GRADUATE PROGRAM
IN
PSYCHOLOGY

2017/2018

HANDBOOK

Behavioural Sciences Building, Room 297
4700 Keele Street
Toronto, Ontario
M3J 1P3, Canada
416-736-5290

http://psychology.gradstudies.yorku.ca/
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*IMPORTANT NOTE*: Please keep all annual handbooks for future reference. Should you register with the College of Psychologists, you will be asked to supply detailed descriptions of all the courses you have taken. It will be your responsibility to provide course descriptions. It is also a good idea to keep all course syllabi for courses you have taken for future reference.
INTRODUCTION

Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Our 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, and 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 Office

The Graduate Office in 297 BSB is your first point of contact for information on academic advising, administrative problem-solving, financial questions regarding funding, forms for scheduling defences, petitions, and submitting proposals, as well as many of the other various tasks you will complete during graduate school. We will be a friendly presence in your journey through graduate school and we are happy to provide administrative and social support. Come see us during work hours (8:30 a.m. to 5:00 p.m.): We often have chocolates, and we also have fancy colouring books! Your Graduate Team: Lori, Freda, Barb, and Dr. Perry, your Graduate Program Director.

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 coordinate 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>
<thead>
<tr>
<th>Area of Specialization</th>
<th>Area Coordinator</th>
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<tbody>
<tr>
<td>Brain, Behaviour and Cognitive Sciences (BBCS)</td>
<td>Prof. Joseph DeSouza, Area Coordinator</td>
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<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>Clinical Neuropsychology (CN)</td>
<td>Prof. Christine Till, Area Coordinator</td>
</tr>
<tr>
<td>Developmental Science (DS)</td>
<td>Prof. Scott Adler, Area Coordinator</td>
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<td>History and Theory (HT)</td>
<td>Prof. Thomas Teo, Area Coordinator</td>
</tr>
<tr>
<td>Quantitative Methods (QM)</td>
<td>Prof. Rob Cribbie, 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 number of new students the Area will take 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) 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](http://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/](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.

**FACILITIES & RESOURCES**

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

Thirty faculty members at York University, of whom many are members of the Graduate Program in Psychology, conduct research in sensory processes, perception and computer vision. These visual scientists, together with post-doctoral fellows and graduate students working in the labs of these faculty members in Psychology, Biology, Computer Science and Engineering, Kinesiology and Health Sciences, and Physics constitute the Organized Research Unit known as the Centre for Vision Research (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](http://www.isr.yorku.ca)

Location: 5075 DB (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, and 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/](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/](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 p.m. 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, and 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, and 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/](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 through teaching, community engagement, scholarly or popular publication, or online. Training is offered 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. 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.

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

**Location:** 1050 DB Building (previously known as Technology Enhanced Learning (TEL) Building)  
**Tel:** 416-736-5754  
**Email:** teaching@yorku.ca  
**Office Hours:** Monday - Friday: 8:30 a.m. - 4:30 p.m.

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](http://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](http://www.library.yorku.ca) | Twitter: @yorkulibraries | YouTube: [https://www.youtube.com/user/yorkulibraries](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 very 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](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/](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.

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<th>EMERGENCY STUDENT SUPPORT</th>
<th>OTHER STUDENT RESOURCES</th>
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<td>SECURITY (24/7)</td>
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<td>OFFICE OF STUDENT CONFLICT RESOLUTION (OSCR)</td>
<td>OFFICE OF STUDENT CONFLICT RESOLUTION (OSCR)</td>
<td>CENTRE FOR HUMAN RIGHTS</td>
</tr>
<tr>
<td></td>
<td>Keele Campus</td>
<td>Keele Campus</td>
<td>W28 Bennett Centre</td>
<td>W28 Bennett Centre</td>
<td>2079 TEL Building</td>
</tr>
<tr>
<td></td>
<td>229 William Small Centre</td>
<td>1100 Bennett Centre</td>
<td>416-736-5277 or ext 55231</td>
<td>416-736-5277 or ext 55231</td>
<td>416-736-5682</td>
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<tr>
<td></td>
<td>Glen Don Campus</td>
<td>York U/UTSC/ptcs</td>
<td>yorku.ca/contacts</td>
<td>yorku.ca/contacts</td>
<td><a href="mailto:rights@yorku.ca">rights@yorku.ca</a></td>
</tr>
<tr>
<td></td>
<td>2275 Bayview Avenue</td>
<td>glendon.yorku.ca/</td>
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<td><a href="mailto:michaelfe@yorku.ca">michaelfe@yorku.ca</a></td>
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<td>16 Grenville Street 1st floor, rm 6256</td>
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<td><a href="mailto:accesscentre@yorku.ca">accesscentre@yorku.ca</a></td>
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*AFTEE HOURS Good2Talk Helpline 1-866-925-5454 (24/7) or for resources in your area call 211 or visit 211ontario.ca

SAFETOTHER Download the York U Safety app. One-stop access to all of the University’s safety resources. yorku.ca/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. In addition, here is a link to mental health and wellness at York. http://mhw.info.yorku.ca/

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 ratings, prize nominations, letters of reference for scholarships, job applications, applications to other programs, internship applications, registration with the College of Psychologists, and so on.

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

Faculty of Graduate Studies York Fellowship

In order to receive the fellowship, you must be enrolled full-time and maintain satisfactory progress toward completion of your degree. The York Fellowship will be provided in three installments in the Fall, Winter and Summer terms and applied directly to your student account. The value of the fellowship is usually $5403.00 per year. If you receive an external scholarship such as OGS or Tri-Council the value of the scholarship will go toward the York Fellowship. Bursaries, small scholarships and awards or Entrance Scholarships will not count towards the York Fellowship.

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

Most full-time students will hold 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).

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.

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

Occasionally, a student may apply for a graduate assistantship. 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. Here is the helpful link: http://gradstudies.yorku.ca/files/2014/08/ga-workload.pdf

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.

Funds and Bursaries

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.)
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.)

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.

There are many other smaller York donor-funded bursaries. For more information, please go to: http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/donor-awards/

Scholarship Competitions

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

Federal Tri-Council 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.

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

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

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.

http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/dfs-cgdsd

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

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. http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/vcgs/
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. http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/trudeau/

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 which 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. http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/ogs/

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. Please use the OGS link as both are accessible through this portal.

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. http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/autism-scholars

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. http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/womens-health/
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. Please go to this link in your browser: https://www.omhf.on.ca/Funding/ EducationStudentships

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. Research Studentships will begin on September 1, and will run to August 30 of the following year. 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 they hold a research studentship. 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. Please go here for more information: https://www.omhf.on.ca/Funding/ EducationStudentships

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. http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/donor-awards/provost-dissertation-scholarship/

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! http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/donor-awards/mann-scholarship/

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.

10) As “each student has final responsibility for her or his academic honesty” (Senate Policy on Academic Honesty, http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/), it is up to him or her to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.

Complementary Procedures to be Followed:

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

1) The student is responsible for ensuring that the Graduate Program Office has accurate information about his or her current address, phone number and email address, the courses currently being taken, and the supervisory committee membership.

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

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

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

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

6) The supervisory committee is responsible for confirming to the Graduate Director that the student’s thesis or dissertation is examinable before the copies are sent to the external examiner and the Dean.
7) 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 eighth term of study (Winter PhD 3), 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/.
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.

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 may be 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) Name of Diploma form

• It is necessary to fill out and submit the forms to the Program office no later than 5 weeks prior to the date set for the oral for PhD oral examinations and 4 weeks prior to the date set for the oral for MA 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 (however, Skype is not permitted).

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.

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).
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

**You need Ethics approval.** Complete TD2 & TD3 and submit to Grad Office along with signed TD1 (check 2nd box) and Proposal; GPG will review and approve and send to FGS who will review and approve.

