course will focus on how social context can shape and interact with explicit and implicit self-perceptions to influence emotions, attitudes, beliefs, and performance. It will be of particular interest for students interested in research careers in social and personality psychology. Grounded in theories relating to category activation and self-concept fluidity on the one hand, and goal activation, conflict, and self-regulation on the other, course material will highlight experimental laboratory research on how social stimuli shape the working self-concept, and how people with certain personality traits react to progress or impediment of chronic self-relevant goals (e.g., for success, understanding, and attachment security). Focus will be on personality traits that relate to explicit and implicit self-esteem, approach and avoidance motivation, open and closed-mindedness, adult attachment style, and repression and rumination. Central themes will concern malleability/flexibility of the self and why some people react to psychological threats with rigid and arrogant reactions. Cross-cultural and neuropsychological research will be integrated to illuminate underlying mechanisms.

Pre-requisites:
An undergraduate degree in psychology, or affiliation with the Personality and Social Psychology Graduate Area.

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

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

Requirements of Students:
Prompt attendance and willingness to participate in class discussion (see evaluation bases below)

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

Evaluation:
20% for 3 brief (5-10 min) in-class presentations,  
40% for participation in class discussions,  
40% for weekly thought papers.

Other Information:
Enrollment is limited to 10 students. This course will be offered roughly every second year. Dr. Kerry Kawakami will be the instructor for 4 of the weeks; Dr. McGregor for 8 of the weeks.

TOPICS IN COGNITIVE NEUROSCIENCE: METHODS OF NEUROIMAGING

Psychology 6215 3.0 (W)  
Catalogue # E35R01  
Enrolment limited to 10 students

This course examines the methodological details of fMRI and PET research including (i) the basic physics and biology of generating images; (ii) design of studies with participants across the lifespan; and (iii) analysis of data. There are no co- or pre-requisites.

Additional information to be provided by instructor at the first class.
TOPICS IN MOTOR FUNCTION AND DYSFUNCTION

Psychology 6235 3.0 (W)  Lauren Sergio
(Cross-listed with KAHS 6150 3.0 host/BIO 5137)
Catalogue # U83N01

Wed. 8:30 – 11:30
Room Bethune 228

Purpose:
This course will survey the role of different cerebral cortical areas in controlling voluntary movements. Following a review of the fundamental concepts in motor control and basic neuroanatomy, students will give presentations summarizing what is currently known about the motor function of different brain regions. Data from theoretical, experimental, and patient studies will be used to illustrate how various areas such as primary motor, premotor, parietal, and cerebellar cortices are involved in the planning and execution of sensory-guided voluntary motor behaviour. Course evaluation will be based on the presentation and accompanying paper, as well as written exams.

Prerequisite: Intermediate motor control/motor learning course, or introductory neuropsychology course.

Evaluation:
40% written exams
40% term paper
20% presentation.

Text:

LABORATORY METHODS OF PERCEPTUAL PSYCHOLOGY

Psychology 6274 3.0 (F)  Richard Murray
Catalogue # P30K01

Wed. 2:30 – 5:30
Room: ACW 203

Enrolment limited to 15 students

Purpose:
This course teaches students how to design and carry out perceptual and cognitive experiments that require careful control of visual stimuli. It covers practical laboratory methods, as well as theoretical background material that is needed in order to design experiments intelligently. Topics include: programming in MATLAB, display calibration, stimulus design, psychometric functions and thresholds, data analysis, signal detection theory, ideal observers, and low-level sensory encoding.

Student background:
No specific background will be assumed, but experience with computer programming and mathematical modelling will be helpful.

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

Readings: assigned research articles

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

Other:
(1) The course website is at yorku.ca/ rfm/psyc6274.

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(2) This course will be offered about every three years, as determined by student demand.

VISION HEALTH & VISUAL DISABILITY

Psychology 6276 3.0 (W)          Frances Wilkinson
Catalogue #                     Fri.  8:30 – 11:30
Room:

Information to be provided by instructor at the first class.

SHAPING ACTION: THE ROLE OF SENSORY INFORMATION IN MOTOR LEARNING

Psychology 6277 3.0 (F)          Denise Henriques
[cross-listed with KAHS 6152]     Thurs. 2:30 – 5:30
Catalogue #                      Room:  Bethune 228

This course provides an in-depth look at how the motor control systems of the brain shape themselves through learning using sensory feedback.

Additional information to be provided by instructor at the first class.

