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INTRODUCTION

Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Our 85 faculty members include those 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 43 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 MA 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 to 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 speciality Areas in relation to the overall Program. The Committee includes two members elected from the graduate faculty membership at large, the Departmental Chairs, the seven Area Heads, four graduate students elected from the graduate student body at large (with one being a student representative on Council of FGS), and one faculty member ex-officio with voting privileges, representative on Council of FGS.

The Graduate Program Faculty Members

At York, there are two undergraduate departments of psychology. The 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 MA 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>
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<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. Thomas Teo, 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 is accepted by 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 will 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 annually; evaluating and recommending the continuation or termination of students, and the granting of PhD candidacy to students upon completion of the MA 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 Executive and 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 and of the Faculty of Graduate Studies.

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 an informative or advocacy 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 & RESOURCES

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 PhD 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.

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

Location: 5075 Victor Phillip Dahdaleh Building (previously known as 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.
York University Centre for Aging Research and Education (YU-CARE) - http://yucare.info.yorku.ca/

The vision of the York University Centre for Aging Research and Education (YU-CARE) is to promote graceful aging by approaching aging with active and positive responses to changes and challenges throughout the aging process on a societal and individual level. Its mission is to contribute to improved health and well-being for older adults. By promoting innovative research, education and advocacy on graceful aging we wish to introduce a radical attitude shift about aging and contribute to improved health for older adults in Canada and around the world.

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.

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

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

The PRC provides access to a variety of academic supports apart from the library resources - bookable space for research; computers with standard and statistical software suites; statistical advising; writing and learning assistance. The 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, MSOffice, etc. A number of computers also have specialized software: E-Prime, MATLAB, M-Plus, NVIVO, 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

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.
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.

York University Libraries

http://www.library.yorku.ca | Twitter: @yorkulibraries | YouTube: https://www.youtube.com/user/yorkulibraries

York University Libraries provide access to a wide range of materials to support curriculum and research in psychology. The collection is near comprehensive for English-language scholarly monographs in psychology and selective in French and other languages. The journal collection is extensive with the vast majority of titles being available online. Access to a wide range of scholarly research tools is also available, including major research tools from the American Psychological Association, such as PsycInfo and PsycArticles, as well as research databases, specialized encyclopedias, and streaming psychology video collections from other providers. For a more extensive listing of databases, please see the Psychology Research Guide (http://researchguides.library.yorku.ca/psychology).

The Libraries also provide a wide range of services and facilities for graduate students. The popular Graduate Reading Room on the 4th floor of Scott Library provides a comfortable and quiet place to study. Research consultations provide assistance with navigating and effectively using the wide range of resources and databases available to you. And the Libraries play an increasing role in supporting publication of scholarly articles in open access journals. For more information about the facilities and services available to graduate students, see http://www.library.yorku.ca/web/ask-services/graduate-student-support/.
Safety Contacts for Students

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

<table>
<thead>
<tr>
<th>ILLNESS, INJURY</th>
<th>SAFETY &amp; SECURITY</th>
<th>MENTAL HEALTH &amp; WELLNESS</th>
<th>SEXUAL ASSAULT</th>
<th>EMERGENCY STUDENT SUPPORT</th>
<th>OTHER STUDENT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLETREE MEDICAL CENTRE (WALK-IN CLINIC) YorkLives</td>
<td>Keerie Campus 2275 Bayview Avenue</td>
<td>416-736-5925</td>
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<tr>
<td>TELEHEALTH ONTARIO</td>
<td>Glendon Campus 2210 Bayview Avenue</td>
<td>1-866-797-0000</td>
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<td>HUMBER RIVER REGIONAL HOSPITAL 211 Finch Avenue West</td>
<td>1-866-797-0000</td>
<td>416-736-5925</td>
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<tr>
<td>SUNNYBROOK HOSPITAL BAYVIEW CAMPUS 2075 Bayview Avenue</td>
<td>416-480-4800</td>
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<td>SECURITY (24/7) 2210 Bayview Avenue</td>
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<tr>
<td>Keerie Campus 2275 Bayview Avenue</td>
<td>Urgent matters 416-736-5333 or ext. 33333</td>
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<tr>
<td>Glendon Campus 2275 Bayview Avenue</td>
<td>Non-urgent matters 416-690-8000 or ext. 58000</td>
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<tr>
<td>GOSAFE 416-736-5454 or ext. 5454</td>
<td>yorku.ca/gosafe</td>
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<tr>
<td>EMERGENCY PREPAREDNESS</td>
<td>yorku.ca/app</td>
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| *AFTER HOURS* Good2Talk Helpline 1-866-425-5454 (24/7) or for resources in your area call 211 or visit 211Ontario.ca

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**SAFETYTOGETHER**

Download the York U Safety app! One-stop access to all of the University’s safety resources.
yorku/safety
When Problems Arise

The Graduate 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 that 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 does happen sometimes and 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 Graduate 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, ABC Paper, 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 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, representatives of the Accreditation Panel of the Canadian Psychological Association may review files of students in accredited clinical programs 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.
FINANCIAL INFORMATION

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). 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 MA and PhD 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.)
Scholarship Competitions

Students are strongly encouraged to apply for federal and provincial scholarships. You should discuss with your supervisor which ones to apply for.

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.

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.

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.

Ontario Mental Health Foundation (OMHF) Research Studentship
The Research Studentship is available only to those who are enrolled in a PhD program at Ontario Universities during the award period.

Research Studentships may be for a period of one, two or three years.

In the case of 3-year awards, funding for the third year will be contingent on a satisfactory progress report which must be submitted to the Foundation no later than the November deadline which falls in the second year of the award. The Foundation reserves the right to withdraw payments if the progress report is not provided.

Research Studentships will begin on September 1, and will run to August 30 of the following year. Awards not taken up by September 1 will be forfeited. Awards are paid directly to the Student, starting September 15. Successful applicants are required to devote themselves to the purposes of the Studentship for the full period of the award. They are not permitted to hold a second award; they may, however, accept payment for teaching. The Foundation recognizes that some students may accept a compensated clinical internship during the period in which they hold a research studentship. The Foundation considers this to be a second award. However, we will consider a request to defer a studentship to be taken up again when the internship ends. It is the responsibility of the student to inform the Foundation in writing if he or she takes up a compensated internship and to request a deferment.

Stipends are determined annually by the Foundation and paid in quarterly instalments. Holders of either award may apply for travel funds, not to exceed $1000 each year, to defray the costs of attendance at scientific meetings. Fellows and Students should write a letter to the Executive Director in advance, countersigned by their Supervisor, designating the meeting and the awardee’s role in it (e.g., presenting, observing). The Foundation will require receipts and/or documentation confirming the individual’s attendance of the conference before making payment. This amount is not transferable between years of an award; moreover, awardees must use their yearly allocation for an event taking place within the same award year. Please go here for more information: http://www.omhf.on.ca/guidelines/studentships/index.html

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 2016, 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 2016, 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!

There are many other smaller York donor-funded scholarships. For more information, 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 MA thesis supervisory committees must consist of two members and the PhD 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 (Winter MA 1).

2) The PhD 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.
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) MA candidates who wish to be considered for advancement into the PhD program must have the recommendation of their supervisor and their Area in support of their advancement. (For further information, see Advancement in Status from MA to PhD 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 eight term of study (Winter 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) MA thesis and dissertation proposals must be approved prior to the collection of new data from human research participants. [The same applies to Academic Breadth Comprehensive 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 documentation that the use of such data meets ethical requirements (see below).

6) All students must provide the Graduate 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) MA 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; PhD dissertation proposals must be approved not less than 6 months prior to the date set for the oral examination. Please note: It can take 6-8 weeks for FGS to approve your proposal.

