# TABLE OF CONTENTS

- **Introduction** .................................................................................................................. 5
  - General Information, Organization and Administration .................................................. 5
    - The Graduate Program Director
    - The Graduate Program Executive Committee
    - The Graduate Program Faculty Members
    - Areas of Specialization
  - Graduate Student Organizations .......................................................................................... 6
    - The Psychological Students’ Association
    - The York University Graduate Students’ Association
    - The Canadian Union of Public Employees (CUPE)
  - Facilities ............................................................................................................................. 7
    - Centre for Vision Research
    - Counselling Disability Services (CDS)
    - FGS Graduate Professional Skills (GPS)
    - Institute for Social Research (ISR)
    - LaMarsh Centre for Child and Youth Research
    - Psychology Resource Centre / Donald O. Hebb Computer Lab
    - Sherman Health Sciences Research Centre
    - Teaching Commons
    - York University Psychology Clinic
    - Safety Contracts for Students
  - When Problems Arise .......................................................................................................... 12
  - Privacy: Information on the Collection, Use, and Sharing of Students’ Personal Information .................................................................................................................. 13
  - Financial Information ........................................................................................................ 14
    - Teaching Assistantships (TA)
    - Graduate Assistantships (GA)
    - Research Assistantships (RA)
    - Bursaries and Funds
    - National Scholarship Competitions
    - Provincial Scholarship Competitions
    - York Donor-Funded Scholarships
    - Mitacs Awards
    - Financial Allowances for M.A. theses and Ph.D. dissertations under the CUPE contract
  - Academic Matters ............................................................................................................. 17
    - Faculty Supervisors
    - Forming the Supervisory Committee
    - Guidelines for the Supervisory Committees, Supervisors and Students
    - Annual Evaluation of the Student
    - Prohibition of Unsupervised Psychological Services
  - Guidelines for Thesis/Dissertation Proposals .................................................................... 20
    - Ethical Considerations
    - When to Secure Copyright Permission
    - Sequence of Events in Finalizing the Defense of a Thesis or Dissertation
    - Electronic Thesis and Dissertation Submission
The M.A. Degree
Program Requirements
Time Limits
Advancement in Status from M.A. to Ph.D. Candidacy
Provisional Ph.D. Status

The Ph.D. Degree
Program Requirements
Ph.D. Minor area paper requirement
Time Limits
Clinical Competency Examination
Additional Information for Students in the Clinical and Clinical-Developmental Area
Additional Information for Students in the Brain, Behaviour and Cognitive Sciences Area

Specialty Stream and Graduate Diplomas
Clinical Neuropsychology Stream requirements
Health Psychology Graduate Diploma requirements
Neuroscience Graduate Diploma requirements
Quantitative Methods Diploma in Psychology Requirements

Course Evaluation and Evaluation of Student’s Coursework
Grades
Incomplete Grades
Course Syllabi
Guidelines for Directed Reading Courses (6710)

Fall, Winter and Summer Registration.
Faculty and Program Regulations
Petitions
Withdrawal from the Program
Reinstatement vs. Re-Admission
Adding and Dropping Courses
Courses in Other Programs and Other Institutions
Leave of Absence/Maternity Leave
Intellectual Property and the Graduate Student
Academic Honesty

Library Policy Regarding Extended Loan Privileges
Course Schedule
Building List
York University Campus Map
Course Descriptions
Sessional/Important Dates
Useful Contact Information

IMPORTANT NOTE: 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 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.
INTRODUCTION

Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Our 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 50 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 M.A. and PhD degrees in seven areas of specialization. The 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 (GPD)

The Graduate Program Director (GPD) is responsible for the administration of the Graduate Program in Psychology and reports to the Dean of the Faculty of Graduate Studies (FGS). 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 GPD 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 GPD 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 Clinical Training of either of the two clinical Areas or the Coordinator of each of the other five Areas (see below).

The Graduate Program Executive Committee

The Faculty of Graduate Studies (FGS) requires each Graduate Program to have an executive committee chaired by the GPD. 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 specialty 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 larger 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 direction of the FGS, not the undergraduate faculties such as Health and Glendon College.

For faculty, membership in the Graduate Program in Psychology requires satisfying the criteria of FGS, and then being nominated by the Program Director, approved by the Dean of FGS, 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 with respect to research background. Nevertheless, only regular members are allowed to assume sole responsibility for supervising M.A. theses and PhD dissertations and to conduct the business of the Program. However, adjunct members may co-supervise theses and dissertations and sit on students’ thesis and dissertation committees. The graduate program faculty members meet a number of times each year to consider policy changes recommended by the Graduate Program Executive Committee. Clinical practicum supervisors may or may not be employees of the University but are not members of graduate faculty. Their role is restricted to this clinical 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. Joseph DeSouza, 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>
</tr>
<tr>
<td>Quantitative Methods (QM)</td>
<td>Prof. David Flora, Area Coordinator</td>
</tr>
<tr>
<td>Social and Personality (SP)</td>
<td>Prof. Raymond Mar, 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. More details about the specific requirements for each Area can be found later in this Handbook.

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 for 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. Contributing to service activities required to run the Graduate Program such as scholarship ratings, thesis prize adjudication, etc.
7. Participation in the development of Area’s colloquia/workshops/etc.
8. Recommendations on recruitment of faculty.

Decisions made by the Areas are subject to the approval of the Graduate Program Director. 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) – http://pgsa.student-org.yorku.ca/

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 the York University 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 other events from time to time.

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 executive members or not.
The York University Graduate Students' Association (YUGSA) – www.yugsa.ca

The York University Graduate Students' Association (YUGSA) is a council of graduate student representatives from each Graduate Program at York. The council's major roles are the disbursement of funds from graduate students' activity fees and to represent all graduate students to the university administration. The YUGSA 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 YUGSA office, Room 325 Student Centre, phone number: (416) 736-5865, email: info@yugsa.ca.

The Canadian Union of Public Employees (CUPE) - http://3903.cupe.ca/

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

FACILITIES

Centre for Vision Research (CVR) – 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 (CVR). 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.

For information, contact the Director, Dr. Laurence Harris or the Administrative Assistant, Teresa Manini, telephone: (416) 736-5659, fax: (416) 736-5857 at 0009 Lassonde Building.

Counselling and Disability Services (CDS) – http://cds.info.yorku.ca

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 (PCS) - Students are invited to discuss their personal concerns with a counselor. Appointments can be made at the PCS reception in 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 - PCS 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.
Learning Disability Services - The Learning Disability Services provides a range of specialized services to students with learning disabilities, Attention Deficit Hyperactivity Disorder, and Autism Spectrum Disorders including advice on courses and academic programs; orientation to campus facilities and services; diagnostic assessment of psychological and educational profiles; learning strategies; assistive technology training; career counselling; advocacy, strategies for self-advocacy and meditative services between student and faculty 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, consultation regarding academic studies, peer mentorship, advocacy, strategies for self-advocacy and meditative services between student and faculty 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. Services include: orientation to campus resources and facilities, consultation regarding academic studies, advocacy, strategies for self-advocacy and meditative services between student and faculty regarding academic accommodations in instruction and evaluation, and linkages to community resources.

FGS Graduate Professional Skills (GPS) Workshops –
http://gradstudies.yorku.ca/current-students/enhancing-your-experience/graduate-professional-skills/

Career Development
The GPS Career Development workshops offer graduate students and postdoctoral fellows assistance in exploring their career options, discovering and communicating their skills and expertise, and planning for the future. We offer training and support tailored to a variety of career paths: the professoriate, academic administration and staff, business, entrepreneurship, non-profits, and government.

Knowledge Development and Transfer
The GPS Knowledge Development and Transfer workshops help graduate students and postdoctoral fellows develop the skills and knowledge they need to perform effective research and analysis and to ensure that their research secures funding and has an impact, whether that’s through teaching, community engagement, scholarly or popular publication, or online. We offer training in performing and managing research, applying for scholarships and fellowships, completing your major graduate degree requirements with the most success and the minimum level of stress, and translating your research to students, academic audiences, and the wider world.

Oral and Interpersonal Communication
The GPS Oral and Interpersonal Communication workshops help graduate students and postdoctoral fellows develop the skills and knowledge they need to effectively communicate and work with others. We offer training in presentations, public speaking, networking, and professional etiquette.

Management and Leadership Skills
The GPS Management and Leadership Skills workshops help graduate students learn the foundations of overseeing projects and working in teams to facilitate success. Principles of management, as well as tools and techniques to increase overall effectiveness, are explored.

Personal Wellbeing and Social Responsibility
The GPS Personal Wellbeing and Social Responsibility workshops address a variety of areas including community engagement, mental health, ethical research and personal development. Graduate students will learn how to cope with challenges and to effectively tackle multiple responsibilities in both their professional and personal lives.

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

Location: 5075 Technology Enhanced Learning (TEL) Building
Tel.: 416-736-5061
Email: isrnews@yorku.ca

The Institute for Social Research (ISR) provides consultative and support services, many of which are offered without charge, to York University researchers primarily in the social sciences (including psychology), but also in the biological and physical sciences.

ISR’s Statistical Consulting Service (SCS) provides assistance in research design, sampling, questionnaire design, statistical
computing, and statistical analysis; this service is offered without charge to all York University students. SCS also sponsors short courses on data analysis and the use of statistical software (including R, SAS, and SPSS). These courses are offered in the fall, winter, and spring each year.

ISR’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 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.

ISR’s Data Archive provides access to results of studies conducted by the Institute and other major Canadian surveys.

ISR manages the York University-Statistics Canada Research Data Centre (York RDC) which provides social science, health, and policy researchers access to 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 ISR to arrange for consultation in any of these areas or to enquire about upcoming courses.

LaMarsh Centre for Child and Youth Research –
http://lamarsh.info.yorku.ca/, Facebook: lamarsh@yorku.ca, twitter: @lamarsh

The LaMarsh Centre for Child and Youth Research in the Faculty of Health at York University 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.

The following topics are a select sample, representative of areas currently under investigation by members of the LaMarsh Centre:

- Health and mental health interventions with Aboriginal youth
- Bullying; Violence prevention programs in schools
- Culture and parenting
- Girls’ aggression
- Dating violence
- Healthy peer and romantic relationships
- Preventing maltreatment in high-risk parent-infant dyads
- Risky sexual behaviour
- HIV/AIDS education and risk
- Epidemiology of childhood injury
- Youth sport and psychosocial influences
- Anxiety prevention among youth from high-risk communities
- Perfectionism
- Developmental trajectories of mood disorders from childhood to emerging adulthood in aboriginal youth
- Psychosocial adjustment of youth with Attention Deficit/Hyperactivity Disorder
- Resiliency in teenage mothers
- Risk in vulnerable infants of immigrant & transnational families
- Healthy workplace relationships

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, and 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.

The centre also promotes student engagement in the LaMarsh community through partnerships, leadership and mentorship. It supports graduate student studies through Child/Youth Research and Leadership Awards.
LaMarsh activities and events include a bi-monthly speaker series, an annual Graduate Student Symposium, workshops as well as research supervision and mentoring. The centre welcomes many Canadian and International scholars and engages in international collaborations.

**Psychology Resource Centre (PRC)/Hebb Computer Labs** – [http://psycentre.apps01.yorku.ca/drpl/](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 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 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](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 a leader in its field 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, vision, biomechanics, virtual reality and robotics together under one roof.

Beyond its role in enabling York to recruit and retain top calibre neuroscientists and health science researchers, the Sherman Health Sciences Research 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 the York MRI Facility featuring leading-edge, high field Magnetic Resonance Imaging (MRI) 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 disorders as dyslexia, migraine, aging, monocular blindness, movement disorders, schizophrenia, multiple sclerosis, traumatic brain injury, as well as the healthy brain.

**Teaching Commons** – [http://teachingcommons.yorku.ca/](http://teachingcommons.yorku.ca/)

Location:  
1050 Technology Enhanced Learning (TEL) Building

Tel:  
416-736-5754

Email:  
teaching@yorku.ca

Office Hours:  
Monday - Friday: 8:30 am - 4:30 pm

The Teaching Commons will become your primary source for support, networking and professional development as you venture into this new chapter of your academic teaching experience at York University. The Teaching Commons endeavours to support the teaching work of Graduate Students at all levels. Whether you are new to York University and new to teaching or if you are a Graduate Student preparing to teach your very own course, the Teaching Commons offers an array of workshops,
programs and resources for you. Aside from extensive programming options including TA and International TA Orientation Sessions, Professional Development Workshops, Accredited Courses and on-line resources, the Teaching Commons brings together like-minded individuals who are interested in exploring and sharing teaching and learning innovation across York University.

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 in Clinical and Clinical-Developmental Areas while at the same time providing needed psychological services to the community on a fee-for-service basis. 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.

Safety Contacts for Students

In case of crisis situations or safety concerns, there are many resources on campus and nearby.
When Problems Arise

The Grad Program recognizes that students may encounter difficulties occasionally during their time in the program. We want students to have a positive experience in the program and thus we hope that any difficulties which do arise can be dealt with early on and constructively. This section of the Handbook includes some suggested ways to help resolve difficulties if they do arise and to make you aware of the official procedures available, should you ever need them. Graduate students have the right to be treated with respect and to be free of any kind of harassment, as do all members of the University community.