COMPARATIVE COGNITION

Psychology 6285 3.0 (W)          Suzanne MacDonald
Catalogue #R05V01                 Mon.  2:30 – 5:30
Room:  ROSS S202

Purpose:
This seminar course focuses on the various approaches to the study of cognitive processes in non-human animal species. The course includes the study of memory, problem-solving, concept formation, the representation of time and number and language acquisition in nonhuman animals.

Course Description:
Comparative cognition is a new and dynamic area in psychology, focusing on how animals think. This seminar course exposes students to recent research and theory in the area. Topics include working, reference and spatial memory, problem-solving, concept and category formation, counting and timing, and the acquisition of language by animals. The course is primarily discussion-oriented. Students will be responsible for participating in and leading class discussions of relevant journal articles. Students will also complete a written research proposal, and a class presentation based on that proposal. The course should appeal to students in the Brain, Behavior and Cognitive Science area, as well as students in Developmental and Cognitive Processes. It should also be relevant for some students in the Clinical Developmental and Social/Personality areas.

Evaluation:  Class discussion/participation  30%
               Written research proposal  55%
               Oral presentation  15%

Weekly discussions will be based on current journal articles in the field.
CONTEMPORARY ISSUES IN PERSONALITY
AND SOCIAL PSYCHOLOGY

Psychology 6400 3.0 (F)
Catalogue # K65Q01

Richard Lalonde Fri. 8:30–11:30
Doug McCann Room: BSB 204
Ward Struthers
Michaela Hynie
Esther Greenglass
Regina Schuller

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 program. 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

FOUNDATIONS OF CLINICAL PSYCHOLOGY

Psychology 6420 6.0 (Y)
Catalogue # H21W01

Walter Heinrichs (F)
Jennifer Mills (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. Mills 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%).

Text:
BEHAVIOURAL CARDIOLOGY & REHABILITATION

Psychology 6425 3.0 (F) [cross-listed w/KAHS 6144]
Catalogue # R42K01

Sherry Grace
Tues. 11:30 – 2:30
Room: Bethune 228

Enrolment limited to 10 students

Purpose:
This course provides an in depth examination of the prevention and management of cardiovascular disease from a behavioural, psychosocial, and health services lens. It is designed to provide an analysis of the primary topics in cardiac psychology, and emphasizes both psychological research approaches and application of behavioural medicine.

Format:
Each class we will discuss the weekly readings in a seminar format. We will also be working on some “academic skills” to be reviewed during class.

Required Readings:
There are PDF files of assigned readings for each class which can be downloaded from WebCT, with the exception of the book assigned for week 8 which must be purchased from the bookstore. There is an average of 3-4 assigned readings per week.

Evaluation:
Grades will be determined on the basis of three assignments and class participation.

The first assignment involves leading a seminar on one of the weekly topics. The second assignment is to prepare an abstract suitable for submission to a conference. The third assignment is a grant proposal or systematic review paper on a topic of your choice related to material covered in the course (or to build on your thesis research). We will hold a mock peer review committee meeting during the last class to review your work.

This course is offered once every 2 years.

ASSESSMENT IN PSYCHOLOGY

Psychology 6430 6.0 (Y)
Catalogue # A68X01

Krista Trobst
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).

Text:
CLINICAL PRACTICUM I

Psychology 6430P 6.0 (Y)  Jane Irvine, Henny Westra, John Eastwood
Catalogue # R15Q01
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. In terms of content we will focus on the following topics: empathy & therapeutic alliance, assessment (clinical interviewing, integration of assessment measures), case conceptualization, client factors (including hope & expectancy, motivation, resistance, client as common factor), self-awareness as a clinician. Special Topics may be used to supplement these (e.g., management of suicidal ideation, boundary issues).

The course will also provide students with skill training in 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:

INTRODUCTION TO PSYCHOTHERAPY

Psychology 6435 6.0 (Y) (F) David Rennie
Catalogue # K62C01 (W) Trevor Hart
Room BS 204 Wed. 11:30 – 2:30

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

Pre-requisite: Psychology 6420 6.0

Co-requisite: Psychology 6430P 6.0

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

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

PSYCHODIAGNOSTICS

Psychology 6440 6.0 (Y) Harvey Brooker/Joel Goldberg
Catalogue # T98M01 Tues. 8:30 - 11:30
Room: BS 207

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

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

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

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

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

Text & Readings: A list of required and optional readings will be circulated. Students should purchase the DSM-IV.
ADVANCED INTERVENTION
Psychology 6445P 6.0 (Y) Les Greenberg/Lynne Angus
Catalogue # N45V01 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. Skill training and supervision of practice will be emphasised.