**Studies Involve:**
- Animals require Animal Care Committee approval;
- Biohazards, or more than minimal risk to Humans always require University HPRC approval

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

**What does not require Ethics approval?** (but still requires approval by committee, GPG, & FGS before study commences)
- Meta-analyses of published data, "Monte Carlo" type studies, use of data that is publicly available, use of archival material (e.g., books, letters of historic figures)

- Submit signed TD1 (check 1st box) and Proposal prior to study

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**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 identifiable
- Data were anonymized; could be relinked
- May not require further Ethics approval. Submit signed TD1 (check 1st box), Proposal, TD4 & copy of expired Ethics, and/or documentation of permission to use data

**B. Collected for Clinical Purposes (identifiable)**
- With broad "consent" for research
- 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; GPG will review and approve and send to FGS who will review and approve

- 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 and submit to Grad Office along with signed TD1 (check 2nd box) and Proposal; GPG will review and approve and send to FGS (may send to HPRC)
### 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>
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<tbody>
<tr>
<td></td>
<td>Hand in Proposal to Graduate Office</td>
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<td></td>
<td>Graduate Office will notify you when Proposal is FGS Approved</td>
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<td></td>
<td>Begin Data Collection or Analyzing Data - Meet with Supervisor as Needed</td>
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<tr>
<td></td>
<td>Analyses Completed</td>
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<td></td>
<td>Analyses Reviewed with Supervisor</td>
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<td></td>
<td>Intro &amp; Method to Supervisor (may only be slightly revised from proposal)</td>
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<td></td>
<td>Intro &amp; Method returned from Supervisor</td>
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<td></td>
<td>Results to Supervisor</td>
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<td>Results returned from Supervisor</td>
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<td></td>
<td>Whole Thesis to Supervisor (Final Draft #1)</td>
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<td>Draft #1 returned from Supervisor</td>
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<td>Revisions</td>
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<td>Draft #2 to Supervisor</td>
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<td></td>
<td>Draft #2 returned from Supervisor</td>
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<td>Further Revisions &amp; Drafts as Needed…</td>
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<td></td>
<td>Feedback from Committee</td>
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<td>Thesis to Supervisory Committee</td>
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<td></td>
<td>Feedback from Committee</td>
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<td></td>
<td>Committee to Review Again if Needed/Requested</td>
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<td>Approval from Committee</td>
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<td>Decision OK to Book Oral</td>
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<td>Request Oral Exam package from the Graduate office</td>
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<td>Consult with Supervisor, Dean's Rep/Chair, Outside Examiner, (External for PhD) - Supervisor to do Asking</td>
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<td></td>
<td>Supervisor to Negotiate Date with Committee (often takes many emails back &amp; forth)</td>
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<td></td>
<td>All Forms to Graduate Office with Date &amp; Time 4 Weeks Prior to Defense Date (Freda to book room)</td>
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<td>*PhDs to bring one hard copy as well for External member - No Prior Contact to be had with External!!</td>
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<td></td>
<td>Distribute Copy of Thesis/Dissertation to Committee Members 4 weeks Prior to Defense</td>
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<td>Prepare Presentation for Oral (approx. 15 min.)</td>
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<td>Have &quot;Mock defense&quot; or Dry Run 1-2 Weeks before with Lab Group, Friends, etc.</td>
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<td></td>
<td>Oral Defense!</td>
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<td></td>
<td>Celebrate!! Then Schedule some R &amp; R!</td>
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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 | • Six credits in quantitative methods from the statistics courses offered in graduate psychology  
• Three additional 3-credit 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  
• 6421 3.0 - Foundations of Clinical Psychology A  
• 6422 3.0 - Foundations of Clinical Psychology B  
• 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  | One research practicum (6820A 6.0); 330 hours | Required                  |

Note: Other Area Requirements
<table>
<thead>
<tr>
<th>Professionalism and Ethical Conduct</th>
<th>Program-Sanctioned Y UPC Hours</th>
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</table>

**Developmental Science**

- Six credits in quantitative methods from the statistics courses offered in graduate psychology
- 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology
- 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology
- One 3-credit course selected from the DS course list.
- One 3-credit course 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>
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<tr>
<td>Required</td>
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</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.

<table>
<thead>
<tr>
<th>MILESTONES IN YOUR MA</th>
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<tr>
<td><strong>MA 1</strong></td>
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<tr>
<td><strong>FALL</strong></td>
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<td><strong>WINTER</strong></td>
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<tr>
<td><strong>SUMMER</strong></td>
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</tbody>
</table>

| **MA 2**              |
| **FALL**              | Once you have ethics approval for your thesis, begin collecting data. |
| **WINTER**            | • Analyzing data for your thesis |
|                      | • All course work should be complete |
| **SUMMER**            | Finish your thesis, schedule your defense. |
|                      | All paperwork must be submitted to Graduate Office at least 4 weeks prior to oral defense. |
|                      | Defend by end of term (August 31). |

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.

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>
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</thead>
</table>
| Brain, Behaviour and Cognitive Sciences   | • Six credits 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 3-credit 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-General Stream                   | • Six credits 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  
                                          | • 6441P 6.0 - Psychodiagnosics  
                                          | • 6445P 6.0 - Advanced Intervention  
                                          | • 6490B 3.0 - Ethical Issues in Professional Practice  
                                          | • A minimum of two 3-credit 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). | Academic Breadth  
                                          |                                                          |                                                                                        | Comprehensive paper to satisfy breadth requirement | Clinical Competency examination in assessment and intervention  
                                          |                                                          |                                                                                        | Dissertation | Oral Defence |
| Clinical-Neuropsychology stream           | • Six credits 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  
                                          | • 6441P 6.0 - Psychodiagnosics  
                                          | • 6445P 6.0 - Advanced Intervention  
                                          | • 6490B 3.0 - Ethical Issues in Professional Practice  
                                          | • 6325 3.0 Clinical Neuroanatomy (may be taken at MA level)  
                                          | • 6320 3.0 Human Neuropsychology: History and Syndromes | Practicum (6440P 6.0) of 660 hours in a neuropsychology setting  
                                          |                                                          |                                                                                        | a one-year full-time clinical internship (6840 6.0) of 1800 hours with at least a major rotation in clinical neuropsychology | Additional practicum (6460P) | Academic Breadth  
                                          |                                                          |                                                                                        | Comprehensive paper to satisfy breadth requirement | Clinical Competency examination in intervention (psychotherapy) and neuropsychological assessment  
                                          |                                                          |                                                                                        | Dissertation | on a neuropsychology topic |
| Clinical-Developmental | • 6330 3.0 Cognitive Neurorehabilitation  
• Psyc6450 3.0 Principles of Neuropsychological Assessment  
• Confirmed attendance at Clinical Neuropsychology Rounds seminar series | strongly encouraged. | Oral Defence |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|
| | • Six credits in quantitative methods from the statistics courses offered in graduate psychology  
• 6930 3.0 - Intervention Strategies with Children  
• 6490B 3.0 – Ethical Issues in Professional Practice  
• 6970 3.0 – CD Interventions: Advanced Skills  
• Minimum of two 3-credit elective courses, or equivalent, at the 6000 level | Two clinical practa – 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 |
| Clinical-Developmental (students who entered the program prior to Sept 2013) | • 6130 6.0 - Univariate Analysis OR  
6140 6.0 - Multivariate Analysis  
• 6930 3.0 - Intervention Strategies with Children  
• 6490B 3.0 - Ethical Issues in Professional Practice  
• A minimum of three 3-credit courses, or equivalent, at the 6000 level of which two must be Clinical-Developmental Courses. | Two clinical practa – 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 | • Six credits in quantitative methods from the statistics courses offered in graduate psychology  
• A minimum of two 3-credit 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). Students are encouraged to take the practica in different labs. | Academic Breadth  
Comprehensive paper to satisfy breadth requirement  
Dissertation  
Oral Defence |

**Note: Other Area Requirements**

1. Professionalism and Ethical Conduct  
2. PhD Program-Sanctioned YUPC Hours (30 hours)
| 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 3-credit 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 3-credit 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. |
| Six credits 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 3-credit 6000-level courses (or equivalent) in psychology or other relevant programs, chosen in consultation with the supervisor. |

| Quantitative Methods | 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A **OR** 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B*  
| Five 3-credit courses (or equivalent) in courses specializing in quantitative methods. (See below)  
| One 3-credit course in any other graduate psychology courses. |

*Note:*

If PSYC 6020 or PSYC 6030 were taken at the MA level, this requirement can be met by taking one 3-credit elective in any other graduate psychology courses.

|  | 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 |

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Social and Personality

- Six credits 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
- 6410 3.0 - Social Psychology OR 6510 3.0 - Personality
- One 3-credit 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)
- Two 3-credit courses, chosen in consultation with his or her supervisor, from those offered at the 6000 level.