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.
MA Thesis/PhD Dissertation Approval Flowchart

**Collecting New Data?**
- Data collection just for your project
- Data will be part of a larger project with your Supervisor

**Using Previously Collected Data?**
- A. Collected for Research Purposes with Ethics & Consent for Original Study
  - University HPRC
  - REB approval from affiliated institution (e.g., hospital)
  - Ethics is Current
  - Participants are not identifiable
  - Data were anonymized; could be relinked
  - Participants were always anonymous
  - May not require further Ethics approval. Submit signed TD1 (check 3rd box), Proposal, TD4, & copy of ethics certificate to FGS who will review and approve

- B. Collected for Clinical Purposes (identifiable)
  - With broad “consent” for research
  - With no form of consent for research (e.g., file review)
  - You need Ethics approval (may/may not need new consent) so you should complete TD2 & TD3 and submit to Grad Office along with signed TD1 (check 2nd box) and Proposal; GPD will review and approve and send to FGS who will review and approve
  - 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 TD1 (check 2nd box) and Proposal; GPD will review and approve and send to FGS (may send to HPBC)

**Abbreviations:**
- FGS=Faculty of Graduate Studies
- GPD=Graduate Program Director
- HPBC=Human Participants Review Committee
- REB=Research Ethics Board
- TCPS=Trillium Council Policy Statement
- TD1, 2, 3, 4 = FGS thesis/diss forms

**Studies Involving:**
- Animals require Animal Care Committee approval;
- Biohazards, or more than Minimal Risk to Humans always require University HPBC approval

**What does not require Ethics approval?** (but still requires approval by committee, GPD, & FGS 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 TD1 (check 1st box) and Proposal prior to study
## STEPS & TIMELINE FOR FINISHING YOUR THESIS/DISSERTATION - Student & Supervisor to Work Together

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Step/Stage of Process (some steps might be combined or done in slightly different order in some cases)</th>
<th>Time Allotted, Known Constraints (vacations ...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hand in Proposal to Graduate Office</td>
<td></td>
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<tr>
<td>2</td>
<td>Graduate Office will Notify you when Proposal is FGS Approved</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Begin Data Collection or Analyzing Data - Meet with Supervisor as Needed</td>
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</tr>
<tr>
<td>4</td>
<td>Analyses Completed</td>
<td></td>
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<tr>
<td>5</td>
<td>Analyses Reviewed with Supervisor</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Intro &amp; Method to Supervisor (may only be slightly revised from proposal)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Intro &amp; Method returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Results to Supervisor</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Results returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Whole Thesis to Supervisor (Final Draft #1)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Draft #1 returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Revisions</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Draft #2 to Supervisor</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Draft #2 returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Further Revisions &amp; Drafts as Needed . . .</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Feedback from Committee</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Thesis to Supervisory Committee</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Feedback from Committee</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Committee to Review Again if Needed/Requested</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Approval from Committee</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Decision OK to Book Oral</td>
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</tr>
<tr>
<td>22</td>
<td>Request Oral Exam package from the Graduate office</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Consult with Supervisor, Dean's Rep/Chair, Outside Examiner, (External for PhD) - Supervisor to do Asking</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Supervisor to Negotiate Date with Committee (often takes many emails back &amp; forth)</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>All Forms to Graduate Office with Date &amp; Time 4 Weeks Prior to Defense Date (Susanna to book room) *PhD's to bring one hard copy as well for External member - No Prior Contact to be had with External!!</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Distribute Copy of Thesis/Dissertation to committee Members 4 weeks Prior to Defense</td>
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<tr>
<td>27</td>
<td>Prepare Presentation for Oral (approx. 15 min.)</td>
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<tr>
<td>28</td>
<td>Have &quot;Mock defense” or dry Run 1-2 Weeks before with Lab Group, Friends, etc.</td>
<td></td>
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<tr>
<td>29</td>
<td>Oral Defense!</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Celebrate!! Then Schedule some R &amp; R!</td>
<td></td>
</tr>
</tbody>
</table>
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, ABC papers, 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). Under certain circumstances, this fourth committee member maybe from a different Area within the graduate program in Psychology. *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*. 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, especially the External Examiner*. 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.

External Examiners (for PhD dissertation) typically attend the oral defense in person. If necessary, video or teleconferences may be requested (how Skype is not permitted).

**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). No hard copies are required and bound copies are not provided for students or supervisors (but can be arranged at your own expense).
THE MA DEGREE

Program Requirements

Students should become thoroughly familiar with the requirements for the MA 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  
• 6955 3.0 - Developmental Psychopathology  
• 6965 1.5 - Diversity Issues in Children, Youth and Adults in Clinical Practice  

**Note: Other Area Requirements**  
• Professionalism and Ethical Conduct  
• Program-Sanctioned YUPC Hours
### Developmental Science
- Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology
- 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B
- One half-course selected from the DS course list.
- One half-course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.

<table>
<thead>
<tr>
<th>One research practicum (6820A 6.0); 330 hours</th>
<th>Required</th>
</tr>
</thead>
</table>

### History and Theory of Psychology
- 6131 3.0 – Univariate Analysis I
- 6132 3.0 - Univariate Analysis II
- 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A
- 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B
- 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.

<table>
<thead>
<tr>
<th>One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours</th>
<th>Required</th>
</tr>
</thead>
</table>

### Quantitative Methods
- 6131 3.0 – Univariate Analysis I
- 6132 3.0 - Univariate Analysis II
- Two half courses (or equivalent) in quantitative methods
- 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).

<table>
<thead>
<tr>
<th>One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours</th>
<th>Required</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours</th>
<th>Required</th>
</tr>
</thead>
</table>

## Time Limits

The Department of Psychology is a minimum 6-term (2-year) MA program. If a student has not completed their degree requirements in this two-year period, the MA 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, RA or GA support. All requirements for the MA degree must be fulfilled within 4 years (12 terms).

When unusual circumstances have prevented timely completion of the degree, MA 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 MA to PhD 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 PhD 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 will revert to MA 3 P/T. This will have serious implications for Teaching Assistantships and doctoral funding.

Provisional PhD students will have to register as full-time PhD students and also as part-time MA students until they have successfully defended, and pay fees accordingly.
**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>
</table>
| Brain, Behaviour and Cognitive Sciences | • Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology  
• 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B  
• Three half courses, or equivalent from those offered at the 6000 level by the Graduate Program in Psychology. | One applied or research practicum (6820 6.0 or 6810 6.0): 330 hours | Academic Breadth Comprehensive paper to satisfy breadth requirement  
Dissertation  
Oral Defence |
| Clinical | • Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology  
• 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B  
• 6440 6.0 - Psychodiagnostics  
• 6445P 6.0 - Advanced Intervention  
• 6490B 3.0 - Ethical Issues in Professional Practice  
• A minimum of two half courses, or equivalent, at the 6000 level. | Practicum (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).  
Additional practicum (6460P) strongly encouraged. | Academic Breadth Comprehensive paper to satisfy breadth requirement  
Clinical Competency examination in assessment and intervention  
Dissertation  
Oral Defence |
| Clinical-Developmental | (students who entered the program Sept 2013 and beyond) | 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) | Academic Breadth Comprehensive paper to satisfy breadth requirement  
Dissertation  
Oral Defence |

**Note: Other Area Requirements**

1. Professionalism and Ethical Conduct  
2. PhD Program-Sanctioned Y UPC Hours (30 hours)
| Clinical-Developmental | **6130 6.0** - Univariate Analysis **OR** 6140 6.0 - Multivariate Analysis  
**6930 3.0** - Intervention Strategies with Children  
**6490B 3.0** - Ethical Issues in Professional Practice  
A minimum of 3 half courses, or equivalent, at the 6000 level of which two must be Clinical-Developmental Courses. | Two clinical practica – 6910P 6.0 (assessment) and 6930P 6.0 (intervention) – of 330 hours each; a one year full-time clinical internship of 1800 hours (or 900 hours per year over two years). | Academic Breadth  
Comprehensive paper to satisfy breadth requirement  
Dissertation  
Oral Defence |
| 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). | Academic Breadth  
Comprehensive paper to satisfy breadth requirement  
Dissertation  
Oral Defence |
| 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. | Academic Breadth  
Comprehensive paper to satisfy breadth requirement  
Dissertation  
Oral Defence |
<table>
<thead>
<tr>
<th>Quantitative Methods</th>
<th></th>
<th>At least two of applied or research practica (6820 6.0 or 6810 6.0); 330 hours each</th>
<th>Academic Breadth Comprehensive paper to satisfy breadth requirement</th>
<th>Dissertation</th>
<th>Oral Defence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>Five half courses (or equivalent) in courses specializing in quantitative methods.</td>
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<tr>
<td>• A half course in any other graduate psychology courses.</td>
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<td>*Note: If PSYC 6020 or PSYC 6030 were taken at the MA level, this requirement can be met by taking three elective credits in any other graduate psychology courses.</td>
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</table>

