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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 provide course descriptions. It is also a good idea to keep all course syllabi for courses you have taken for future reference.
Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Its 95 faculty members include several who are also members of other graduate programs such as Biology, Computer Science, Kinesiology and Health Science, Philosophy and Gender, Feminist & Women's Studies. Faculty members are also associated with the following research units at York University: the Centre for Vision Research, the Institute for Social Research, the LaMarsh Centre for Child and Youth Research, the Centre for Refugee Studies, and the Centre for Feminist Research. In addition to its regular faculty members, presently 57 adjunct faculty members are affiliated with the Program.

The Graduate Program in Psychology at York offers courses, opportunities for research, and professional training leading to a 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 seven Areas (see below).

**The Graduate Program Executive Committee**

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

**The Graduate Program Faculty Members**

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

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

The Graduate Program comprises seven Areas or fields:

<table>
<thead>
<tr>
<th>Area</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain, Behaviour and Cognitive Sciences (BBCS)</td>
<td>Prof. Jennifer Steeves, Area Coordinator</td>
</tr>
<tr>
<td>Clinical (C)</td>
<td>Prof. Jill Rich, Director of Clinical Training</td>
</tr>
<tr>
<td>Clinical-Developmental (CD)</td>
<td>Prof. Mary Desrocher, Director of Clinical Training</td>
</tr>
<tr>
<td>Developmental Science (DS)</td>
<td>Prof. Scott Adler, Area Coordinator</td>
</tr>
<tr>
<td>History and Theory (HT)</td>
<td>Prof. Michael Pettit, Area Coordinator</td>
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<tr>
<td>Quantitative Methods (QM)</td>
<td>Prof. David Flora, Area Coordinator</td>
</tr>
<tr>
<td>Social and Personality (SP)</td>
<td>Prof. Jennifer Steele, Area Coordinator</td>
</tr>
</tbody>
</table>

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

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

The responsibilities of the Areas include:

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

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

**GRADUATE STUDENT ORGANIZATIONS**


The Psychology Graduate Students' Association (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 cover conference costs related to registration and creating presentation materials (e.g. poster printing), and only if the student presented at the conference.
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’ interests to the Program’s administration, FGS and GSA.
5. Disseminating relevant information to students.
6. Encouraging greater interaction among students and between faculty and students.
7. Organizing workshops for graduate students and the year-end Psychology Student Conference.

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.

All members are entitled to run for executive office each September and are welcome to attend PGSA meetings whether they are executives or not.
The Graduate Students' Association – www.yugsa.ca

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, email: gsa@yorku.ca.

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 (sessional 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

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

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

Psychology Resource Centre (PRC)/Hebb Computer Labs - http://psycentre.apps01.yorku.ca/drpl/

The Hebb labs and Psychology Resource Centre (PRC) play a critical role in the research and teaching missions of the department and to the YUPC.

The PRC provides access to a variety of academic supports apart from the library resources - bookable space for research; computers with standard and statistical software suites; statistical advising; writing and learning assistance. The new configuration provides flexible space that allows us to provide individual and collaborative space for groups to formally and/or spontaneously engage with their learning after leaving the classroom. Faculty and groups of students or the graduate students themselves use the bookable space to meet and work together, review findings; prepare for presentations; conduct, video and critique one another's practice assessments; conduct research with participants; run make-up exams; hold TA office hours; review and use PRC tools and resources (tests, test aids, multimedia, reference tools, internship, practica holdings, funding, writing guides, laptop and test scoring software, etc.)

The Department's two Computer Laboratories and the PRC on the ground floor of BSB house a total of 50 workstations and 2 printers (1 B/W & 1 colour). The Graduate Computer Lab has twelve computers which are reserved for the exclusive use of graduate students 24 hours / 7 days a week. Each workstation is equipped with a standard suite of software such as SAS, SPSS, R, R-Studio, AMOS, SAMPLE POWER, MSOffice, etc. A number of computers also have specialized software: E-Prime, MATLAB, M-Plus, NVIVO, PRISM, etc.

The new PRC and computer labs provide support to and for our graduate students, the student experience, and ultimately their and our success.

Sherman Health Sciences Research Centre - http://www.yorku.ca/research/excellence/ShermanHealthScienceResearchCentre.htm

The Sherman Health Sciences Research Centre has transformed a former York University hockey arena into a state-of-the-art research facility that is the class of its kind in Canada.

The $11.5 million retrofit project, made possible through a $5 million investment by York University Foundation board member Honey Sherman and her husband Barry Sherman, president and chief executive officer of Apotex Inc., brings scientists studying the brain and vision, biomechanics, virtual reality and robotics together under one roof.
Beyond its role in enabling York to recruit and retain top calibre vision science and health science researchers, the Sherman Centre increases the intensity of York’s research that will lead to new discoveries, health diagnoses and treatments.

The Sherman Health Science Research Centre’s centerpiece is a neuroimaging laboratory suite that features the latest functional Magnetic Resonance Imaging (fMRI) technology. This facility gives York’s researchers in-house access to this technology, which has many applications to human health. York researchers are using it to study such areas as dyslexia, migraines, aging, monocular blindness, movement disorders, schizophrenia, multiple sclerosis and traumatic brain injury.

**Counselling and Disability Services** – [www.yorku.ca/cds](http://www.yorku.ca/cds)

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

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

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

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

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

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

**Physical, Sensory & Medical Disability Services** - Educational support service for students living with a physical, sensory or/medical disabilities.

**Centre for Vision Research** – [http://cvr.yorku.ca](http://cvr.yorku.ca)

Thirty faculty members at York University, of whom many are members of the Graduate Program in Psychology, conduct research in sensory processes, perception and computer vision. These visual scientists, together with post-doctoral fellows and graduate students working in the labs of these faculty members in Psychology, Biology, Computer Science and Engineering, Kinesiology and Health Sciences, and Physics constitute the Organized Research Unit known as the Centre for Vision Research. The members of the CVR come from a variety of scientific backgrounds, but their research interests converge on overlapping problems related to sensory processing. Members pool their research expertise, engage in collaborative research projects, and form a close-knit, interdisciplinary academic community. The CVR is thus an ideal environment for training graduate students. Many past graduates have gone on to obtain academic and research-related positions. Students must complete the course requirements of the graduate program in which they are registered, but the most important things are learned by working in the well-equipped CVR laboratories and by interacting with others with similar and often complementary interests. Therefore, from the moment they arrive at York, students in the CVR become involved in research, at first with the help and guidance of their supervisor but as time goes on they become more independent until, at the doctoral level, they are planning and conducting their own research. Students are encouraged to attend regular colloquia and international scientific meetings and become identified with the local and wider scientific community. By the time students receive a Ph.D. they will typically have published several papers, and will have presented posters or papers at international scientific meetings. In other words, they will have become independent, creative scientists ready to take their place in the scientific community.
LaMarsh Centre for Child and Youth Research - www.yorku.ca/lamarsh, facebook: lamarsh@yorku.ca, twitter: @lamarsh

Vision
Child and Youth Research that Matters

Mission
The LaMarsh Centre is a collaborative group of faculty and students that supports community-engaged interdisciplinary research in health, education, relationships and development of infants, children, adolescents, emerging adults and families everywhere.

Strategic Profile
The Centre positions the importance of investment in youth as an issue that is front and centre for societal growth. It is the “go to place” for research on promotion, prevention and intervention, with a broad range of interdisciplinary expertise and strong community links.

Values
Safety and Health in Society
Scientific Excellence
Research into Practice
A Collaborative Learning Community

Research Partners
LaMarsh prides itself in diversity of research conducted by its members. Faculty engage in collaborative scientific, educational, and community projects that promote the well-being of children and youth. The Centre supports international exchanges, conferences and workshops on cutting edge topics.

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

Graduate Students
The centre promotes student engagement in the LaMarsh community through partnerships, leadership and mentorship. LaMarsh supports graduate student studies through Child/Youth Research and Leadership Awards.

Centre Activities
LaMarsh activities and events include a bi-monthly speaker series, an annual Graduate Student Symposium, workshops as well as research supervision and mentoring. LaMarsh welcomes many Canadian and International scholars and engages in international collaborations.

Institute for Social Research (ISR) – www.isr.yorku.ca

Location: 5075 Technology Enhanced Learning (TEL) Building, Tel.: 416-736-5061, Fax: 416-736-5749, e-mail: isrnews@yorku.ca

The Institute for Social Research provides consultative and support services, many of which are offered without charge, to undergraduate 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 organization 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 machine-readable data files, statistical analyses and report writing.

The Institute’s Statistical Consulting Service (SCS) provides assistance in research design, sampling, questionnaire design, statistical computing and statistical analysis. SCS also sponsors short courses on statistical analysis, research methodology and the use of statistical software (including R, SAS and SPSS). These courses are offered in the fall, winter and spring each year. The Institute’s Spring Seminar Series on Social Research Methods presents short courses in questionnaire and sample design, how to use focus groups for social research, analyzing qualitative data, conducting Web-based surveys and survey data analysis.
ISR’s Data Archive provides access to results of studies conducted by the Institute and other major Canadian surveys.

The Institute manages the York University-Statistics Canada Research Data Centre (York RDC) which provides social science, health and policy researchers access to analyze Statistics Canada’s master data sets. In the RDC’s secure environment researchers can access surveys in full detail, without the removal of geographic and other information required to protect respondent confidentiality in the public use data files.

York students may contact the Institute to arrange for consultation in any of these areas or to enquire about upcoming courses.

**FINANCIAL INFORMATION**

Funding will be provided from one or more of the following sources: awards, fellowships, research assistantship, teaching assistantship or graduate assistantship. All funding is contingent on your continuous registration as a full-time student, continued satisfactory performance in the program and fulfillment of your funding related obligations.

**Research Assistantships (RA)**

A Research Assistant is defined as a full-time graduate student receiving financial assistance in support of research or academic activities related to that student’s field(s) of study within the academic program, and where it is generally the case that this field of study overlaps substantially with that of his or her supervisor. (The term “field(s) of study” is specified in the Faculty of Graduate Studies Calendar). Thus, it is to be expected that the assistant’s work will be divided between his or her thesis/dissertation work and the work of the supervisor. Specific duties are negotiated between the faculty member and the student, and are subject to the approval of the Graduate Program Director. These research assistantships most often are paid out of a research grant held by a faculty member, normally the student’s supervisor.

**Teaching Assistantships (TA) (CUPE 3903 - Unit 1)**

Most full time MA students can expect a half course Teaching Assistantship. Most full-time PhD 1-6 students 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, and Sociology).

**Scholarships and Bursaries**

For the following scholarships, bursaries, funds, etc., students are generally notified via e-mail when applications are available.

**Fee Bursaries** - A fund is available to graduate students for the fall/winter and summer terms, to assist those who may face additional difficulty meeting fee payments. Students will be notified when applications are available. Please go to www.yorku.ca/grads/financial/bursaries.htm for more information.

**Fieldwork Costs Fund** – This is a fund for M.A. and Ph.D. students to defray the cost of thesis/dissertation research conducted “in the field,” that is, away from the University. Applicants must meet certain criteria to apply, including having an approved thesis or dissertation proposal on file in the Faculty of Graduate Studies. (The application deadline is about mid/late-February. Please check with the graduate office for details.)

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

**Provost Dissertation Scholarship** – This scholarship is awarded by the Faculty of Graduate Studies to encourage and assist outstanding students in the final year of doctoral study to concentrate exclusively on their dissertations. In 2014, the scholarship was valued at just over $28,000 (including a tuition fee waiver). Candidates must be nominated by their Graduate Program. Nominees must have completed all required course work and all program requirements but the dissertation (the dissertation proposal must also have been approved). Students are expected to apply in the winter term of PhD 4, but must
have completed no more than one term as a PhD 5 Candidate by the end of the Winter Term during which he/she is being nominated. This award is designed to assist students financially and with a faculty facilitated, peer-reviewed dissertation completion writing workshop. It substitutes the research-funding component of other dissertation awards with a writing workshop focused on dissertation chapter completion.

Susan Mann’s (President’s) Dissertation Scholarship – This scholarship is awarded by the Faculty of Graduate Studies to encourage and assist outstanding students in the final year of doctoral study to concentrate exclusively on their dissertations. In 2014, the scholarship was valued at just over $28,000 (including a tuition fee waiver). Candidates must be nominated by their Graduate Program. Nominees must have completed all required course work and all program requirements but the dissertation (the dissertation proposal must also have been approved). Students are expected to apply in the winter term of PhD 4, but must have completed no more than one term as a PhD 5 Candidate by the end of the Winter Term during which he/she is being nominated. You are encouraged to plan early so that you can apply for this prestigious award!

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

OGS, SSHRC, NSERC, CIHR, CGS - Students are strongly encouraged to apply for scholarships, and other grants for which they may be eligible. The Province of Ontario offers the Ontario Graduate Scholarship in support of both Masters-level and Doctoral-level study. The Federal government offers scholarships through what is known as the Tri-Council consisting of the Social Sciences and Humanities Research Council of Canada (SSHRC), the Natural Science and Engineering Research Council of Canada (NSERC), and the Canadian Institutes of Health Research (CIHR). Each of these agencies has a scholarship program for Doctoral students. In addition, the Federal government now offers Canada Graduate Scholarships, administered by the Tri-Council. The CGS is awarded to both Masters and Doctoral students.