*Note:

Each candidate should complete the statistics and research methods requirement by the end of PhD 1 year. The Research method requirement can also be fulfilled by completing an alternative course in research methods chosen from a list of courses approved by the area. Please contact the Area Coordinator for more information.

The number of reading courses that a student may take for a credit in fulfillment of minimum requirements is limited to two 3-credit courses (or equivalent).

Quantitative Methods/Statistics Courses in Graduate Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 6131 3.0</td>
<td>Univariate Analysis I: Analysis of Variance</td>
</tr>
<tr>
<td>Psychology 6132 3.0</td>
<td>Univariate Analysis II: Regression</td>
</tr>
<tr>
<td>Psychology 6135 3.0</td>
<td>Psychology of Data Visualization</td>
</tr>
<tr>
<td>Psychology 6136 3.0</td>
<td>Categorical Data Analysis</td>
</tr>
<tr>
<td>Psychology 6137 3.0</td>
<td>Best Practices in Quantitative Research Methods</td>
</tr>
<tr>
<td>Psychology 6140 6.0</td>
<td>Multivariate Analysis</td>
</tr>
<tr>
<td>Psychology 6155 3.0</td>
<td>Statistical Consulting in Psychology</td>
</tr>
<tr>
<td>Psychology 6160 3.0</td>
<td>Hierarchical Linear Modeling</td>
</tr>
<tr>
<td>Psychology 6176 3.0</td>
<td>Structural Equation Modeling</td>
</tr>
<tr>
<td>Psychology 6180 3.0</td>
<td>Psychometric Methods</td>
</tr>
<tr>
<td>Psychology 6190 3.0</td>
<td>Longitudinal Data Analysis</td>
</tr>
<tr>
<td>Psychology 6229 3.0</td>
<td>Statistical Modeling of Perception and Cognition</td>
</tr>
<tr>
<td>Psychology 6256 3.0</td>
<td>Principles of Neural Coding</td>
</tr>
<tr>
<td>Psychology 6273 3.0</td>
<td>Computer Programming for Experimental Psychology</td>
</tr>
</tbody>
</table>

At least two of applied or research practica (6820 6.0 or 6810 6.0); 330 hours each

Academic Breadth
Comprehensive paper to satisfy breadth requirement
Dissertation
Oral Defence

Academic Breadth
Comprehensive paper to satisfy breadth requirement
Dissertation
Oral Defence
**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.
# MILESTONES IN YOUR PhD

## PhD 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Enjoy your courses and practicum!</td>
</tr>
<tr>
<td>WINTER</td>
<td>Enjoy your courses and practicum!</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Begin thinking about ABC paper. Meet with your ABC supervisor and form your committee.</td>
</tr>
</tbody>
</table>

## PhD 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Work on your ABC paper.</td>
</tr>
<tr>
<td>WINTER</td>
<td>Submit Dissertation Supervisory Committee form to the Graduate Office no later than April 30.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>If not already submitted, ABC Paper Proposal should be submitted to Graduate office no later than August 31.</td>
</tr>
</tbody>
</table>

## PhD 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Research, collect data and write ABC Paper.</td>
</tr>
<tr>
<td>WINTER</td>
<td>Submit Dissertation proposal to the Graduate office no later than April 30.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>ABC Paper should be completed no later than August 31. Clinical students should complete Clinical Competency Exam by August 31 (must have completed clinical practicum II to be eligible for competency exam). Once you have ethics approval for dissertation begin collecting data.</td>
</tr>
</tbody>
</table>

## PhD 4

<table>
<thead>
<tr>
<th>Semester</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>C and CD students apply for internship – all course work, ABC completed, and an approved dissertation proposal must be on file.</td>
</tr>
<tr>
<td>WINTER</td>
<td>Begin analyzing data for dissertation. C and CD internship interviews Non-clinical students – all course work &amp; ABC completed, now writing your dissertation.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Dissertation writing should be completed by April. Schedule your defense (all paperwork must be submitted to Graduate Office at least 4 weeks prior to oral defense) and defend by end of term.</td>
</tr>
</tbody>
</table>

## PhD 5

<table>
<thead>
<tr>
<th>Semester</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>C and CD students – 1 year internship. Schedule your oral defense, if you have not done so already.</td>
</tr>
</tbody>
</table>
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 Academic Breadth Comprehensive 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.

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

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

**Practicum Hours**

Clinical students must take 6430P 6.0 and 6440P 6.0 and Clinical-Developmental students must take 6910P 6.0 and 6930P 6.0 prior to applying to pre-doctoral internship. Clinical Practicum III as an option is provided for students who seek to add to the quality of their training given that they are progressing through the Program in a timely manner.

This third practicum has become more normative than optional in recent years for Clinical Area students. It is an expectation that students will keep precise track of their hours of practicum training (clinical contacts and supervision) using the time2track recording system. 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](http://psychology.gradstudies.yorku.ca/practicum). It is also expected that students will attend the annual Greater Toronto Area Practicum Day, which is typically held in November and which provides an opportunity to meet with practicum coordinators and supervisors from most of the approved sites in the area.

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

- c) 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 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

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; please note the Clinical area has already been accredited and the Clinical-Developmental area is undergoing accreditation.

For more information regarding the Clinical Neuropsychology stream, please contact Dr. Christine Till at ctill@yorku.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

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. It is called the Graduate Diploma in Health Seminar, and you must enroll in 6456 3.0 and 6457 3.0, taking one course per year, and graded as Pass/Fail. 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 jkat@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
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 an Academic Breadth Comprehensive 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. Rob Cribbie at cribbie@yorku.ca.

**Course Evaluation and Evaluation of Student’s Coursework**

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.

*For students evaluating their courses:* We welcome students' evaluations. 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.
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>
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<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** - 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 grade 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, as per FGS regulations.
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 Coordinator has also approved it before submitting it to the Program Office.

FALL, WINTER & SUMMER REGISTRATION

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

1. 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**. Please refer to this website for Registration Procedures: [gradstudies.yorku.ca/current-students/student-status/enrollment/](http://gradstudies.yorku.ca/current-students/student-status/enrollment/). Please refer to the FGS website ([http://gradstudies.yorku.ca/current-students/student-status/important-dates/](http://gradstudies.yorku.ca/current-students/student-status/important-dates/)) for the last day to register without paying the $200 late fee.