General Process

In general, when difficulties arise, it is often best to try to deal directly with them and seek a resolution (e.g., perceived unfairness regarding a course grade, differences in expectations between a student and a supervisor regarding RA responsibilities). Sometimes, just clarifying expectations and assumptions will help sort things out. This may not be easy but is often effective and may be a good learning experience. However, as a student, you are clearly in a hierarchical relationship in which you have less power than faculty and we recognize this may be awkward for you.

So, if your attempt to deal with the situation is unsuccessful or you find it impossible to address, your next recourse is usually your Area Head or Director of Clinical Training (DCT). He or she will listen respectfully and help you generate and evaluate various solutions or options to address the situation. These might include taking actions such as speaking with the other faculty member, having a joint meeting, consulting the Area as a whole, etc. depending on the situation and your wishes. Or you may choose to speak to some other trusted faculty member.

If the Area Head/DCT is unable or unwilling to help you address the situation (or is part of the difficult situation), you may speak to the Graduate Program Director (GPD), especially if it is a graduate program or FGS matter. He or she will listen respectfully and help you generate and evaluate your options and advise you regarding possible next steps including petitions and appeals beyond the Psychology Department.

One of the most difficult situations that can arise for a graduate student is when the relationship with the supervisor is seriously problematic. Although this is not a common problem, it can be very challenging to navigate through. Students may wish to refer to the FGS guidelines about Responsibilities of Supervisors and Students later in the Handbook to see what the program expects the role of the supervisor to be. If there are serious concerns about these responsibilities not being fulfilled or you are experiencing harassment of any kind, you should speak up. Students should discuss the situation with the Area Head/DCT or GPD. It may be possible to find a mutually agreeable resolution or the student may need to change supervisors. Although not common, it is possible to change supervisors and students should not fear negative consequences when this needs to happen. Changing supervisors should be done in consultation with the Area Head/DCT, so that the student is supported by their Area in finding a new supervisor. This may result in a delay in program completion, however. There is a form that needs to be submitted to the Grad office once the new supervisor is determined.

Personal Problems

Graduate students, like anyone else, may experience personal problems from time to time, difficulties such as anxiety, depression, and relationship problems. There are excellent resources on campus for personal counselling, support groups, and so on, that may be very helpful. These are free and are confidential (they will not tell the Graduate program that you are receiving services). Please see the website of the Counselling and Disability Services for details: http://cds.info.yorku.ca/ or call (416) 736-5297. Remember, it is a sign of strength to seek help when you need it.

For further information:

University Code of Conduct:  www.yorku.ca/oscr/pdfs/StudentCodeOfConduct.pdf


FGS Policies and Regulations as well as Petition Forms at http://gradstudies.yorku.ca/.

Office of the Ombudsperson & Centre for Human Rights, York University S327 Ross  http://ombuds.info.yorku.ca/ or email ombuds@yorku.ca
Privacy: Information on the Collection, Use, and Sharing of Students' Personal Information

In accordance with the University Privacy Policy (http://secretariat-policies.info.yorku.ca/policies/access-to-information-and-protection-of-privacy-policy-on/), and in keeping with the spirit of privacy legislation in other sectors, we want students to understand fully what information is collected, stored, disclosed, and shared about them, and for what reasons, in the Psychology Graduate Program. Please note: This is not official University policy, but is simply intended to help students be fully informed.

What documentation about you is collected?
The Graduate Program maintains your official student file (a paper file). These files are kept securely in the Graduate Office while you are a student and for at least 7 years following graduation or withdrawal from the graduate program. The files include academic, financial, and professional training materials including: application materials including undergraduate transcripts, GREs and letters of recommendation; all course grade sheets submitted by course instructors; practicum and internship evaluations; all annual progress evaluation materials; documentation regarding MA, MAP, and PhD (committee formation/changes, proposal approval, submission to FGS/Ethics, schedule oral, revisions complete, etc.); petitions for any reason (extensions, exemptions to any FGS regulation, etc.) and associated documentation (letters of support, explanation, etc.); any disciplinary documentation, letters or emails documenting any concern regarding the student's personal/professional competence; scholarship information; and CUPE hiring documents (which include personal and banking information).

In addition, the following electronic files are maintained by the Graduate Office or by FGS: a cumulative record of course registrations and grades; a spreadsheet of all scholarships and awards; a spreadsheet summarizing all students' progress.

Do you have access to your file?
Yes, you can have access to your file, with certain specific exceptions (e.g., letters of reference, items including another student’s name, etc.), by making a request to the GPD or Graduate program staff. Any concerns about the collection, storage and use of students’ private information may be directed to the Graduate Program Director. All concerns will be discussed and investigated thoroughly.

Who else has access and for what purposes?
Student files, both hard copy and electronic versions, are accessible to the Graduate Program staff, Area Heads/DCTs (for students in their Area), and the student's supervisor. They need access to this information to administer the program, ensure your progress in the program, summarize your accomplishments for year-end evaluations, scholarship ratings, prize nominations, letters of reference for scholarships, job applications, applications to other programs, internship applications, registration with the College of Psychologists, and so on.

From time to time, student files are reviewed in order to complete reports to the Faculty of Graduate Studies and the Ontario Council of Graduate Studies. Information from student files is sometimes shared with the Faculty of Graduate Studies or the Faculty of Health for purposes such as monitoring student funding levels, time to completion, faculty workloads, etc. In addition, site visitors for the Cyclical Program Review may review student files for the purposes of reviewing the quality of the training program. Similarly, the Accreditation Panel of the Canadian Psychological Association may review student files for the purposes of reviewing the quality of the clinical training programs and adherence to the CPA accreditation standards.

What information is shared and for what purpose?
Within the Graduate program, written and oral information regarding students may be shared among faculty within your Area; between program faculty and external practicum supervisors or committee members; or between faculty and the Graduate Office staff, as needed to monitor and oversee students' progress and administer the program.

In particular, during the annual Progress Evaluation, faculty in the Area may meet to review the progress of every student (the procedure varies somewhat across Areas). The discussion is based on information submitted by the student and by the supervisor summarizing the student's progress, accomplishments, plans, and any concerns or extenuating circumstances. Other faculty who know the student via coursework, practica, TA, RA, etc. share their observations as well, so as to obtain a more well-rounded picture of the student. This is especially important, and in the student's best interest, when the student is struggling or if there is some tension between student and supervisor. The purpose of this exercise is to give constructive and regular feedback to students about their progress, provide official notification of any academic or professional concerns and suggested remedial actions, as well as to ensure the integrity of the program.
Graduate Student funding will be provided from one or more of the following sources: teaching assistantship, graduate assistantship, research assistantship, awards or fellowships. 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.

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

Most full time students will hold Teaching Assistantships. Most MA 1 students will have a half-course TA; most MA 2 students will have a full year TA (or two half courses). 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 Department of Humanities, the Department of Social Science, and Department of Sociology).

Graduate Assistantship (GA) (CUPE 3903 - Unit 3)

A stipend may be paid to a full–time degree candidate for various types of activity. The duties of a graduate assistant may include participation as an apprentice in a laboratory or applied setting, library work for the department or for a research group, administrative, clerical and research work (non-thesis/dissertation work). Formal arrangements for work in this category are made with the program director after admission. The student must complete a Graduate Assistantship Workload form and submit it to the Graduate Program Office.

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 research 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.

It should be noted that neither a Master’s nor a Doctoral candidate is permitted, while registered as a full–time student, to accept more than 10 hours of paid work per week.

Bursaries and Funds

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 http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/bursaries/ 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.)

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. Applicants must have 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. (The application deadline is about mid/late-February. Please check with the graduate office for details.)
National Scholarship Competitions

The Government of Canada’s research agencies and funded partners—the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR)—promote innovation in research and reward academic excellence by offering a number of valuable and prestigious scholarships. National foundations, created to honour the legacy of great Canadians, also offer major scholarship and fellowship programs which aim to support and enhance the research, innovation, and leadership of top emerging scholars from around the world who have chosen to pursue their graduate studies in Canada.

Canada Graduate Scholarships – Master’s (CGS-M)
The CGS-M Program provides financial support to high calibre scholars who are engaged in eligible Master’s programs in Canada. The CGS-M Program supports 2,500 students annually in all disciplines and is administered jointly by Canada’s three federal granting agencies: CIHR, NSERC, and SSHRC. The selection process and post-award administration are carried out at the university level, under the guidance of the three agencies. Students submit their application to the university at which they propose to hold their award via the Research Portal.

SSHRC Fellowships and CGS Doctoral Awards (CGS-D)
The SSHRC Doctoral Fellowships and Joseph–Armand Bombardier Canada Graduate Scholarships Doctoral (CGS-D) Scholarships aim to develop research skills and assist in the training of highly qualified personnel by supporting students who demonstrate a high standard of scholarly achievement in undergraduate and graduate studies in the social sciences and humanities.

CIHR and CGS Doctoral Awards (CGS-D)
The CIHR and Frederick Banting and Charles Best Canada Graduate Scholarships Doctoral (CGS-D) Awards program provides support to students who are pursuing a doctoral degree in a health-related field. All candidates are expected to have an exceptionally high potential for future research achievement and productivity.

NSERC Postgraduate Scholarships and CGS Doctoral Awards (PGSD/CGSD)
Alexander Graham Bell Canada Graduate Scholarships (CGS) and NSERC Postgraduate Scholarships (PGS) provide financial support to high calibre scholars who are engaged in doctoral programs in the natural sciences or engineering. The CGS will be offered to the top–ranked applicants at each level and the next tier of meritorious applicants will be offered an NSERC PGS. This support allows these scholars to fully concentrate on their studies and seek out the best research mentors in their chosen fields.

Vanier Canada Graduate Scholarships (Vanier CGS)
The Vanier CGS program aims to attract and retain world-class doctoral students by supporting students who demonstrate both leadership skills and a high standard of scholarly achievement in graduate studies in the social sciences, humanities, natural sciences, engineering, and health. In an effort to support students in broadening their research horizons and seeking new challenges, the Vanier CGS program strongly encourages candidates to pursue their studies beyond the university that granted their undergraduate and graduate degrees.

Trudeau Doctoral Scholarship
Trudeau Scholarships are awarded to support doctoral candidates pursuing research of compelling present-day concern, touching upon one or more of the four themes of the Foundation: (1) human rights and dignity; (2) responsible citizenship; (3) Canada in the world; and (4) people and their natural environment. Trudeau Scholars are highly gifted individuals who are actively engaged in their fields and expected to become leading national and international figures.

Provincial Scholarship Competitions

The Province of Ontario generously supports the research, leadership, and academic achievement of students from Canada and abroad pursuing graduate education in Ontario. It does so through a number of competitive and prestigious scholarship programs that are administered by Ontario universities and by the Council of Ontario Universities (COU).

Ontario Graduate Scholarships (OGS)
Since 1975, Ontario, in partnership with Ontario’s publicly–assisted universities, has encouraged excellence in graduate studies at the masters and doctoral levels through the awarding of Ontario Graduate Scholarships (OGS). OGS awards are merit–based scholarships available to students in all disciplines of academic study. The OGS program is jointly funded by the Province of Ontario and Ontario universities. The Province of Ontario contributes two-thirds of the value of the award and the university provides one-third. The OGS deadline is set internally within the program.
Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII - GSST)
Since 1998, the Ontario government, in partnership with Ontario universities through private sector matching funds, has rewarded excellence in graduate studies in science and technology through the QEII-GSST program. Funding for the QEII-GSST program is in addition to funding for the OGS Program. The QEII - GSST deadline is set internally within the program.

Autism Scholars Awards
With the support of the Ministry of Training, Colleges and Universities, a Scholar Awards Program in Autism has been established to ensure that Ontario attracts and retains pre-eminent scholars. The community of autism scholars fostered by this Awards Program will excel, according to internationally accepted standards of scientific excellence, in the creation of new knowledge concerning child autism, and its translation into improved health for children, more effective services and products for children with autism, and increase the province’s capacity in diagnosis and assessment of autism and a strengthened treatment system.

Ontario Women’s Health Scholars Awards
Funded by the Ontario Ministry of Health and Long-Term Care, a Scholar Awards Program in Women’s Health has been established to ensure that Ontario attracts and retains pre-eminent women’s health scholars. The community of women’s health scholars fostered by this Awards Program will excel, according to internationally accepted standards of scientific excellence, in the creation of new knowledge about women’s health and its translation into improved health for women, more effective health services and products for women, and a strengthened health care system.

York Donor-Funded Scholarships
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 2015, 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 they are 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 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 2015, 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 they are being nominated. You are encouraged to plan early so that you can apply for this prestigious award!