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/money_matters/money_matters.html). The results are announced mid-April.

Financial Allowances for MA Thesis and PhD Dissertations under the CUPE Contract

As indicated in the CUPE 3093 Collective Agreement, “Upon request by any full or part-time York graduate student who is a member of the bargaining unit or who has been a member of the bargaining unit and who submits a Master’s thesis/PhD dissertation for defence... the employer shall grant such an individual up to $300 towards the cost of production of the final form of the Master’s thesis, and, where applicable, up to $400 towards the cost of production of the final form of the Doctoral dissertation, on receipt of an invoice substantiating costs incurred.” Applications forms for MA/PhD thesis/dissertation reimbursements are available from the Thesis Coordinator, Faculty of Graduate Studies, Room 230, 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 their supervisor. This decision requires careful consideration because conceivably (but not necessarily) it could result in a delay in the completion of the thesis or dissertation. Students contemplating a change in supervisor should consult with the current supervisor, the alternative supervisor, the Area Coordinator or Director, and the Program Director. When a decision has been made to change the supervisor, the student must forward the completed Committee Member Appointment/Change Form to the Program Office for the approval of the Program Director.

As indicated, students are strongly discouraged from making requests for a change in Area of specialization. However, in very exceptional cases, it is possible for students to move from one Area to another.
Forming the Supervisory Committee

In forming a supervisory committee, the student must pay attention to the Faculty of Graduate Studies regulations on committee membership. Specifically, the principal supervisor must be from the Graduate Program in Psychology. The M.A. thesis supervisory committees must consist of two members and the Ph.D. dissertation supervisory committee must consist of three members. All members must be in the Faculty of Graduate Studies, and at least two must be in the Graduate Program in Psychology, whether as regular or adjunct faculty members. In exceptional circumstances, one additional member, who does not have an appointment to the Faculty of Graduate Studies, may be included. It may also be allowed that a fourth member may serve as a co-supervisor, but in this case that member must be in the Graduate Program in Psychology. These exceptions require approval by both the Graduate Program Director and the Dean of Graduate Studies. 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

In 2004, the Faculty of Graduate Studies produced a document entitled, *Guidelines for the Preparation and Examination of Theses and Dissertations*. Included in the document are specific guidelines on thesis/dissertation proposals, and on how to prepare a thesis or dissertation. These details will not be repeated here (with the exception of guidelines for preparing the thesis/dissertation proposal given on page 13); instead the reader is referred to the original document, copies of which are available in the Program Office, the office of the Dean of Graduate Studies or at website http://www.yorku.ca/grads/policies_procedures/thesis_dissertations_index.html. 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 4 weeks prior to the oral, and that a dissertation be distributed by the Psychology Graduate Office 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.
As “each student has final responsibility for her or his academic honesty” (Senate Policy on Academic Honesty), it is up to him or her to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.

**Complementary Procedures to be Followed:**

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

1) 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.

2) 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.

3) 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.

4) 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.

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

6) 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.

7) 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 18).

**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.

The following information must be submitted to the relevant Area Coordinator or Director each year in May. 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

http://www.yorku.ca/grads/policies_procedures/thesis_dissertations_index.html

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 informed recommendations.

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

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

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

6) All students must provide the Grad Office with a TCPS tutorial certificate dated within the past 2 years. You can find the TCPS tutorial at http://www.pre.ethics.gc.ca/.

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

Ethical Considerations

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

KEY POINTS

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

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

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

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

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

The Research Ethics Forms

A. FOR A MINOR AREA PAPER PROPOSAL

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

B. FOR THESIS AND DISSERTATION PROPOSALS

1. To accompany thesis or dissertation proposals, the following forms, available in the Program Office, must be filled out (forms are stapled together as one package):
   
i. The Thesis and Dissertation Proposal Submission Form (TD 1)
   ii. The Human Participants Research Protocol Form (TD 2)
   iii. Appendix B – Checklist (TD 3)
   iv. Statement of Relationship between Proposal and Existing Approved Research/Facilities (TD 4)
   v. Complete TD 1 form plus any of the others forms, depending on the category of Type of Research, shown on the table. Please Note: A TCPS tutorial certificate dated within the past 2 years must be attached (please see, http://www.pre.ethics.gc.ca/).

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

Procedures to be followed by De-registered Students, in Terms of Research Proposals

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

Copyrighted Materials in Theses/Dissertations

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

Further information about copyrighted material is included in the package the students receive from the Graduate Program Office regarding the preparation of theses/dissertations. Please see the Guidelines for the Preparation and Examination of
Length of Abstracts

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

**THE M.A. DEGREE**

Program Requirements

Students should become thoroughly familiar with the requirements for the M.A. degree in their Area of specialisation. Please refer to the table below.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>PRACTICA</th>
<th>THESIS &amp; ORAL EXAMINATION</th>
</tr>
</thead>
</table>
| Brain, Behaviour and Cognitive Sciences   | • 6820A 6.0 - Research Practicum I OR 6810A 6.0 - Applied Practicum I  
                                           • 6 credits in courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program.  
                                           • Three additional half-courses, or equivalent, chosen from those offered at the 6000 level by the Graduate Program in Psychology. | One applied or research practicum             | Required                  |
| Clinical                                  | • 6820 6.0A - Research Practicum I  
                                           • 6131 3.0 – Univariate Analysis I  
                                           • 6132 3.0 - Univariate Analysis II  
                                           • 6420 6.0 - Foundations of Clinical Psychology  
                                           • 6430 6.0 - Assessment in Psychology  
                                           • 6430 6.0P-Clinical Practicum*  
                                           • 6436 3.0 – Evidence-Based Principles of Psychotherapy*  
                                           • 6437 3.0 – Approaches to Psychotherapy: Advanced Study* (Required only for general Clinical students, not those in Clinical Neuropsychology stream.) | One research and one clinical practicum; 330 hrs each | Required                  |
| Clinical-Developmental                    | • 6020 3.0 - Historical and Theoretical Foundations of Contemporary Psychology A OR 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B  
                                           • 6131 3.0 – Univariate Analysis I  
                                           • 6132 3.0 - Univariate Analysis II  
                                           • 6610 3.0 - Social and Emotional Bases of Development  
                                           • 6905 3.0 - Biological and Cognitive Bases of Development  
                                           • 6910 3.0 - Psychoeducational Assessment of Children and Adolescents (taken in the second term of the MA 1) | One research practicum; 330 hrs               | Required                  |

* These courses are taken in the second MA year
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Required Hours</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>6920 3.0</td>
<td>Clinical and Diagnostic Assessment of Children and Adolescents (taken in the MA 2)</td>
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<tr>
<td>6965 1.5</td>
<td>Diversity Issues in Children, Youth and Adults in Clinical Practice</td>
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<tr>
<td>6900 3.0</td>
<td>Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research</td>
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<tr>
<td>6955 3.0</td>
<td>Developmental Psychopathology</td>
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<tr>
<td>6820 6.0A</td>
<td>Research Practicum I</td>
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**Note: Area Requirements**
- Professionalism and Ethical Conduct
- Program-Sanctioned YUPC Hours

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Required Hours</th>
<th>Required</th>
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</thead>
<tbody>
<tr>
<td>6020 3.0</td>
<td>Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
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<tr>
<td>6130 6.0</td>
<td>Univariate Analysis OR 6140 6.0 - Multivariate Analysis</td>
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<tr>
<td>6610 3.0</td>
<td>Social &amp; Emotional Bases of Development</td>
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<tr>
<td>6905 3.0</td>
<td>Biological &amp; Cognitive Bases of Development</td>
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<tr>
<td>6910 3.0</td>
<td>Introduction to the Psychological Assessment of Children</td>
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<tr>
<td>6920 3.0</td>
<td>Clinical &amp; Diagnostic Assessment of Children &amp; Adolescents</td>
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<td></td>
<td></td>
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<tr>
<td>6820 6.0A</td>
<td>Research Practicum I</td>
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Clinical-Developmental
(students who entered the program prior to Sept 2013)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Required Hours</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>6020 3.0</td>
<td>Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
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<td></td>
</tr>
<tr>
<td>6820 6.0A</td>
<td>Research Practicum I</td>
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<tr>
<td>6 credits</td>
<td>courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program.</td>
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<tr>
<td>One half</td>
<td>course selected from the DS course list.</td>
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<tr>
<td>One half</td>
<td>course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.</td>
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Developmental Science

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Required Hours</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>6020 3.0</td>
<td>Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
<td></td>
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<tr>
<td>6820 6.0A</td>
<td>Research Practicum I</td>
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<tr>
<td>6 credits</td>
<td>courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program.</td>
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<tr>
<td>One full</td>
<td>course or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology.</td>
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History and Theory of Psychology

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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Required Hours</th>
<th>Required</th>
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</thead>
<tbody>
<tr>
<td>6020 3.0</td>
<td>Historical &amp; Theoretical Foundations Of Contemporary Psychology A</td>
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<td></td>
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<tr>
<td>6030 3.0</td>
<td>Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
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<tr>
<td>6820A 6.0-</td>
<td>Research Practicum I</td>
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<tr>
<td>6010A 6.0-</td>
<td>Applied Practicum I</td>
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<tr>
<td>6131 3.0</td>
<td>Univariate Analysis I</td>
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<tr>
<td>6132 3.0</td>
<td>Univariate Analysis II</td>
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<tr>
<td>One full</td>
<td>course or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology or, with permission, by another program relevant to the study of the history and theory of psychology.</td>
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</table>

One research practicum; 330 hrs

One applied or research practicum; 330 hrs

- 17 -
Quantitative Methods

- 6131 3.0 – Univariate Analysis I
- 6132 3.0 - Univariate Analysis II
- 6820A 6.0- Research Practicum I OR 6810A 6.0- Applied Practicum I
- Six credits in courses specializing in quantitative methods.
- Six elective credits in any other graduate psychology courses (Note that research methods courses can count to either the required quantitative methods or elective courses).

Social and Personality

- 6131 3.0 – Univariate Analysis I
- 6132 3.0 - Univariate Analysis II
- 6400 3.0 - Contemporary Issues in Personality and Social Psychology
- 6410 3.0 - either Social Psychology OR 6510 3.0 - Personality
- 6820A 6.0- Research Practicum I OR 6810A 6.0- Applied Practicum I
- One half course in research methods, chosen from a list of courses approved by the area (6150E 3.0 – Research Methods in the Study of Personality OR 6150B 3.0 – Social Methods)
- A minimum of one half-course (3 credits) elective, chosen in consultation with the supervisor, from those offered at the 6000 level.

One applied or research practicum; 330 hrs
Required

Time Limits

The Department of Psychology has a 6 term (2 year) M.A. program. If a student has not completed their degree requirements in this two-year period, the M.A. student must adopt part-time status, and in doing so becomes ineligible for registration in courses, including practica, beyond those minimally required for completion of the degree, and for TA or GA support, until all requirements for the degree are met. All requirements for the M.A. degree must be fulfilled within 4 years (12 terms).

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 Defense of a Thesis or Dissertation

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

- Upon completion of the thesis, a copy must be submitted to each member of the Examining Committee at least 4 weeks prior to the date of the oral examination.

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

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

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 30 days prior to the date set for the MA and PhD oral examinations.

- 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 if required by the examining committee. When the revisions are complete, email the Thesis Coordinator at gsthesis@yorku.ca to get instructions in submitting your thesis/dissertation prior to date specified by the Faculty of Graduate Studies (see FGS website http://www.yorku.ca/grads/).

Advancement in Status from M.A. to Ph.D. Candidacy

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

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

Provisional Ph.D. Status

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

THE Ph.D. DEGREE

Program Requirements

Students should become thoroughly familiar with the requirements for the Ph.D. degree in their Area of specialisation. Please refer to the table below.

Note: All Ph.D. students are required to complete a dissertation and an oral exam. A comprehensive proposal (including literature review) is to be submitted within the first 18 months of the Ph.D. degree.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>PRACTICA</th>
<th>PAPER AND COMPETENCY EXAMS</th>
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</thead>
<tbody>
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<td>Brain, Behaviour and Cognitive Sciences</td>
<td>• 6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
<td>One applied or research practicum. This practicum is research related training, often related to student’s thesis</td>
<td>Minor Area Paper to satisfy breadth requirement.</td>
</tr>
</tbody>
</table>
- Three half courses, or equivalent, chosen in consultation with the Candidate’s supervisor, from those offered at the 6000 level by the Graduate Program in Psychology.