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

3. Students must petition to change their status (from full to part-time or vice versa), by completing a form available in the Graduate Program Office or on the Faculty of Graduate Studies website [http://gradstudies.yorku.ca/current-students/student-status/forms/](http://gradstudies.yorku.ca/current-students/student-status/forms/).
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/](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://gradstudies.yorku.ca/current-students/regulations/academic-honesty/](http://gradstudies.yorku.ca/current-students/regulations/academic-honesty/) 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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<thead>
<tr>
<th>Time Block</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>8:30-11:30</td>
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<tr>
<td>Evening</td>
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Remember to add: TA Assignment Tutorials
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<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Email</th>
<th>Max</th>
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<td>6020 3.0 (F)</td>
<td>Historical and Theoretical Foundations of Psychology A</td>
<td>C. Green</td>
<td><a href="mailto:chris@yorku.ca">chris@yorku.ca</a></td>
<td>20</td>
<td>Wed</td>
<td>11:30-2:30</td>
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<td>D67B01</td>
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<td>Historical and Theoretical Foundations of Psychology B</td>
<td>T. Teo</td>
<td><a href="mailto:tteo@yorku.ca">tteo@yorku.ca</a></td>
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<td>Cross listed with PHIL 6340</td>
<td>Advanced History and Theory of Psychology</td>
<td>C. Green</td>
<td><a href="mailto:chris@yorku.ca">chris@yorku.ca</a></td>
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<td>Historiography of Psychology</td>
<td>M. Pettit</td>
<td><a href="mailto:mpettit@yorku.ca">mpettit@yorku.ca</a></td>
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<td>6131 A 3.0 (F)</td>
<td>Univariate Analysis I: Analysis of Variance</td>
<td>E. Ross</td>
<td><a href="mailto:ecross@yorku.ca">ecross@yorku.ca</a></td>
<td>20</td>
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<td>D. Flora</td>
<td><a href="mailto:df@yorku.ca">df@yorku.ca</a></td>
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<td>Psychology of Data Visualization</td>
<td>M. Friendly</td>
<td><a href="mailto:friendly@yorku.ca">friendly@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>Research Methods in Study of Personality</td>
<td>R. Mar</td>
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<td>Structural Equation Modeling</td>
<td>D. Flora</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>Brain Mechanisms Of Movement in Health and Disease</td>
<td>L. Sergio</td>
<td><a href="mailto:lsergio@yorku.ca">lsergio@yorku.ca</a></td>
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<td>D. Reid</td>
<td><a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a></td>
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<td>Fundamentals of Neuroscience II: Circuit</td>
<td>J. DeSouza</td>
<td><a href="mailto:desouza@yorku.ca">desouza@yorku.ca</a></td>
<td>15</td>
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<td>Principles of Neural Coding</td>
<td>J. Elder</td>
<td><a href="mailto:jelder@yorku.ca">jelder@yorku.ca</a></td>
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<td>Fundamentals of Neuroscience I: Structures, Neurons and Synapses</td>
<td>D. A. Crawford,</td>
<td><a href="mailto:dakov@yorku.ca">dakov@yorku.ca</a>,</td>
<td>M. Fallah,</td>
<td><a href="mailto:hhadri@yorku.ca">hhadri@yorku.ca</a>,</td>
<td><a href="mailto:lsergio@yorku.ca">lsergio@yorku.ca</a></td>
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<td>6265 3.0 (W)</td>
<td>Perception and Action</td>
<td>L. Harris</td>
<td><a href="mailto:harris@yorku.ca">harris@yorku.ca</a></td>
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<td>Computer programming for experimental psychology</td>
<td>R. Murray</td>
<td><a href="mailto:rfm@yorku.ca">rfm@yorku.ca</a></td>
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<td>Comparative Cognition</td>
<td>S. McDonald</td>
<td><a href="mailto:suzmac@yorku.ca">suzmac@yorku.ca</a></td>
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<td>J. Rich</td>
<td><a href="mailto:jbr@yorku.ca">jbr@yorku.ca</a></td>
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<td>Contemporary Issues in Social and Personality Psychology</td>
<td>R. Mar</td>
<td><a href="mailto:mar@yorku.ca">mar@yorku.ca</a></td>
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<td>J. Mills</td>
<td><a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a></td>
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<td>J. Goldberg</td>
<td><a href="mailto:jgoldber@yorku.ca">jgoldber@yorku.ca</a></td>
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<td>N. Park (F)/</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>A. Pos</td>
<td><a href="mailto:aepos@yorku.ca">aepos@yorku.ca</a></td>
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<td><a href="mailto:glassman.ed@gmail.com">glassman.ed@gmail.com</a>,</td>
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<td>J. Katz</td>
<td><a href="mailto:jkatz@yorku.ca">jkatz@yorku.ca</a></td>
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<td>W. Heinrichs</td>
<td><a href="mailto:waltherh@yorku.ca">waltherh@yorku.ca</a></td>
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<td>Current Issues in Health</td>
<td>J. Katz</td>
<td><a href="mailto:jkatz@yorku.ca">jkatz@yorku.ca</a></td>
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<td>J. Katz</td>
<td><a href="mailto:jkatz@yorku.ca">jkatz@yorku.ca</a></td>
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<td><a href="mailto:jsmills@yorku.ca">jsmills@yorku.ca</a></td>
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<td>Y. Bohr</td>
<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
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<td>K. Fergus</td>
<td><a href="mailto:kfergus@yorku.ca">kfergus@yorku.ca</a></td>
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<td>Interprofessional Psychosocial Oncology: Introduction to Theory and Practice</td>
<td>K. Fergus (contact person)</td>
<td><a href="mailto:kfergus@yorku.ca">kfergus@yorku.ca</a></td>
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<td>R. Morris</td>
<td><a href="mailto:rmorris@cpo.on.ca">rmorris@cpo.on.ca</a></td>
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<td>D. Pepler</td>
<td><a href="mailto:pepler@yorku.ca">pepler@yorku.ca</a></td>
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<td>S. Adler</td>
<td><a href="mailto:adler@yorku.ca">adler@yorku.ca</a></td>
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<td>Issues in CD Psychology: A Proseminar in Ethics, Practice and Research</td>
<td>M. Desrocher</td>
<td><a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
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<td>6905 3.0 (W)</td>
<td>Biological and Cognitive Bases of Development</td>
<td>M. Desrocher</td>
<td><a href="mailto:mdesroch@yorku.ca">mdesroch@yorku.ca</a></td>
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<td>Psychoeducational Assessment of Children and Adolescents</td>
<td>C. Till</td>
<td><a href="mailto:ctill@yorku.ca">ctill@yorku.ca</a></td>
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<td>Introduction to the Psychological Assessment of Children and Practicum</td>
<td>J. Bebko</td>
<td><a href="mailto:jbebko@yorku.ca">jbebko@yorku.ca</a></td>
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<td>J. Weiss</td>
<td><a href="mailto:jonweiss@yorku.ca">jonweiss@yorku.ca</a></td>
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<td>R. Muller</td>
<td><a href="mailto:muller@yorku.ca">muller@yorku.ca</a></td>
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<td><a href="mailto:jrawana@yorku.ca">jrawana@yorku.ca</a></td>
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<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
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<td>Diversity in Children Youth and Adults Clinical Practice</td>
<td>D. Pepler</td>
<td><a href="mailto:pepler@yorku.ca">pepler@yorku.ca</a></td>
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**COURSE DESCRIPTIONS**

**Historical and Theoretical Foundations of Psychology**

**Psychology 6020 3.0 (F)**  
*Christopher Green  
Wednesday 11:30 – 2:30*

**Enrolment is limited to 20 students**

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

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

**Course Format:** Seminar discussion, with instructor and student presentations

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

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**Historical and Theoretical Foundations of Psychology**

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

**Enrolment is limited to 20 students**

**Purpose:** This seminar focuses on the “Psychological Humanities” and debates foundational issues of psychology as a science, profession, and practice from philosophical, social, and historical points of view. The aim of the seminar is to discuss the ontological, epistemological, ethical-practical, and aesthetic assumptions as well as to provide meta-theoretical, historiographical, and substantive reflections that have developed in the psychological humanities. Particular attention will be paid to a critical assessment of psychological worldviews, concepts, methods, and actions. 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
Advanced History and Theory of Psychology: Darwinian Influences on Psychology

Psychology 6060D 3.0 (W) (XL with PHIL 6340)  
Christopher Green  
Wednesday 11:30 – 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose:  
Evolution has been a major influence on American psychological thought since the time of William James. This course will be about the influence of Darwin and evolutionary thought on the development of (mostly American) psychology from, roughly, the 1870s to the 1950s. Following from James’s psychology, we will examine the rise and fall of Functionalism (Dewey, Angell), the development of intelligence and personality testing (and their connections to eugenics — Galton J. M. Cattell, Binet, R. B. Cattell), and the ascent of Behaviorism (Watson, Tolman, Hull, Skinner). Of special interest will be J. Mark Baldwin’s “organic selection,” later dubbed the Baldwin Effect. (What is known today as “evolutionary psychology” will play only a small role small role in the course.)

Prerequisite:  
Any previous course on the history of psychology will be helpful.

Student Background:  
Primarily aimed at graduate students in psychology, philosophy, science studies, or history.

Format:  
Student presentations. Class discussion.

Requirements:  
Reading, discussion, seminar presentation, term paper

Readings:  
TBA.

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.