For more York donor-funded scholarships, please go to: http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/donor-awards/

Mitacs Awards
Mitacs-Accelerate connects companies with over 50 research-based universities through graduate students and postdoctoral fellows, who apply their specialized expertise to business research challenges. Interns transfer their skills from theory to real-world application, while the companies gain a competitive advantage by accessing high-quality research expertise.
- The internship project is 4 months in length and receives $15,000 in direct funding, with the partner organization and Mitacs each providing $7,500. (Longer projects are possible as multiples of 4-month internships.)
- Interns spend approximately half of the time on-site with the industry partner; the remainder is spent at the university advancing the research under the guidance of a faculty supervisor.
- Open to all disciplines and all industry sectors, projects can span a wide range of areas, including: manufacturing, technical innovation, business processes, IT, social sciences, design, and more.
- Application/proposals are due anytime throughout the year.
- For more information, please go to: http://www.mitacs.ca/en/programs/accelerate/program-details

Mitacs Elevate supports postdoctoral fellows at Canadian universities to collaborate on cutting-edge research projects in order to build capacity for the next generation of R&D management leaders. This two-year program valued at $115,000 (plus $15,000 non-cash value in training) develops fellows’ professional and R&D management skills as they lead a long-term research project with their private-sector partner.
In addition to their research project, fellows spend one to two days per month participating in training activities. Throughout this time, fellows have multiple opportunities to connect with fellow PhD graduates in their cohort, as well as industry representatives, potential employers and workshop facilitators. At the end of the fellowship, fellows receive a Mitacs certificate of completion. For information, please go to: https://www.mitacs.ca/en/programs/elevate/program-details

**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, normally prior to admission to the program, who provides help in the selection of courses, signs the student's advising worksheet, provides evaluative feedback, supervises the student's research, and serves on the student's thesis or dissertation supervisory committee. Further details of the supervisor’s role are provided in the next section.

**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 (including the supervisor). All must be members of Graduate Faculty as per FGS, and at least two must be in the Graduate Program in Psychology, whether as regular or adjunct faculty members. It may also be allowed that a fourth member may serve as a co-supervisor, but in this case that member must hold Adjunct status in the Graduate Program in Psychology. In exceptional circumstances, one additional member, who does not have an appointment to FGS, may be included. These exceptions require approval by both the Graduate Program Director and the Dean of FGS. Students and supervisors should discuss possible members for thesis/dissertation committees and those faculty members should normally be approached by the supervisor to serve on the student’s committee. The committee must meet the GPD’s approval, which is then recommended to the appropriate Associate Dean of FGS.

**Guidelines for Supervisory Committees, Supervisors and Students**

FGS has created guidelines on writing thesis/dissertation proposals and preparing for oral examinations. The full guidelines are found at http://gradstudies.yorku.ca/current-students/thesis-dissertation/.

The document also contains the responsibilities of supervisory committees, supervisors and students. The main points of these guidelines bearing on the Graduate Program in Psychology are as follows:

**The Supervisory Committee –**

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

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 PhD 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 Area Head and Director (there are different practices in different Areas).

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 (e.g., for reference letters), 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.

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 promptly and appropriately to all communications received.

5) Prepare an annual progress report (as per requirements of the particular Area).

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

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

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

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

10) As “each student has final responsibility for her or his academic honesty” (Senate Policy on Academic Honesty, http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/), 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 Graduate 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 Area Head and GPD to determine whether or not the student has met Program requirements.

5) The student, supervisory committee and Area 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 and their Area in support of their advancement. (For further information, see Advancement in Status from M.A. to Ph.D. Candidacy on page 25).
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 needs to be made.

The following information must be submitted to the relevant Area Coordinator or Director each year in May. (Areas may have particular deadlines.) 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, 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 Graduate Program Office secures a copy of the letter of evaluation of the student, produced by the Area. This information is placed in the student’s file and the letter is sent to the student and the supervisor. Any concerns noted may require follow-up action by the student, supervisor, Area or Graduate Program.

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

By the end of the first year of the MA, the MA thesis committee should be formed and the proposal submitted, following the procedures described below.

By the end of the second year of the PhD, the PhD Dissertation committee should be formed (and relevant FGS form completed) and the Dissertation Proposal should follow shortly, once all committee members are satisfied with it.

http://gradstudies.yorku.ca/current-students/thesis-dissertation/

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 Tri-council Policy Statement (TCPS) tutorial certificate dated with in 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.

- 20 -
Ethical Considerations

Once the thesis/dissertation proposal is approved by the supervisor and other committee member(s), it should be submitted to the Graduate Program office along with relevant forms, for approval by the GPD and then FGS. All proposals require these approvals, regardless of whether or not ethics approval is required.

Many (but not all) proposals also require ethics approval. If the study involves human participants (or animals), it will require Ethics approval before data collection may proceed. The Tri-Council policy to which York must adhere is available at: http://gradstudies.yorku.ca/current-students/thesis-dissertation/research-ethics/. It can be complex figuring out which forms you need to complete and which type of Ethics approval is required. It depends upon the nature of your study, whether there are human participants or not, whether it is minimal risk or not, whether the data are being collected specifically for this project or you are using previously collected data. Please see the chart entitled “MA Thesis/PhD Dissertation Approval Flowchart” to help you figure out which forms you need and which boxes to check.

When to Secure Copyright Permission

The following sections provide guidance and suggestions with respect to when and how to secure copyright permission. A student is allowed to use copyrighted material in his or her thesis/dissertation provided it falls under the Canadian Copyright Act’s definition of “fair dealing”. Information on York University’s Fair Dealing Guidelines can be reviewed at York University – Copyright (http://copyright.info.yorku.ca/). It is, however, the responsibility of the student to confirm that if there is copyrighted material in his or her thesis/dissertation, it either complies with the “fair dealing” provisions of the Canadian Copyright Act (http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) or documented permission has been obtained to use the copyrighted material.
If a thesis/dissertation includes any of the following elements, the student should seek copyright permission. (Please note that this is not an exhaustive list. If you require additional information on York’s Copyright Policy or Fair Dealing Guidelines contact the Copyright Office.

- Copyrighted test instruments, questionnaires, etc.
- Material or parts of material written by the thesis/dissertation author which have been previously published in a journal and to which the author has assigned copyright
- Material co-authored with another author(s) who share copyright
- Tables, figures, and all forms of images including photos, maps, graphs, drawings, logos etc. that have been obtained from a copyrighted source, including websites, newspapers, journals, books, brochures, professors’ lecture notes, etc.

**Sequence of Events in Finalizing the Defence of a Thesis or Dissertation**

- In preparation for the oral examination, an examining committee must be constituted. The student’s supervisor is responsible for this.
- **For an MA oral**, this committee usually consists of **four people**: the supervisor and other committee member, both of whom sign off to say the thesis is ready to go to oral defence, plus two additional members: the Chair/Dean's Rep (who may be from psychology or another department but who has not been involved in the thesis), and one York graduate faculty member from outside Psychology (sometimes called the Outside reader or internal-external). *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.
- **For a PhD oral**, this committee usually consists of **six people**: the supervisor and two other committee members, all of whom sign off to say the thesis is ready to go to oral defence, plus three additional members: the Chair/Dean's Rep (who may be from psychology or another department but who has not been involved in the thesis), one York graduate faculty member from outside Psychology (sometimes called the Outside reader or internal-external), and the External examiner (an expert in the field from a different University). The External examiner must be approved by the GPD prior to the scheduling of the oral defence. *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.
- 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) ProQuest Subject Code form  
  (d) York University Copyright License form  
  (e) Name of Diploma form

- It is necessary to fill out and submit the forms to the Program office no later than **4 weeks prior to the date** set for the oral for both MA and PhD oral examinations.

- A copy of the thesis/dissertation must be provided to each member of the Examining Committee at least 4 weeks prior to the date of the oral examination, typically in hard copy but may be electronically if committee member wishes (to be sent by supervisor or graduate office, not student)

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

- Committee members are canvassed by the Graduate Program office to ensure they believe the thesis/dissertation is examinable
- External Examiners (for PhD dissertations) are to submit their written evaluation to FGS at least one week before the oral. This is shared with the examining committee but is not to be shared with the student prior to the oral defence.

**Electronic Thesis and Dissertation Submission**

After the oral examination and the completion of revisions (if needed), students need to email the Thesis Coordinator at **gsthesis@yorku.ca** to get instructions for submitting your thesis/dissertation prior to a date specified by the Faculty of Graduate Studies.

Students submit the final approved copies of their thesis or dissertation electronically using the Electronic Thesis and Dissertation (ETD) platform. The ETD draws on the capacity of YorkSpace (http://yorkspace.library.yorku.ca/xmlui/), York University’s institutional repository of research, to accept, store and disseminate scholarly output.
The ETD platform will allow students to submit their thesis or dissertation from any computer with an internet connection. Depositing York’s theses and dissertations in YorkSpace instantly makes our research outputs discoverable to scholars and researchers worldwide.

Once your electronic submission is approved by the Thesis Coordinator and all required forms received and fees paid, your thesis/dissertation will be deposited in YorkSpace at the time of conferral of your degree, according to the publication date listed on your ETD record (normally either November 1 or July 1).

**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. Some Areas have specific course sequences within their requirements. For further information, you can discuss with your Supervisor and/or your Area Coordinator.

<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** | • Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology  
• 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 (6820A 6.0 or 6810A 6.0); 330 hours        | Required                  |
| **Clinical**                               | • 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  
• 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 (6820A 6.0) and one clinical practicum (6430 6.0P); 330 hours each | Required                  |
| **Clinical-Developmental**                | (students who entered the program Sept 2013 and beyond)  
• 6131 3.0 – Univariate Analysis I  
• 6132 3.0 - Univariate Analysis II  
• 6020 3.0 - Historical and Theoretical Foundations of Contemporary Psychology A OR 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B  
• 6610 3.0 - Social and Emotional Bases of Development  
• 6900 3.0- Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research  
• 6905 3.0 - Biological and Cognitive Bases of Development  
• 6910 3.0 - Psychoeducational Assessment of Children and Adolescents  
• 6920 3.0 - Clinical and Diagnostic Assessment of Children and Adolescents | One research practicum (6820A 6.0); 330 hours | Required                  |
<table>
<thead>
<tr>
<th>Area</th>
<th>Required Courses</th>
<th>Practicum Type and Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Science</strong></td>
<td>• 6955 3.0 - Developmental Psychopathology&lt;br&gt;• 6965 1.5 - Diversity Issues in Children, Youth and Adults in Clinical Practice</td>
<td>One research practicum (6820A 6.0); 330 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note: Other Area Requirements</strong>&lt;br&gt;• Professionalism and Ethical Conduct&lt;br&gt;• Program-Sanctioned YUPC Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology&lt;br&gt;• 6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A <strong>OR</strong> 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B&lt;br&gt;• One half-course selected from the DS course list.&lt;br&gt;• One half-course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History and Theory of Psychology</strong></td>
<td>• 6131 3.0 – Univariate Analysis I&lt;br&gt;• 6132 3.0 - Univariate Analysis II&lt;br&gt;• 6020 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology A&lt;br&gt;• 6030 3.0 - Historical &amp; Theoretical Foundations Of Contemporary Psychology B&lt;br&gt;• Two half courses (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>
<td>One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Methods</strong></td>
<td>• 6131 3.0 – Univariate Analysis I&lt;br&gt;• 6132 3.0 - Univariate Analysis II&lt;br&gt;• Two half courses (or equivalent) in quantitative methods&lt;br&gt;• Two half courses in any other graduate psychology courses (Note that research methods courses can count to either the required quantitative methods or elective courses).</td>
<td>One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours</td>
<td></td>
</tr>
<tr>
<td><strong>Social and Personality</strong></td>
<td>• 6131 3.0 – Univariate Analysis I&lt;br&gt;• 6132 3.0 - Univariate Analysis II&lt;br&gt;• 6400 3.0 - Contemporary Issues in Personality and Social Psychology&lt;br&gt;• 6410 3.0 - either Social Psychology <strong>OR</strong> 6510 3.0 - Personality&lt;br&gt;• 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 <strong>OR</strong> 6150B 3.0 – Social Methods)&lt;br&gt;• A minimum of one half-course elective, chosen in consultation with the supervisor, from those offered at the 6000 level.</td>
<td>One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours</td>
<td></td>
</tr>
</tbody>
</table>

Although students occasionally change supervisors, the student’s Area is normally responsible for the student. 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, which would likely involve a change of supervisors. Students would need to make up any degree requirements of the new Area. Application to change from one Area to another must be approved.
by the student’s potential new supervisor, the Coordinator or Director of the alternative Area, and the Program Director, as indicated on a required Area Change Form.

**Time Limits**

The Department of Psychology is a minimum 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 (MA3 part-time), and in doing so becomes ineligible for registration in courses, including practica, beyond those minimally required for completion of the degree, and is ineligible 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.

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

Students advancing to PhD must apply formally through admissions. Although usual, PhD 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.

After all the Area Heads have forward their lists of students advancing to PhD, the Graduate Program Office will send the students steps in how to apply formally through admissions. The Admission Office will charge each student a fee to process their application but students do not need to supply transcripts, letters of reference, etc. again.