<table>
<thead>
<tr>
<th>Social and Personality</th>
<th></th>
<th>At least two of applied or research practica (6820 6.0 or 6810 6.0); 330 hours each</th>
<th>Academic Breadth Comprehensive paper to satisfy breadth requirement</th>
<th>Dissertation</th>
<th>Oral Defence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Two half courses (or equivalent) in quantitative methods from the statistics courses offered in graduate psychology</td>
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<tr>
<td>• 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</td>
<td>One half course in research methods, chosen from a list of courses approved by the area (6150E 3.0 – Research Methods in the Study of Personality <strong>OR</strong> 6150B 3.0 – Social Methods)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 6410 3.0 - Social Psychology <strong>OR</strong> 6510 3.0 - Personality</td>
<td>Two half courses, chosen in consultation with his or her supervisor, from those offered at the 6000 level.</td>
<td>*Note: Each candidate should complete the statistics and research methods requirement by the end of PhD 1 year. The Research method requirement can also be fulfilled by completing an alternative course in research methods chosen from a list of courses approved by the area. Please contact the Area Coordinator for more information.</td>
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<tr>
<td>• One half course in research methods, chosen from a list of courses approved by the area (6150E 3.0 – Research Methods in the Study of Personality <strong>OR</strong> 6150B 3.0 – Social Methods)</td>
<td>The number of reading courses that a student may take for a credit in fulfilment of minimum requirements is limited to two half courses (or equivalent).</td>
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</table>

**PhD Academic Breadth Comprehensive (ABC) Paper Requirement**  
(Formerly called the Minor Area Paper)

PhD Students from all Areas are required to complete this breadth requirement (in place of the comprehensive exams found in some other programs). The purpose of this requirement is to ensure that PhD candidates have acquired experience of research in a topic area, lab, and/or methodology different from their other work. This requirement can be met by completing either: 

a) a comprehensive literature review or theoretical paper, or  
b) a piece of empirical research that is in a different topic area and/or methodology from the student’s MA thesis and, especially doctoral dissertation.
The paper should, ideally, be submitted in the form of a publication-length manuscript (with student as first or sole author). The ABC Paper is normally completed before the Dissertation.

Choosing ABC Committee Members:
The ABC Paper is supervised by two graduate faculty members. They can be from the Psychology Graduate Program or from another department. Other committee members, such as a researcher from a hospital or other institution may also be considered but need to be approved by the Graduate Program Director. Both committee members cannot also be on the student’s Dissertation Committee. That is, at least one of the ABC committee members has to be different from the people on the Dissertation Committee. For example: Let S=supervisor, A=professor A, B=professor B. If Dissertation Committee is S, A, and B, the ABC Committee cannot be S & A or S & B or A & B.

Some Areas have additional constraints on committee membership:
- **Clinical Area**: One of the ABC Paper committee members may sit on either the Dissertation Committee or the Clinical Competency Committee, but not on both.
- **DS Area**: The student’s primary supervisor cannot be on the ABC Committee. DS students, also note that the ABC paper must be completed and approved before starting your dissertation research.

Sequence of events for the ABC Paper:
- By the PhD 2 year, if not before, students should discuss with their supervisor possible ideas for their ABC Paper. The topic and committee members need to be considered in conjunction with planning for the Dissertation to ensure the topic/methodology and committee members are different enough to meet the criteria above.
- Approach the two committee members and draft a brief proposal (3-5 pages). The student or supervisor may approach committee members.
- By the end of PhD2, submit to the Graduate office the ABC Research Paper form and proposal which has been approved by the two members. This includes all required ethics approval forms. See flow chart. The GPD will review and direct to ethics as required.
- Work on the paper or the study, ideally during PhD 2-3, with drafts to the committee as needed
- By the end of the summer term of PhD3, submit one hard copy of the paper, suitable for binding, with a certificate page signed by both committee members. Certificate pages are available from the Graduate Program Office.
Time Limits

The PhD program requires a minimum of 2 years (6 terms of registration). All requirements for a PhD 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, PhD 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 to the examining committee 3 weeks in advance of the scheduled examination. 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 the psychotherapy session. 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.

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

The examination is conducted orally in two parts. For the assessment component, the student is examined on her/his psychological report in light of the data that informed the report (test data, clinical observations, theory, etc.). Within this framework, the examiners may address the student’s knowledge of personality theory, psychological (or neuropsychological) disorders, psychodiagnostic formulations, or psychometrics. For the intervention component, the examination focuses primarily on the relation between the student’s statement of theoretical orientation and the practice of therapy, as reflected in the case presented, as well as the student’s sensitivity to issues arising in the psychotherapy process.

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 Dr. Jill Rich (jbr@yorku.ca), 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. At least 4 weeks in advance of the desired examination date, provide the Chair of the Area Student Program Committee a brief description of each of the proposed cases, including demographics, the referral question, where the clinical service was provided, and who supervised each case. Also notify the Chair of any faculty who 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. Submit the Clinical Competency Examination Application Form to the Chair of the Student Program Committee.
6. Provide the three examiners with an examination package at least 3 weeks before the examination date.
7. A staff member from the graduate office will notify the student and examiners of the exam location.
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.
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. Students may also accumulate Program-sanctioned hours with DCT approval.

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 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) The application deadline for clinical practica in the Greater Toronto Area is February 1 (or the following Monday if it falls on the weekend). 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 Wednesday 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.

Internship

All coursework and the ABC 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 must 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 PhD 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 Programs 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 (1600 hours) internship at an accredited internship setting as part of the PhD 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. Stewart Madon  
Registrar, Accreditation Panel  
Canadian Psychological Association, Accreditation Office  
141 Laurier Ave. W., Suite 702  
Ottawa, Ontario K1P 5J3  
Tel: 1-888-472-0657 (ext. 328 for Sarah Fletcher, administrative assistant)  
Email: accreditation@cpa.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 PhD 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. This stream is currently going through the CPA accreditation process.
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. Christine Till at ctill@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
3. Successful completion of two-half credit graduate courses in Neuroscience: KAHS 6155 3.0 (BIO 5146 / PSYC 6257) Fundamentals of Neuroscience I: Structures, Neurons and Synapses and PSYC 6253 3.0 (BIO 5147 / KAHS 6156) Fundamentals of Neuroscience II: Circuits, Systems and Behaviour.
   Please note that these two courses may also be counted towards the degree requirement of students’ departmental program.
4. Regular attendance at a monthly Neuroscience seminar series
5. Successful completion of a neuroscience review paper in 2nd year of program
6. Research Day. Research presentation

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 Academic Breadth Comprehensive 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/ for detailed information about Registration and details on payment of fees. The main points are as follows:

1. Students must register for all three terms during the academic year even if you are not enrolling into courses.  
   **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://gradstudies.yorku.ca/current-students/student-status/enrollment/. Please refer to the FGS website (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/.

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/) and these forms for petitions require Faculty approval (e.g., extension of time to remove an incomplete grade). It takes six to eight weeks for FGS to process petitions.

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, ABC 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/](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, under certain circumstances, 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 pay the inactive student fee. Currently, the fee is $184.49 per term. Students on maternity and parental leaves pay this fee as well.