Histioriography of Psychology

Psychology 6061 3.0 (F)  
Michael Pettit  
Thursday 11:30-2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose:  
This seminar is intended to provide graduate students with critical theoretical and practical tools for crafting historical research projects. Particular attention will be paid to formulating historical problems and selecting units of analysis. Issues to be addressed include genres of historical writing (biographical, institutional, and conceptual), history from the perspective of researchers versus the participants, the social place of psychology, the nature of archives, and the use of non-written sources deriving from visual, oral, and material culture. Rather than focus on grand works of critical theory, our focus is on how working historians develop and articulate the mid-range tools and methods of historical inquiry and interpretation. Readings will be drawn from the history of psychology as well as cultural history and Science and Technology Studies (STS).

Co- or pre-requisites:  
None. Psyc 6020 or 6030 recommended

Background of students:  
Open to MA and PhD students in psychology
Course format: Seminar

Requirements of students:

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<td>Bibliography/archive assignment</td>
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Text /Readings: Readings consists of an assortment of articles and book chapters available through the digital resources of the York University library system.

Basis of Evaluation: See requirements.

Univariate Analysis I: Analysis of Variance

Psychology 6131A 3.0 (F) Erin Ross
Tuesday 11:30 – 2:30

Enrolment is limited to 20 students

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, repeated measures and mixed 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

Univariate Analysis I: Analysis Of Variance

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

Enrolment is limited to 20 students

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, repeated measures and mixed 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) David Flora
Wednesday 8:30 – 11:30

ENROLMENT IS LIMITED TO 18 STUDENTS

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: TBA

Text /Readings: TBA

Evaluation: TBA

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Univariate Analysis II: Regression

Psychology 6132 N 3.0 (W) David Flora
Wednesday 11:30 – 2:30

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: Prerequisite, Psychology 6131, or permission from the instructor.

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

Course Format: TBA

Text /Readings: TBA
PSYCHOLOGY OF DATA VISUALIZATION

Psychology 6135 3.0 (W)  Michael Friendly

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: Information Not Available
Co- or pre-requisites: Information Not Available
Background of students: Information Not Available
Course format: Information Not Available
Requirements of students: Information Not Available
Text /Readings: Information Not Available
Basis of evaluation: Information Not Available

CATEGORICAL DATA ANALYSIS

Psychology 6136 3.0 (F)  Michael Friendly

ENROLMENT IS LIMITED TO 15 STUDENTS

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

Pre-requisites: PSYC 6130 (Univariate Statistics) or equivalent course
Text /Readings: TBA
Evaluation: Information Not Available
**Research Methods for the Study of Personality**

Psychology 6150E 3.0 (F)  
Raymond Mar  
Thursday 2:30 – 5:30

**ENROLMENT IS LIMITED TO 16 STUDENTS**

**Purpose:** To introduce students to the practice of personality psychology by emphasizing a skills-based approach. The goal of this course will be for each student to produce a research proposal pertaining to individual differences. Along with familiarizing themselves with the current practice of personality research, students will learn how to conduct p-curve analyses and use similar techniques to evaluate research evidence, present and discuss ideas related to research ethics, and take a critical though constructive stance toward research in general. Other major topics will include considering culture/context/situation when studying individual differences, measurement issues (e.g., survey methods, experience-sampling), sampling issues (e.g., sample size, generalizability), data-analysis practices, and biological approaches (e.g., neuroscience, genetics, psychophysiology).

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

**Course Format:** The details of the course format will be the product of negotiations between the students and instructor, and may include (but are not limited to): (1) engaging in structured debates regarding assigned readings, (2) reviewing manuscripts prepared by peers, (3) producing short position papers on debates within personality psychology, (4) conducting a quantitative review of a particular literature, (5) presenting a research proposal, (6) conducting a p-curve analysis and preparing a report, and (7) hands-on practice with open science tools (e.g., pre-registration, public archives).

**Requirements:** Each student will submit a major written work in the area of personality. Short presentations, and participation general will also be evaluated.

**Evaluation:** The total grade will be based on weekly responses (20%), class participation (15%), the major paper (40%), and a p-curve report (25%).

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

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**Structural Equation Modeling**

Psychology 6176 3.0 (W)  
David Flora  
Wednesday 8:30-11:30

**ENROLMENT IS LIMITED TO 16 STUDENTS**

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

**Pre-requisites:** PSYC 6130 (Univariate Analysis) OR PSYC 6132 (Univariate Analysis II: Regression), OR instructor permissions (e.g., for MA1 students in the Quantitative Methods area).
Student Background: Students should be very comfortable with multiple linear regression. Students in any area of psychology can benefit from the course, given that SEM is a general approach that can be applied to many types of data.

Course Format: The course will consist primarily of lectures and regular computer lab exercises.

Text /Readings: T.B.D.

Evaluation: There will be a series of data analysis assignments requiring the use of R software, using data provided by the instructor, as well as two short quizzes.

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**Psychometric Methods**

**Psychology 6180 3.0 (F)**  
**David Flora**  
**Wednesdays 8:30 – 11:30**  

**ENROLLMENT IS LIMITED TO 16 STUDENTS**

**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 validity theory, 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 very comfortable with multiple regression. Some familiarity with basic matrix algebra is also beneficial, as is experience with the R statistical software package.

**Course Format:** The course will consist primarily of lectures and regular computer lab exercises

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

**Evaluation:** There will be a series of data analysis assignments requiring the use of R software, using data provided by the instructor, as well as two short quizzes.

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**Longitudinal Data Analysis**

**Psychology 6190 3.0 (W)**  
**Robert Cribbie**  
**Tuesday 8:30 – 11:30**  

**ENROLLMENT IS LIMITED TO 16 STUDENTS**

**Purpose:** This course is designed to educate the student in statistical methods for analyzing data from longitudinal psychology studies. The course material will focus on providing the student with a broader perspective with regards to the available options for analyzing longitudinal data, as well as the necessary skills for conducting the appropriate analyses with statistical software.

**Course format:** Presentations, Assignments, Written Paper


**Statistical Software Package:**
The primary software package for this course will be *R*. *R* is a free software environment for statistical computing and graphics. However, students are free to use any other software that they are comfortable with, as long as it is capable of conducting the required analyses.

**Basis of evaluation:**

Final grades will be comprised of marks earned on:

1. Applied Research Article Presentation (10%)
2. Lab Exercise Solutions Presentation (5%)
3. Lab Assignments (2 X 20% = 40%)
4. Written Paper (35%)
5. Presentation on Written Paper (10%)

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### Statistical Modelling of Perception and Cognition

**Psychology 6229 3.0 (W)**  
**Richard Murray**  
**Thursday 11:30 – 2:30**

**ENROLMENT IS LIMITED TO 15 STUDENTS**

**Purpose:**

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

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

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

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

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

**Evaluation:** Six quizzes (25%), three problem sets (50%), term project (50%)

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### Complex Systems Approach to Interpersonal Change

**Psychology 6245 3.0 (W)**  
**David Reid**  
**Thursday 11:30 - 2:30**

**ENROLMENT IS LIMITED TO 15 STUDENTS**

**Purpose:**

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

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

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

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

PSYC 6253 3.0 (W) (xl with KAHS 6156/BIOL 5147) Joe DeSouza
Thursday 8:30-11:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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

The course will provide graduate students with an in depth analysis of the circuits within the nervous system that underlying the structure and function of the developing and mature nervous system. This is an advanced course that will focus on current research topics in selected areas of neuroscience, which is the study of the biology of the nervous system and its relationship to 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:

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<td>Class Exam</td>
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<td>Paper presentations</td>
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<td>Class discussions and attendance</td>
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Principles of Neural Coding

Psychology 6256 3.0 (W) James Elder
Friday, 8:30-11:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: This course introduces the student to mathematical and computational tools required for computational neuroscience at the systems level.

Topics will include:
- Bayesian Decision Theory
- Signal Detection Theory
- Linear Systems
- Fourier Theory
- Ecological Statistics
- Statistics of Spike Trains
- Linear and Nonlinear Systems Identification
- Reverse Correlation and Receptive Fields
- Population Coding & Optimal Estimation
- Information Theory
• Principal Components Analysis
• Efficient & Sparse Coding
• Representation Learning
• Deep Learning

Co- or pre-requisites: None.