**Provisional Ph.D. Status**

In certain situations, the GPD may advance MA students who have not yet defended by the end of their second year to provisional PhD status for one term only. In order to be considered for Provisional PhD status:

1) Your MA thesis proposal must have been approved, and
2) You must have supporting letters or emails from your supervisor and supervisory committee stating that they are confident that you will be able to defend your thesis and complete the requirements for the MA degree by **the end of October**
3) You must have approval for the request from your area coordinator indicating that the Area approves you to continue to the PhD

However, very little of the fall term should be taken up in completing the MA requirements. Again, this option is not meant to give students another term to work on their MA requirements while holding PhD status. Only if strong and sufficient justification is provided will the request be granted. Should you not defend your thesis by the end of October, your status may revert to MA 3 P/T. This will have serious implications for Teaching Assistantships and doctoral funding.
THE PhD DEGREE

Program Requirements

Students should become thoroughly familiar with the requirements for the PhD degree in their Area of specialisation. Please refer to the table below. For further information, you can discuss with your Supervisor and/or your Area Coordinator.

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>PRACTICA AND INTERNSHIP</th>
<th>OTHER REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain, Behaviour and Cognitive Sciences</td>
<td>• Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology</td>
<td></td>
<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>
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<tr>
<td></td>
<td>• Three half courses, or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.</td>
<td>One applied or research practicum (6820 6.0 or 6810 6.0): 330 hours</td>
<td>Minor Area Paper to satisfy breadth requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dalpactum (6440P 6.0) of 660 hours; a one-year full-time clinical internship (6840 6.0) of 1800 hours (or 900 hours per year over two years – 6840 3.0).</td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional practicum (6460P) strongly encouraged.</td>
<td>Oral Defence</td>
</tr>
<tr>
<td>Clinical</td>
<td>• Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology</td>
<td></td>
<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>• 6440 6.0 - Psychodiagnostics</td>
<td>Practicum (6440P 6.0)</td>
<td>Minor Area Paper to satisfy breadth requirement</td>
</tr>
<tr>
<td></td>
<td>• 6445P 6.0 - Advanced Intervention</td>
<td></td>
<td>Clinical Competency examination in assessment and intervention</td>
</tr>
<tr>
<td></td>
<td>• 6490B 3.0 - Ethical Issues in Professional Practice</td>
<td></td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td>• A minimum of two half courses, or equivalent, at the 6000 level.</td>
<td></td>
<td>Oral Defence</td>
</tr>
<tr>
<td>Clinical-Developmental</td>
<td>• Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(students who entered the program Sept 2013 and beyond)</td>
<td>• 6930 3.0 - Intervention Strategies with Children</td>
<td>Two clinical practica – 6910P 6.0 (assessment) and 6930P 6.0 (intervention) – of 330 hours each; a one-year full-time clinical internship (6840 6.0) of 1800 hours (or 900 hours per year over two years – 6840 3.0)</td>
<td>Minor Area Paper to satisfy breadth requirement</td>
</tr>
<tr>
<td></td>
<td>• 6490B 3.0 - Ethical Issues in Professional Practice</td>
<td></td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td>• 6480 3.0 - Brief Psychotherapy and Short-Term Treatment</td>
<td></td>
<td>Oral Defence</td>
</tr>
<tr>
<td></td>
<td>• Minimum of two half elective courses, or equivalent, at the 6000 level.</td>
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</tr>
</tbody>
</table>

Note: Other Area Requirements
1. Professionalism and Ethical Conduct
2. PhD Program-Sanctioned YUPC Hours (30 hours)

<p>| Clinical-Developmental                    | • 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis |
| (students who entered the program prior to Sept 2013) | • 6930 3.0 - Intervention Strategies with Children                  |
|                                          | • 6490B 3.0 - Ethical Issues in Professional                       | Two clinical practica – 6910P 6.0 (assessment) and 6930P 6.0 (intervention) – of 330 hours each; a one year | Minor Area Paper to satisfy breadth requirement |
|                                          |                                                                  |                                                                  | Dissertation |</p>
<table>
<thead>
<tr>
<th>Practice</th>
<th>A minimum of 3 half courses, or equivalent, at the 6000 level of which two must be Clinical-Developmental Courses.</th>
<th>full-time clinical internship of 1800 hours (or 900 hours per year over two years).</th>
<th>Oral Defence</th>
</tr>
</thead>
</table>
| Developmental Science | - Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology  
- A minimum of two half-courses at the 6000 level including at least one half-course from the DS course list. | At least two applied or research practica, (6820 6.0 or 6810 6.0); including one in developmental research (330 hours each). | Minor Area Paper to satisfy breadth requirement  
Dissertation  
Oral Defence |
| Note: Other Area Requirements | Students are also required to attend the Developmental Science colloquium series. | Students are encouraged to take the practica in different labs. | |
| History and Theory of Psychology | - 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A  
- 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B  
If the above courses have been taken to meet the MA requirements, another two half courses (or 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.  
- Two half courses (or 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)  
- Four half 6000-level courses (or equivalent) in psychology or other relevant programs, chosen in consultation with the supervisor. | 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  
Dissertation  
Oral Defence |
| Quantitative Methods | - 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A  
OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B | At least two of applied or research practica (6820 6.0 or 6810 6.0); 330 hours each | Minor Area Paper to satisfy breadth requirement  
Dissertation |
### PhD Minor Area Paper (MAP) Requirement

Each PhD candidate is required to write a minor area paper, 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.

Note that the term "minor" refers to the topic 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 identifiably "clinical", or "experimental", or "social" and so on.

The student's supervisor should provide assistance in choosing and defining a topic suitable for the Ph.D. minor area paper, and in identifying appropriate faculty members to serve on the paper’s committee, who are recommended to the Dean by the Graduate Program Director. The committee consists of two faculty members, of whom one (but not both) may also be on the students’ dissertation committee. At least one member should be a full member of faculty; one may be adjunct or (with permission from the GPD) from outside the department (e.g. at a hospital).
The minor area paper requirement may be fulfilled by either of the following:

- A comprehensive and critical review of the literature on the chosen topic, with an emphasis on theory; or
- 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.

After discussing the proposed topic for the minor area paper with the committee members, but before working on the paper, students prepare a brief written proposal for the committee’s approval, together with appropriate ethics forms (if needed) as per the chart below and submit those to the Graduate Program office.

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 MAP proposal should be submitted to the Graduate Program Office by the end of third term of PhD 2. The MAP should normally be completed and approved by the end of the summer term (15 September) of the PhD 3.

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

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.

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### Approval Flowchart for Minor Area Paper (MAP) & Independent Research

**A. Collected for Research Purposes with Ethics & Consent for Original Study**
- University HPRC
- REB approval from affiliated institution (e.g., hospital)
- Ethics is Current
- Ethics is Expired
- Participants are identifiable
- Participants were not identifiable
- Data were anonymized; could be relinked
- Participants were always anonymous
- May not require further Ethics approval. Signed submitted Research Paper form, Proposal, TD4 & copy of expired Ethics

**B. Collected for Clinical Purposes (identifiable)**
- With broad “consent” for research
- With no form of consent for research (e.g., file review)

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### Collecting New Data?

- Data collection just for your project
- Data will be part of a larger project with your Supervisor
- You need Ethics approval. Complete TD2 and submit to Grad Office along with signed Research Paper form and Proposal; GPD will review and approve; will forward to Department Ethics or return to student to submit to University HPRC.

### Using Previously Collected Data?

- Your Supervisor should apply to University HPRC
- Acronyms:
  - GPD=Graduate Program Director
  - HPRC=Human Participants Review Committee
  - REB=Research Ethics Board
- You need Ethics approval (may/may not need new consent). Complete TD2 and submit to Grad Office along with signed Research Paper form, Proposal; GPD will review and approve and send to Department Ethics or return to student to submit to University HPRC.
- TCP5 certificate
  - *must be on file in Grad office (every 2 years)*

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### Independent Research:

- Additional research not for specific academic requirement, extra projects/pubs, etc.
- MAP: PhD breadth requirement (different lab, area, topic, method etc.), review paper or empirical study
- brief Proposal (“TP2”), approved by 2 committee members (check Area practices) & Research Paper form
- approval in Grad Program (not FGS)
- ethics if needed (Dept Ethics or University HPRC)
- MAP due PhD3, before Dissertation

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### What does not Require Ethics approval?

- (but still requires approval by committee & GPD before study commences)
  - meta-analyses of published data, “Monte Carlo” type studies, use of data that are publicly available, use of archival material (e.g., books, letters of historic figures)
  - Submit signed Research Paper form and Proposal to Grad Office prior to study

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### You need Ethics approval (may/may not need new consent).

- Complete TD2 and submit to Grad Office along with signed Research Paper form and Proposal; GPD will review and approve and send to Department Ethics or return to student to submit to University HPRC.

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### You need Ethics approval (Must meet 5 criteria for research without consent; no conflict of role if current/past clients/patients; May/may not need new consent) so you should complete TD2 and submit to Grad Office along with signed Research Paper form and Proposal; GPD will review and approve and return to student to submit to University HPRC.

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**MAP proposal should be submitted to the Graduate Program Office by the end of third term of PhD 2. The MAP should normally be completed and approved by the end of the summer term (15 September) of the PhD 3.**

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

---

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.
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 or parental leave 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 and would not be eligible for TA or scholarship support.

Clinical Competency Examination (Clinical Area Only)

Each PhD candidate in the Clinical Area of specialization is required to demonstrate a reasonable standard of competence in both psychological assessment and intervention. These skills are evaluated by means of a written submission and an oral examination of the student’s performance of these activities.

A student is eligible for the clinical competency examination upon completion of Clinical Practicum II, and should complete the exam by the end of PhD-3. 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) copies of 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) a digital recording and printed transcript 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.

Composition of the Committee

The Examining Committee consists of two full-time faculty members of York’s Graduate Program in Psychology and a practicum 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 is responsible for nominating the practicum supervisor (or other external registered psychologist) 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.

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 clinical competency in assessment and intervention. Re-examinations, if necessary, must be scheduled within one year of each other.

Guidelines for Arranging the Examination

1. Consult with supervisor and Chair of the Clinical 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 recruits the third examiner, arrange a date and time that are agreeable to all three examiners.

5. Fill out the Clinical Competency Examination Application Form indicating the names, affiliations, and e-mail addresses of the three examiners. 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. One of the secretaries in the Psychology graduate office 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 3 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.

See Clinical Area Handbook or contact Clinical Area Student Program Committee Chair for additional details about the Clinical Competency Examination.

**Additional Information for Students in the Clinical and Clinical-Developmental Areas**

**Practicum Hours**

Clinical students must take 6430P 6.0 and 6440P 6.0 and Clinical-Developmental students must take 6910P 6.0 and 6930P 6.0 prior to applying to 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. This third practicum has become more normative than optional in recent years for Clinical Area students. 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 LOCATION**

a) Each student is asked to meet with the Director of Clinical Training or a faculty member from the Practicum Committee to discuss the choice of a practicum location. To assist their peers in this matter, students in the two clinical areas have provided an up-to-date listing of practicum locations which can be found on the website: http://psychology.gradstudies.yorku.ca/practicum. 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.

b) The York University Psychology Clinic (YUPC) provides a range of opportunities from general psychological to neuropsychological assessments. In addition to psychological assessments, there are opportunities for family, couples and individual psychotherapy for adults, adolescents and children and to be involved in the YUPC support services for health issues (e.g. Couples Coping with Cancer).

c) For clinical practica in the Greater Toronto Area, there is a 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. For clinical practica in the Greater Toronto Area, there is a 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 either from the Program Office or downloaded 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 must be submitted to the Graduate Program Office.

e) The practicum supervisor may receive a stipend for her/his services. The Chair of the Psychology department sends a contract letter to the practicum supervisor, who in turn completes, signs and returns the letter to the office of the Department Chair. 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 to the Graduate Program Office so that the contract can be sent from the Chair’s office.**

Third Practicum - The Director of Clinical Training may recommend a student to take a third clinical applied practicum (6460P 6.0) provided that 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, 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. In the CD area, program sanctioned hours may be sufficient to add hours in areas where a student deems they need more training; please consult with the DCT when making decisions about additional training hours.

**Internship**

All coursework and the minor area paper and an approved dissertation proposal must be completed prior to applying for an internship. Clinical students must take and successfully pass the clinical competency exam prior to the internship, ideally six months prior to applying for internship. Clinical-Developmental students either have their data collection completed or at least well under way by November prior to an internship when applications are submitted. Internship settings require that the Director of Clinical Training “sign off” that the applicant has completed the program requirements prior to applying for the internship. A student who has not met the requirements will not be permitted to apply for the internship.

Students may complete the PhD dissertation and oral defense prior to beginning the pre-doctoral internship. Students are allowed to register as a part-time graduate student when taking the pre-doctoral internship (unless they 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 Clinical programs are intended to lead to registration with the College of Psychologists of Ontario or other regulatory bodies. The Clinical and Clinical-Development Program are accredited by the Canadian Psychological Association (CPA).