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.
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<td>Historical and Theoretical Foundations of Psychology A</td>
<td>M. Pettit</td>
<td><a href="mailto:mpettit@yorku.ca">mpettit@yorku.ca</a></td>
<td>18</td>
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<td>T. Teo</td>
<td><a href="mailto:tteo@yorku.ca">tteo@yorku.ca</a></td>
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<td>Description &amp; Explanation in Psychology</td>
<td>A. Rutherford</td>
<td><a href="mailto:alexr@yorku.ca">alexr@yorku.ca</a></td>
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<td>C. Green</td>
<td><a href="mailto:christo@yorku.ca">christo@yorku.ca</a></td>
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<td>Univariate Analysis I: Analysis of Variance A</td>
<td>C. Green</td>
<td><a href="mailto:christo@yorku.ca">christo@yorku.ca</a></td>
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<td><a href="mailto:ecross@yorku.ca">ecross@yorku.ca</a></td>
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<td>J. Pek</td>
<td><a href="mailto:pek@yorku.ca">pek@yorku.ca</a></td>
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<td><a href="mailto:dflora@yorku.ca">dflora@yorku.ca</a></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>W. Struthers</td>
<td><a href="mailto:struther@yorku.ca">struther@yorku.ca</a></td>
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<td>Hierarchical Linear Modeling</td>
<td>J. Pek</td>
<td><a href="mailto:pek@yorku.ca">pek@yorku.ca</a></td>
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<td>R. Cribbie</td>
<td><a href="mailto:cribbie@yorku.ca">cribbie@yorku.ca</a></td>
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<td>D. Flora</td>
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<td>Topics in Cognitive Neuroscience: Methods of NeurolImaging: PET &amp; fMRI</td>
<td>D. Stevens</td>
<td><a href="mailto:stevensd@yorku.ca">stevensd@yorku.ca</a></td>
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<td>Introduction to Functional Magnetic Resonance Imaging</td>
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<td>Applications in Vision Science</td>
<td>K. Hoffman</td>
<td><a href="mailto:khoffman@yorku.ca">khoffman@yorku.ca</a></td>
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<td>Statistical Modeling of Perception and Cognition</td>
<td>R. Murray</td>
<td><a href="mailto:rfm@yorku.ca">rfm@yorku.ca</a></td>
<td>15</td>
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<td>Seminar in Cognitive Neuroscience</td>
<td>S. Rosenbaum</td>
<td><a href="mailto:shaynar@yorku.ca">shaynar@yorku.ca</a></td>
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<td>6253 3.0 (W) xl with KAHS 6156/BIOL 5147</td>
<td>Fundamentals of Neuroscience II: Circuit</td>
<td>K. Hoffman</td>
<td><a href="mailto:khoffman@yorku.ca">khoffman@yorku.ca</a></td>
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<td>Fundamentals of Neuroscience I: Structures</td>
<td>Dorota Crawford, Mazyar Fallah, Lauren Sergio</td>
<td><a href="mailto:dake@yorku.ca">dake@yorku.ca</a>, <a href="mailto:mfallah@yorku.ca">mfallah@yorku.ca</a>, <a href="mailto:lsergio@yorku.ca">lsergio@yorku.ca</a></td>
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<td>Visuospatial Memory and Goal-Directed Action</td>
<td>D. Crawford</td>
<td><a href="mailto:jlc@yorku.ca">jlc@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>Shaping Action: The Role of Sensory Information in Motor Learning</td>
<td>Denise Henriques</td>
<td><a href="mailto:deniseh@yorku.ca">deniseh@yorku.ca</a></td>
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<td>Mazyar Fallah</td>
<td><a href="mailto:mfallah@yorku.ca">mfallah@yorku.ca</a></td>
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<td>Principles of Human Perception &amp; Performance in Human-Computer Interactions</td>
<td>Robert Allison</td>
<td><a href="mailto:allison@cse.yorku.ca">allison@cse.yorku.ca</a></td>
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<td>R. Mar</td>
<td><a href="mailto:mar@yorku.ca">mar@yorku.ca</a></td>
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<td><a href="mailto:mhynie@yorku.ca">mhynie@yorku.ca</a></td>
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<td>J. Mills - Fall</td>
<td><a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a></td>
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<td>Sherry Grace</td>
<td><a href="mailto:sgrace@yorku.ca">sgrace@yorku.ca</a></td>
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<td>N. Park - Fall</td>
<td><a href="mailto:npark@yorku.ca">npark@yorku.ca</a></td>
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<td>H. Westra</td>
<td><a href="mailto:hwestra@yorku.ca">hwestra@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>E. Glassman</td>
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<td>Interprofessional Psychosocial Oncology: Introduction to Theory and Practice</td>
<td>K. Fergus</td>
<td><a href="mailto:kfergus@yorku.ca">kfergus@yorku.ca</a></td>
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<td>Y. Bohr</td>
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<td>R. Morris</td>
<td><a href="mailto:rmorris@cpo.on.ca">rmorris@cpo.on.ca</a></td>
<td>14</td>
<td>Thurs</td>
<td>2:30-5:30</td>
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<td>R. Mar</td>
<td><a href="mailto:mar@yorku.ca">mar@yorku.ca</a></td>
<td>12</td>
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<td>D. Pepler</td>
<td><a href="mailto:pepler@yorku.ca">pepler@yorku.ca</a></td>
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<td>M. Wintre</td>
<td><a href="mailto:mwintre@yorku.ca">mwintre@yorku.ca</a></td>
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<td>A. Russon</td>
<td><a href="mailto:arusson@glendon.yorku.ca">arusson@glendon.yorku.ca</a></td>
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<td>M. Desrocher</td>
<td><a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
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<td>M. Desrocher</td>
<td><a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
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<td>R. Pillai Riddell</td>
<td><a href="mailto:rpr@yorku.ca">rpr@yorku.ca</a></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>
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<td>C. Till</td>
<td><a href="mailto:ctill@yorku.ca">ctill@yorku.ca</a></td>
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<td>A. Perry</td>
<td><a href="mailto:perry@yorku.ca">perry@yorku.ca</a></td>
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<td>Intervention Strategies with Children</td>
<td>Y. Bohr</td>
<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
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<td>L. Sugar</td>
<td><a href="mailto:lornes@yorku.ca">lornes@yorku.ca</a></td>
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<td>M. Toplak</td>
<td><a href="mailto:mtoplak@yorku.ca">mtoplak@yorku.ca</a></td>
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<td>J. Bebko</td>
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**SUMMER 2017**

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<td>G. Turner</td>
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<td>J. Connolly</td>
<td><a href="mailto:connolly@yorku.ca">connolly@yorku.ca</a></td>
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Historical and Theoretical Foundations of Psychology A

Psychology 6020 3.0 (F)  
Michael Pettit  
Tuesday 8:30 – 11:30

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, an oral presentation, and written assignments.

Historical and Theoretical Foundations of Psychology B

Psychology 6030 3.0 (W)  
Thomas Teo  
Thursday 11:30 – 2:30

Purpose: This seminar practices “Psychology Studies” in focusing on foundational issues of psychology as a science, profession, and social practice from a philosophical, and if necessary, from a historical point of view. The aim of the seminar is to discuss the ontological, epistemological, ethical-practical, aesthetic as well as metatheoretical, historiographical, and substantive reflections that have developed in the subdiscipline of theoretical psychology. Particular attention will be paid to a critical assessment of psychological worldviews, concepts, methods, and performances. The relevance of theoretical psychology for research, knowledge, and application will be elaborated. Critical reflexivity is emphasized and practiced.

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

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

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

Readings: TBA
Description and Explanation in Psychology

Purpose: An advanced seminar devoted to the systematic and historical examination of fundamental psychological concepts. Topics include the interrelationship of description and explanation, and historical changes in the meaning and prevalence of key psychological terms. This seminar will focus on the historical trajectory of one of the most fundamental descriptive and explanatory concepts in psychology: gender. Specifically, it will address how psychologists have deployed sex, and then gender, as an explanatory concept throughout the course of psychology’s disciplinary history. We will examine the ontological and epistemological status of sex and gender, and implications for psychological research. Possible topics include: the relationship between scientific and social beliefs about gender from the late 19th century to today, the transition from sex to gender (and back again) in psychological research, the forms and functions of the gender-differences debates (in historical context), the emergence of relational and cultural feminism in psychology and its impact on the social construction of gender, the feminist critique of psychological theory and practice, and evolutionary perspectives on sex and gender. Assigned materials for the course will include primary texts, historical works, and web-based resources.