Background of students: In terms of level or area(s)

Course format: Each week will consist of one three-hour meetings, divided into two 1.5 hour components
Part 1. A lecture by the instructor on theory
Part 2. Presentation by a student of a relevant paper from the literature, discussion of worked problems and programming assignments.

Requirements of students:

Text /Readings:
Main Reference

Additional readings will be assigned

Basis of evaluation: In addition to student presentations of short journal articles, assignments based upon laboratory work with MATLAB will be assigned, collected and graded. The final project will involve application and possibly extension of a technique studied in the class to a new sample of data, possibly from the student’s own laboratory.

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<td>Assignments</td>
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<td>Final Project</td>
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Perception and Action

Psychology 6265 3.0 (W)
(xl KAHS 6161/BIOL 5136)

Laurence Harris
Wednesday 2:30 – 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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

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

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

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<td>Course work:</td>
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<td>Long essay and accompanying presentation</td>
<td>55%</td>
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<tr>
<td>Participation in class:</td>
<td>15%</td>
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Readings: Will be from original sources and review chapters & articles. A more detailed reading list will be constructed from relevant new literature from Journals available in the York Library system. The list will include (York call numbers included):

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

Computer Programming for Experimental Psychology

**PSYC 6273 3.0 (F) Richard Murray**
**Thursday 11:30-2:30**

**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](http://www.yorku.ca/rfm/psyc6273)
Seminar in Comparative Cognition

Psychology 6285 3.0 (W) Suzanne MacDonald
Thursday 11:30 - 2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: The goal of this course is to introduce students to the field of comparative cognition, or “how animals think”. Topics may include attention and perception, basic memory processes, spatial abilities and foraging, the discrimination of numbers and time, logical reasoning and decision making, social learning, tool use, metamemory, communication and language, and the evolution of cognitive processes.

Course Format: Class sessions will begin with a short lecture, followed by discussion of assigned readings (usually journal articles), and relevant video clips if appropriate. We may also have a class session at the Toronto Zoo if students are interested.

Co- or Pre-requisites: None

Background of students: A previous undergraduate course in cognition, comparative cognition or animal behaviour would be a bonus, but not necessary. Students from all levels and areas are welcome.

Text/Readings: There will be no formal textbook for this course, as we will rely on original scientific journal articles and edited book chapters for readings.

Basis of evaluation: Students will be responsible for leading one seminar session based on a topic of their choice (worth 40% of the final grade), and then submitting an outline (worth 10%) and final paper (worth 40%). The final paper can be either a critical literature review or research proposal, based on the presentation topic. Active participation in class discussions is also expected (worth 10%).

Human Neuropsychology: History and Syndromes

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

ENROLMENT IS LIMITED TO 16 STUDENTS

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

Student Background: Graduate students at any level. A background in physiological psychology and neuroanatomy would be helpful, but is not required. Preference will be given to students in the Clinical Neuropsychology stream, for whom this is a required course.

Course Format: Required and optional readings will be assigned each week. The course director will give presentations based on the required readings (approx. 2 ½ hours), and students will present the optional readings in the remaining time.
Evaluation: Three exams (30% each)
Participation (10%)

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

Contemporary Issues in Social and Personality Psychology

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

ENROLMENT IS LIMITED TO 10 STUDENTS

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, intimacy in romantic relationships, 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 due every week 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) TBA
Thursday 11:30 – 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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 B
Psychology 6421 3.0 (F)                Jennifer Mills
                Tuesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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) and how personality contributes to psychopathology. It comprises an integrative and critical review of theory and research on mental disorders including depressive, anxiety, obsessive-compulsive, substance, trauma and stress-related, and eating 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 diagnosis. Learning objectives include critical thinking skills and an appreciation of the complexity of mental illnesses, as well as the challenges to psychodiagnosis and effective treatment.

Student Background: Psych 6421 is designed and intended for students in the Graduate 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, debates, presentations, and case studies. The instructor and the students will participate actively in teaching the course.

Evaluation: Students will write a scholarly paper on a topic chosen in consultation with the instructor, present orally to the class, and contribute to class discussion. Specific requirements and weightings related to final grade will be provided by instructors at the beginning of the course.


Foundations of Clinical Psychology A
Psychology 6422 3.0 (W)                Joel Goldberg
                Tuesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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.

**Text:** American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5).* Washington, DC: American Psychiatric Association. Note: A reading list will also be provided at the beginning of each term for each section separately.

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**Assessment in Psychology**

**Psychology 6430 6.0 (Y)**

**Norman Park (F)**

**Jennifer Mills (W)**

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

**Enrolment is limited to 10 students**

**Purpose:** The course is designed to provide students with the theoretical and practical foundation of psychological assessment. It will focus on (a) developing clinical interviewing and test administration skills, (b) understanding concepts in measurement theory and their importance in the development, evaluation, and use of psychological tests in applied settings, (c) cross-cultural, ethical, and social issues involved in assessment. There will be a significant practical component to the course, as students will gain experience in the administration and interpretation of commonly used assessment instruments. The Fall term will focus on 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.

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

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

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

Enrolment is limited to 8 students

Course Schedule: Seminar: Friday 8:30 a.m. - 11:30 a.m.
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%).

Evidence-Based Principles of Psychotherapy

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

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: This course provides students with a grounding in empirically supported principles of psychotherapy. 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.

Text /Readings: Original readings TBA.

Evaluation:  
Participation: 20%  
Seminar Discussion Leader 20%  
Self-Reflection Exercise 20%  
Video Analysis 40%

Approaches to Psychotherapy: Advanced Study

Psychology 6437 3.0 (W)  
Alberta Pos  
Wednesday 2:30 – 5:30

ENROLMENT IS LIMITED TO 8 STUDENTS

Purpose: This course will provide students with advanced study of major components relevant to models of psychotherapy, from traditional to contemporary. This will include advanced topics in psychodynamic, cognitive-behavioral, person-centered/experiential, and systemic models. We will also visit newer contemporary models such as emotion-focused therapy, post-modern narrative processes, motivational interviewing, DBT and mindfulness as well as acceptance-based approaches. Following this, advanced common factors will also be explored such as multiplicity, interpersonal issues and advanced emotion considerations.

While each model is considered individually, psychotherapy integration will also be constantly addressed and considered throughout the course. Issues related to culture as well as trans-theoretical issues related to psychotherapy research will consistently be addressed. In order to enrich your learning, a number of individuals with specific and extensive expertise in their models under consideration have graciously offered to provide guest lectures.

Text /Readings: TBA

Evaluation:  
Participation: 20%  
Case Formulation Paper 40%  
Personal reflections on each model 20%
Psychodiagnosics

Psychology 6441 6.0 (Y)

Ed Glassman
Joel Goldberg
Tuesday 11:30 - 2:30

ENROLMENT IS LIMITED TO 20 STUDENTS

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 various psychological tests, particularly DSM-5 diagnostic classifications. Students will learn about psychometric principles, foundational psychological tests, 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 real life assessment cases, one per term (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
Alberta Pos

Thursday 11:30 - 2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

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

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

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

Second term
Case Presentation
Active Participation in supervision sessions

NB: TUTORIALS WILL BE TUESDAY 2:30-5:00, THURSDAY 9:00 -11:30 and THURSDAY 3:00-5:30

Students need to keep all tutorial times free for supervision regardless of the tutorial time for which they have signed up.

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Principles of Neuropsychological Assessment

Psychology 6450 3.0 (F) Walter Heinrichs
Thursday 2:30 – 5:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: This course will cover knowledge and skills in the practice of neuropsychological assessment. Students will learn to interpret neuropsychological measures and to integrate test scores, clinical history, and medical data in assessment 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 relevant background.

Student Background: Graduate students at any level. A background in basic neuropsychology is helpful and the majority of students are typically enrolled in the clinical neuropsychology specialty stream, but this is not required.

Course Format: The first two classes will address broad interpretive principles, 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 clinical disorder or syndrome, represented by a case study (with a detailed report of neuropsychological findings) from actual patient files. These classes include student presentations on the syndrome followed by instructor-led review and analysis of the case study and clinical profile. Students will also obtain experience in neuropsychological report writing, based on a selection of the case studies presented in class.