The CPA follows 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 Committee on Accreditation is:

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

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 the Departmental rules concerning advisory committee meetings. In addition, at a yearly ‘BBCS Day’ event each student provides a 10-minute oral presentation to the supervisory committee and the faculty members of the Area. The supervisor and committee members are expected to attend. 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.

Specialty Stream and Graduate Diplomas

Clinical Neuropsychology Stream Requirements (Clinical & Clinical-Developmental Areas Only)

The clinical neuropsychology specialty stream provides courses and training opportunities for graduate students planning to seek registration in Clinical Neuropsychology as well as Clinical Psychology with The College of Psychologists of Ontario and wishing to provide clinical neuropsychological services. Students in this stream receive a strong foundation in Clinical or Clinical Developmental Psychology, depending upon the area in which they are registered. In addition, students are required to take courses in neuropsychology and obtain practicum training at sites providing neuropsychological services.

1. Completion of Clinical Psychology or Clinical-Developmental Psychology Program requirements
2. Psyc6325 3.0 Clinical Neuroanatomy (or equivalent)
3. Psyc6320 3.0 Clinical Neuropsychology: History and Syndromes
4. Psyc6330 3.0 Cognitive Neurorehabilitation (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. One 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

For more information regarding the Clinical Neuropsychology stream, please contact Dr. Shayna Rosenbaum at shaynar@yorku.ca.

Health Psychology Diploma Program Requirements

The study of psychological factors in health and illness is a growing field of research both at York University and worldwide. Health psychology research at York University covers a broad range of topics across the human lifespan, including cancer care, cardiovascular disease, diabetes, eating disorders, HIV/AIDS, pain, SARS, and stress and coping. Health psychology researchers at York University are also active in the promotion of health psychology at Canadian and international professional associations. 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.

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.

For more information regarding the Health Psychology Graduate Diploma, please contact Dr. Joel Katz at jkatz@yorku.ca.
Neuroscience Diploma Program Requirements

Neuroscience is the multidisciplinary study of the nervous system. It ranges from research on molecular and cellular mechanisms in nerve cells and the relationship between the elements of neural systems, to the study of behavior of whole organisms. In the past decade, neuroscience has been one of the most rapidly expanding fields of science.

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 two-year consecutive participation in the Neuroscience Diploma Program.
   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.

For more information regarding the Neuroscience Graduate Diploma, please contact Dr. Lauren Sergio at lsergio@yorku.ca.

Quantitative Methods Diploma in Psychology Requirements

The Quantitative Methods (QM) Area in the Department of Psychology offers a formal diploma program in quantitative methods for graduate students within the Graduate Program in Psychology, Kinesiology, Nursing and other areas. This diploma program is developed to promote competency in the application and communication of advanced quantitative methods to psychological and social science data, and is intended to be complementary to students’ course of study in Psychology or other related graduate programs.

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 eight Quantitative Methods Forums.** The eight 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 six 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.

For more information regarding the Quantitative Methods Graduate Diploma, please contact Dr. David Flora at dflora@yorku.ca.
Course Evaluation and Evaluation of Student’s Coursework

Routinely, at the end of each graduate course the course director will be sent notifications that the course evaluations are available online. Students access the course evaluations after logging on through Passport York. The instructor never sees any course evaluation results or comments until after they submit final grades and they never see who said what.

Research and Applied Practicum supervisors submit to the Graduate 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 each course. Clinical Practicum supervisors submit evaluation forms specific to the Clinical or Clinical-Developmental areas to the Graduate Program Office and faculty members associated with these courses or the DCT assign a pass/fail grade.

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 or via the online student systems.

GRADES

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

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

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

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.

In extenuating circumstances, if the I cannot be removed before the deadline, the student may petition for an extension and provide a rationale and a timeline. In that case, the course director must agree to the revised plan; the student's supervisor and Area Coordinator will be notified and consulted; and the petition must be approved by the Graduate Director before being sent to FGS for final approval.

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. Students who receive any combinations of C grades or combination of C and F grades will not be allowed to continue in the program.
COURSE SYLLABI

Course directors must specify in writing on each course syllabus within the first two weeks of classes the nature and weighting of course assignments and their due dates. Each course syllabus must stipulate the requirements of the course, deadlines, and a marking scheme. It is the responsibility of the student to keep copies of all his/her syllabi.

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 your Area Co-ordinator has also approved it before submitting it to the Program Office.

FALL, WINTER & SUMMER REGISTRATION

Please refer to [http://gradstudies.yorku.ca/current-students/regulations/](http://gradstudies.yorku.ca/current-students/regulations/) for detailed information about Registration and details on payment of fees. The main points are as follows:

1. **Beginning in June for the fall and winter terms** and **March for the summer term**. To enrol into courses, you need to use a catalogue number. Please refer to this website for Registration Procedures: [http://gradstudies.yorku.ca/current-students/student-status/enrollment/](http://gradstudies.yorku.ca/current-students/student-status/enrollment/). Please refer to the FGS website ([http://gradstudies.yorku.ca/current-students/student-status/important-dates/](http://gradstudies.yorku.ca/current-students/student-status/important-dates/)) for the last day to register without paying the $200 late fee.

2. Students should discuss their course options with their supervisors have their supervisors sign the Advising Worksheet and return it to the Graduate Psychology Program Office. Some Areas may require the Area Coordinator or GPD to approve course selections as well. When the advisor is not available for an extended period, the Area Coordinator or Graduate Program Director may substitute.

3. **Students must petition to change their status** (from full to part-time or vice versa), by completing a form available in the Graduate Program Office or on the Faculty of Graduate Studies website [http://gradstudies.yorku.ca/current-students/student-status/forms/](http://gradstudies.yorku.ca/current-students/student-status/forms/).

FACULTY AND PROGRAM REGULATIONS

Petitions

Students may petition for exemption from any regulation of the Graduate Program in Psychology or of the FGS. There are a number of different petition forms on the FGS website ([http://gradstudies.yorku.ca/current-students/student-status/forms/](http://gradstudies.yorku.ca/current-students/student-status/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 FGS regulation is involved, the Program approved petition is next sent to the Faculty of Graduate Studies for consideration and disposition.

Withdrawal from the Program

If the student has not completed all program requirements within the 7-year time limit, 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 the Graduate Program Director.

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.

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.

REINSTATEMENT

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

1. They have 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 have their supervisor’s support; and
5. They obtain the approval of the Graduate Program in Psychology.

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 through the usual admission process 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 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.

Note 2: Students who reapply for re-admission are not guaranteed admission and the particular Area will consider the application using their usual criteria, including the requirement that there is a supervisor who wishes to take the student.

Adding and Dropping Courses

Students may add and drop courses using Passport York. When the deadline has passed to add or drop courses online, the student needs to fill out a Course Transaction Form found here: http://gradstudies.yorku.ca/current-students/student-status/forms/.

Important – In every instance when a student drops or adds a course, the Graduate Program Office must be informed and where necessary, appropriate forms must be completed.

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 Graduate Program Office 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 entitled to several types of leaves. 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 contact the Graduate Program Office for the different types of leaves.

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 one, **Elective Leave of Absence** (for one term) at any time during his/her program. No reason or documentation is required for this type of leave. 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 a 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. The document is here: http://gradstudies.yorku.ca/current-students/thesis-dissertation/intellectual-property/. 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.

All graduate 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. The Graduate Program in Psychology will take a strong stand on academic honesty cases.

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.
<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>
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<tbody>
<tr>
<td>6020 3.0 (F)</td>
<td>Historical and Theoretical Foundations of Psychology A</td>
<td>C. Green</td>
<td><a href="mailto:christo@yorku.ca">christo@yorku.ca</a></td>
<td>Thurs</td>
<td>11:30 - 2:30</td>
<td>204 BSB</td>
<td>X72B01</td>
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<tr>
<td>6030 3.0 (W)</td>
<td>Historical and Theoretical Foundations of Psychology B</td>
<td>A. Rutherford</td>
<td><a href="mailto:alexr@yorku.ca">alexr@yorku.ca</a></td>
<td>Wed</td>
<td>8:30 - 11:30</td>
<td>207 BSB</td>
<td>C19K01</td>
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<tr>
<td>6062 3.0 (W)</td>
<td>Subjectivity and Society</td>
<td>T. Teo</td>
<td><a href="mailto:tteo@yorku.ca">tteo@yorku.ca</a></td>
<td>Thurs</td>
<td>11:30 - 2:30</td>
<td>207 BSB</td>
<td>A15F01</td>
</tr>
<tr>
<td>6131 A 3.0 (F)</td>
<td>Univariate Analysis I: ANOVA</td>
<td>C. Green</td>
<td><a href="mailto:christo@yorku.ca">christo@yorku.ca</a></td>
<td>Tues</td>
<td>11:30 - 2:30</td>
<td>207 BSB</td>
<td>D64Q01</td>
</tr>
<tr>
<td>6131 B 3.0 (F)</td>
<td>Univariate Analysis I: Regression</td>
<td>J. Pek</td>
<td><a href="mailto:pek@yorku.ca">pek@yorku.ca</a></td>
<td>Thurs</td>
<td>8:30 - 11:30</td>
<td>328A BSB</td>
<td>U11B01</td>
</tr>
<tr>
<td>6132 M 3.0 (W)</td>
<td>Univariate Analysis II: Regression</td>
<td>R. Cribbie</td>
<td><a href="mailto:cribbie@yorku.ca">cribbie@yorku.ca</a></td>
<td>Thurs</td>
<td>11:30 - 2:30</td>
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<td>6132 N 3.0 (W)</td>
<td>Univariate Analysis II: Regression</td>
<td>D. Flora</td>
<td><a href="mailto:dflora@yorku.ca">dflora@yorku.ca</a></td>
<td>Tues</td>
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<td>M. Friendly</td>
<td><a href="mailto:friendly@yorku.ca">friendly@yorku.ca</a></td>
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<td>Research Methods In Study Of Personality</td>
<td>R. Mar</td>
<td><a href="mailto:mar@yorku.ca">mar@yorku.ca</a></td>
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<td>J. Sasaki</td>
<td><a href="mailto:jsasaki@yorku.ca">jsasaki@yorku.ca</a></td>
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<td>D. Flora</td>
<td><a href="mailto:dflora@yorku.ca">dflora@yorku.ca</a></td>
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<td>Longitudinal Data Analysis</td>
<td>R. Cribbie</td>
<td><a href="mailto:cribbie@yorku.ca">cribbie@yorku.ca</a></td>
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<td>Introduction to Functional Magnetic Resonance Imaging</td>
<td>K. Schneider</td>
<td><a href="mailto:keiths@yorku.ca">keiths@yorku.ca</a></td>
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<td>Applications in Vision Science</td>
<td>J. Steeves</td>
<td><a href="mailto:steeves@yorku.ca">steeves@yorku.ca</a></td>
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<td>R. Murray</td>
<td><a href="mailto:rfm@yorku.ca">rfm@yorku.ca</a></td>
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<td>D. Reid</td>
<td><a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a></td>
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<td>Fundamentals of Neuroscience II: Circuit</td>
<td>J. DeSouza</td>
<td><a href="mailto:desouza@yorku.ca">desouza@yorku.ca</a></td>
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<td>Fundamentals Neuroscience I: Structures</td>
<td>Dorota Crawford</td>
<td><a href="mailto:dakc@yorku.ca">dakc@yorku.ca</a>, <a href="mailto:lsergio@yorku.ca">lsergio@yorku.ca</a></td>
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<td>Doug Crawford</td>
<td><a href="mailto:jdc@yorku.ca">jdc@yorku.ca</a></td>
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<td><a href="mailto:harris@yorku.ca">harris@yorku.ca</a></td>
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<td>R. Murray</td>
<td><a href="mailto:rfm@yorku.ca">rfm@yorku.ca</a></td>
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<td>Brain and Behaviour: Cognitive Systems</td>
<td>M. Fallah</td>
<td><a href="mailto:mfallah@yorku.ca">mfallah@yorku.ca</a></td>
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<td>Human Neuropsychology: History and Syndromes</td>
<td>J. Rich</td>
<td><a href="mailto:jbr@yorku.ca">jbr@yorku.ca</a></td>
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<td>Contempory Issues in Social and Personality Psychology</td>
<td>R. Mar</td>
<td><a href="mailto:mar@yorku.ca">mar@yorku.ca</a></td>
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<td>Foundations of Clinical Psychology</td>
<td>J. Mills - Fall J. Goldberg - Winter</td>
<td><a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a>, <a href="mailto:jgoldber@yorku.ca">jgoldber@yorku.ca</a></td>
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<td><a href="mailto:npark@yorku.ca">npark@yorku.ca</a>, <a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a></td>
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<td><a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a>, <a href="mailto:kfergus@yorku.ca">kfergus@yorku.ca</a></td>
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<td>Evidence Based Principles of Psychotherapy</td>
<td>A. Pos</td>
<td><a href="mailto:aepos@yorku.ca">aepos@yorku.ca</a></td>
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<td>Approaches to Psychotherapy: Advanced Study</td>
<td>H. Westra</td>
<td><a href="mailto:hwestra@yorku.ca">hwestra@yorku.ca</a></td>
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<td>E. Glassman J. Goldberg</td>
<td><a href="mailto:glassman.ed@gmail.com">glassman.ed@gmail.com</a>, <a href="mailto:jgoldber@yorku.ca">jgoldber@yorku.ca</a></td>
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<td>H. Westra A. Pos</td>
<td><a href="mailto:hwestra@yorku.ca">hwestra@yorku.ca</a>, <a href="mailto:aepos@yorku.ca">aepos@yorku.ca</a></td>
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<td>J. Katz</td>
<td><a href="mailto:jkatz@yorku.ca">jkatz@yorku.ca</a></td>
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<td>K. Fergus</td>
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<td>Interprofessional Psychosocial Oncology: Introduction to Theory and Practice</td>
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<td>Y. Bohr</td>
<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
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<td>R. Morris</td>
<td><a href="mailto:rmorris@cpo.on.ca">rmorris@cpo.on.ca</a></td>
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<td>Social and Emotional Bases of Development</td>
<td>M. Wintre</td>
<td><a href="mailto:mwintre@yorku.ca">mwintre@yorku.ca</a></td>
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<td>6900 3.0 (F)</td>
<td>Issues in CD Psychology: A Proseminar in Ethics, Practice and</td>
<td>M. Desrocher</td>
<td><a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
<td>Tues</td>
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<td>6905 3.0 (W)</td>
<td>Biological and Cognitive Bases of Development</td>
<td>M. Desrocher</td>
<td><a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
<td>Thurs</td>
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<td>6910M 3.0 (W)</td>
<td>Psychoeducational Assessment of Children and Adolescents</td>
<td>R. Pillai Riddel</td>
<td><a href="mailto:rpr@yorku.ca">rpr@yorku.ca</a></td>
<td>Tues</td>
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<td>Introduction to the Psychological Assessment of Children Practicum</td>
<td>J. Bebko</td>
<td><a href="mailto:jbebko@yorku.ca">jbebko@yorku.ca</a></td>
<td>Mon</td>
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<td>6920 3.0 (F)</td>
<td>Clinical and Diagnostic Assessment of Children and Adolescents</td>
<td>C. Till</td>
<td><a href="mailto:ctill@yorku.ca">ctill@yorku.ca</a></td>
<td>Wed</td>
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<td>6925 3.0 (W)</td>
<td>Supervision and Consultation</td>
<td>A. Perry</td>
<td><a href="mailto:perry@yorku.ca">perry@yorku.ca</a></td>
<td>Thurs</td>
<td>8:30-11:30</td>
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<td>6930 3.0 (F)</td>
<td>Intervention Strategies with Children</td>
<td>J. Weiss</td>
<td><a href="mailto:jonweiss@yorku.ca">jonweiss@yorku.ca</a></td>
<td>Fri</td>
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<td>R. Muller</td>
<td><a href="mailto:rmuller@yorku.ca">rmuller@yorku.ca</a></td>
<td>Fri</td>
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<td>Adolescent Disorders: Clinical-Developmental Assessment &amp;Treatment</td>
<td>J. Rawana</td>
<td><a href="mailto:rawana@yorku.ca">rawana@yorku.ca</a></td>
<td>Mon</td>
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<td>Psychopathology (MA students)</td>
<td>M. Toplak</td>
<td><a href="mailto:mtoplak@yorku.ca">mtoplak@yorku.ca</a></td>
<td>Fri</td>
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<td>6330 3.0 (S1)</td>
<td>Cognitive Neurorehabilitation</td>
<td>G. Turner</td>
<td><a href="mailto:grturner@yorku.ca">grturner@yorku.ca</a></td>
<td>Tues &amp; Thurs</td>
<td>11:30 – 2:30</td>
<td>1015 Sherman</td>
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<td>6945 3.0 (S1)</td>
<td>Applied Pediatric Neuropsychology</td>
<td>C. Till</td>
<td><a href="mailto:ctill@yorku.ca">ctill@yorku.ca</a></td>
<td>Thurs</td>
<td>2:30 – 5:30</td>
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<td>Diversity in Children, Youth and Adults Clinical Practice</td>
<td>J. Connolly</td>
<td><a href="mailto:connolly@yorku.ca">connolly@yorku.ca</a></td>
<td>Wed</td>
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**BUILDING LIST**