### Clinical

- 6440 6.0 - Psychodiagnosics*
- 6445P 6.0 - Advanced Intervention*
- 6490B 3.0 - Ethical Issues in Professional Practice*
- 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B
- 6440P 6.0 - Clinical Practicum II
- 6460P 3.0 - Clinical Practicum III (optional)
- 6 credits in courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program.
- A minimum of one additional full-course, or equivalent, at the 6000 level.
- 6840 6.0 - Clinical Internship OR 6840A 3.0 - Clinical Internship I AND 6840B 3.0 - Clinical Internship II

* Required in first year of PhD

### Clinical-Developmental (students who entered the program Sept 2013 and beyond)

- 6930 3.0 - Intervention Strategies with Children
- 6490B 3.0 - Ethical Issues in Professional Practice
- 6480 3.0 - Brief Psychotherapy and Short-Term Treatment
- 6910P 3.0 – Assessment Practicum
- 6930P 3.0 – Intervention Practicum
- 6840 6.0 - Clinical Internship OR 6840A 3.0 - Clinical Internship I AND 6840B 3.0 - Clinical Internship II
- 6 credits in courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program.
- Minimum of 1.0 elective courses, or equivalent, at the 6000 level

**Note: Area Requirements**

1. Professionalism and Ethical Conduct
2. PhD Program-Sanctioned YUPC Hours (30 hours of clinical supervision over entire PhD)

### Clinical-Developmental (students who entered the program prior to Sept 2013)

- 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis
- 6930 3.0 - Intervention Strategies with Children
- 6490B 3.0 - Ethical Issues in Professional Practice

Two clinical practica (one in assessment and one in intervention), of 330 hours each, and a one year full-time clinical internship of 1800 hours (or 900 hours per year over two years). Additional practicum strongly encouraged.

Minor Area Paper to satisfy breadth requirement.

### Minor Area Paper to satisfy breadth requirement.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Hours Required</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6910P 6.0- Introduction to the Psychological Assessment of Children Practicum</td>
<td></td>
<td></td>
<td>1800 hours (or 900 hours per year over two years).</td>
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</tr>
<tr>
<td>6930P 6.0- Intervention Strategies with Children Practicum</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6840 6.0 - Clinical Internship OR 6840A 3.0 - Clinical Internship I AND 6840B 3.0 - Clinical Internship II</td>
<td></td>
<td>A minimum of 1.5 full courses, or equivalent, at the 6000 level of which two must be Clinical-Developmental Courses.</td>
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</tbody>
</table>

### Developmental Science

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Hours Required</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6820 6.0- Research Practicum AND / OR 6810 6.0- Applied Practicum</td>
<td></td>
<td></td>
<td>At least two practica, including one in developmental research (330 hours each). Students are encouraged to take the practica in different labs. The two types of practica are applied and research</td>
<td>Minor Area Paper to satisfy breadth requirement</td>
</tr>
<tr>
<td>6 credits in courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program.</td>
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<tr>
<td>A minimum of two half-courses at the 6000 level including at least one half-course from the DS course list.</td>
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</table>

**Note:**
Students are also required to attend the Developmental Science colloquium series.

### History and Theory of Psychology

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Hours Required</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A</td>
<td></td>
<td></td>
<td>At least two practica, either applied or research, 330 hours each. Students are encouraged to take one practica outside the History and Theory Area.</td>
<td>Minor Area Paper to satisfy breadth requirement</td>
</tr>
<tr>
<td>6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
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If the above courses have been taken to meet the MA requirements, another suitable full course (or full course equivalent) must be taken from the Graduate Program in Psychology or another relevant program in consultation with the supervisor and with permission of the Area Coordinator.

One half-course in psychological methods from the following list:
- 6150 3.0 - Social Methods series
- 6180 3.0 - Research Methods in the Study of Social Interaction
- 6650 3.0 - Research Methodology in Developmental Psychology

Courses on methodology or method from other relevant programs may be taken in consultation with the supervisor and with permission of the Area Coordinator.

- 6820 6.0 – Research Practicum X 2

One full course (or full course equivalent) in the advanced study of historical or theoretical subjects, chosen in consultation with the supervisor. Normally this entails registration in two sections of the 6060 series (Advanced History of Psychology). Advances courses from other relevant programs may be taken in

**At least two practica, either applied or research, 330 hours each. Students are encouraged to take one practica outside the History and Theory Area.**

**Minor Area Paper to satisfy breadth requirement**
consultation with the supervisor and with permission of the Area Coordinator.  
Two other full 6000-level courses (or full course equivalents) in psychology or other relevant programs, chosen in consultation with the supervisor.  

<table>
<thead>
<tr>
<th>Quantitative Methods</th>
<th>6820 6.0 - Research Practicum AND / OR 6810 6.0 - Applied Practicum</th>
<th>At least two of applied or research practicum; 330 hours each</th>
<th>Minor Area Paper to satisfy breadth requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
<td><em>Note:</em> If PSYC 6020 or PSYC 6030 were taken at the MA level, this requirement can be met by taking three elective credits in any other graduate psychology courses.</td>
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<td></td>
<td>Fifteen credits in courses specializing in quantitative methods.</td>
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<td></td>
<td>Three credits in any other graduate psychology courses.</td>
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</table>

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

<table>
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<tr>
<th>Social and Personality</th>
<th>6410 3.0 - Social Psychology OR 6510 3.0 - Personality</th>
<th>At least two of applied or research practicum; 330 hours each</th>
<th>Minor Area Paper to satisfy breadth requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One half course in research methods, chosen from a list of courses approved by the area (6150E 3.0 – Research Methods in the Study of Personality OR 6150B 3.0 – Social Methods)</td>
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<tr>
<td></td>
<td>6820 6.0- Research Practicum OR 6810 6.0- Applied Practicum</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 credits in courses specializing in quantitative methods from the statistics courses offered in graduate psychology, chosen from a list of courses approved by the program.</td>
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<tr>
<td></td>
<td>Six additional elective credits, chosen in consultation with his or her supervisor, from those offered at the 6000 level.</td>
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</table>

*Note:*
Each candidate should complete the statistics and research methods requirement by the end of PhD 1 year. The Research method requirement can also be fulfilled by completing an alternative course in research methods chosen from a list of courses approved by the area. Please contact the Area Coordinator for more information. The number of reading courses that a student may take for a credit in fulfilment of minimum requirements is limited to one full-course equivalent (6 credits).
Clinical Neuropsychology Stream Requirements (Clinical & Clinical-Developmental Areas Only)

1. Completion of Clinical Psychology or Clinical-Developmental Psychology Program
2. Psyc6325 3.0 Clinical Neuroanatomy (or equivalent)
3. Psyc6320 3.0 Clinical Neuropsychology: History and Syndromes
4. Psyc6330 3.0 Cognitive Neuorehabilitation (Required for Clinical Students Only)
5. Psyc6450 3.0 Principles of Neuropsychological Assessment or Psyc6945 3.0 Applied Pediatric Neuropsychology
6. Confirmed attendance at Clinical Neuropsychology Rounds seminar series
7. 1 external practicum with supervised experience in neuropsychological assessment
8. Clinical competency examination (Adult Area only) neuropsychological assessment case
9. Internship placement with major rotation/experience in clinical neuropsychology
10. Dissertation topic relevant to clinical neuropsychology

Health Psychology Diploma Program Requirements

1. Completion of a PhD dissertation in a health psychology topic.
2. Two major health psychology research projects outside of the PhD dissertation.
3. Coursework:
   (a) At least two graduate level health psychology half courses or one full year course
   (b) At least one biomedical half course relevant to the student’s research (e.g., anatomy, physiology, neuroscience)
4. Health Psychology Seminar – attend a weekly seminar in which invited speakers address a variety of topics in the area of health psychology. There is no evaluation in this seminar. The Health Psychology Seminar must be attended for any two years over the course of one’s graduate student career.
5. For students in the Clinical or Clinical-Developmental Areas of the Psychology Graduate Program only, accrual of clinical training in health psychology must be conducted during the student’s internship year.

Note that while the Diploma is awarded at the Doctoral level, entering MA students can complete coursework and attend the weekly seminar both of which can be applied to the Diploma’s requirements.

Neuroscience Diploma Program Requirements

1. Concurrent completion of a Master’s thesis or PhD dissertation in the field of neuroscience under the supervision of a core faculty member.
2. Minimum 2-year consecutive participation in the Neuroscience Diploma Program
3. Successful completion of two-half credit graduate courses in Neuroscience: KAHS 6155 3.0 (BIO 5146 / PSYC 6257) Fundamentals of Neuroscience I: Structures, Neurons and Synapses and PSYC 6253 3.0 (BIO 5147 / KAHS 6156) Fundamentals of Neuroscience II: Circuits, Systems and Behaviour.
   Please note that these two courses may also be counted towards the degree requirement of students’ departmental program.
4. Regular attendance at a monthly Neuroscience seminar series
5. Successful completion of a neuroscience review paper in 2nd year of program
6. Research Day. Research presentation

Quantitative Methods Diploma in Psychology Requirements (pending Senate approval)

1. Students must complete 18.0 credits of coursework specializing in Quantitative Methods at the graduate level (there are no specific courses required). The courses could include graduate quantitative methods classes offered by the Departments of Psychology, Kinesiology or Nursing as well as graduate classes offered by the Department of Mathematics and Statistics. However, other York or non-York courses might also be applied to the requirements of the diploma. All courses that the student would like to apply towards the requirements of the diplomas must first be approved by the student’s Diploma Program Advisor. Courses counting toward the diploma program may also count towards the student’s graduate degree requirements, but some part of the graduate diploma program course requirements shall be additional to degree requirements. Additionally, every course counting toward the diploma must have a minimum grade of A-.
2. Presenting at least once in the Quantitative Methods Forum. The presentation could either focus on a specific quantitative method, or could highlight the student’s application of an advanced quantitative method in an ongoing research project.
3. Attend at least a minimum of 8 Quantitative Methods Forums. The 8 QM forums need not be in the same year, and although a minimum number is specified, it is recommended that students attend as many forums as possible.
4. Completion of a Minor Area Paper, Review Paper or Research Practicum with a focus on quantitative methods. The minor area paper or review paper should be at least 4,000 words (excluding tables, figures and references) on a topic
related to the analysis of data in the behavioural sciences. The review paper should be written in a format acceptable for submission to a peer-reviewed journal, and to count towards the diploma it must be approved by the Quantitative Methods area. Alternatively the research practicum will be worth 6 credits and should be related to the analysis of data in the behavioural sciences. A letter from the practicum supervisor outlining the nature of the practicum and indicating successful completion of the practicum will be required in order for the practicum to count towards the diploma.

Ph.D. Minor Area Paper Requirement

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

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

A comprehensive and critical review of the literature of the chosen area, with an emphasis on theory
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 Developmental Science students, minor area paper must be completed and approved before starting your dissertation research and the dissertation supervisor may not serve on the student’s minor area paper 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.

The minor area paper must be completed and approved by the end of the summer term (15 September) of the third year of the Ph.D. residency (Ph.D. III).

**It is expected that the paper will be completed before work begins on the Ph.D. dissertation.

Clinical Competency Examination (Clinical Area Only)

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

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

The student is called on to give an oral defence of the assessment and intervention case-summaries, performance in the assessment and intervention roles, and its consistency with the theory from which the summaries were derived.

**GUIDELINES FOR ARRANGING THE EXAMINATION**

The student should:

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

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

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

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

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

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

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

8. The Chair of the Examining Committee is chosen at the examination itself. That person ensures that the Clinical Competency Examination Evaluation Form is completed at the end of the examination, and submits it to the Graduate 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 (e.g., in cases of child assessment or play therapy, etc., that are relevant to a given faculty member's area of specialisation).

**EVALUATION**

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

Each student will have a *maximum of three* opportunities to demonstrate his/her clinical competency in assessment and intervention. Re-examinations, if necessary, must be scheduled within one year of each other.
Additional Information for Students in the Clinical Areas (Only)

**Practica Hours**

Regarding the number of practica hours taken prior to applying for a pre-doctoral internship, currently the formal number is 990 hours consisting of Practicum I (330 hours) and Practicum II (660 hours). However, when students undertake their Practicum II they may find that they spend additional hours such as studying individual cases, learning of testing materials, writing intake summaries. Students should keep a record of these substantive additional hours to their training and to present these alongside the 990 hours when applying for a pre-doctoral internship. Clinical Practicum III as an option is provided for students who seek to add to the quality of their training given that they are progressing through the Program in a timely manner. It is an expectation that students will keep precise track of their hours of practicum training (clinical contacts and supervision) using the time2track recording system.

**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 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 which can be found on the website: www.yorku.ca/gradpsyc/clinicalpracticum/index.html. It is also expected that students will attend the annual Greater Toronto Area Practicum Day, which is typically held in November and which provides an opportunity to meet with practicum coordinators and supervisors from most of the approved sites in the area.

c) For clinical practica in the Greater Toronto Area, there is an agreed upon common application deadline, typically February 1. Students need to submit their applications to the settings by that date, along with ensuring other required materials (such as transcripts and references) are provided. Students will be notified regarding interviews and will have an opportunity to meet with the prospective external supervisor. Students will discuss their practicum training options with the Practicum Committee Coordinator/Chair and rank their choices based on training needs. According to CPA Standards (2011), students are required to have a minimum of 300 hours of direct client service and 150 hours of supervision (75% of which must be individual supervision) over the course of their training. For clinical practica in the Greater Toronto Area, there is an agreed upon common notification day, typically the third Monday in March, in which practicum offers will be sent to students. The Director of Clinical Training is notified regarding the successful match with the name of the setting and practicum supervisor.

d) The student obtains a Practicum Agreement Form from the Program Office or download from the clinical practicum website. 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.**

Third Practicum - The Director of Clinical Training may recommend 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.
CLINICAL INTERNSHIP

All coursework and the minor area paper and an approved dissertation proposal must be completed prior to an internship. The clinical competency exam must be taken and passed successfully prior to the internship, ideally six months prior to applying for 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.)