Evaluation: Will include multiple choice quizzes on essential knowledge, written reports, oral presentations and class participation.

Texts and Readings: TBA

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Eating Disorders

Psychology 6452 3.0 (F) Jennifer Mills
Fridays 11:30-2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: The goal of this course is to introduce graduate students to research and clinical issues relevant to eating disorders. First, we will evaluate the research and theory on normal and abnormal eating in order to understand the theoretical basis for the assessment and treatment of disordered eating.
We will cover biological, learned, cognitive, and individual factors in hunger and eating. Second, we will examine diagnostic and assessment issues relevant to eating disorders, and discuss ethical and clinical issues that commonly arise when working with clients with eating disorders. Third, we will examine the standard treatment modalities that are currently being used for eating disorders and evaluate their effectiveness. There is an emphasis on adult populations with eating disorders, but clinical issues specific to child or adolescent populations will be covered where applicable.

Co- or pre-requisites: None.

Background of students: This course is intended primarily for students in the Clinical or Clinical-Developmental Psychology graduate areas. Students from other areas who would like to register should contact the instructor for more information.

Course format: This course involves instructor presentation, student presentation, and group discussion about the seminar topics. This course also includes a practical component wherein students receive basic training in the assessment of DSM-IV Eating Disorders, including the use of structured and semi-structured clinical interviews and self-report measures. Students also receive some training in the treatment for eating disorders, including cognitive-behaviour therapy, motivational interviewing, and dialectical behaviour therapy. This training takes place through readings, in-class demonstrations, and supervised role-play exercises.

Requirements of students: Every week, there will be a list of readings that students are expected to read and to come to class prepared to discuss in detail. These are available through the York library (all of them online), or the instructor will make them available.

Text /Readings: Readings (book chapters, journal articles) will be assigned at the beginning of the course.

Basis of evaluation: Assessment and case conceptualization 50%
Seminar presentation (date TBA) 30%
Preparation and in-class participation 20%

Current Issues in Health Psychology

Psychology 6455 3.0 (W) Joel Katz
(xl with KAHS 6143) and integrated Psyc4370 Wednesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: To present an overview of selected topics in health psychology. The course is intended to expose graduate students to some of the current theoretical and practical issues in the field of health psychology. The objectives of the course are to review, and explore in depth, specific theories in health psychology which provide a conceptual framework for understanding health-compromising and health-enhancing behaviour (e.g., Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior, Reactance Theory, Transtheoretical Model of Health Behavior Change). Emphasis will be on addressing these behaviours from a biopsychosocial perspective. To present, evaluate, and discuss current evidence and theory in health psychology related to preventive and therapeutic interventions for a variety of chronic diseases and conditions as well as addictive behaviours in which health-compromising and health-enhancing behaviours play a role. The main focus will be on the individual, but will also include material on couples, families, and communities. Specific topics to be covered include mechanisms and management of chronic pain; transition of acute pain to chronic pain; fear of pain, anxiety sensitivity, and pain disability; social support in relation to health and illness; stress, immune function, and health; biobehavioural factors and coronary artery disease; 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 (6th 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.
Purpose: This seminar is open to all graduate students in Psychology. However, students who plan to enrol in the Health Psychology Graduate Diploma Program are required to take two seminar courses, PSYC 6456 1.5 and PSYC 6457 1.5 during any two years of their doctoral program. The seminars are intended to support students in their general degree program and to provide the basics of a broad and systemic training in health psychology. The seminars are not only intended to be educational but also a supportive environment for students both instrumentally and emotionally as they progress through their graduate training.

The topics covered in the weekly seminar include research training and lectures, dissertation preparation, clinically-oriented subjects, and other student-focused concerns. Examples of research training and lectures include: 1) current research being conducted in various fields of medical/health research; 2) critiques and discussions of recent studies (“journal club”); 3) oral research presentation skills; 4) manuscript preparation, submission, and revision; 5) preparing a winning scholarship application; and 6) ethical issues in medical/health research including research ethics policy, processes and procedures at York University. Examples of dissertation preparation topics include: 1) choosing specific study ideas and hypotheses, 2) statistical analysis, and 3) presenting study findings. Examples of clinically-oriented topics include 1) stress management, 2) pain management, and 3) motivational interviewing to change health behaviour.

Examples of other student-focused concerns include: 1) finding a good health psychology research or clinical practicum site, 2) maximizing health psychology research productivity and success during graduate school, 3) discussion of student research goals for the semester, 4) update on progress and problem solving to achieve one’s research goals. The specific topics offered within each category vary each year depending on lecturer availability and student interest. Successful completion of this requirement will demonstrate an understanding of the relationships between health and psychological variables and an ability to conduct health psychology research across a variety of health domains.

Co- or pre-requisites: None

Background of students: Master’s or PhD students in Psychology or Kinesiology & Health Science

Course format: Instructor presentation, student reports

Requirements of students:

Text /Readings: To be assigned

Basis of evaluation: Students will be evaluated based on regular attendance, weekly participation, and submission of a written document critiquing a recent published article in health psychology or a reflection on a presentation by one of the guest speakers. The seminar is graded as pass/fail by the faculty member(s) leading the seminar.
Graduate Diploma in Health Psychology - Seminar 2

Psychology 6457 1.5 (F/W)  Joel Katz
(xl with KAHS 6457 1.5)  Monday 11:00 – 12:00

Enrolment is limited to 15 students

Purpose: This seminar is open to all graduate students in Psychology. However, students who plan to enrol in the Health Psychology Graduate Diploma Program are required to take two seminar courses, PSYC 6456 1.5 and PSYC 6457 1.5 during any two years of their doctoral program. The seminars are intended to support students in their general degree program and to provide the basics of a broad and systemic training in health psychology. The seminars are not only intended to be educational but also a supportive environment for students both instrumentally and emotionally as they progress through their graduate training.

The topics covered in the weekly seminar include research training and lectures, dissertation preparation, clinically-oriented subjects, and other student-focused concerns. Examples of research training and lectures include: 1) current research being conducted in various fields of medical/health research; 2) critiques and discussions of recent studies (“journal club”); 3) oral research presentation skills; 4) manuscript preparation, submission, and revision; 5) preparing a winning scholarship application; and 6) ethical issues in medical/health research including research ethics policy, processes and procedures at York University. Examples of dissertation preparation topics include: 1) choosing specific study ideas and hypotheses, 2) statistical analysis, and 3) presenting study findings. Examples of clinically-oriented topics include 1) stress management, 2) pain management, and 3) motivational interviewing to change health behaviour. Examples of other student-focused concerns include: 1) finding a good health psychology research or clinical practicum site, 2) maximizing health psychology research productivity and success during graduate school, 3) discussion of student research goals for the semester, 4) update on progress and problem solving to achieve one’s research goals. The specific topics offered within each category vary each year depending on lecturer availability and student interest. Successful completion of this requirement will demonstrate an understanding of the relationships between health and psychological variables and an ability to conduct health psychology research across a variety of health domains.

Co- or pre-requisites: None

Background of students: Master’s or PhD students in Psychology or Kinesiology & Health Science

Course format: Instructor presentation, student presentations

Requirements of students:

Text /Readings: To be assigned

Basis of evaluation: Students will be evaluated based on regular attendance, weekly participation, and a presentation on a research topic of their choice (typically their Master’s or doctoral research). The seminar is graded as pass/fail by the faculty member(s) leading the seminar.
Introduction to Family Therapy

Psychology 6470 3.0 (F)

Yvonne Bohr
Tuesday 2:30 – 5:30
(and additional observation time in late afternoon)

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose:
The purpose of this introductory course is to familiarize students with the clinical principles of systemic family assessment and intervention. Students will be introduced to classic theories and models of family systems approaches, and existing empirical evidence on the effectiveness of systemic approaches. The focus of the clinical component of the course will be on the practice of Structural Family Therapy (SFT) and Cognitive Behavioural Family Therapy (CBFT). A special emphasis will be placed on issues of ethics and culture-sensitive practice. Students will have an opportunity to acquire and practice rudimentary clinical skills, and to become proficient in building a systemic approach into their developing assessment and treatment repertoire. Please note that this course is however not designed to prepare students for independent family therapy practice.