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<td>Accolade (East or West)</td>
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<td>ATK</td>
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<td>BSB</td>
<td>Behavioural Sciences Building</td>
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<td>Calumet College</td>
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<td>Centre of Fine Arts</td>
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<td>Centre for Film and Theatre</td>
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<td>Farquharson Life Sciences Building</td>
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<td>FC</td>
<td>Founders College</td>
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<td>HNES</td>
<td>Health, Nursing &amp; Environmental Studies Building</td>
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<td>IKB</td>
<td>Ignat Kaneff Building (Osgoode Hall Law School)</td>
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<td>K</td>
<td>Kinsmen Building</td>
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<td>LAS</td>
<td>Lassonde Building  (formerly CSE)</td>
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<td>LS</td>
<td>Life Sciences Building</td>
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Historical and Theoretical Foundations of Psychology A

Psychology 6020 3.0 (F)  
Christopher Green  
Thursday 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 area.

Course Format: Seminar discussion, with instructor and student presentations

Evaluation: Assessment will consist of weekly participation, leading one or more seminars in class, and a formal conference-like oral presentation at the end of term.

Historical and Theoretical Foundations of Psychology B

Psychology 6030 3.0 (W)  
Alexandra Rutherford  
Wednesday 8:30 – 11:30

ENROLLMENT IS LIMITED TO 25

Purpose: In this course we focus on foundational issues of psychology as a science, profession, and social institution from theoretical and historical points of view. Particular attention will be paid to a critical assessment of psychological worldviews, theories, concepts, methods, and ideas as they have developed in specific cultural, historical, and geopolitical contexts. A key question driving our inquiry will be: What is the relationship between psychology and society? The relevance of theoretical and historical psychology for research, knowledge, and application will be elaborated. Emphasis will be placed on developing students’ capacities for critical reflexivity.

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: In-class presentations, written reflections, final project TBD; regular attendance and participation.

Readings: Articles and book chapters selected by the instructor.
Subjectivity and Society

Psychology 6062 3.0 (W)  Thomas Teo
Thursday 11:30 – 2:30

ENROLLMENT IS LIMITED TO 18

Purpose: Subjectivity (the first-person standpoint) has become an interdisciplinary research topic in the social sciences, humanities, and psychology. In this course we discuss histories and theories of subjectivity that include the notion that individual subjectivity is embedded in social, cultural, and historical contexts and that economy, politics, and society are interwoven with the very fabric of subjectivity. We analyze critical theories of subjectivity that reflect on Western biases as well as the processes of subjectification through which we consider ourselves subjects. Finally, this course focuses on opportunities of resistance in the context of subjectivity. The course provides an overview of the debates that exist on the topic while advancing knowledge on subjectivity in a collaborative process.

Pre-requisites: Graduate standing. This course is suitable for students from all areas of psychology, the humanities, and the social sciences.

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

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

Readings: TBA. Works on (a) Histories and theories of subjectivity: Human nature, societal nature, and subjectivity; social characteristics and subjectivity; subjectivity, the world, and the conduct of everyday life; intersubjectivity and the body. (b) Subjectification and power: psychologization and the psydisciplines; subjectification, bodies, and technology; privilege and subjectivity. (c) Resistance and subjectivity: Participatory action research; theoretical counter-concepts; aesthetics; postcolonial politics.

Univariate Analysis I: Variance

Psychology 6131 A 3.0 (F)  Christopher Green
Tuesday 11:30 – 2:30

ENROLLMENT IS LIMITED TO 18

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

Student Requirements: class attendance, lab attendance, lab work outside class hours

Text /Readings: TBA

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

- 48 -
Univariate Analysis I: Variance

Psychology 6131 B 3.0 (F)  Jolynn Pek

Thursday 8:30 – 11:30

ENROLLMENT IS LIMITED TO 18

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

Student 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: Regression

Psychology 6132 N 3.0 (W)  Robert Cribbie

Thursday 11:30 – 2:30

ENROLLMENT IS LIMITED TO 18

Purpose: This course is designed to provide the student with foundational skills in analyzing data for a single outcome variable (univariate analysis) using linear models, with an emphasis on continuous predictors. Topics include correlation, simple linear regression, multiple linear regression, mediation/moderation effects, generalized linear models, as well as evaluating model assumptions and diagnostics.

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

Student Background: MA1 students in Psychology.

Course Format: Lectures and computer-based lab sessions.


Evaluation: Assignments, mid-term exam and final exam.
Univariate Analysis I: Regression

Psychology 6132 M 3.0 (W)  David Flora
Tuesday 2:30 – 5:30

**Enrollment is Limited to 18**

**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.

**Co- or pre-requisites:**
Prerequisite, 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.

**Text/Readings:**

**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.

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Multivariate Analysis

Psychology 6140 6.0 (Y)  Michael Friendly
Tuesday 2:30 – 5:30

**Enrollment is Limited to 16**

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

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

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

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

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

**Software Notes:** In the lectures and lab sessions, I will mainly use SAS for examples and tutorials. Most of the practical assignments and graded work can be done with any software you are comfortable with; however exercises using matrix algebra will probably be most convenient in SAS/IML (or JMP, R or Matlab).
SAS/IML provide students with the equivalent of a "matrix desk calculator" which makes exploration and learning quite efficient; the facilities of SAS provide the power and data management facilities needed for larger projects.

**Evaluation:**

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

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

**Text and Readings:**

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


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

6. The Little SAS® Book: A Primer, 3rd ed., Lora D. Delwiche and Susan J. Slaughter, 1995 (SAS Institute, ISBN 1-59047-333-7; $CA 34.00). [A brief introduction to SAS that will serve well for the whole course.]
Requirements: Each student will submit a major written work in the area of personality. Short papers, presentations, and participation in general will also be evaluated.

Evaluation: The total grade will be based on weekly responses (15%), class participation (15%), the major paper (50%), and a short presentation (20%).

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

Cultural Psychology

Psychology 6170 3.0 (W) Joni Sasaki

Wednesday 2:30 – 5:30

Enrollment is limited to 15

Purpose: This course will cover advanced topics in cultural psychology. By discussing both classic and current research in cultural psychology, we will explore the ways in which culture shapes the self, cognition, motivation, emotion, and social interactions, among other topics. By the end of the session, I hope that you will: (1) understand how culture and the mind inevitably make each other up, (2) be familiar with theoretical and empirical evidence demonstrating the importance of culture in psychology, and (3) be able to apply cultural psychological perspectives to your own research.

Student Background: Graduate students in any area of psychology.

Course Format: Instructor and student-led discussions.

Text/Readings: Journal articles.

Evaluation: Weekly reaction papers, class discussion, research proposal.

Structural Equation Modeling

Psychology 6176 3.0 (F) David Flora

Tuesday 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 and regular computer lab exercises.

Text/Readings: T.B.D.

Evaluation: There will be a series of data analysis assignments requiring the use of R software, using data provided by the instructor.
Longitudinal Data Analysis

Psychology 6190 3.0 (F)                        Robert Cribbie
                                       Wednesday 8:30 – 11:30

ENROLLMENT IS LIMITED TO 16

Purpose: Introduce strategies for analyzing data from longitudinal studies in psychology. The course will cover traditional approaches to measuring change, the multilevel model for change, latent growth curve modeling and (time permitting) survival analysis.

Pre-requisites: PSYC 6130, PSYC 6131/6132 or equivalent

Student Background: Students should be familiar with the basic principles of the general linear model (i.e., ANOVA, Regression)

Course Format: Lectures, lab exercises


Evaluation: Assignments, papers, presentations

Introduction to Functional Magnetic Resonance Imaging

Psychology 6227 3.0 (F)                        Keith Schneider
                                       (host BIOL xl with BIOL 5148/KAHS 6148)
                                       Thursday 1:00–4:00

ENROLLMENT IS LIMITED TO 20

Course Description: This course will introduce students to the fundamentals of magnetic resonance imaging (MRI) and its application to brain imaging. Students will learn about the physical origins of the MRI signal and how MRI scanners manipulate this signal to construct images. We will discuss the structure of the brain and the origins of the hemodynamic signals that permit functional MRI (fMRI). Students will learn how to design and analyze fMRI experiments, and we will discuss contemporary issues in MRI research. Each class meeting will consist of a lecture, discussion of assigned reading(s), and a computer laboratory. During the labs, students will learn to use FSL and other software to analyze MRI data. For the final project, groups of students will design, implement and analyze their own fMRI experiment using the York University MRI Facility.

Pre-requisites: Students should have knowledge of basic statistics and neuroscience

Text /Readings: (optional but recommended)

Evaluation: Lab assignments (7) 5% each
Presentation 5%
Take-home quiz 10%
Midterm project 15%
Final project proposal 5%
Final project write-up 30%

- 53 -
Applications in Vision Science

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.

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

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.