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 defense 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 unless you are holding an external scholarship. 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.

ACCREDITATIONS

Both are intended to lead to registration with the College of Psychologists of Ontario. The Clinical Program is accredited by the Canadian Psychological Association (CPA) and the American Psychological Association (APA). The Clinical-Development Program is accredited by the CPA.

Both the APA and CPA follow the scientist-practitioner model that is the predominant model in North American clinical psychology, which emphasizes both the development of research skills/independent scholarship and clinical skills. The programs are designed for students who wish to combine psychological theory, research and practice in preparation for university teaching and research and/or for clinical practice and research in settings such as clinics, hospitals and social service agencies. In order to meet accreditation requirements, each student must take a one-year (1800 hours) internship at an accredited internship setting as part of the Ph.D. requirements. This often requires the student to complete the internship in a location other than Toronto.

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

Dr. Melissa Tiessen
Registrar, Accreditation Panel
Canadian Psychological Association, Accreditation Office
141 Laurier Ave. W., Suite 702
Ottawa, Ontario K1P 5J3
Tel: 1-888-472-0657 (Ms. Plante, ext. 328) Email: accreditation@cap.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: www.apa.org/ed/accreditation

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

Canadian Council of Professional Psychology Programs (CCPPP) www.ccppp.ca
Additional Information for Students in the Brain, Behaviour and Cognitive Science Area

Annual Meetings

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

Phd 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.

Time Limits

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

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

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

Course Evaluation and Evaluation of Student’s Coursework

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

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

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

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

Course Syllabi

The policy of the Graduate Program is that at the beginning of each course a syllabus stipulates requirements of the course, deadlines, and a marking scheme, and that the course director deposits these specifications in the Program office. In cases of dispute, a subcommittee of the Graduate Program Executive Committee, consisting of one faculty member and one student, is appointed to review the course requirements and make recommendations to the Director.
FALL REGISTRATION 2014/2015

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

1. Students register for three terms during the academic year. **Beginning in June for the fall and winter terms** and **March for the summer term**. Information on the registration process can be found here: http://www.yorku.ca/grads/current_students/registration.html. To enrol into courses, you need to use a catalogue number. Please refer to the Registration Procedures and Lecture Schedule, placed on the Web page. Registration will begin approximately the first week of June. The last day to register without paying the late fee ($200) for each term is as follows: August 26th for the fall term, December 9th for the winter term and around the first week in May for the summer term (check on www.yorku.ca/grads/ or with the graduate office in January for the exact dates).

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

3. A statement will be mailed out to the student; fees may be paid at any bank or via telephone and internet banking services provided by their financial institution. More information on paying over the telephone and internet banking can be found here: http://sfs.yorku.ca/fees/paying/index.htm

4. Students must petition to change their status (from full to part-time or vice versa), by completing a form available in the Program Office or on the Faculty of Graduate Studies website http://www.yorku.ca/grads/

**FACULTY AND PROGRAM REGULATIONS**

**Petitions**

Students may petition for exemption from any regulation of the Graduate Program in Psychology or of the Faculty of Graduate Studies. There are a number of different petition forms on the FGS website http://www.yorku.ca/grads/ 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 had completed less than 75%* of the Program requirements prior to leaving it and they will require more than one term to complete; or
2. They have undertaken further studies in other post-secondary educational programs; or
3. 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.

REINSTATMENT

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 not undertaken further studies during their absence from the Program; and
2. They were in “good standing” at the time of withdrawal from the Program; and
3. They would require one term only to complete requirements (this usually means that they are returning solely to defend a thesis or dissertation); and
4. They obtain the approval of the Graduate Program in Psychology.

Adding and Dropping Courses

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

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

Courses in Other Programs and Other Institutions

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

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

Leave of Absence/Maternity Leave

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

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

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

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

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

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

**Intellectual Property and the Graduate Student**

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

**AUTHORSHIP**

1. Authorship can only be credited to those who make substantial intellectual contributions to a piece of work. Accepting the addition of an author who has not made a significant intellectual contribution to the piece of work is not ethical for authors.

2. Authors accept not only credit but also responsibility for their work and, in particular, for ensuring that the work conforms to appropriate standards of Academic Honesty.

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

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

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

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

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

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

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

**PUBLICATION**

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

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

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

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

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

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

**Academic Honesty**

Students should be aware that the offences against the standard of academic honesty have been broadened to include activities that are related to the research enterprise. Although most students would not be surprised to find that behaviours such as fabricating results and falsifying results constitute academic dishonesty, some might not know that actions such as misrepresenting research results or the methods used, failing to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work, and submitting data collected with other students or faculty members for publication without their permission all constitute examples of academic dishonesty. Students should read the section on academic honesty in the Faculty of Graduate Studies Calendar: http://www.yorku.ca/grads/calendar/fgs-calendar2007-09.pdf so that they are familiar with the Faculty's policy on this topic.

**GRADES**

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

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

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

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

Half term courses are designated as 3.0 and full term courses are designated as 6.0 and a letter following the course number. (F) following 3.0 or 6.0 indicates that the course begins in the fall, (W) following 3.0 indicates a winter course and (Y) indicates a year course, which is fall and winter.
NOTE: Students may withdraw from a course provided that not more than two-thirds of the course has been given. After this time, students shall remain registered and will be assigned grades as appropriate. The symbol (W) ‘withdrew in good standing’ will be recorded in place of a grade to indicate that a student was authorisued to withdraw from a course in which he/she was registered. (Faculty of Graduate Studies Calendar--Regulation 43).

Incomplete Grades

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

Unless a grade for the course has been received or a petition for an additional extension has been received by the Faculty of Graduate Studies and has been approved, it will be deemed by the Faculty of Graduate Studies that the 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 Coordinator has also approved it before submitting it to the Program Office.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Email</th>
<th>Day</th>
<th>Time</th>
<th>Room</th>
<th>Cat. #</th>
</tr>
</thead>
<tbody>
<tr>
<td>6020 3.0 (W)</td>
<td>Historical and Theoretical Foundations of Psychology A</td>
<td>Michael Pettit</td>
<td><a href="mailto:mpettit@yorku.ca">mpettit@yorku.ca</a></td>
<td>Wed</td>
<td>11:30-2:30</td>
<td>203 SC</td>
<td>W42H01</td>
</tr>
<tr>
<td>6030 3.0 (F)</td>
<td>Historical and Theoretical Foundations of Psychology B</td>
<td>Thomas Teo</td>
<td><a href="mailto:tteo@yorku.ca">tteo@yorku.ca</a></td>
<td>Wed</td>
<td>11:30-2:30</td>
<td>207 BSB</td>
<td>P89Q01</td>
</tr>
<tr>
<td>6131A 3.0 (F)</td>
<td>Univariate Analysis I: Analysis of Variance</td>
<td>Erin Ross</td>
<td><a href="mailto:erinross@yorku.ca">erinross@yorku.ca</a></td>
<td>Tues</td>
<td>11:30-2:30</td>
<td>2005 VH</td>
<td>K99B01</td>
</tr>
<tr>
<td>6131B 3.0 (F)</td>
<td>Univariate Analysis I: Analysis of Variance</td>
<td>Erin Ross</td>
<td><a href="mailto:erinross@yorku.ca">erinross@yorku.ca</a></td>
<td>Thurs</td>
<td>11:30-2:30</td>
<td>2005 VH</td>
<td>E46K01</td>
</tr>
<tr>
<td>6132M 3.0 (W)</td>
<td>Univariate Analysis II: Regression</td>
<td>Jolynn Pek</td>
<td><a href="mailto:pek@yorku.ca">pek@yorku.ca</a></td>
<td>Wed</td>
<td>8:30-11:30</td>
<td>328A BSB</td>
<td>R28N01</td>
</tr>
<tr>
<td>6132N 3.0 (W)</td>
<td>Univariate Analysis II: Regression</td>
<td>David Flora</td>
<td><a href="mailto:dflora@yorku.ca">dflora@yorku.ca</a></td>
<td>Wed</td>
<td>2:30-5:30</td>
<td>328A BSB</td>
<td>E22X01</td>
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<tr>
<td>6136 3.0 (W)</td>
<td>Categorical Data Analysis</td>
<td>Michael Friendly</td>
<td><a href="mailto:friendly@yorku.ca">friendly@yorku.ca</a></td>
<td>Tues</td>
<td>11:30-2:30</td>
<td>203 BSB</td>
<td>W99R01</td>
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<tr>
<td>6176 3.0 (F)</td>
<td>Social Methods</td>
<td>Ward Struthers</td>
<td><a href="mailto:struther@yorku.ca">struther@yorku.ca</a></td>
<td>Thurs</td>
<td>11:30-2:30</td>
<td>207 BSB</td>
<td>M48N01</td>
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<tr>
<td>6228 3.0 (F)</td>
<td>Applications in Vision Science</td>
<td>James Elder</td>
<td><a href="mailto:jelder@yorku.ca">jelder@yorku.ca</a></td>
<td>Fri</td>
<td>8:30-11:30</td>
<td>120 CB</td>
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<tr>
<td>6229 3.0 (W)</td>
<td>Structural Equation Modeling</td>
<td>David Flora</td>
<td><a href="mailto:dflora@yorku.ca">dflora@yorku.ca</a></td>
<td>Tues/Thurs</td>
<td>1:00-2:30</td>
<td>204 ACW</td>
<td>Q76C01</td>
</tr>
<tr>
<td>6225 3.0 (W)</td>
<td>Brain Mechanisms of Movement in Health and Disease</td>
<td>Lauren Sergio</td>
<td><a href="mailto:lsergio@yorku.ca">lsergio@yorku.ca</a></td>
<td>Wed</td>
<td>11:30-2:30</td>
<td>335 CC</td>
<td>S80C01</td>
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<tr>
<td>6245 3.0 (F)</td>
<td>Complex Systems Approach to Interpersonal Change</td>
<td>David Reid</td>
<td><a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a></td>
<td>Wed</td>
<td>11:30-2:30</td>
<td>328A BSB</td>
<td>C83Y01</td>
</tr>
<tr>
<td>6253 3.0 (W)</td>
<td>Fundamentals of Neuroscience II</td>
<td>Kari Hoffman</td>
<td><a href="mailto:khoffman@yorku.ca">khoffman@yorku.ca</a></td>
<td>Wed</td>
<td>11:30-2:30</td>
<td>5501 Ross</td>
<td>D02P01</td>
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<tr>
<td>6256 3.0 (F)</td>
<td>Principles of Neural Coding</td>
<td>James Elder</td>
<td><a href="mailto:jelder@yorku.ca">jelder@yorku.ca</a></td>
<td>Fri</td>
<td>8:30-11:30</td>
<td>1152 VH</td>
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<tr>
<td>6257 3.0 (F)</td>
<td>Fundamentals of Neuroscience I</td>
<td>Maziar Fallah</td>
<td><a href="mailto:mfallah@yorku.ca">mfallah@yorku.ca</a></td>
<td>Wed</td>
<td>11:30-2:30</td>
<td>335 CC</td>
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<tr>
<td>6265 3.0 (W)</td>
<td>Perception and Action</td>
<td>Laurence Harris</td>
<td><a href="mailto:harris@yorku.ca">harris@yorku.ca</a></td>
<td>Wed</td>
<td>2:30-5:30</td>
<td>1015 Sherman</td>
<td>P95M01</td>
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<tr>
<td>6273 3.0 (F)</td>
<td>Computer Programming for Experimental Psychology</td>
<td>Richard Murray</td>
<td><a href="mailto:rfm@yorku.ca">rfm@yorku.ca</a></td>
<td>Tues/Thurs</td>
<td>1:00-2:30</td>
<td>204 ACW</td>
<td>H11N01</td>
</tr>
<tr>
<td>6320 3.0 (W)</td>
<td>Human Neuropsychology: History and Syndromes</td>
<td>Jill Rich</td>
<td><a href="mailto:jrich@yorku.ca">jrich@yorku.ca</a></td>
<td>Tues</td>
<td>11:30-2:30</td>
<td>204 BSB</td>
<td>Q18X01</td>
</tr>
<tr>
<td>6400 3.0 (F)</td>
<td>Contemporary Issues in Social and Personality Psychology</td>
<td>Jennifer Steele</td>
<td><a href="mailto:steeleje@yorku.ca">steeleje@yorku.ca</a></td>
<td>Fri</td>
<td>11:30-2:30</td>
<td>328A BSB</td>
<td>P95W01</td>
</tr>
<tr>
<td>6420 6.0 (Y)</td>
<td>Foundations of Clinical Psychology</td>
<td>Joel Goldberg (Fall) Myriam Mongrain (Winter)</td>
<td><a href="mailto:jgoldber@yorku.ca">jgoldber@yorku.ca</a>, <a href="mailto:mongrain@yorku.ca">mongrain@yorku.ca</a></td>
<td>Tues</td>
<td>11:30-2:30</td>
<td>207 BSB</td>
<td>R27G01</td>
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<tr>
<td>6425 3.0 (W)</td>
<td>Behavioural Cardiology and Cardiac Rehabilitation</td>
<td>Sherry Grace</td>
<td><a href="mailto:sgrace@yorku.ca">sgrace@yorku.ca</a></td>
<td>Thurs</td>
<td>8:30-11:30</td>
<td>225 BC</td>
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<td>Room</td>
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<tr>
<td>6430 6.0 (Y)</td>
<td>Assessment in Psychology Ed Glassman (Winter) Norm Park (Fall)</td>
<td><a href="mailto:npark@yorku.ca">npark@yorku.ca</a>, <a href="mailto:ed.glassman@nygh.on.ca">ed.glassman@nygh.on.ca</a></td>
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<td>2:30-5:30</td>
<td>328A BSB</td>
<td>K74P01</td>
<td></td>
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<td>6430P 6.0 (Y)</td>
<td>Clinical Practicum I David Reid Jane Dalton</td>
<td><a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a>, <a href="mailto:drdalton@theclinicondupont.com">drdalton@theclinicondupont.com</a></td>
<td>Fri</td>
<td>9:00-12:00</td>
<td>207 BSB</td>
<td>P31J05</td>
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<td></td>
<td>Tutorial</td>
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<td>9:00-12:00</td>
<td>320 BSB</td>
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<td><a href="mailto:ghbrooker@gmail.com">ghbrooker@gmail.com</a>, <a href="mailto:jgoldber@yorku.ca">jgoldber@yorku.ca</a></td>
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<td>Psychotic Disorders Walter Heinrichs</td>
<td><a href="mailto:walther@yorku.ca">walther@yorku.ca</a></td>
<td>Wed</td>
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<td>Advance Psychological Intervention Lynne Angus John Eastwood</td>
<td><a href="mailto:langs@yorku.ca">langs@yorku.ca</a>, <a href="mailto:johneast@yorku.ca">johneast@yorku.ca</a></td>
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<td>Current Issues in Health Psychology Joel Katz</td>
<td><a href="mailto:jkatz@yorku.ca">jkatz@yorku.ca</a></td>
<td>Wed</td>
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<td>Clinical Practicum III Debra Pepler</td>
<td><a href="mailto:pepler@yorku.ca">pepler@yorku.ca</a></td>
<td>Tues</td>
<td>4:00-7:00</td>
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<td>Clinical Practicum III Maxine Wintre</td>
<td><a href="mailto:mwintre@yorku.ca">mwintre@yorku.ca</a></td>
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<td>2:30-5:30</td>
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<td>Clinical Practicum III Maria Legerstee</td>
<td><a href="mailto:ARusson@glendon.yorku.ca">ARusson@glendon.yorku.ca</a></td>
<td>Fri</td>
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<td>Stress and Coping Esther Greenglass</td>
<td><a href="mailto:estherg@yorku.ca">estherg@yorku.ca</a></td>
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<td><a href="mailto:kfergus@yorku.ca">kfergus@yorku.ca</a></td>
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<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
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<td><a href="mailto:mar@yorku.ca">mar@yorku.ca</a></td>
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<td><a href="mailto:pepler@yorku.ca">pepler@yorku.ca</a></td>
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<td>Mary Desrocher</td>
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<td>James Bebko</td>
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<td>Rebecca Pillai Riddle</td>
<td><a href="mailto:rpr@yorku.ca">rpr@yorku.ca</a></td>
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<td>James Bebko</td>
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<td>Robert Muller</td>
<td><a href="mailto:rmuller@yorku.ca">rmuller@yorku.ca</a></td>
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<td><a href="mailto:jonweiss@yorku.ca">jonweiss@yorku.ca</a></td>
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<td>Jennifer Connolly</td>
<td><a href="mailto:connolly@yorku.ca">connolly@yorku.ca</a></td>
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<td>Gary Turner</td>
<td><a href="mailto:grturner@yorku.ca">grturner@yorku.ca</a></td>
<td>Tues &amp; Thurs</td>
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<td>Yvonne Bohr</td>
<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
<td>Mon &amp; Wed</td>
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**Historical and Theoretical Foundations of Psychology A**