Co-/Prerequisite: Psychology 6020 3.0, 6030 3.0 or by permission of the instructor.

Course Format: Lectures, discussions, seminar presentations

Evaluation: Seminar (40%), class participation (20%), written assignments (40%)

Readings: A set of readings will be assigned by the instructor at the beginning of the term

Advanced History and Theory of Psychology: History of Psychological Practice - The Development of Psychology in the Context of American Cities

Purpose: Throughout the second half of the 19th century, American cities were all attempting to grapple, each in its own way, with a similar set of challenges: the integration of millions of destitute European immigrants, the impact of revolutionary technological change in nearly every industry simultaneously, the contrast of stupendous wealth next to extreme poverty on a scale the country had never before seen, regular bouts of labour and racial strife often so massive and violent that people feared that government itself might falter, leaving them to fend for themselves in the resulting anarchy. All of these problems were greatly exacerbated by pervasive political corruption. It was at this very time, however, that Psychology was attempting to establish itself as an autonomous science on the American scene. How does one set up a thing as delicate as a new academic discipline under such fractious and unpredictable conditions?

This seminar will explore how William James, G. Stanley Hall, James McKeen Cattell, John Dewey, E. B. Titchener, J. Mark Baldwin and a host of other early psychologists and mental philosophers dealt with these challenges. Some simply abandoned the cities to their fates, moving away to small-towns that were safe from the perceived danger. This strategy, however, could leave them isolated from the most profound developments of the age. Others, by contrast, saw great potential for the improvement of civilization in the transformations that American cities were undergoing, and they dove in to apply their psychological knowledge (for better or worse) to the new problems that urban America presented. Still others hovered tenuously at the boundary, both fascinated and horrified. Sitting at the edge of the city, but never really being of it, they were near enough to dip in when an opportunity seemed to appear, but equally ready to beat a rapid retreat when things got too hot.
**Prerequisite:** Graduate standing. Suitable for students from all areas. Basic knowledge of the history of psychology is an asset. Students from other Faculty Graduate programs are welcome, especially STS, History, and Philosophy.

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

**Format:** Lectures, student seminars, class discussion.

**Requirements:** Reading, participation in discussion, seminar presentation, term paper

**Readings:** Green, C. D. *Psychology and its cities: Urban upheaval and the science of mind in America, 1870-1920.* (Manuscript provided by the instructor.)

**Evaluation:** In-class student presentations, participation in class discussion, term paper

This course is not offered regularly. Given the limited number of courses in the History and Theory program the course is highly recommended for History and Theory students.

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**Univariate Analysis I: Analysis of Variance**

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

**Purpose:** The primary aim of this course is to provide the student with a firm grounding in the current state of univariate statistical analysis in psychology. The course material is focused on analysis of variance (ANOVA), as well as a number of related conceptual issues concerning the ways in which statistics are used and understood (and misused and misunderstood) both within the discipline and by the wider public.

The course begins with a survey of both traditional and contemporary forms of data visualization. Then we review the basic concepts of descriptive and inferential data analysis typically covered in undergraduate statistics courses. This leads to a deeper consideration of the logic of null hypothesis significance testing as well as the strengths and weaknesses of the resultant p-values. We will also investigate the frequentist probability theory that grounds the statistical models typically used in psychology, along with alternatives to it. Then we critically examine various forms of ANOVA: 1-way, factorial, repeated measures, and mixed designs. Lab sessions connected to each class will familiarize the student with R software for carrying out these analyses.

**Course format:** Instructor presentation, lab sessions

**Requirements:** Class attendance, lab attendance, lab work outside of class

**Text /Readings:** TBA

**Evaluation:** Three assignments. One final examination

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**Univariate Analysis I: Analysis OF Variance**

**Psychology 6131B 3.0 (F) Erin Ross**  
Thursday 11:30 – 2:30

**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

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

**Text /Readings:** TBA

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

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### Univariate Analysis II: Regression

**Psychology 6132 M 3.0 (W) Jolynn Pek**

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

**Co- or pre-requisites:** Psychology 6131, or permission from the instructor.

**Student Background:** MA1 students in Psychology.

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


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

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### Univariate Analysis II: Regression

**Psychology 6132 N 3.0 (W) David Flora**

**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, interactions, 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.

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 6140B 6.0 (Y) Michael Friendly
Thursday 2:30 – 5:30

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.


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


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### Social Methods

**Psychology 6150B 3.0 (W)**

**Ward Struthers**

**Tuesday 11:30 – 2:30**

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

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

**Readings:**
To be assigned.

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### Hierarchical Linear Modeling

**Psychology 6160 3.0 (F)**

**Jolynn Pek**

**Wednesday 8:30-11:30**

**Purpose:**
This course is designed to provide the student with foundational skills in analyzing data for a single outcome variable using the hierarchical linear model (HLM). HLM is a general univariate modeling framework for nested data structures. Topics include approaches to analyzing nested data structures, computing and interpreting the intra-class correlation, interpreting level-1 predictors, partitioning variance into within- and between-group components, interpreting level-2 predictors, and interpreting cross-level interactions. Additionally, the course will cover maximum likelihood (ML) and restricted maximum likelihood (REML) estimation, model assumptions, model diagnostics, and (time-permitting) modeling nonlinear forms and longitudinal data structures.

**Co- or pre-requisites:**
Pre-requisite: Psychology 6130, Psychology 6132, or permission from the instructor.

**Student Background:**
Students should be very familiar and comfortable with multiple linear regression.

**Course Format:**
Primarily lectures.

**Text /Readings:**
To be determined.
Evaluation: Several assignments on data analysis requiring the use of HLM software, a mid-term exam, and a final paper. Students’ final paper would be a comprehensive project using their own data.

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**Structural Equation Modeling**

Psychology 6176 3.0 (W)  
Rob Cribbie  
Online

**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.

**Co- or pre-requisites:** PSYC 6130 (Univariate Analysis), PSYC 6132 (Univariate Analysis II: Regression), or equivalent.

**Student Background:** Students should be very comfortable with multiple linear regression. Students in any area of psychology (or outside 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 of online videos and readings, exercises and assignments.


**Evaluation:** There will be a series of assignments in addition to a final SEM project.

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**Psychometric Methods**

Psychology 6180 3.0 (F)  
David Flora  
Tuesday 2:30 – 5:30

**Purpose:** This course will familiarize students with the basic concepts and data analytic techniques in psychometric theory, which is the study of the construction, validation, and use of measurement instruments for unobservable psychological constructs. Topics include classical test theory, exploratory and confirmatory factor analysis, and item response theory.

**Prerequisite:** Psychology 6130 (Univariate Analysis) OR Psychology 6132 (Univariate Analysis II: Regression) OR instructor permission (e.g., for MA1 students in the Quantitative Methods area)

**Student Background:** Students should be comfortable with the general linear model (i.e., multiple regression). Some familiarity with basic matrix algebra is also beneficial, as is experience with the R statistical software package.

**Course Format:** Lecture and guided computer lab exercises

**Text /Readings:** TBA

**Evaluation:** There will be a series of assignments in which students carry out data analysis and interpret results as well as a final term paper.

**Other Information:** This course may be offered every 3rd or 4th year.
Topics in Cognitive Neuroscience: Methods of NeuroImaging: PET & fMRI

Psychology 6215 3.0 (W) | Dale Stevens
Tuesday 11:30 – 2:30

Purpose:
Neuroimaging techniques have evolved rapidly over the last decade and have become increasingly advanced and specialized to address different questions in cognitive neuroscience. This course will explore advanced neuroimaging techniques, primarily from a theoretical perspective, with a strong focus on functional MRI techniques. Topics will include: a brief history of the development of standard univariate methods (e.g., using the general linear model: GLM), multivariate methods (e.g., partial least squares analysis: PLS), multivoxel pattern analysis (e.g., representational similarity analysis; support vector machines), task-based functional connectivity (e.g., seed PLS; psychophysiological interaction: PPI), issues in resting-state functional connectivity, and other techniques including PET and TMS. At the end of this course, students should have a solid theoretical grasp of the various advanced neuroimaging techniques used in cognitive neuroscience today. They will also have an improved ability to critically evaluate the quality of research they read, and if relevant, design neuroimaging studies that use techniques and analyses ideally suited to their particular research questions.