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

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

CLINICAL NEURO-PSYCHOLOGY
Psychology 6450 3.0 (W) Jill Rich
Catalogue # R70Z01 Tues. 2:30-5:30
Room: BS 204

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

Co-or Prerequisite: There is no formal prerequisite, but students are strongly recommended to take Psych. 6320 3.0 or equivalent.

Student Background: Graduate students at any level with a background in basic neuropsychology. If you haven't had Psych. 6320 3.0, please speak to the course director before enrolling.

Course Format: The first few classes will cover interviewing techniques and a description of a broad array of neuropsychological tests, introduced by cognitive domain. Each subsequent class period will focus on a different neuropsychological syndrome, represented by a case study either from the literature (with a detailed report of neuropsychological findings) or from actual patient files. Half the period will be devoted to a student presentation on the neuropsychology of that syndrome, and the other half will be spent reviewing the case study and clinical profile. Each student will write a term paper on a different topic from his or her oral presentation. Students will also get experience in neuropsychological report writing, based on data provided by the course director.

Basis of Evaluation:
- 30% Presentation
- 30% Paper
- 25% Clinical report(s)
- 15% Participation

EATING DISORDERS: NATURE, ASSESSMENT & TREATMENT

Psychology 6452 3.0 (W)  
Jennifer Mills  
Wed. 11:30 - 2:30  
Room: BS 203

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

STRESS, COPING & HEALTH

Psychology 6465 3.0 (F)  
Jane Irvine  
Tues. 11:30 - 2:30  
Room: BS 204

Information to be provided by instructor at the first class.

ETHICAL ISSUES IN PROFESSIONAL PRACTICE

Psychology 6490B 3.0 (F)  
Harvey Brooker  
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.

PERSONALITY

Psychology 6510 3.0 (F)  
Gordon Flett  
Thurs. 11:30 - 2:30  
Room: BS 203

Enrolment is limited to 15 students

Purpose: During the Fall term we will critically evaluate the basic issues in personality theory and examine the controversial research related to various personality models (e.g., the trait model, the psychodynamic model, situationism and interactionism). Among the issues to be discussed are consistency versus inconsistency, persons versus situations as
determinants of behaviour, psychoanalysis versus behaviour modification as therapeutic methods, the role of the self in personality theory, biochemical versus verbal methods of therapy, the interaction model of stress, anxiety, and coping and the role of political and social factors in personality theory and research. Furthermore the comorbidity of anxiety and depression, the issues of types (categorical) versus traits (dimensional) for such variables as anxiety and depression will be critically evaluated. Finally, the relationship between personality and health will be discussed and evaluated.

Course Format: The course will be held in seminar form with both instructor and students responsible for the presentation of selected topics.

Basis of Evaluation: Evaluations in this course will be based upon two papers (essays worth 60%), class presentations from each student (30%), and contribution to class discussion (10%). The essay is due at the last day of class of the Fall Term.


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PROGRAM EVALUATION

Psychology 6520B 3.0 (W)  Debra Pepler
Catalogue # TBA  Thurs. 2:30 – 5:30
Room: TBA

Purpose: This course considers current approaches and techniques by which mental health programmes in applied settings can be evaluated. Criteria and procedures for assessing issues such as programme appropriateness, economy, accountability and outcome effectiveness will be the major focus of the course. Students will be guided through the process of writing a grant proposal to evaluate an intervention.

Enrolment is by permission of the course director.

Readings: To be assigned.

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SOCIAL AND EMOTIONAL BASES OF DEVELOPMENT

Psychology 6610 3.0 (F)  Maxine Wintre
Catalogue # U30S01  Mon. 2:30 - 5:30
Room: BS 204

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.

DEVELOPMENTAL INTELLIGENCE, PSYCHOMETRIC AND LEARNING POTENTIAL

Psychology 6630 3.0 (W) Catalogue # V11R01
Janice Johnson Thurs. 11:30 - 2:30
Room BS 207

Enrolment is limited to 15 students

Purpose: A seminar focusing on major theories of intelligence and issues relating to intelligence. Topics will include measurement of intelligence, cognitive processes underlying intelligent behaviour (including contemporary approaches that relate intelligence to speed of processing, working memory, or executive function), change in the nature of intelligence over the life span, individual differences (e.g., giftedness and talent), and the nature of the general (g) factor of intelligence.

Course Format: Seminar/discussion with student presentations

Basis of Evaluation: Class presentations, participation in class discussion, occasional short position essays, take-home problem questions on issues raised in the course.