Psychology 6020 3.0 (W)  
Michael Pettit  
Wednesday 11:30 – 2:30

Enrollment is limited to 20

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

Student Background: This course is intended for students from all areas.

Course Format: Seminar discussion, with instructor and student presentations

Evaluation: Assessment will consist of weekly participation, an oral presentation, and written assignments.

**Historical and Theoretical Foundations of Psychology B**

Psychology 6030 3.0 (F)  
Thomas Teo  
Wednesday 11:30 – 2:30

Enrolment is limited to 25 students

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

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

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

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

Readings: TBA
Univariate Analysis I: Analysis of Variance

Psychology 6131A 3.0 (F)  

Enrollment is Limited to 20

Purpose: The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate designs with categorical predictors. The course material focuses on simple and complex analysis of variance (ANOVA) models, with an emphasis on the general linear model. The course begins with a review of the basic concepts of data analysis typically covered in undergraduate statistics courses, including descriptive statistics and graphics followed by principles of statistical inference. Next, the main components of the course involve theory and application of ANOVA models for between-subjects and repeated measures designs. Throughout, there is a strong emphasis on associated methods for checking assumptions and visualizing data. Lab sessions familiarize the student with SPSS software for carrying out these analyses.

Course format: Instructor presentation, lab sessions, student presentation

Students Requirements: Class attendance, lab attendance, lab work outside class hours

Text /Readings: TBA

Evaluation: Two exams, assignments/homework and possibly a brief presentation

Univariate Analysis I: Analysis of Variance

Psychology 6131B 3.0 (F)  

Enrollment is Limited to 20

Purpose: The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate designs with categorical predictors. The course material focuses on simple and complex analysis of variance (ANOVA) models, with an emphasis on the general linear model. The course begins with a review of the basic concepts of data analysis typically covered in undergraduate statistics courses, including descriptive statistics and graphics followed by principles of statistical inference. Next, the main components of the course involve theory and application of ANOVA models for between-subjects and repeated measures designs. Throughout, there is a strong emphasis on associated methods for checking assumptions and visualizing data. Lab sessions familiarize the student with SPSS software for carrying out these analyses.

Course format: Instructor presentation, lab sessions, student presentation

Students Requirements: Class attendance, lab attendance, lab work outside class hours

Text /Readings: TBA

Evaluation: Two exams, assignments/homework and possibly a brief presentation
Purpose: This course is designed to provide the student with foundational skills in analyzing data for a single outcome variable (univariate analysis) using the general linear model (GLM). Topics include correlation, simple linear regression, multiple linear regression, interaction effects, evaluating model assumptions and regression diagnostics. The course places emphasis on properly fitting the GLM to empirical data, including making informed decisions about analytic strategies, understanding, and reporting results.

Pre-requisites: Psychology 6131, or permission from the instructor.

Student Background: MA1 students in Psychology.

Course Format: Lectures, and guided computer-based lab sessions.


Evaluation: Several assignments on data analysis; mid-term and final exam.

Purpose: To learn the basic statistical principles of the general linear model and how it is commonly applied to psychological research. Topics include correlation, simple linear regression, multiple linear regression, regression diagnostics, and potentially logistic regression.

Pre-requisites: Psychology 6131, or permission from the instructor.

Student Background: This course is meant for MA1 students in psychology.

Course Format: The course will consist of lectures as well as guided computer lab exercises.


Evaluation: There will be a series of assignments in which students carry out data analysis and interpret results, as well as a mid-term and a final exam.
Categorical Data Analysis

Psychology 6136 3.0 (W)

Michael Friendly
Tuesday 11:30 – 2:30

ENROLLMENT IS LIMITED TO 15

Purpose:
This course is designed as a broad, applied introduction to the statistical analysis of categorical (or discrete) data, such as counts, proportions, nominal variables, ordinal variables, discrete variables with few values, continuous variables grouped into a small number of categories, etc. The course begins with methods designed for cross-classified table of counts, (i.e., contingency tables), using simple chisquare-based methods. It progresses to generalized linear models, for which log-linear models provide a natural extension of simple chisquare-based methods. This framework is then extended to comprise logit and logistic regression models for binary responses and generalizations of these models for polytomous (multicategory) outcomes. Throughout, there is a strong emphasis on associated graphical methods for visualizing categorical data, checking model assumptions, etc. Lab sessions will familiarize the student with software using SAS and R for carrying out these analyses.

Pre-requisites: PSYC 6130 (Univariate Statistics) or equivalent course

Text /Readings: TBA

Evaluation:
Students will complete two take-home projects in which they will carry out analysis of given, real-world data sets and produce a research report (each 40%). In addition, each student will read and discuss in class a journal article related to theory or an application of categorical data analysis (20%).

Social Methods

Psychology 6150B 3.0 (F)

Ward Struthers
Thursday 11:30 – 2:30

ENROLMENT LIMITED TO 15 STUDENTS

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

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

Readings: To be assigned.
Structural Equation Modeling

Psychology 6176 3.0 (F)  David Flora
Wednesday 2:30 – 5:30

**ENROLLMENT IS LIMITED TO 16**

**Purpose:** The purpose of this course is to introduce students to the statistical theory of Structural Equation Modeling (SEM) and how it is commonly applied to psychological research. SEM is a very general multivariate modeling framework for simultaneously estimating equations that can include both observed and latent variables. Special cases of SEM include multiple regression, path analysis, confirmatory factor analysis, and growth curve/trajectory analysis, among others.

**Pre-requisites:** Psychology 6130, Univariate Analysis or Psychology 6132, Univariate Analysis: Regression

**Student Background:** Students should be very comfortable with multiple linear regression. Students in any area of psychology can benefit from the course, given that SEM is a general approach that can be applied to many types of data.

**Course Format:** The course will consist primarily of lectures, but each student will give a presentation.

**Text /Readings:** T.B.D.

**Evaluation:** There will be a series of data analysis assignments requiring the use of SEM software, using data provided by the instructor. Each student will also complete a more comprehensive project using her own data. There will not be any exams.

Applications in Vision Science

Psychology 6228 3.0 (F)  James Elder
(X-listed with BIOL 5149, KAHS 6149)
Friday 8:30 – 11:30

**ENROLLMENT IS LIMITED TO 15**

**Purpose:** To introduce graduate students to a wide range of applications of vision science, including basic visual function, vision and aging, environmental lighting and vision, 3D media, computer vision and object recognition, brain imaging, multi-sensory integration, and visual applications to the aerospace industry.

**Pre-requisites:** There are no pre-requisites

**Student Background:** Background in vision research, biopsychology, visual neuroscience, or computer vision

**Course Format:** Course will involve presentations by faculty members of the CREATE team on applications of vision research along with discussions of relevant contemporary papers.

**Text /Readings:** Readings will be determined for each topic in advance. These will generally involve journal articles.

**Evaluation:** Students will be required to give a presentation and critique of a contemporary research paper in class. Students will also work in teams to develop a proposal for some future application of vision science.

**Other information:** This course will be offered every year and is required of all CREATE trainees during their first year in the program.

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Statistical Modeling of Perception and Cognition

Psychology 6229 3.0 (W)  Richard Murray
      Tuesday 1:00 – 2 :30
      Thursday 1:00 – 2:30

**ENROLLMENT IS LIMITED TO 15**

**Purpose:** This course covers fundamental statistical concepts and their application to statistical modelling in psychology. Topics in statistical foundations include probability, random variables, common statistical distributions, and Bayes’ theorem. To illustrate these concepts we cover classic statistical models of behaviour and physiology, such as signal detection theory, optimal cue combination, diffusion models of reaction times, probability summation, and ideal observers. We also discuss model fitting and testing, e.g., parameter estimation, bootstrapping, goodness of fit, and model selection. The course uses a statistical programming language such as MATLAB or R for illustrations and problems.

**Pre-requisites:** Basic programming skills, such as obtained in PSYC 6273, Computer programming for experimental psychology.

**Student Background:** The course is suitable for students from all areas. It does not assume any graduate statistics courses as prerequisites.

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

**Text /Readings:** To be determined.

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

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Brain Mechanisms of Movement in Health and Disease

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

**ENROLLMENT IS LIMITED TO 10**

**Purpose:** This course will survey the role of different cerebral cortical and sub-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, and the effect of damage/disease on these functions. 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. There will be two articles assigned for each topic which, along with the presentation, will be discussed in class. Course evaluation will be based on class participation, a presentation, article discussions, and weekly article-based quizzes.

**Prerequisite:** Intermediate motor control / motor learning course, introductory neuropsychology course or permission of course director.