Co- or 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%)
Complex Systems Approach to Interpersonal Change

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

**ENROLLMENT IS LIMITED TO 12 STUDENTS**

**Purpose:**  
Each student learns how to assess and respond to the inevitably complex issues humans have to deal with. To do this each student will learn to develop her/his own Complex Systems Approach. A Complex Systems Approach is a way of thinking and doing psychology so that one can effectively address the inevitable complexity in human behavior. This approach is highly pragmatic meaning dealing with things sensibly, realistically, and being intelligently integrative so that the intervention can be calibrated to better address the complexities of the presenting problem rather than be restricted to fitting the problem to a prescribed conventional intervention model. The sciences have advanced in the 21st century so that there is much evidence that systemic factors such as epigenetic inheritance, brain networks (patterns), metacognitive experiences (intuition), situated cognition (mentalizing), emotional systems, culture and social determinism all play major roles in influencing human behavior. Once a student has begun developing her/his complex systems approach s/he has the scientist-practitioner level of intelligence to create with the client(s) adept ways of creating change that is highly meaningful and relevant. These include integrating such scientific advances into the intervention(s). A Complex Systems Approach is a sophisticated skill requiring a deeper understanding of psychological change processes than those in current psychotherapy.

**Goals/Objectives:**  
Each student will learn skills to use in: (a) **Consulting**  
(b) **Clinical Interview Skills**,  
(c) **Mental Status Assessment**,  
(d) integrating personality and social psychology into their clinical work,  
(d) **cultural competence**,  
(f) a variety of skills directed to handling (i) Anger (ii) Suicide risk (iii) (e) principles of crisis management (iv) prescribing behaviors for psychological change (v) how to draw a person out from their current mental state (other clinical techniques). Each student borrows copies of two books to read on their own as these books convey how to apply Constructivist Therapy and Systems notions.

**Course Format and Evaluation:**  
The course follows a special pedagogy developed in this course since 1995. It is premised on the saying “education is what you have left after you forgot everything you learned”. Evaluation is completing an extensive multitday take home exam where the students answer a series of integrated open-ended questions. Inevitably the students are astounded and excited about how much they have learned when answering the questions as the answers role out from their “education” (see definition above). It is like a clinical shift. Each student and the course director read materials for each class and the director reserves the option to change content to suit the interests of the students. What is learned is the Complex Systems Thinking and Doing while reading and intensely discussing the readings/DVD’s/CD’s and U-Tube recordings.

**Clinical in-depth Interviewing Skills:**  
For the final 5 weeks the course director meets weekly with individual members to go over/supervise their audio recorded interviews (deliberately not a therapy client) where they apply what is taught in the course to use interpersonal processes to effect intrapersonal changes. Weekly seminars continue; interviewing supervision are extra hours usually done on the same day as the 3-hour seminar. These skills are evaluated as well.

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**Fundamentals of Neuroscience II: Circuit, Systems, and Behaviours**

**PSYC 6253 3.0 (W)  
(xl with KAHS 6156/BIOL 5147)**

Joseph DeSouza  
Wednesday 11:30-2:30

**ENROLMENT IS LIMITED TO 15 STUDENTS**

**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 behavior and disease. The course includes two modules that cover a range of topics within systems neuroscience. It is designed to complement Fundamentals of Neuroscience I and in total will introduce students to the breadth of research within the field of neuroscience.

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

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

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%


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 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

Further reading will be assigned by individual instructors.

Visuospatial Memory and Goal-Directed Action
Psychology 6260 3.0 (W)  Doug Crawford
(integrated with 4360 3.0/, xl BIOL 5149, KAHS 6149/CSE)  Wednesday 2:30 - 5:30

Enrolment is limited to 10 students

Purpose: The course examines how the brain supports spatial perception and memory, updates memory as we move through space, and uses these spatial representations to guide goal-directed actions of the eyes and hands. This will include discussion of both the behavior and brain mechanisms, from early sensory cortex through ‘association’ cortex, to motor areas of the brain. Classes will consider theories based on behavioral experiments in healthy and brain-damaged people, neurophysiological, and brain imaging experiments. Students will be taught to evaluate, present, and synthesize this literature, and apply their knowledge to real-life situations.

Co- or Pre-requisites: Students must have at least one introductory neuroscience or animal physiology course such as PSYC 2240 Biological Bases of Behaviour, BIOL 3060 Animal Physiology, KINE 3650 Functional Neuroanatomy, or equivalent.

Recommended Pre/Corequisites: one or more of PSY 250 (Neural Basis of Behaviour), PSYC 3260 (Cognition), PSYC 3270 (Sensation and Perception II), BIOL 4370 (Neurobiology), KINE 4500 (Neural Control of Movement), KINE 4505 (Neurophysiology of Movement in Health and Disease) or equivalent.

The combination of KAHS 6155 Fundamentals of Neuroscience with PSYC 6253 Fundamentals of Neuroscience II is also satisfactory as a pre/co-requisite.

Student Background: This course is primarily intended for students who have a special interest in this topic. It is recommended that students have a background in neuroscience, vision, spatial cognition, and/or motor control. Students doing thesis research (or equivalent) in these areas are especially encouraged to take the course.

Course Format: Classes normally consist of a short lecture followed by seminar / journal club presentations by students, and general discussion. Students will receive constructive feedback about their presentations and advice about writing their final essay. In the final essay, students will choose a simple real-world situation and speculate on the neural events and behavior of the human(s) involved in terms of what they have learned in the course.

Student Requirements: To attend and participate in classes, present at least two journal articles, and write the final essay.

Readings: Assigned weekly from journals such as

Annual Review of Neuroscience
Trends in Cognitive Science
Trends in Neuroscience
Current Opinion in Neurobiology
Nature Neuroscience Reviews
Science
Nature

- 57 -
Nature Neuroscience  
Neuron  
Journal of Neuroscience  
Journal of Neurophysiology  
Cerebral Cortex  
Journal of Vision  
Vision Research  
Journal of Cognitive Neuroscience  
Frontiers in Neuroscience

**Evaluation:**  
(Graduate Student evaluation)  
20% for presenting articles and participation in the class discussion about the selected articles.  
20% for formal seminar presentations topical to the lecture at two different times.  
60% for final essay, due the last day of the term.  
In the final essay (5000-6000 words), graduate students will be required to properly cite at least 30 journal articles. At least 20 of these must be original research papers (not reviews), including at least 10 papers that were not covered in the class. Graduate students will require approval of their essay topic, but will not have to submit a formal proposal. The content of the essay will be evaluated on creative ability to apply knowledge from the course to a simple real-world behavior chosen by the student.

**Other:**  
Offered each year, integrated with Psych 4360, cross listed with BIOL 5149, KAHS 6149/CSE

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**Perception and Action**

*Psychology 6265 3.0 (W)*  
(xl KAHS 6161/BIOL 5136)  
*Laurence Harris*  
*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.

**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%

**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):

Computer Programming for Experimental Psychology

Psychology 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

Brain and Behaviour: Cognitive Systems

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

Enrolment is limited to 10 students

Purpose:
This course provides an in depth examination of the cognitive systems that guide our awareness, behaviour and neural capacity. This is done through classic and recent research papers. The two areas of major emphasis are attentional systems and a study of consciousness. Topics in attentional systems include psychophysical studies, neurological disorders, and neurophysiological studies, for spatial attention, feature-based attention, and object-based attention. Topics in the study of
Human Neuropsychology: History and Syndromes

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

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; agnosa; 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.

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

Psychology 6400 3.0 (F)  
Raymond Mar  
Friday 11:30-2 :30

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.

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Social Psychology

Psychology 6410 3.0 (W)

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

Student Background: An undergraduate course in social psychology.

Text: TBA

Course Format: TBA

Evaluation: TBA

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Foundations of Clinical Psychology

Psychology 6420 6.0 (Y)

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.
American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V).* Washington, DC: American Psychiatric Association. Note: A reading list will also be provided at the beginning of each term for each section separately.

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### Assessment in Psychology

**Psychology 6430 6.0 (Y)**

**Norm Park (F)**

**Jennifer Mills (W)**

**Tuesday 11:30 - 2:30**

**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.

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### Clinical Practicum I

**Psychology 6430P 6.0 (Y)**

**David Reid**

**Karen Fergus**

**Friday 8:30-11:30**

**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 8:30 am - 11:30 am
- **Live clinical practice and observation** (3 hour time block per student): Tuesdays 9-12; Tuesdays 1-4; Thursdays 1-4; 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%).


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**Evidence Based Principles of Psychotherapy**

Psychology 6436 3.0 (F)  Alberta Pos
Wednesday 11:30 – 2:30

**ENROLMENT IS LIMITED TO 12 STUDENTS**

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%

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**Approaches to Psychotherapy: Advanced Study**

Psychology 6437 3.0 (W)  

**Henny Westra**  

**Wednesday 11:30 – 2:30**

**Enrolment is limited to 12 students**

**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 they 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 it’s 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%
Psychodiagnosics

Psychology 6440 6.0 (Y) Ed Glassman
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 programme.

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

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:


Advanced Psychological Intervention

Psychology 6445P 6.0 (Y) Alberta Pos
Henny Westra
Thursday 11:30 - 2:30

**Enrolment is limited to 9 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
Current Issues in Health Psychology

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

**Purpose:**
To present an overview of selected topics in health psychology. The course is intended to expose graduate students to some of the current theoretical and practical issues in the field of health psychology. The objectives of the course are to review, and explore in depth, specific theories in health psychology which provide a conceptual framework for understanding health-compromising and health-enhancing behaviour (e.g., Health Belief Model, Theory of Reasoned Action, Theory of Planned 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.

Qualitative Research Methods

Psychology 6474 3.0 (W)
Karen Fergus
Thursday 8:30 - 11:30

**Purpose:**
This course will provide an introduction to the use of qualitative methods in Psychology. A range of approaches to conducting qualitative research will be covered. In addition to practical applications and procedures (e.g., interview techniques, management and analysis of qualitative data), the philosophical underpinnings of qualitative approaches to research will be examined.
**Student Background:** Enrollment in a graduate program.

**Course Format:** Seminar

**Readings:** Course Kit

**Evaluation:**
- Presentation of a qualitative research proposal (40%)
- Write-up of the presentation in APA style (50%)
- Class participation (10%)

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

Psychology 6477 3.0 (W) ONLINE Course

Karen Fergus – Professor of Record

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

ENROLMENT 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.

**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

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**Brief Psychotherapy and Short-Term Treatment:**
**Cognitive Behavioural Treatment with Adults and Children**

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 Y UPC 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)  Rick Morris
Thursday 2:30 - 5:30

ENROLMENT IS LIMITED TO 20 STUDENTS

Purpose: This course is an introduction to legal, ethical, and professional issues in the practice of psychology. The course is intended to familiarize students with ethical guidelines and standards for practice in a variety of settings, legislation impacting on psychological practice, and the relationship between ethical and legal issues. In addition to knowledge building, an important purpose of the course is to facilitate the development of skills that will allow students to anticipate and prevent ethical dilemmas, and to legally and ethically resolve difficulties that may arise in the course of professional work.

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 lectures and seminar discussion with an emphasis on group-work and active participation.

Evaluation: Evaluation will be based on regular, active, and constructive seminar participation, presentation/facilitation of a discussion topic, and a paper on a selected subject.

Readings: Readings will be assigned.

Social and Emotional Bases of Development

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

ENROLMENT IS LIMITED TO 14 STUDENTS (CD STUDENTS HAVE PRIORITY)

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: Class participation --- 20%
Class presentation --- 30%
Critical and integrative paper (see above) --- 50%

Texts and Readings: To be assigned.

Research Methodology in Developmental Psychology

Psychology 6650A 3.0 (F) Melody Wiseheart
Wednesday 2:30-5:30

Enrolment is limited to 12 students

Purpose: This course examines techniques for investigating developmental change. It includes research strategies relevant to cognitive, neural, social, and clinical research.

Course Format: Student presentation; class discussion

Text /Readings: TBA

Evaluation: Papers, presentations, discussions

Brain Rhythms

Psychology 6805 3.0 (W) Kari Hoffman
(integrated with 4380 3.0)
Tuesday 11:30 - 2:30

Enrolment is limited to 15 students

Purpose: Explores the temporal dynamics of brain activity, focusing on neural oscillations. Emphasis is placed on the behavioural consequences of oscillatory activity, including rhythmic movement, stimulus discrimination, attention, and memory. Although not the primary emphasis, some mechanistic descriptions are also included. This course provides a more thorough treatment of some of the basic concepts of neural circuits introduced in PSYC 6253: FUNDAMENTALS OF NEUROSCIENCE, including activity from simple circuits, hippocampus and neocortex. Implications for conditions such as sleep disorders, epilepsy, and attentional disorders are discussed.

Student Background: Students should have completed or be enrolled in PSYC 6256, Fundamentals of Neuroscience I. Exceptions with permission of instructor.

Readings: Rhythms of the Brain Gyorgy Buzsaki
Additional required reading materials will be provided to the student.