Co- or pre-requisites:
Basic knowledge of univariate statistics (e.g., GLM) and neuroscience is required. General knowledge of basic neuroimaging techniques and multivariate statistics is advantageous. Successful completion of “BIOL 5148/PSY 6227/KAHS 6148: Introduction to functional magnetic resonance imaging” is recommended, but not required.

Student Background:
This course is suitable for students from all areas who have a basic understanding of statistics, neuroscience, and neuroimaging, and an interest in advanced neuroimaging techniques.

Course Format:
Classes will be seminar style, and will begin with a lecture, followed by a combination of discussion, debates on the issues, and student presentations.

Text /Readings:
Readings will consist primarily of original source empirical research and review articles selected from the literature (TBA). Either of the following textbooks is recommended, particularly for students without a strong background in neuroimaging, but not required:

Evaluation:
A combination of short quizzes, presentations, and a final term paper (Details TBD).

Introduction to Functional Magnetic Resonance Imaging

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

Purpose:
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 origin 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
Applications in Vision Science

Psychology 6228 3.0 (F)  
Kari Hoffman  
Wednesday 11:30 – 2:30

Purpose:  
Student Background:  
Course Format:  
Text /Readings:  
Evaluation:  
TBA

Statistical Modeling of Perception and Cognition

Psychology 6229 3.0 (W)  
Richard Murray  
Tuesday 11:30 – 1:00  
Thursday 11:30 – 1:00

Purpose:  
Co- or pre-requisites:  
Student Background:  
Course Format:  
Text /Readings:  
Evaluation:  
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.
Basic programming skills, such as obtained in PSYC 6273, Computer programming for experimental psychology.
The course is suitable for students from all areas. It does not assume any graduate statistics courses as prerequisites.
Classes are held in a computer laboratory, and each week’s class consists of a lecture followed by programming practice on assigned problems.
To be determined.
Six quizzes (25%), three problem sets (50%), term project (50%)
Purpose: This course examines a variety of higher cognitive functions, such as memory, attention, imagery, language, spatial cognition, and executive function. Evidence for the involvement of specific brain areas in these functions from lesion and neuroimaging studies is addressed. In addition to building knowledge of Cognitive and Behavioural Neuroscience, this course facilitates the development of skills that will allow students to become critical thinkers in this area of research.

Background: Students should be familiar with basic principles of brain function to appreciate fully the nature of neural models of complex cognitive and behavioural processes.

Course Format: Students will have the opportunity to discuss and critique current research in cognitive neuroscience within an interactive seminar format. Each student will be required to submit a “thought” paper at the beginning of each of the class of the student’s choice in which they evaluate readings from that class and generate ideas for theory or experiments. Together with the instructor, students will serve as seminar leaders for a topic of their choice from the syllabus. The student will introduce the week’s topic by providing a clear, concise presentation of one of the assigned articles, including the critical questions asked, the methods, the findings, and the main conclusion. This will include extracting the important issues from the readings, discussing alternative interpretations of the findings, and proposing discussion questions for class. Seminars will also involve supplemental material, such as articles, patient videos, and case studies, designed to promote discussion of relevant topics and to challenge students to apply knowledge acquired in class to real-life clinical and research situations. Students will be encouraged to participate in discussions about theoretical and experimental issues raised in the presentations, readings, and thought papers. At the end of the term, students will be required to submit a more lengthy paper on the topic selected for the class presentation that incorporates a creative or applied component.

Readings: There is no assigned text. Readings for each topic consist of empirical articles and/or book chapters selected by the instructor and are available for download from the course website. Supplementary readings are provided to help students with their class presentations and written assignments. The readings are intended to acquaint students with current issues and debate in the field of cognitive neuroscience and serve to elaborate on topics discussed in class. Students are expected to read the required readings for each topic prior to class and are also encouraged to sample supplementary readings.

Evaluation: 1. Thought Papers: 30%
2. Presentation on Assigned Readings: 20%
3. Class Presentation: 20%
4. Essay: 30%

Fundamentals of Neuroscience II: Circuit, Systems, and Behaviours

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

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

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

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

**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%

**Text:**
Visuospatial Memory and Goal-Directed Action

Psychology 6260 3.0 (W) (integrated with 4360 3.0, xLIOL 5149, KAHS 6149/CSE)
Doug Crawford
Wednesday 2:30 - 5:30

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 PSYC 250 (Neural Basis of Behaviour), PSYC 3260 (Cognition), PSYC 3270 (Sensation and Perception II), BIOL 4370 (Neurobiology), KINE 4505 (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.

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
- Nature Neuroscience
- Neuron
- Journal of Neuroscience
- Journal of Neurophysiology
- Cerebral Cortex
- Journal of Vision
- Vision Research
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

Computer programming for experimental psychology

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

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:
Six quizzes (25%), three problem sets (25%), 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
Shaping Action: The Role of Sensory Information in Motor Learning

Psychology 6277 3.0 (F)  Denise Henriques
(host KAHS - xl KAHS 6152)  Monday 11:30 - 2:30

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

Co- or Pre-requisites: Introductory neuropsychology or motor control course, or permission of instructor.

Student Background: Psychology, Kinesiology and Health OR Biology

Course Format: Seminar

Readings: Primary research articles

Evaluation: Oral presentation, participation, term paper/assignment

Other: Offered every 2nd year.

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

Purpose: This course provides an in-depth examination of the cognitive systems that guide our awareness, behaviour and mental capacity. This is done through classic and recent research papers. The two areas of major emphasis are attentional systems and the 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 consciousness include what is conscious awareness, blindsight, false memories/reality monitoring, and possible neural mechanisms.

Student Background: Background in cognition or neuroscience.

Course Format: Student presentations on primary research articles, group discussion, instructor lectures.

Requirements: To present research, attend class, participate in discussions

Readings: Primary research articles

Evaluation: In-class quizzes, oral presentation, participation, term paper

Other: This course is offered every other year.

CANCELLED
Principles of Human Perception & Performance in Human-Computer Interactions

Psychology 6315 3.0 (F)  
(host CSE - xl with CSE 6326)  
Robert Allison  
Wednesday 2:30-4:00  
Friday 2:30-4:00

Purpose: This course considers the role of human perception in human-computer interaction particularly computer generated graphics/sound and immersive virtual reality. It should appeal to students with an interest in applications of perceptual research. Fundamental findings from sensory physiology and perceptual psychophysics will be examined in the context of how they can be used in real applications of computer-generated displays and advanced interfaces. The current state of the art will be discussed in terms of the capabilities and limitations of the operator.

Course Format: Selected application areas of interest to the instructor and class will be covered in detail, and would include material such as: visual, auditory, tactile and motion displays, virtual environments, telepresence and teleoperation, mixed reality and wearable computers, presence, interaction and collaboration between users in multi-user virtual environments, performance and usability evaluation.

Evaluation: Students will be evaluated on the basis of seminar presentations/participation, quizzes, and a review paper. The seminars will be critical reviews/analysis of papers drawn from the current literature. They will be presented to the class and evaluated in terms of presentation and content. Seminars will be scheduled regularly throughout the term. A term paper reviewing a related subject must be submitted by the end of term.

Text and Readings: The core readings will consist of research papers drawn from the recent literature.

It is expected that the course will be offered alternate years.

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.
Social Psychology

Psychology 6410 3.0 (W)  Michaela Hynie
Thursday 11:30 – 2:30

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.

Pre-requisites: None.

Student Background: An undergraduate course in social psychology.