**Evaluation:**
- Presentation (1) & handout 30%
- Article discussions (4) & handout 40%
- Participation 12%
- Weekly quizzes (9) 18%

**Text:** The articles to be presented each week will be assigned in the first class. The following textbooks may be of use and are in the Steacie Library:
2. Rothwell, J. Control of human voluntary movement, 2nd ed. 1994
Complex Systems Approach to Interpersonal Change

Psychology 6245 3.0 (F)     David Reid
Wednesday 11:30 - 2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose:
This course is designed for students who want to develop the conceptual and interpersonal skills germane to being an effective applied psychologist including advancing clinical skills. This course will introduce the student to the conceptual and technical aspects of both Constructivist and Systemic (e.g. family and interpersonal) psychotherapy. The purpose is to facilitate each student becoming able to function as a psychologist in a wide variety of career paths. The latter follows the premise that: our graduate students need to be creators of knowledge and methods (not just consumers) in order to be effective in addressing the challenges arising from the complexities of human behaviour. These are conceptual and interpersonal skills that add to one’s capacity to be a consultant to other professionals as well as problem solve in real life situations. As such this course is open not only to Clinical and Clinical Developmental students at any level of training (MA 1 to PhD 6), but students from other areas such as Social-Personality. In the past students from the BBCS, History and Theory, C-D, Clinical, other graduate programs at York (woman’s studies, Schulich) and U. of T. Students from foreign universities have enrolled and are welcome. The course provides in-depth reading and discussions of literatures spanning Clinical, Personality/Social, some Cognitive Science, some philosophy and clinical intervention methods spanning family, individual, organizational The pedagogy is such that each student will develop her/his own version of a Complex Systems approach that they may use professionally and scientifically. Students will find that the Complex Systems Approach will guide them in how to begin integrating their past learning of various psychological variables into a meta-analytic framework for understanding human behaviour. Pedagogically, the course places a major emphasis on psychological processes (mind, interpersonal, biological, etc), not just content. This course will use certain aspects of therapeutic approaches such as Individual Therapy and Interpersonal Therapy and Family Therapy to illustrate the current evolution of systemic and constructivist models which are beginning to dominate clinical and organizational psychology. The Complex Systems Approach assumes: (1) cultural and individual diversity is integral to the human condition and (2) there is value in examining both biological and intrapersonal/interpersonal levels of functioning at the same time.

Course Format:
The teaching modality will be action oriented with a strong emphasis on dialogue, interpretation and pragmatics. Required readings and activities will be assigned and the course director will lead all of the sessions. The teaching will be done with didactics and workshops designed to elucidate systemic approaches. The course director has purchased video, DVD and audio CD’s of demonstration sessions that will be made available for learning purposes. Copies of a book on Constructivist Therapy will also be loaned to students for certain portions of the course. The various systemic approaches encompass such interrelated topics as emotional systems, belief systems, communication systems, social systems, gender, culture and health. There is a practicum component whereby students will, on a weekly basis over 5 weeks, audio record “in depth interviews” and then bring these for supervisory sessions with the course director. In depth interviewing is an incredibly useful tool for research and practice.

Evaluation:
The evaluation will be based on:
1) A time-limited take-home exam sampling material covered in the course. This course is strongly recommended for students interested in either clinical or organizational psychology
2) A 1:1 joint assessment with student of her/his audio recorded in-depth interview demonstrating the application of a systemic approach to interpersonal change. Processing this recording is a product of what the student learned in the course. There is opportunity for the student to be creative in her/his interpretation of systemic approaches. The intellectually creative experience and collegial collaboration among the students is integral to the student’s learning and fun.
Fundamentals of Neuroscience II

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

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

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

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

Evaluation: Students will be evaluated based on two exams, facilitating a journal article discussion and class participation.

Final mark will be based on:
- Class Exam 35%
- Class Exam 35%
- Paper presentations 25%
- Class discussions and attendance 5%


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Principles of Neural Coding

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

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

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Course Format: Each meeting will consist of three segments:
A lecture given by the instructor on a specified technique in computational neuroscience
A discussion, led by a specified student, of a selected short journal article that employs this technique

Pre-requisites: There are no specific pre-requisites. The course is appropriate for all students interested in computational modeling in systems cognitive neuroscience. Labs and assignments will be based on MATLAB. A brief introduction to MATLAB will be provided, and students without prior experience in MATLAB will be provided with tutorial assignments to bring them up to speed.

Evaluation: In addition to student presentations of short journal articles, two assignments based upon laboratory work with MATLAB will be assigned, collected and graded. The final project will involve application and possibly extension of a technique studied in the class to a new sample of data, ideally but not necessarily from the students own laboratory.

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Readings: Additional journal articles will be selected for discussions led by specified students.

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Fundamentals of Neuroscience I

Psychology 6257 3.0 (F) Mazyar Fallah
(host KAHS x1 with KAHS 6155/BIOL 5146) Lauren Sergio
Wednesdays 11:30 - 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: The course will provide graduate students with an in depth analysis of the molecular and cellular mechanisms underlying the structure and function of the developing and mature nervous system. This is an advanced course that will focus on current research topics in selected areas of Neuroscience, which is the study of the biology of the nervous system and its relationship to behavior and disease. The course includes three modules, (1) molecular and cellular neuroscience, (2) functional neuroanatomy and (3) muscle and spinal cord neurophysiology, which will introduce students to the breadth of research in Neuroscience. The molecular and cellular neuroscience module course covers topics ranging from neuronal structure and function, communication at the synapse, membrane receptors and intra- and intercellular signaling systems within the sensory, motor, memory, and speech systems. It will also cover the cellular and molecular processes underlying neuronal development, including differentiation of nerve cells, migration of neurons, mechanisms of axonal growth and guidance, target recognition and synapse formation, and the basis of synaptic specificity. The functional neuroanatomy module will cover the structures and functions of the brain, including the meninges, cranial nerves, spinal cord, brainstem, subcortical structures, ventricular system, and cortex. Muscle and spinal cord neurophysiology will cover neuromuscular and motor unit function in health and disease, spinal cord function, and reflex modulation during movement.
Pre/Co- requisites: Undergraduate course in neuroscience or equivalent or by permission of course director. First Priority given to Neuroscience Diploma students, other students can enroll with permission of course directors.

Course Format: The course will consist of lectures conducted by the instructor. Students will be evaluated based on three exams.

Evaluation: Final mark will be based on:
Class Exams
Final Exams


Perception and Action
Psychology 6265 3.0 (W) Laurence Harris
(xl KAHS 6161/Biol 5136) Wednesday 2:30 – 5:30
ENROLMENT IS LIMITED TO 15 STUDENTS

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

Course Format: The course will take the form of a weekly interactive seminar meeting. In the second half of the course students will give presentations. Some written assignments (max 2) may be set during the course and a long essay (on the topic of each student’s presentation) will be required.

Pre-requisites: None

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

Course work: 30%
Long essay and accompanying presentation: 55%
Participation in class: 15%

Textbook: None

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

- Selected chapters from “Principles of Neural Science” (2013) by Eric Kandel, James Schwatz and Thomas Jessell (QP 355.2 P76 2013)

- Computer Programming for Experimental Psychology

**PSYC 6273 3.0 (F) Richard Murray**
**Tuesday 11:30-1:00**
**Thursday 11:30-1:00**

**ENROLMENT IS LIMITED TO 15 STUDENTS**

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

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

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

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

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

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

- Human Neuropsychology: History and Syndromes

**Psychology 6320 3.0 (W) Jill Rich**
**Tuesday 11:30 - 2:30**

**ENROLMENT IS LIMITED TO 15 STUDENTS**

**Purpose:** This course will provide a foundation in the basic topics and theoretical underpinnings of neuropsychology. There will be an emphasis on the history and development of the formal study of brain-behaviour relationships, following the clinical-pathological approach (i.e., the study of cerebral function via examination of behavioural changes resulting from brain damage). Major topics will include historical foundations, phrenology, and the localizationist approach; aphasia; agnosia; apraxia; alexia; agraphia; amnesia; dementia; and executive functions. The material covered in class readings and discussions is considered essential for students interested in clinical neuropsychology (i.e., assessment and interpretation). Methodological issues relevant to experimental (research) neuropsychology will also be discussed.

**Co- or prerequisite:** None
Student Background: Graduate students at any level from Brain, Behaviour and Cognitive Sciences, Adult Clinical, Clinical Developmental, Developmental and Cognitive Processes, or History and Theory. A background in physiological psychology and neuroanatomy would be helpful, but is not required.

Course Format: Required and optional readings will be assigned each week. (warning: heavy reading load) The course director will give presentations based on the required readings (approx 2½ hours), and students will present the optional readings in the remaining time.

Evaluation: Two midterms (30% each) 
Final exam (40%)

Texts and Readings: Several chapters will be assigned from Heilman, K. M., & Valenstein, E. (Eds.). (2012). Clinical Neuropsychology (5th ed.). New York: Oxford University Press, which some students may wish to purchase. However, the readings for each week will be available electronically via a closed list for the class.

Contemporary Issues in Social and Personality Psychology

Purpose: This course has been designed to introduce students to current research being conducted in the field of social and personality psychology. Students will participate in a series of seminars led by our core faculty members who specialize in a diverse array of areas within social and personality psychology including health, culture, intergroup relations and prejudice, decision making, forgiveness, empathy and social understanding, zeal, and perfectionism. By the end of this course it is anticipated that students will have an increased familiarity with the research and methodologies used in the social/personality area as well as current findings in our field. In addition, throughout this course students will be exposed to professional issues including (a) strategies to increase the likelihood of success in graduate school, (b) research ethics, and (c) how and where to publish.

Evaluation: Grades will be based on a series of short papers and class participation.

Text /Readings: Students should anticipate being assigned two to four empirical journal articles each week. The exact content will be set by the faculty member leading the discussion for the week.

Foundations of Clinical Psychology

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

Student Background: Psych 6420 6.0 is designed and intended for students in the Doctoral Program in Clinical Psychology at York University. Depending on enrolment other students may enrol in the course with permission of the course instructors up to a class size maximum of 15.

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

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


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**Behavioural Cardiology and Cardiac Rehabilitation**

**Psychology 6425 3.0 (W)**  
(Host KAHS x1 with KAHS 6144)  
**Sherry Grace**  
**Thursday 8:30 – 11:30**  

**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.

Course 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 Moodle. 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 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.

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**Assessment in Psychology**

**Psychology 6430 6.0 (Y)**  
**Norm Park (F)**  
**Ed Glassman (W)**  
**Tuesday 2:30 - 5:30**  

**Enrolment is Limited to 10 Students**

Purpose: The course is designed to provide students with the theoretical and practical foundation of psychological assessment. It will focus on (a) developing clinical interviewing and test administration skills, (b) understanding concepts in measurement theory and their importance in the development, evaluation, and use of psychological tests in applied settings, (c) cross-cultural, ethical, and social issues involved in assessment. There will be a significant practical component to the course, as students will gain experience in the administration and interpretation of commonly used assessment instruments. The Fall term will focus on personality assessment and the Winter term will focus on cognitive assessment.
Course Format: One three-hour session per week during the Fall and Winter terms. Instructor and student led seminar presentations on measurement theory concepts and on issues related to specific areas of assessment (intelligence, personality, aptitudes, interests, etc.). Role play and assessment instrument administration exercises. Students will also demonstrate, teach, and learn how to administer, score, and write reports based on scores on selected psychological tests.

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

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

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

Clinical Practicum I

Psychology 6430P 6.0 (Y)  David Reid
Jane Dalton
Friday 9:00-12:00

NOTE 1: NO MORE THAN 8 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.

Course Schedule: Seminar: Friday 9:00 am - 12:00 pm
Live clinical practice and observation (3 hour time block per student): Tuesdays 9-12; Tuesdays 1-4; Thursdays 11-2; OR Thursdays 3-6

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

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

Co-requisites: Psychology 6430 6.0 and Psychology 6435 6.0

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

We will stress a 'common factors' approach in this course with a focus on empirically supported core elements of effective psychotherapy. 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 & the therapeutic alliance, diagnostic assessment, case conceptualization, client factors (including hope & expectancy, motivation, resistance, client as common factor), self-awareness of the clinician and reflective practice. The practical and legal aspects of conducting a clinical practice such as the informed consent process, confidentiality, file maintenance, and record keeping will also be addressed in this course. Special Topics may be used to supplement these (e.g., management of suicidal ideation, boundary issues).

The course will also provide students with skill training in case formulation. The case formulation permits an integration of conceptualizations and approaches to intervention...
from various models of psychotherapy. Toward the end of the first term, each student will begin undertaking therapy with a client, and this course of psychotherapy will generally coincide with the Fall-Winter term. Live supervision of each student therapist is provided by the course instructors with additional supervision sessions carried out in both group and individual formats. It is expected that each student will devote 10 hours per week to the practicum. In addition to conducting psychotherapy, the time will be spent on reading, skill training, corresponding with/about clients where necessary, progress notes, analysis of therapy process notes and audio recorded therapy sessions, individual and group supervision, and report writing.