Readings: Articles and chapters to be assigned.

THEORIES IN COGNITIVE DEVELOPMENT

Psychology 6640B 3.0 (F) Catalogue # K88X01
Maria Legerstee Tues. 11:30 - 2:30
Room: BSB 203

Purpose: The course will examine theoretical and empirical approaches to topics in cognitive development. These topics will include mental state awareness during the first 2 years of life, the development of mental state talk during the subsequent 3 years of life, moral development and false belief reasoning. We will also examine environmental influences on these processes such as parental skills.

Course Format: One three hour seminar meetings per week. Students will be assigned short readings weekly to be presented in class. They will email a short summary (1 page) of the study to each student the day before class. Students will be marked on 1) interpretation and 2) personal critique of the article. In addition, all students will choose a topic discussed in class, develop a study based on this topic and present it orally to the class, and write the study up as a research grant. Examples and criteria will be provided in class.

Basis of Evaluation: 25% Contribution to seminar and discussion
J. A. Baird. & B. W. Sokol (Eds.), Connections between theory of mind and sociomoral development (pp. San Francisco: Jossey-Bass

COMPARATIVE DEVELOPMENTAL PSYCHOLOGY

Psychology 6690 3.0 (W) Anne Russon
Catalogue # K05M01 Thurs. 2:30 - 5:30
Room: BS 203

Purpose: To familiarize students with the contributions of comparative research to developmental psychology, especially the research on non-human primates, and to work towards their incorporating a comparative perspective in their own work. Suggested topics include: evolutionary and ecological approaches to behaviour and development, principles and methods of comparative research, the primates language in non-human species – especially the ape language debate, sociality, social and cognitive development, sexuality, the evolution of primate and human intelligence, symbolic representation, consciousness, self-awareness, culture, theory of mind, and general issues in animal (comparative) cognition.

Co- or prerequisites: At least one undergraduate course in any of: sociobiology, animal behaviour, behavioural ecology, or developmental psychology is required. Alternatives may be discussed with the course director.

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

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

Requirements: Students will be expected to attend regular course meetings, to prepare intelligently for them, and to contribute actively to them by both leading and participating in discussions. Written assignments include one independent research essay on a topic of the student's choice. Revision on the basis of course director's comments is encouraged and highly recommended.

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

Readings: Readings will be determined and assigned as the course proceeds based on the actual topics selected. Initially, students might delve into the suggested bibliography.

CLINICAL AND EDUCATIONAL ISSUES IN HUMAN DEVELOPMENT

Psychology 6780 3.0 (W) Jim Bebko
Catalogue # H76U01 Wed. 11:30 - 2:30
Room: BS 163

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

Issues which have been covered in recent years range through the importance of automatic vs controlled processing in the learning of children with a variety of exceptionalities, advanced assessment issues, such as an examination of more subtle forms of intellectual behaviour which may not be tapped in standard assessment methods (e.g., metacognition, the child’s own knowledge about how to learn, when to learn) and the role of these issues in learning disabilities, giftedness, and communication disorders.

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

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

Text and Readings:

CLINICAL DEVELOPMENTAL PSYCHOLOGY: A PROSEMINAR IN THEORY, RESEARCH AND PRACTICE

Psychology 6900 3.0 (F) Jennifer Connolly
Catalogue # Wed. 11:30 - 2:30
Room: 

Course Description:
In this course we will examine the prevalent psychological disorders and problem behaviors of the childhood years, including mood and anxiety disorders, attention and conduct disorders, developmental disorders, and learning problems. Normative patterns of biological, social, cognitive and emotional development will be reviewed to provide a developmental context for understanding deviations in child development. Throughout, the implications of gender, ethno-cultural and individual diversity will be considered.

Objectives:
1. Acquire knowledge of the major childhood disorders.
2. Acquire knowledge of contemporary theories of child psychopathology
3. Acquire knowledge of the diagnostic criteria for the major childhood disorders.

**Recommended Text:**

**Course Requirements:**
1. Review Paper – 30%
2. Major Seminar Presentation – 40%
3. “Cutting Edge” Seminar Presentation – 30%

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**BIOLOGICAL & COGNITIVE BASES OF DEVELOPMENT**

**Psychology 6905 3.0 (W)**

**Catalogue # V81U01**

**Room: BS 204**

**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 presentation on biological underpinnings of a specific developmental disorder (25%), one critical review paper (25%), a take home exam (40%) and participation in the seminars (10%).