Text: TBA

Course Format: Each week students will read two chapters from a current social psychology graduate textbook or review papers and write a 1-2 page thought paper on the readings in which they raise a topic for discussion in class that week. In addition, each week two students will each select, read and briefly present one recent/current article related to either of the assigned chapters to the rest of the class for a total of two presentations per student over the term. Active student participation in class discussion about the readings is expected. A 6 to 10 page research proposal based on one of the assigned chapters is due on the last day of class.

Evaluation:
15% -- First presentation
15% -- Second presentation
20% - Thought papers
20% - Class participation
30% - Research Proposal

Topics Covered: Topics covered will include evolutionary psychology and social neuroscience; prediction and expectancy; social judgment; automatic thought; mental representations; standards; causal explanations; feelings; identity; values; basic needs; goals; self-regulation; attitude change; attachment; social power; social categorization; social inclusion/exclusion; and cultural processes.

Foundations of Clinical Psychology

Psychology 6420 6.0 (Y)  Jennifer Mills (F)
Joel Goldberg (W)
Tuesday 2:30 - 5:30

Purpose: This course is an introduction to a knowledge base underlying the theory and practice of clinical psychology, with an emphasis on theories of the self (e.g., cognitive-affective, social learning, psychodynamic, developmental, biological) and how bio-psycho-social perspectives contribute to understandings of psychopathology. It comprises an integrative and critical review of theory and research on mental disorders. The course format will involve student presentation, instructor presentation, and group discussion about the readings. This course also includes a practical component wherein students receive training in the SCID and the process of DSM-5 diagnosis. Learning objectives include critical thinking skills and an appreciation of the complexity of mental illnesses, as well as the challenges clinicians face in formulating psychodiagnoses and conducting effective treatments.

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. Jennifer Mills will direct the Fall term classes and Dr. Joel Goldberg will teach the Winter term classes.
Evaluation: Over the year students will write scholarly papers on a topic chosen in consultation with the instructors, present orally to the class, and contribute to class discussion. Specific requirements and weightings related to final grades will be provided by instructors at the beginning of the course.


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**Behavioural Cardiology and Cardiac Rehabilitation**

**Psychology 6425 3.0 (F)**

*(host KAHS xi with KAHS 6144)*

**Sherry Grace**

**Tuesday 11:30 – 2:30**

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

**Format:**
There will be a formal presentation by the course director or student each class. We will then discuss the weekly readings. We will also be working on academic skills such as manuscript preparation and submission and other knowledge translation.

**Required Readings:**
There are PDF files of assigned readings for each class which can be downloaded from Moodle. There is an average of 3–4 assigned readings per week.

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

The first assignment involves leading a seminar on one of the weekly topics. The second assignment is a paper on a topic of your choice related to material covered in the course (or to build on your thesis research).

This course is offered once every 2 years.

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**Assessment in Psychology**

**Psychology 6430 6.0 (Y)**

Norman Park (F)

Jennifer Mills (W)

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

**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 cognitive assessment and the Winter term will focus on personality 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.
Clinical Practicum 1

Psychology 6430P 6.0 (Y)  Karen Fergus  
Henny Westra  
Friday 8:30-11:30

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 Fridays 1-4

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

**Purpose:**
This course provides students with a grounding in empirically supported principles of psychotherapy. Students will be exposed to the four major pillars of psychotherapy theories of intervention: psychodynamic, cognitive-behavioural, person-centered/experiential and systemic/postmodern narrative. It also 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, culture, and other 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, 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.


**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)**

**Alberta Pos**

Wednesday 11:30 – 2:30

**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%

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**Psychodiagnoses**

Psychology 6440 6.0 (Y)  Ed Glassman
Joel Goldberg
Tuesday 8:30 - 11:30

**Purpose:** This course covers the theoretical foundations, psychometric knowledge and practical skills required to conduct a comprehensive psychological assessment. Throughout the year, students will learn about psychopathology, including familiarity with DSM-5 diagnostic classifications. Students will learn about the psychometric basis for the core foundational psychological tests, to practice administration of these tests, to learn how interpret and integrate test scores with clinical history and observations and to have the opportunity to apply their knowledge and skills development to a real-life assessment working together with classmates and consulting with referral sources. The tests include cognitive and neuropsychological measures, self-report inventories and projective tests, and assorted other relevant tests. The Fall term will concentrate on cognitive assessments and the Winter term will be devoted to personality assessment.

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

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

**Course Format:** This course consists of a mix of lectures, demonstration and hands on practice of various tests, and case presentations to illustrate test interpretation, case formulation and report writing skills. Class discussion will be encouraged in all phases of the course.

**Evaluation:** Written assignments which are psychological reports based on data provided by the instructors and a real life assessment case (80 %) and seminar participation (20%).

**Text & Readings:** A list of readings will be circulated. As well, students could consider the purchase the following:
Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
Essentials of PAI Assessment by Leslie Morey
Essentials of WAIS-IV Assessment
R-PAS manual
Personality Assessment, Second Edition, by Smith and Archer

Advanced Psychological Intervention

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

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

Principles of Neuropsychological Assessment

Psychology 6450 3.0 (W) Walter Heinrichs
Thursday 11:30 – 2:30

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

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

Student Background: Graduate students at any level. A background in basic neuropsychology is helpful but is not required.

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

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

Texts and Readings: TBA
Current Issues in Health Psychology

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

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.

Co- or Pre-requisites: N/A
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/

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

Co- or pre-requisites:
N/A

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

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

Text /Readings:
Course Kit

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

Other Information:
Course likely to be offered annually

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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

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 pharmacological intervention for mental health problems. 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 offers 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 skills oriented, clinical case based seminar course.

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 available; 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 in Clinic related activities in addition to time spent in class. The Moodle platform will be used for dissemination of course communications, readings notes and presentation summaries.

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

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

Text and Readings: Readings will be provided by the instructor

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**Ethical Issues in Professional Practice**

Psychology 6490B 3.0 (F)  
Rick Morris  
Thursday 2:30 - 5:30

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 enroll 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.

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**Personality**

Psychology 6510 3.0 (F)  
Raymond Mar  
Wednesday 2:30-5:30

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

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

Texts Required: TBD

Program Evaluation

Psychology 6520 3.0 (W) Debra Pepler
Tuesday 2:30 - 5:30

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

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

Evaluation:
1. Proposal 70%
2. Evaluation journal 15%
3. Proposal Presentation 15%

Readings: Readings for the course will be assigned at least a week in advance.

Social and Emotional Bases of Development

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

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.

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Comparative Developmental Psychology

Psychology 6690 3.0 (F)  Anne Russon
Friday 12:00 - 3:00

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

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

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

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

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

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

Readings: Readings will be determined and assigned as the course proceeds, based on the topics selected.
Issues in CD Psychology: A Proseminar in Ethics, Practice and Research

Psychology 6900 3.0 (F)  Mary Desrocher
Tuesday 11:30 – 2:30

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)


Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Proportion of Grade</th>
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<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>40%</td>
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<tr>
<td>Written Assignment</td>
<td>50%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
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Biological and Cognitive Bases of Development

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

Purpose: This course will focus on the biological and cognitive correlates of normative development. We will begin by reviewing the basic research on neural development. This will be followed by an exploration of the circuitry underlying various behavioural, emotional, and cognitive functions in children and adults, with consideration of the neuropsychopathology of several disorders. Throughout the course, we will discuss theoretical, methodological, and clinical-ethical issues relevant to study in the area of neurobehavioural development, and a lifespan approach to understanding the brain will be the main take away lesson of the class.

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.
**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 thirteen three-hour periods of lecture, demonstration and laboratory practice. In addition students should be prepared to spend 10-15 hours weekly on the administration, analysis and write-up of assessment measures.