Evaluation:

1) Participation (20%) reflects amount and quality of class participation.
2) Clinical skill development (45%)
3) Process notes (5%)
4) Reading & Journaling (10%) reflecting self development conveyed in weekly typed report of interpretation and reflection on assigned readings.
5) Case presentations (15%)
6) File Maintenance, Administration, Weekly Progress Notes (5%).

Texts:


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**Evidence Based Principles of Psychotherapy**

*Psychology 6436 3.0 (F)*

Alberta Pos

Wednesday 11:30 – 2:30

**ENROLLMENT IS LIMITED TO 12**

Purpose:

This course provides students with a grounding in empirically supported principles of psychotherapy. It draws from the latest research in the study of psychotherapy that identifies common core processes of effective therapy, regardless of particular school of therapy or approach. As such, students are provided with a grounding in common factors of effective care including the therapeutic alliance and alliance ruptures, empathy, awareness & experiencing, emotion and emotion regulation, and client & therapist factors known to influence psychotherapy process and outcomes. Students will be exposed to the latest research in each of these domains. In addition, students will also be exposed to the three major models of psychotherapy: psychodynamic, cognitive-behavioral and person-centered/experiential. The course is intended to provide a solid foundation for students intending to engage in psychotherapy as a part of their future practice as clinical psychologists. Students will engage with a variety of learning modes in order to facilitate these objectives including lecture, discussion, and review of videotape. Students will also learn by leading a discussion on a selected topic, engaging in a self-reflection exercise designed to enhance their awareness and development as therapists, participating with class discussions, and completing an exercise designed to hone therapy observational skills.

Text/Readings:


Evaluation:

Participation: 20%
Seminar Discussion Leader 20%
Self-Reflection Exercise 20%
Video Analysis 40%
Approaches to Psychotherapy: Advanced Study

Psychology 6437 3.0 (W)  Alberta Pos  
Wednesday 11:30 – 2:30

**ENROLLMENT IS LIMITED TO 12**

**Purpose:** This course provides students for whom psychotherapy will be a primary activity of their future work as clinical psychologists. The course allows for more intensive exploration of classic and contemporary models of psychotherapy. Students will explore each model in detail and learn the essential components and theory underlying each approach. By including classic as well as contemporary models, students will gain exposure to the major approaches commonly used in practice today. Many of these approaches are likely to encounter in future external practica and beyond their tenure in the program. As such, the course allows them to gain some familiarity with each model. Moreover, the common modalities of therapy (individual, couples, group) will also be discussed and explored to provide students with a firm grounding in modalities likely to be encountered in their practice. Consistent with growing trends in the field and the latest scientific evidence, emphasis will also be placed on integration of various models; seeing the wisdom in each model and its unique and potential contribution. Moreover, in addition to the evidence for each model, students will also be encouraged to consider goodness of fit of each model with their own beliefs and developing counselling style. Students will engage with a variety of learning modes to facilitate these objectives including lecture, discussion, and review of videotape. There will also be a number of guest speakers specializing in the various approaches under consideration, which will greatly benefit student learning. Students will also learn by leading a discussion on a selected topic, participating with class discussions, completing a case formulation paper, and completing personal reflections on each presented model/modality.

**Text /Readings:** TBA

**Evaluation:** Participation: 20%
Seminar Discussion Leader 20%
Case Formulation Paper 40%
Reflections on each model 20%

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Psychodiagnosics

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

**ENROLMENT IS LIMITED TO 20 STUDENTS**

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

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

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

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

**Evaluation:** Written assignments which are psychological reports based on data provided by the instructors (80%) and seminar participation (20%).
Text & Readings: A list of readings will be circulated. Students should purchase the following:

Psychotic Disorders

Psychology 6442 3.0 (W)       Walter Heinrichs
                                   Wednesday 2:30 – 5:30

ENROLLMENT IS LIMITED TO 10

Purpose: This course provides a basic scientific and clinical understanding of the most common disorders defined by delusions, hallucinations, disorganized thinking and behaviour and negative symptoms. The focus is on schizophrenia and schizoaffective disorder, but other conditions associated with psychosis including bipolar disorder and a range of neurological diseases will also be considered.

Co- or pre-requisites: None

Student Background: All interested graduate students welcome

Course Format: Seminar/lecture/discussion

Evaluation: Student presentation: 20%
Course paper: 40%
Quiz: 20%
Participation: 20%

Text /Readings: Reviews and articles from the literature as assigned

Advance Psychological Intervention

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

ENROLMENT IS LIMITED TO 10 STUDENTS

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

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

Evaluation: First term
Case Formulation; Analysis of a session transcript
Active participation in supervision sessions

Second term
Case Presentation
Active Participation in supervision sessions

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Current Issues in Health Psychology

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

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

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

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

Readings:
To be assigned.

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Stress and Coping

Psychology 6465 3.0 (F)  
(xl with KAHS 6465)  
Esther Greenglass  
Tuesday 11:30 - 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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

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

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

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

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

**Text and Readings:** Readings for the course include selected chapters from the following two books, both of which are in the bookstore and on reserve in the library:

In addition, selected journal articles and book chapters are assigned each week. Students are expected to be familiar with the required readings before class.

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**Interprofessional Psychosocial Oncology: Introduction to Theory and Practice**

**Psychology 6477 3.0 (F) ONLINE Course**

Karen Fergus – Professor of Record

For more information go to: [http://www.ipode.ca/](http://www.ipode.ca/)

**Enrollment is Limited to 3 Students**

**Purpose:** This online course provides graduate students from varying disciplines (e.g., psychology, nursing, social work) with an introduction to the field of psychosocial oncology. Case-based learning in small interprofessional groups allows students a rich understanding of the cancer experience and development of competency in psychosocial oncology practice and interprofessional collaboration.

**Co- or pre-requisites:** N/A

**Student Background:** Enrollment in a graduate program (Masters or Doctoral level)

**Course Format:** Students meet weekly as a group online in small, interprofessional groups facilitated by one of the IPODE faculty; asynchronous discussion board participation

**Text /Readings:** Course Kit

**Evaluation:** Reflection papers, term paper, group project, participation

**Other information:** Course likely to be offered annually
Brief Psychotherapy and Short-Term Treatment

Psychology 6480 3.0 (F)  Yvonne Bohr
Thursday 2:30-5:30

Enrolment is limited to 12 students

Purpose: Cognitive behavioural treatment (CBT) is one of clinical psychology’s most effective tools, and, as such, one of the most validated and accepted alternatives to medical intervention. The effectiveness of CBT is particularly pertinent at a time when there is growing scepticism about the use of antidepressants and anxiolytics in the treatment of children. This course will offer an overview of assessment and intervention with adults, families and children. It will provide students with basic skills in formulation and treatment planning within a CBT model. Special issues pertaining to the use of CBT with children will be highlighted, as will its applicability to diverse cultural groups. This is a case-based, clinical skills oriented seminar course: theory and practice will be equally emphasized.

Course Format: There will be twelve in-class sessions, each consisting of a combination of lecture, demonstration & practice activities, case study and discussion. In addition, students will participate (as co-therapists and/or observers) in assessment and treatment activities in the York University Psychology Clinic (YUPC) if appropriate; they will be expected to design a comprehensive assessment and treatment plan for a client in the YUPC, or alternative practicum, internship or volunteer setting. Moreover, students will be asked to contribute to the seminar through: a presentation and written critical review on a specific aspect of CBT; discussion; personal reflection. Students should be available to spend 1 to 2 hours per week (if possible immediately following the class) in Clinic related activities in addition to time spent in class.

Pre-requisites: Students should have taken a course in Abnormal Psychology and/or Atypical Development, and at least one graduate level Intervention course.

Evaluation: Participation in class and in YUPC Clinic cases
Case studies and analyses
CBT treatment plan
Critical Paper & presentation
Personal reflection

Text and Readings: Readings will be provided (placed on reserve) by the instructor

Ethical Issues in Professional Practice

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

Enrolment is limited to 20 students

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

**Readings:** Readings will be assigned.

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### Personality

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

**Enrollment is limited to 15 students**

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

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

**Basis of Evaluation:** The major written work will be worth 70% of the total grade. The remaining 30% will be based upon participation, small assignments, presentations, and peer-review.

**Texts Required:** TBD

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### Program Evaluation

**Psychology 6520B 3.0 (F)**  
**Debra Pepler**  
**Tuesday 4:00 - 7:00**

**Enrollment is limited to 12 students**

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

**Course Objectives:** To acquire an understanding of the processes involved in evaluating a mental health program in an applied setting.
To develop skills in communicating with professionals who provide mental health services and skills in engaging in the collaborative planning process for program evaluation. Both written and oral presentation skills will be emphasized.

To develop skills in preparing a grant proposal to evaluate a mental health intervention.

Evaluation:

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<th>Evaluation</th>
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<tbody>
<tr>
<td>Proposal</td>
<td>70%</td>
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<tr>
<td>Evaluation journal</td>
<td>15%</td>
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<tr>
<td>Proposal Presentation</td>
<td>15%</td>
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Readings:
Readings for the course will be assigned at least a week in advance.

Social and Emotional Bases of Development

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 present a class seminar on their research interest within the parameters of the course readings and discussion and lead class discussions.
3. To write a paper for the end of the course on the topic they presented in point 2.

Evaluation:

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<tr>
<th>Evaluation</th>
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<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td>Class presentation</td>
<td>30%</td>
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<td>Critical and integrative paper</td>
<td>50%</td>
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Texts and Readings: To be assigned.

Comparative Developmental Psychology

Purpose: To familiarize students with the contributions of comparative and developmental research to psychology, especially research on non-human primates, and to work towards their incorporating comparative perspectives into their own work. Topics covered are largely determined by student interest. Suggestions include: evolutionary and biological approaches to behavior, “evo-devo” (evolution of development, evolutionary developmental biology), comparative studies of cognitive development, principles and methods of comparative research, language in non-human species.
(especially great apes, cetaceans, birds), sociality (e.g., social influences on learning and cognition, cultures, development and social status), comparative neuropsychology (e.g., primates, memory, brain development).

Co- or prerequisites: At least one undergraduate course is required in any of: sociobiology, animal behavior, behavioral ecology, developmental psychology, or evolutionary psychology. 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 written questions on course topics (for weekly student presentations) and 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.

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 topics selected.

Development of Affect, Consciousness, and Social Cognition

Psychology 6720 3.0 (W) Maria Legerstee

Tuesday 2:30-5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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

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

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

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

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

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

**Issues in CD Psychology: A Proseminar in Ethics, Practice and Research**

**Psychology 6900 3.0 (F)**

**Mary Desrocher**

**ENROLLMENT IS LIMITED TO 8**

**Course Description:**
In this course, we will introduce students to CD theory, ethical and professional issues related to clinical child practice, monitor the progress of their thesis projects, and introduce them to the YUPC. 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. This course is designed with a seminar/discussion format to provide an overview of the main theories that guide our scientist-practitioner model, and a focus on ethical and professional issues to prepare for practicum placements.

**Objectives:**
1. Acquire knowledge of contemporary theories of child psychopathology
2. Acquire knowledge of the system of diagnosis for major childhood disorders.
3. Acquire knowledge of ethical and professional issues in clinical-developmental psychology
5. Learn about the York University Psychology Clinic (YUPC)

**Recommended Text:**


**Course Requirements:**
“Cutting Edge” Review Paper – 40%
“Cutting Edge” Seminar Presentation – 30%
Leading classroom discussions on ethical/professional scenarios 20%
Participation 10%

**Biological and Cognitive Bases of Development**

**Psychology 6905 3.0 (W)**

**Mary Desrocher**

**ENROLMENT IS LIMITED TO 15 STUDENTS**

**Purpose:**
The goal of this course is to increase understanding of normal and abnormal cognitive and behavioural development in early and middle childhood and adolescence and relate it to the
development of the nervous system. We will also examine conceptual and clinical issues related to human development, such as critical periods and neural plasticity, and describe how functional disabilities can be associated with the changes to the developing nervous system. This course will stress the constant interaction of the developing individual with the environment. Topics will be explored by examining the neuropsychological and cognitive science literature.

**Course Format:**
The course will take the form of a weekly interactive seminar and will include lectures, media presentations, and class discussion. In the second half of the course, students will give presentations.

**Evaluation:**
Will be based on:
- Short position papers to gauge understanding of critical concepts (30%)
- A grant assignment, with a presentation (20%) and paper (40%) – this assignment will assess your ability to assess cognitive and biological variables in a population of interest
- Participation in class discussions and attendance (10%)

**Required Text:**
TBD (in addition to supplemental readings assigned for each class)

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**Introduction to the Psychological Assessment of Children Practicum**

**Psychology 6910P 6.0A (Y) James Bebko**
**Monday 2:30 – 5:30**

**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, based on course readings. CD Faculty or guest lecturers will present cases to help develop students’ skills at formulation based on assessment results. Students will be expected to present a case and hand in a written psychological assessment report (with identifying information removed) from their practicum placement.