**Required Text:**
TBA: Readings handed out in class.

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**PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN & ADOLESCENTS**

**Psychology 6910 3.0 (F)**

**Catalogue # H82U01**

**Room: TBA**

**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: Required: Sattler, J.M Sattler, J.M. (2001). Assessment of Children: Cognitive Applications (4th ed), and WISC-IV Supplement. LaMesa, CA: Jerome Sattler Publisher Inc. Order from www.sattlerpublisher.com (allow 6 weeks for delivery) or www.amazon.ca. Canadian Code of Ethics for Psychologists (www.cpo.on.ca) Additional readings will be assigned in class: reading list can be obtained from the instructor.

INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN - PRACTICUM
Psychology 6910P 3.0 (V) J. Bebko
Catalogue # K04S01 Wed. 2:30 – 5:30
Room: BS 204

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

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

Prerequisite: successful completion of Psychology 6910

Enrolment Limit: 8 with Priority given to CD Area students

Psychology 6920 3.0 (W) Adrienne Perry
Catalogue # M59T01 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%

SUPERVISION AND CONSULTATION IN BEHAVIOURAL INTERVENTION WITH CHILDREN

Psychology 6925 3.0 (F) Adrienne Perry
Catalogue # U82C01 Wed. 8:30 – 11:30
Room: BS 204

Enrolment is limited to 8 students

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

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

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

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

Readings:
To be assigned.

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

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

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

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

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

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

INTERVENTION STRATEGIES WITH CHILDREN

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

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

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

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

**Text and Readings:**

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


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**INTERVENTION STRATEGIES WITH CHILDREN - PRACTICUM**

**Psychology 6930P 3.0 (Y)**

**Catalogue # V79A01**

**Room: BSB 203**

**Fri. 11:30 – 2:30**

**Robert Muller**

**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 program 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.
PRACTICA COURSES

Please Note: Student must obtain a “Practicum/Internship Agreement Form” from the Program Office. This form is completed by the Practicum/Internship Supervisor and returned no later than September 30, 2006 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)
SEASONAL DATES

FALL REGISTRATION & ENROLLMENT BEGINS Monday, August 2, 2006

CIVIC HOLIDAY – University Closed Monday, August 7, 2006

FINAL DATE FOR REGISTRATION; AFTER LATE FEE IS ADDED Friday, September 15, 2006

LABOUR DAY - University Closed Monday, September 4, 2006

TEACHING ASSISTANTSHIPS DAY Thursday, August 31, 2006

TEACHING ASSISTANTSHIPS BEGIN Wednesday, September 6, 2006

RESEARCH & APPLIED PRACTICA Wednesday, September 6, 2006

UNDERGRADUATE CLASSES BEGIN Wednesday, September 6, 2006

GRADUATE CLASSES BEGIN - Fall Term Monday, September 11, 2006

*ROSH HASHANAH September 23 & 24, 2006

DEADLINE FOR PRACTICUM/INTERNSHIP AGREEMENTS Friday, September 29, 2006

*YOM KIPPUR - No Classes Monday, October 2, 2006

THANKSGIVING - University Closed Monday, October 9, 2006

**LAST DAY TO WITHDRAW - Fall Term half-course Friday, November 10, 2006

GRADUATE CLASSES END - Fall Term Friday, December 8, 2006


**LAST DAY TO WITHDRAW - Fall/Winter full-course Fri., February 9, 2007


**LAST DAY TO WITHDRAW - Winter half-course Friday, March 9, 2007

PASSOVER April 3 and 4, 2007

GOOD FRIDAY – University Closed Friday, April 6, 2007

EASTER SUNDAY – University Closed Sunday, April 8, 2007

GRADUATE CLASSES END Thurs., April 5, 2007

FINAL DATE - SUMMER REGISTRATION; AFTER LATE FEE IS ADDED Friday, May 14, 2007

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

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

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

Professor Laurence Harris, Chair, ext. 55116, harris@yorku.ca  
Professor Michaela Hynie, Associate Chair, ext. 22996, mhynie@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, 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 Dancy – Information Assistant re: Scholarships and Bursaries, ext. 33954, kdancy@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  
Maria Rizzuto – re: thesis and dissertations, ext. 22286, gsthesis@yorku.ca  
Karen Reid – re: student accounts and records, OVGS, ext. 55521, kreid@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](http://www.registrar.yorku.ca/services/everything/transcripts/index.htm) or in person at the Student Services Centre. For more information call the Registrar’s Office at (416) 736-5440.