**Pre-requisites:**
Psychology 6610 3.0 and Psychology 6905 3.0 or permission of the Clinical-Developmental Area.

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

**Text & Readings:**
Sattler, J.M. (2008). *Assessment of Children: Cognitive Applications* (5th ed.). Order from [www.sattlerpublisher.com](http://www.sattlerpublisher.com) (allow 6 weeks for delivery) or [www.amazon.ca](http://www.amazon.ca). Canadian Code of Ethics for Psychologists ([www.cpa.ca](http://www.cpa.ca)). Additional readings will be assigned in class; reading list can be obtained from the instructor.
ethics and jurisprudence material pertinent to practice with children, adolescents, and families, based on course readings. CD Faculty or guest lecturers will present cases to help develop students’ skills at formulation based on assessment results. Students will be expected to present a case and hand in a written psychological assessment report (with identifying information removed) from their practicum placement.

Pre-requisites: Psychology 6910 3.0 and Psychology 6920 3.0

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

Clinical and Diagnostic Assessment of Children and Adolescents

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

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.

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

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

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)  Yvonne Bohr  Monday 8:30 – 11:30

Purpose: This course will introduce students to evidence based practice with children, adolescents and families by providing an overview of interventions available for a range of psychological disorders. Students will have an opportunity to learn about developmentally appropriate, empirically supported disorder-specific treatment modalities. They will acquire knowledge and skills in trans-diagnostic therapeutic principles and strategies. Students will also practice case conceptualization and theory-driven treatment planning. Last, students will gain an appreciation of the importance of systemic and cultural factors in the context of clinical work with their young clients.

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

Course Format: The course will be run as a seminar. Classes will consist of lectures in theory, case-based and video-based learning, guest lectures and student presentations. The Moodle platform will be used for dissemination of course communications, readings notes and presentation summaries.

Requirements: Student evaluation will based on: 1) A clinical case conceptualization (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 articles and book chapters that will be made available to students throughout the course. Students should ensure that they have access to the textbooks below (some texts can now be rented in electronic format if needed, however, the first is an excellent general reference text that may be worth purchasing).


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**Intervention Strategies with Children Practicum**

**Psychology 6930P 6.0 (Y)**  
**Lorne Sugar**  
**Monday—Time TBA**

**Purpose:**  
This practicum course focuses on clinical intervention with children, adolescents, and families, and is taken in conjunction with a 330-hour practicum arranged by the student and approved by the department. Weekly class meetings will provide students with learning opportunities through formal instruction, discussion, debates, role-playing, and by sharing practicum-related issues and experiences. Clinical consultation opportunities wherein students discuss their ongoing work with clients will be offered very regularly.

**Pre-requisite:**  
Psychology 6610 3.0, 6905 3.0, 6910 6.0, and 6910 6.0P

**Co-requisite:**  
Psychology 6930 3.0

**Class Format:**  
The class will meet weekly throughout the academic year and will be seminar-based.

**Evaluation:**  
Pass/Fail evaluation will be derived from reports by Practicum Supervisors based on students’ performance in their practicum, and impressions from the Course Director based on class performance throughout the year.

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**Psychopathology**

**Psychology 6955 3.0 (F)**  
**Maggie Toplak**  
**Friday 11:30-2:30**

**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
Autism and Developmental Delays

Psychology 6960 3.0 (W)  
James Bebko  
Wednesday 2:30–5:30

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

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

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

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

Text and Readings: TBA

Clinical Neuroanatomy

Psychology 6325 3.0 (S1)  
Gary Turner  
Monday/Wednesday 2:30 – 5:30

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

Co- or pre-requisites: None

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

Course Format: Instructor presentation, student seminars

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

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

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

Applied Pediatric Neuropsychology

Psychology 6945 3.0 (S1)
Christine Till
Monday/Wednesday 11:00 – 2:00

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.

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.

Diversity in Children Youth and Adults Clinical Practice

Psychology 6965 1.5 (S1)
Jennifer Connolly
Wednesday 11:30 – 2:30

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
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, 2016 in order to enroll in the practicum.

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

Research Practica:
Psychology 6820 I or 6820A Research Practicum I
Psychology 6820 II or 6820B Research Practicum II
Psychology 6820 III or 6820C Research Practicum III

Internships:
Psychology 6840 6.0 Clinical Internship
Psychology 6840A 3.0 Clinical Internship I
Psychology 6840B 3.0 Clinical Internship II

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

Please note this on your advising worksheet
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>FALL REGISTRATION &amp; ENROLMENT BEGINS</td>
<td>Tuesday, June 7, 2016</td>
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<tr>
<td>CANADA DAY – University Closed</td>
<td>Friday, July 1, 2016</td>
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<tr>
<td>CIVIC HOLIDAY – University Closed</td>
<td>Monday, August 1, 2016</td>
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<tr>
<td>FINAL DATE FOR REGISTRATION – Fall Term;</td>
<td>Tuesday, August 16, 2016</td>
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<tr>
<td>Late Fees added afterwards</td>
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<tr>
<td>LABOUR DAY - University Closed</td>
<td>Monday, September 5, 2016</td>
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<tr>
<td>RESEARCH &amp; APPLIED PRACTICA BEGIN</td>
<td>Thursday, September 8, 2016</td>
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<tr>
<td>TEACHING ASSISTANTSHIP AND UNDERGRADUATE</td>
<td>Thursday, September 8, 2016</td>
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<tr>
<td>CLASSES BEGIN</td>
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<tr>
<td>GRADUATE CLASSES BEGIN - Fall Term</td>
<td>Friday, September 30, 2016</td>
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<tr>
<td>DEADLINE FOR PRACTICUM AGREEMENTS</td>
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<tr>
<td>THANKSGIVING - University Closed</td>
<td>Monday, October 10, 2016</td>
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<tr>
<td>FALL CO-CURRICULAR WEEK/DAYS - No Classes</td>
<td>October 27 – October 30, 2016</td>
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<tr>
<td>**LAST DAY TO WITHDRAW – Fall Half-Course</td>
<td>Monday, October 24, 2016</td>
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<tr>
<td>GRADUATE CLASSES END - Fall Term</td>
<td>Monday, December 5, 2016</td>
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<tr>
<td>STUDY DAY</td>
<td>Tuesday, December 6, 2016</td>
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<tr>
<td>FALL EXAM PERIOD</td>
<td>December 9 – 22, 2016</td>
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<tr>
<td>FINAL DATE FOR REGISTRATION – Winter Term;</td>
<td>Thursday, December 15, 2016</td>
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<tr>
<td>Late Fees added afterwards</td>
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<tr>
<td>CHRISTMAS BREAK – University Closed</td>
<td>December 23, 2016 - January 2,</td>
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<tr>
<td>GRADUATE CLASSES BEGIN - Winter Term</td>
<td>2017</td>
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<td>**LAST DAY TO WITHDRAW – Winter Half and</td>
<td>Tuesday, January 24, 2017</td>
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<tr>
<td>Full Year Course</td>
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<tr>
<td>WINTER READING WEEK - No Classes</td>
<td>February 18, 2017 to February 24, 2017</td>
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<tr>
<td>FAMILY DAY – University Closed</td>
<td>Monday, February 20, 2017</td>
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<tr>
<td>GRADUATE CLASSES END</td>
<td>Wednesday, April 5, 2017</td>
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<tr>
<td>STUDY DAY</td>
<td>Thursday, April 6, 2017</td>
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<tr>
<td>WINTER EXAM PERIOD</td>
<td>April 7 – 24, 2017</td>
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<td>GOOD FRIDAY – University Closed</td>
<td>Friday, April 14, 2017</td>
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<td>EASTER SUNDAY – University Closed</td>
<td>Sunday, April 17, 2017</td>
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<tr>
<td>VICTORIA DAY – University Closed</td>
<td>Monday, May 22, 2017</td>
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</tbody>
</table>

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
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Freda Soltau – Secretary, ext. 55290, fsoeltu@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
Sandra Locke – Administrative Secretary, ext. 55116, slocke@yorku.ca
Terri Cawley - Psychology Information Centre, Room 101, ext. 66178, tcawley@yorku.ca

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

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

FACULTY OF GRADUATE STUDIES, Room 230, York Lanes

http://gradstudies.yorku.ca/

CUPE 3903

2050 Victor Phillip Dahdaleh Building (previously known as Technology Enhanced Learning (TEL) Building)

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.