**Pre-requisites:**
Psychology 6910 3.0 and Psychology 6920 3.0

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

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**Psychoeducational Assessment of Children and Adolescents**

**Psychology 6910 3.0 (W) Rebecca Pillai Riddell**
**Tuesday 9:30 – 12:30**

**Enrolment limit to 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.

Evaluation: The final mark in this course will be based mainly on three assessments (which will include
administration, scoring and a write up component). Students will also be required to perform a
review on relevant ethical standards, write an ethics quiz, and lead a classroom discussion on a test.

www.sattlerpublisher.com (allow 6 weeks for delivery) or www.amazon.ca.
Canadian Code of Ethics for Psychologists (www.cpa.ca).
Additional readings will be assigned in class: reading list can be obtained from the instructor.

Clinical and Diagnostic Assessment of Children and Adolescents

Psychology 6920 3.0 (F) JAMES BEBK

Enrolment is limited to 8 students

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.

Prerequisite: Successful completion of Psychology 6910

Diego, CA: Jerome Sattler Publishing Inc. (vol. 2) www.sattlerpublishing.com

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

Evaluation: Mini-assignments 4 x 10% 40%
Case formulation & report 20%
Student Presentation 20%
Class Participation 20%
Intervention Strategies with Children Practicum

Psychology 6930P B 6.0 (Y)                      Robert Muller

Friday 10:30-2:30

ENROLMENT IS LIMITED TO 6 STUDENTS

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

Purpose: The class-based portion of the practicum will fill several needs. It will be run in the form of group supervision. Students will be expected to bring process notes of treatment sessions, or audiotaped sessions, along with case histories. The group will discuss cases together. The practicum will also serve as a forum in which to discuss general issues, which transcend particular practicum settings, as well as issues that arise out of students’ specific experiences. It will also provide a mechanism through which the 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.

Intervention Strategies with Children

Psychology 6930 3.0 (F)                      Jonathan Weiss

Monday 8:30 – 11:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: In this course the student will first become familiar with basic clinical principles of child and family intervention. This course is an overview of evidence-based methods in the treatment of children and families for a variety of disorders and presenting problems. 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.

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: Student evaluation will based on: 1) A case study paper (35%), 2) preparation of a summary and workshop on an evidence-based approach (35%), 3) class participation (30%).

Text and Readings: Readings will consist of book chapters that will be made available to students at the beginning of the course. Articles should be retrieved by the student. We have many readings from the following texts, and students are recommended to purchase the books as reference texts. The readings in the boxes that follow are the required readings. The two main texts are available as e-books or paperback too:


Children and Trauma

6935 3.0 (W)  Robert Muller
Tuesday 8:30 – 11:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose:
This course will introduce students to important topic areas in the treatment of trauma, particularly intra-familial trauma. Methods of intervention will be the main focus. Given the profound effects of traumatic stress exposure across the lifespan, treatment approaches will be examined for both children as well as adults. Attachment theory will be emphasized as an organizing framework for theory and intervention. Approaches to psychotherapy will include individual and group models, and will include trauma-focused cognitive-behavioural and play therapy modalities.

Course Format:
The course will be run using a mixture of group discussion of clinical techniques, research, and theory; group analysis of therapy transcripts and videos; role playing exercises; individual student presentations; and lecture format.

Evaluation:
The breakdown of evaluation will be as follows:
1/3 in-class group presentations
1/3 final paper (due April 15)
1/3 class participation

Readings:

Psychopathology

Psychology 6955 A 3.0 (F)  Maggie Toplak
Wednesday 11:30-2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose:
Developmental psychopathology is a broad-based, integrative framework for understanding the emergence of maladaptation in childhood and pathways of continuity or discontinuity across the lifespan. In this course we will examine contemporary theories and key concepts in the development of psychopathology in childhood and adolescence. The course is organized around the broad topics of risk, vulnerability and resilience, with a consideration of contextual and individual factors at each level. Throughout, the implications of gender and individual diversity will be highlighted.

Learning Outcomes:
1. Understand key concepts and unifying themes of developmental psychopathology
2. Learn about the developmental psychopathology of internalizing and externalizing disorders
3. Learn about the application of developmental psychopathology to clinical work with children and adolescents
4. Learn how to conceptualize research from a developmental psychopathology perspective
Psychopathology

Psychology 6955 B 3.0 (F)  Yvonne Bohr
Wednesday 11:30-2:30

Purpose: Developmental psychopathology is a broad-based, integrative framework for understanding the emergence of maladaptation in childhood and pathways of continuity or discontinuity across the lifespan. In this course we will examine contemporary theories and key concepts in the development of psychopathology in childhood and adolescence. The course is organized around the broad topics of risk, vulnerability and resilience, with a consideration of contextual and individual factors at each level. Throughout, the implications of gender and individual diversity will be highlighted.

Learning Outcomes: 1. Understand key concepts and unifying themes of developmental psychopathology
2. Learn about the developmental psychopathology of internalizing and externalizing disorders
3. Learn about the application of developmental psychopathology to clinical work with children and adolescents
4. Learn how to conceptualize research from a developmental psychopathology perspective

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

Readings: All course readings are available on Moodle prior to class.

Evaluation:
1. Clinical Presentation - 30%
2. Research Presentation - 30%
3. Take-Home Exam – 30%
4. Class Participation – 10%
Autism and Developmental Delays

Psychology 6960 3.0 (W)  
James Bebko  
Monday 11:30–2:30

Enrolment is limited to 10 students

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

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

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

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

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

Text & Readings: TBA

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Diversity in Children Youth and Adults Clinical Practice

Psychology 6965 1.5 (S)  
Jennifer Connolly  
Summer 2015

Enrolment is limited to 10 students

Purpose: The goal of the course is to explore how individual differences and socio-cultural context impact development and adjustment across the lifespan and to consider how delivery of clinical services can effectively respond to these differences. Diversity based on culture, ethnicity, religion, gender, sexual orientation, disability, and economic disadvantage will be considered.

Student Background: Student in Clinical-Developmental or Clinical Psychology programs, M.A. II or higher

Course Format: Instructor and student presentations

Student Requirements: Class presentations, attendance, final exam

Text /Readings: TBA

Evaluation: Class presentations 50%  
Participation 25%  
Final Exam 25%
Clinical Neuroanatomy

Psychology 6325 3.0 (S)  Gary Turner  Summer 2015

ENROLLMENT IS LIMITED TO 12

Purpose: The proposed course is designed for graduate students in the Clinical and Clinical Developmental areas who intend to declare clinical neuropsychology as their field of practice within the regulatory framework of the College of Psychologists and, hence, are required to have knowledge of neuroanatomy. While students will be required to learn basic structural neuroanatomy, the course will emphasize the study of neuroanatomy in the context of clinical syndromes.

Co- or pre-requisites: None

Student Background: The course is designed for graduate students in the Clinical and Clinical Developmental areas. Permission to register for students from other areas will be considered at the discretion of the course instructor.

Course Format: Instructor presentation, student seminars

Student Requirement The course will be presented in two sections. The first will consist of lectures on basic neuroanatomy and neuroimaging methods. In the next section, a mix of lectures and student presentations will be used to examine the brain-basis of cognitive and motor functions and related disorders. This will include interactive ‘patient rounds’ where students will present neurological cases to the class who will be required to draw upon their knowledge of brain structure and function to (i) formulate differential diagnoses and (ii) map the signs and symptoms of each case to specific developmental, acquired or degenerative brain abnormalities.


Evaluation: Evaluation for section 1 will consist of a ‘bell-ringer’ exam where students will be required to identify basic neuroanatomical structures. Evaluations for section 2 & 3 will consist of a mini-seminar presentation. Students will also be required to prepare a term paper evaluating the neuroanatomical and neurophysiological basis of a neurological syndrome of their choosing.

Other Information: Depending upon interest and enrolment, it is expected that this course will be offered every year or every other year and will be the pre-requisite for a proposed course in neurorehabilitation (currently under development).
**Practica Courses**

**Please Note:** Student must obtain a “Practicum Agreement Form” from the Program Office. This form is completed by the Practicum Supervisor and returned no later than September 30, 2014 in order to enrol in the practicum.

**APPLIED PRACTICA:**
- PSYC 6810 I or 6810A  Applied Practicum I
- PSYC 6810 II or 6810B  Applied Practicum II
- PSYC 6810 III or 6810C  Applied Practicum III
- PSYC 6810 IV or 6810D  Applied Practicum IV
- PSYC 6430P 6.0  Clinical Practicum I (MA Students)
- PSYC 6440P 6.0  Clinical Practicum II (PhD Students)
- PSYC 6460P 6.0/3.0  Clinical Practicum III (PhD Students)
- PSYC 6910P 6.0  Introduction to the Psychological Assessment of Children Practicum (PhD Students)
- PSYC 6930P 6.0  Intervention Strategies with Children Practicum (PhD Students)

**RESEARCH PRACTICA:**
- Psychology 6820 I or 6820A  Research Practicum I
- Psychology 6820 II or 6820B  Research Practicum II
- Psychology 6820 III or 6820C  Research Practicum III

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

**THESIS/DISSERTATION RESEARCH**
- Thesis Research
- Dissertation Research  (Includes: Minor paper, Clinical Competency and Dissertation proposal)

Please note this on your advising worksheet
SESSIONAL DATES

FALL REGISTRATION & ENROLMENT BEGINS
Wednesday, June 4, 2014

CANADA DAY – University Closed
Tuesday, July 1, 2014

CIVIC HOLIDAY – University Closed
Monday, August 4, 2014

FINAL DATE FOR REGISTRATION - Late Fees added afterwards
Tuesday, August 26, 2014

LABOUR DAY - University Closed
Monday, September 1, 2014

RESEARCH & APPLIED PRACTICA BEGIN
Monday, September 8, 2014

TEACHING ASSISTANTSHIP AND UNDERGRADUATE CLASSES BEGIN
Monday, September 8, 2014

GRADUATE CLASSES BEGIN - Fall Term
Monday, September 8, 2014

DEADLINE FOR PRACTICUM AGREEMENTS
Tuesday, September 30, 2014

THANKSGIVING - University Closed
Monday, October 13, 2014

FALL CO-CURRICULAR WEEK/DAYS - No Classes
October 29 – November 2, 2014

**LAST DAY TO WITHDRAW – Fall Half-Course
Friday, November 7, 2014

STUDY DAY
Tuesday, December 2, 2014

GRADUATE CLASSES END - Fall Term
Sunday, December 7, 2014

FINAL DATE FOR REGISTRATION – Winter Term; Late Fees added afterwards
Tuesday, December 9, 2014

FALL EXAM PERIOD
December 9 – 22, 2014

CHRISTMAS BREAK – University Closed
December 24, 2014 - January 1, 2015

GRADUATE CLASSES BEGIN - Winter Term
Monday, January 5, 2015

**LAST DAY TO WITHDRAW – Fall/Winter Course
Friday, February 6, 2015

WINTER READING WEEK - No Classes
February 14, 2015 to February 20, 2015

FAMILY DAY – University Closed
Monday, February 16, 2015

**LAST DAY TO WITHDRAW - Winter Half-Course
Friday, March 6, 2015

GRADUATE CLASSES END
Monday, April 6, 2015

GOOD FRIDAY – University Closed
Friday, April 3, 2015

EASTER SUNDAY – University Closed
Sunday, April 5, 2015

WINTER EXAM PERIOD
April 8 – 24, 2015

VICTORIA DAY – University Closed
Monday, May 18, 2015

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

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

YORK UNIVERSITY MAIN PHONE NUMBER: 416 736-2100

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

Dr. Doug McCann – Director, ext. 66226, dmccann@yorku.ca (until June 30, 2014)
Dr. Adrienne Perry – Director, ext. 66226, psycgpd@yorku.ca (as of July 1, 2014)
Lori Santos - Administrative Assistant, ext. 66225, lsantos@yorku.ca
Susanna Talanca – Program Secretary, ext. 33983, talanca@yorku.ca
Freda Soltau – Secretary, ext. 55290, fsoltau@yorku.ca

DEPT. OF PSYCHOLOGY, FACULTY OF HEALTH, Room 296, Behavioural Science Building

Dr. Suzanne MacDonald - Chair, ext. 55116, suzmac@yorku.ca (until June 30, 2014)
Dr. Joel Goldberg - Chair, ext. 55116, jgoldber@yorku.ca (as of July 1, 2014)
Ann Pestano – Administrative Assistant to the Chair, ext. 33758, apestano@yorku.ca
Sandra Locke – Administrative Secretary, ext. 55116, slocke@yorku.ca
Terri Cawley - Psychology Information Centre, Room 101, ext. 66178, tcawley@yorku.ca

DEPARTMENT OF PSYCHOLOGY, GLENDON COLLEGE, ROOM 162, YORK HALL, GLENDON

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

FACULTY OF GRADUATE STUDIES, ROOM 230, YORK LANES

http://www.yorku.ca/grads/

CUPE 3903

2050 Technology Enhanced Learning Building, (416) 736-5144

General Information

To order an undergraduate or graduate transcript from York, either by FAX to (416) 736-5444 (download the form from http://www.registrar.yorku.ca/transcripts) or on-line: http://www.registrar.yorku.ca/transcripts or in person at the Bennett Centre for Student Services. For more information call the Registrar’s Office at (416) 872-9675.