Evaluation: Students will be evaluated based on three exams, participation and a presentation of a topic from the primary literature. Exams will be essay responses, testing the understanding and synthesis of materials covered in class.
Final marks will be based on:

- Test (Series 1) 20%
- Test (Series 2) 20%
- Test (Series 3) 20%
- Presentation 30%
- Participation 10%

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

**Psychology 6900 3.0 (F)**

**Mary Desrocher**

**Tuesday 11:30 – 2:30**

**Enrolment is limited to 8 students**

**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)


**Course Requirements:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Proportion of Grade</th>
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<tbody>
<tr>
<td>Role Plays – each person will take the role of an interviewer and interviewee. I will only be grading your role as interviewer.</td>
<td>30%</td>
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<tr>
<td>Written Assignment</td>
<td>60%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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- 70 -
Biological and Cognitive Bases of Development

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

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)

Psychoeducational Assessment of Children and Adolescents

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

ENROLMENT IS LIMITED 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.

Basis of 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.

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### Introduction to the Psychological Assessment of Children Practicum

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

**ENROLMENT IS LIMITED TO 8 STUDENTS IN THE CD 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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### Clinical and Diagnostic Assessment of Children and Adolescents

**Psychology 6920 3.0 (F) Christine Till**  
Wednesday 11:30 - 2:30

**ENROLMENT IS LIMITED TO 8 STUDENTS**

**Objectives:** This course functions as a compliment to PSY 6910 in providing the foundational skills and knowledge for the clinical assessment of children and adolescents. The course will focus on *case formulation* and, more specifically, will apply diagnostic knowledge of the DSM-5 as well as an appreciation of how biological, environmental, developmental, and sociocultural influences affect psychological and behavioural functioning in children. Students will put into practice their “clinical judgment” skills with respect to clinical decision making, communicating assessment results, and developing treatment recommendations. Diversity issues as they pertain to assessment will be a theme throughout the course.

**Prerequisite:** Successful completion of PSYC 6910.

**Text and Readings:** Readings will consist of articles and book chapters. It is recommended that students acquire the following reference text:


**Course Format:** This course will consist of didactic lecture, in-class demonstrations, role playing, discussion of case presentations and readings, and student oral presentations. As part of the course, students will participate in a clinical assessment of a child/adolescent in the York University Psychology Clinic. The instructor will strive to create an environment for students to feel comfortable supporting, critiquing, and challenging each others’ opinions to the highest standards of rigour. Students are expected to come to class prepared to discuss the week’s topic.

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Evaluation:

1. Two assessment reports (40%)
   i. Report 1 (formulation for YUPC case) – 15%
   ii. Report 2 (based on simulated interviews and history and data supplied by the instructor) – 25%
2. Self-reflection (15%)
3. Recommendations assignment (10%)
4. Seminar / Fact finding case (25%)
5. Participation (10%)

Supervision and Consultation in Behavioural Intervention with Children

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

Enrolment is limited to 10 students

Purpose:
The purpose of this course is to help prepare senior doctoral students in the Clinical-Developmental or Clinical Areas to adopt roles they are likely to be expected to fulfill as practicing clinicians in applied settings. The course will focus on the theory and practice of supervision and consultation primarily, within the context of a competencies-based approach. Other topics will include leadership and training roles, working within complex systems and in multidisciplinary teams, and integrating one’s own experience with clinical skills and theoretical knowledge.

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

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

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

Readings:
To be assigned.

Intervention Strategies with Children

Psychology 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 be 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:


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**Intervention Strategies with Children Practicum**

**Psychology 6930P 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 programme can receive feedback about student experiences in their respective settings, and as a way to maintain an active liaison between the settings and the university.

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

**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.

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**Adolescent Disorders: Clinical-Developmental Assessment & Treatment**

**Psychology 6940 3.0 (W)**

**Jennine Rawana**

Monday 8:30 – 11:30

**ENROLMENT IS LIMITED TO 12 STUDENTS**

**Purpose:** This course is intended to provide advanced knowledge related to clinical developmental psychology practice relevant to adolescence and the transition to adulthood. In this course, we will examine the prevalence, etiology, comorbidity, assessment, and treatment of common mental health issues in adolescence, including internalizing (such as anxiety, depression) and externalizing disorders (such as ADHD, substance use). Clinical issues unique to this age group will be covered including youth transitioning out-of-care. A developmental-contextual framework will be emphasized that highlights risk and vulnerability, diversity, as well as the changing patterns of mental health and issues from early-adolescence to emerging adulthood. This course will highlight the importance of emphasizing mental health promotion and prevention, as well as positive psychology frameworks.
Co- or pre-requisites: Successful completion of Psychology 6910 and Psychology 6920

Student Background: Clinical Developmental

Course Format: Lecture, demonstrations and role-plays, discussion of clinical cases and research studies, and presentations.

Text /Readings: A textbook may be used. Primary source readings will be assigned for each class.

Evaluation: Research Paper (35%). Topic to be chosen in consultation with the course instructor.
Research Presentation (30%). Topic similar to Research Paper.
Clinical Presentation (25%). To include assessment tools (interviews, measures of socio-emotional functioning, personality) and intervention strategies appropriate for adolescents.
Participation (10%)

Other Information: This course will be offered every 3-4 academic years.

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Psychopathology

Psychology 6955 3.0 A (F)  Maggie Toplak
Enrolment is limited to 10 MA students

Purpose: Developmental psychopathology is broad-based, integrative framework for understanding the emergence of maladaptation in childhood and pathways of continuity or discontinuity across the lifespan. The study of developmental psychopathology provides the underlying framework for our taxonomies that are used to diagnose mental health disorders in children and youth. In this course we will examine taxonomies of mental health conditions in children and adolescents in conjunction with contemporary theories and key concepts in the study of developmental psychopathology. The characteristics of the individual in combination with environmental contexts will be considered. Characteristics of the individual will include cognitive/neuropsychological and emotional factors. Environmental contexts will include the contributions of family, peers, and the socio-cultural setting. Throughout, the implications of gender and individual diversity will be included.

Evaluation: TBA

Readings: TBA

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Psychopathology

Psychology 6955 3.0 B (F)  Maggie Toplak
Enrolment is limited to 10 PhD students

Purpose: Developmental psychopathology is broad-based, integrative framework for understanding the emergence of maladaptation in childhood and pathways of continuity or discontinuity across the lifespan. The study of developmental psychopathology provides the underlying framework for our taxonomies that are used to diagnose mental health disorders in children and youth. In this course we will examine taxonomies of mental health conditions in children and adolescents in conjunction with contemporary theories and key concepts in the study of developmental psychopathology. The characteristics of the individual in combination with environmental contexts will be considered. Characteristics of the individual will include cognitive/neuropsychological and emotional factors. Environmental contexts will include the contributions of family, peers, and the socio-cultural setting. Throughout, the implications of gender and individual diversity will be included.

- 75 -
Cognitive Neurorehabilitation

Psychology 6330 3.0 (S1)  
Gary Turner  
Tuesday 11:30 - 2:30  
Thursday 11:30 - 2:30

**ENROLMENT IS LIMITED TO 15 STUDENTS**

**Purpose:**  
There are three primary course objectives: (i) To increase understanding of basic theoretical constructs in each cognitive domain, their neural basis and how they are altered in aging, injury and brain disease. (ii) To improve student understanding of how dynamic brain changes influence the trajectory of cognitive decline and recovery and how these set the neurocognitive context for intervention design and treatment planning. (iii) To critically review ‘state of the science’ cognitive neurorehabilitation research. These reviews will specifically emphasize translational challenges including intervention delivery in a multi-cultural context, remote delivery options, treatment adherence, motivation and maintenance of training gains. At the end of the course students should be able to evaluate the efficacy and effectiveness of cognitive rehabilitation interventions in multiple cognitive domains and apply this knowledge to critically appraise and/or propose novel interventions to remediate cognitive decline within their own clinical research areas or populations.

**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. Some background in neuroanatomy (e.g. Clinical Neuroanatomy, 6325) is strongly recommended.

**Course Format:**  
Instructor presentation, student seminars

**Student Requirement:**  
The seminar will be conducted in a combined lecture and student seminar format. The material will be organized into four modules, each comprised of three class meetings. The first two classes in each module will be in lecture format, presented by the instructor. The third class will be student-led with an emphasis on the translation from neuroscience to rehabilitation research. Students will be divided into small groups and each group will do an in class presentation in one of the four course modules.

**Text /Readings:**  
TBD

**Evaluation:**  
Exams, papers, presentations

**Other information:**  
Depending upon interest and enrolment, it is expected that this course will be offered every year or every other year.

Applied Pediatric Neuropsychology

Psychology 6945 3.0 (S1)  
Christine Till  
Thursday 2:30 – 5:30

**ENROLMENT IS LIMITED TO 6 STUDENTS**

**Purpose:**  
The major focus of this course is on developing a conceptual grasp of how neuropsychological assessments are conducted and how assessment results are evaluated and integrated into case formulation. Students will also learn to administer common tests used in neuropsychological assessment. The pathological, neurocognitive and behavioural features of major brain disorders (e.g.
acquired brain injury, epilepsy, FASD), neurodevelopmental disorders (e.g. ADHD, Fragile X), and brain-based syndromes (e.g. aphasia, apraxia) will be examined in case presentations.

**Student Background:** This course is offered to clinical developmental (CD) or clinical graduate students seeking training in clinical neuropsychology. The course is intended for graduate students who have completed 6910 (or a comparable assessment course) and have an adequate foundation in brain-behavioural relationships. Priority will be given to students who are currently enrolled in the Clinical Neuropsychology stream.

**Course Format:** The format of this course will be seminar/discussion and case-focused in nature, aimed at developing assessment formulation skills.

**Evaluation:** Evaluation will be based on:
1. Short presentations on neuropsychological assessment measures (10%)
2. Administration and scoring of select measures (15%)
3. Neuropsychological assessment report #1 (35%)
4. Clinical case presentation (30%)
5. Participation and contribution to class discussion (10%)

**Required Readings:** A textbook will be used and supplemental readings will be provided by the instructor.

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

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**Diversity in Children Youth and Adults Clinical Practice**

**Psychology 6965 1.5 (S1)**  
**Purpose:** The goal of the course is to explore how socio-cultural and individual diversity 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.

**Co- or pre-requisites:** Student in Clinical-Developmental or Clinical Psychology programs

**Student Background:** M.A. II or higher

**Course Format:** Instructor and student presentations

**Student Requirements:** Class presentations, participation, socio-cultural brief

**Text /Readings:** TBA

**Evaluation:** Class presentations 50%  
Participation 25%  
Written Brief 25%
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
Tuesday, June 2, 2015

CANADA DAY – University Closed
Wednesday, July 1, 2015

CIVIC HOLIDAY – University Closed
Monday, August 3, 2015

FINAL DATE FOR REGISTRATION – Fall Term; Late Fees added afterwards
Tuesday, September 1, 2015

LABOUR DAY - University Closed
Monday, September 7, 2015

RESEARCH & APPLIED PRACTICA BEGIN
Thursday, September 10, 2015

TEACHING ASSISTANTSHIP AND UNDERGRADUATE CLASSES BEGIN
Thursday, September 10, 2015

GRADUATE CLASSES BEGIN - Fall Term
Thursday, September 10, 2015

DEADLINE FOR PRACTICUM AGREEMENTS
Wednesday, September 30, 2015

THANKSGIVING - University Closed
Monday, October 12, 2015

FALL CO-CURRICULAR WEEK/DAYS - No Classes
October 29 – November 1, 2015

**LAST DAY TO WITHDRAW – Fall Half-Course
Monday, October 26, 2015

GRADUATE CLASSES END - Fall Term
Monday, December 7, 2015

FALL EXAM PERIOD
December 9 – 22, 2015

CHRISTMAS BREAK – University Closed
December 24, 2015 - January 2, 2016

GRADUATE CLASSES BEGIN - Winter Term
Monday, January 4, 2016

FINAL DATE FOR REGISTRATION – Winter Term; Late Fees added afterwards
Tuesday, January 5, 2016

**LAST DAY TO WITHDRAW – Winter Half and Full Year Course
Tuesday, January 26, 2016

WINTER READING WEEK - No Classes
February 13, 2016 to February 19, 2016

FAMILY DAY – University Closed
Monday, February 15, 2016

GOOD FRIDAY – University Closed
Friday, March 25, 2016

EASTER SUNDAY – University Closed
Sunday, March 27, 2016

GRADUATE CLASSES END
Monday, April 4, 2015

WINTER EXAM PERIOD
April 6 – 20, 2016

VICTORIA DAY – University Closed
Monday, May 23, 2016

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. Adrienne Perry – Director, ext. 66226, psycgpd@yorku.ca
Lori Santos - Administrative Assistant, ext. 66225, lsantos@yorku.ca
Susanna Talianca – 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. Joel Goldberg - Chair, ext. 55116, psychair@yorku.ca
Ann Pestano – Administrative Assistant to the Chair, ext. 33758, apestano@yorku.ca
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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://gradstudies.yorku.ca/

CUPE 3903

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

Transcripts

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.