Background of students: CD and C students only.

Course Format:
This is a primarily clinical, case-based and skills-oriented course. The focus of the course will be on: 1) understanding the basics of family systems theory as it pertains to intervention with parents, children and youth 2) acquiring knowledge in Structural Family assessment 3) understanding how this method forms the basis of several evidence-supported systemic treatment approaches 4) learning to apply this model in the context of case formulation, treatment planning and intervention techniques 5) becoming familiar with several alternative classic systemic approaches and how they differ from SFT, and can be integrated into the latter, with a particular emphasis on Cognitive Behavioural Family Therapy (CBFT).

This course will consist of two components: I) theory and case study and II) clinic-based supervised practice in the York University Psychology Clinic (YUPC). Classes will consist of: lectures, video case analysis, role play analysis and student–led exercises. In the clinic-based component of the course, students will be working together with the instructor to provide assessment and intervention to families in the YUPC. Students should be prepared to spend one to three hours per week in clinical supervision/observation of live cases, in addition to regular class time. Clinical sessions will occur after class on Mondays and/or Wednesdays at the convenience of YUPC clients.

Pre-requisite:
a) Introduction to Intervention course (e.g. Psychology 6930) AND b) at least one intervention practicum OR permission of the instructor.

Requirements of students: TBA

Course assignments:
1) Analysis of YUPC client sessions and formulation of treatment plan: class participants will take turns providing an analysis and case formulation for sessions observed in the YUPC. For each session, 1 class participant will present a SFT case formulation and treatment plan, and 1 class participant will provide a CBFT case formulation and treatment plan to the group. (30 mins). Presentations and handouts: 35% of class grade.

2) Clinic reports: class members will be responsible for taking turns writing file reports based on the YUPC clinical cases. Case formulations and treatment plans will be based on the primary theoretical model taught in class. 20% of class grade.

2) Class participation and leading a class role play: It is expected that class participants will be reading required texts as well as selected recommended articles and chapters, and contribute to
class discussions and exercises. In addition, each individual will take responsibility for structuring and carrying out one class role play practice, and analysis / formulation for a fictional family system using an alternative model of Family Therapy, chosen in consultation with the instructor from the following list (list is not exhaustive): Functional FT, Multi-Systemic FT, Narrative FT, Brief Solution FT, Strategic FT, Cognitive FT, Bowen Family Systems Therapy, Feminist FT, Psychoanalytic FT. (~30 mins).
45% of course grade.

TEXT:


Additional Readings will be assigned in Moodle in the first week of class.

Qualitative Research Methods

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

ENROLMENT IS LIMITED TO 10 STUDENTS

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

Student Background: Enrollment in a graduate program.

Course Format: Seminar

Readings: Course Kit

Evaluation: Comparative Deconstruction Paper; Interview Reflection Paper; Workshop Presentation; Qualitative Analysis Assignment; Class Participation

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/

ENROLMENT IS LIMITED TO 6 STUDENTS

Purpose: This online course provides graduate students from varying disciplines (e.g., psychology, nursing, social work) with an introduction to the field of psychosocial oncology. Case-based learning in small interprofessional groups allows students a rich understanding of the cancer experience and development of competency in psychosocial oncology practice and interprofessional collaboration.
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<thead>
<tr>
<th><strong>Co- or pre-requisites:</strong></th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>Student Background:</strong></td>
<td>Enrollment in a graduate program (Masters or Doctoral level)</td>
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<tr>
<td><strong>Course Format:</strong></td>
<td>Students meet weekly as a group online in small, interprofessional groups facilitated by one of the IPODE faculty; asynchronous discussion board participation</td>
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<tr>
<td><strong>Text /Readings:</strong></td>
<td>Course Kit</td>
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<tr>
<td><strong>Evaluation:</strong></td>
<td>Reflection papers, term paper, group project, participation</td>
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<tr>
<td><strong>Other Information:</strong></td>
<td>Course likely to be offered annually</td>
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Ethical Issues in Professional Practice

Psychology 6490B 3.0 (F) Rick Morris
Tuesday 8:30 - 11:30
ENROLMENT IS LIMITED TO 20 STUDENTS

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

Student Background:
The course is primarily intended (and is a requirement) for doctoral students in Clinical and Clinical/Developmental Psychology. Other students may enroll by permission of the instructor.

Course Format:
The format will be lectures and seminar discussion with an emphasis on group-work, presentations and active participation.

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

Readings:
Readings will be assigned.

Social and Emotional Bases of Development

Psychology 6610 3.0 (F) Debra Pepler
Wednesday 2:30 - 5:30
ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose:
The course provides an introduction to current issues in social and emotional development. It is such an exciting time to study social and emotional development as research is beginning to elucidate how experiences become embedded in biology and shape gene expression, brain development, social and emotional development, and wellbeing across the lifespan. The seminars will focus on changing theories of development and developmental psychopathology, recent research on social and emotional development, developmental research methods, and the implications of emerging perspectives for research, practice, and policy. We will consider challenges to healthy social and emotional development including: disadvantage, culture, and differences. Students will present their own research interests as they take shape through the seminar discussions.

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

Course Format:
The initial seminars will be led by the course director. The remaining seminars will focus on recent research on diverse aspects of social and emotional development with brief presentations by students on their own research interests as they relate to the topics being discussed.

Requirements:
1. To participate actively in class discussions. Students are expected to come prepared, having read the assigned material, and to support others’ developing research ideas with constructive comments.

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2. To present ideas about developing research interests as the course progresses including: the critical questions, theoretical foundation, evidence from research literature, key constructs, hypotheses, methods and measures, and analyses.
3. To write an initial draft of a proposal for potential MA thesis, with a focus on the central questions, theoretical foundation, and relevant research.

Evaluation:
- Class participation --- 25%
- Class presentation --- 25%
- Draft Proposal --- 50%

Texts and Readings: To be assigned.

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**Topics in Cognitive Development  CANCELLED**

Psychology 6640B 3.0 (F) Scott Adler
Mondays 11:30-2:30

**ENROLMENT IS LIMITED TO 15 STUDENTS**

Purpose: To provide an overview of important topics in cognition during early development. These topics will range from attention and perception to long-term memory, and from issues such as the prenatal experience to the impact of media and daycare. Through reading of empirical papers and student presentations, each topic will be discussed critically and findings will be challenged.

Co- or pre-requisites: None

Background of students: Any

Course format: Instructor presentation, student reports

Requirements of students: Students will be required to read and present articles for discussion each week.

Text /Readings: Empirical articles

Basis of evaluation: Weekly presentations, a final mock grant proposal and presentation of that proposal

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**Clinical Educational Issues  CANCELLED**

Psychology 6780 3.0 (W) James Behko
Wednesday 2:30-5:30

**ENROLMENT IS LIMITED TO 12 STUDENTS**

Purpose: Information Not Available

Co- or pre-requisites: Information Not Available

Background of students: Information Not Available

Course format: Information Not Available

Requirements of students: Information Not Available

Text /Readings: Information Not Available
Basis of evaluation: Information Not Available
Issues in CD Psychology:
A Proseminar in Ethics, Practice and Research

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

ENROLMENT IS LIMITED TO 8 STUDENTS

Course Description: In this course, we will introduce students to CD theory, ethical and professional issues related to clinical child practice, monitor the progress of their thesis projects, and introduce them to the YUPC. Normative patterns of biological, social, cognitive and emotional development will be reviewed to provide a developmental context for understanding deviations in child development. Throughout, the implications of gender, ethno-cultural and individual diversity will be considered. This course is designed with a seminar/discussion format to provide an overview of the main theories that guide our scientist-practitioner model, and a focus on ethical and professional issues to prepare for practicum placements.

Co- or pre-requisites: N/A

Objectives: Students will be required to achieve these learning 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)


Basis of Evaluation:

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<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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Background of students: This course is intended for incoming MA 1, and PhD Entry Students in the CD Area

Course format: Lectures, applied in-class assignments, guest speakers, and role plays.

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Biological and Cognitive Bases of Development

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

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: 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:** Lectures and student presentations.

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

**Evaluation:**

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<th>Assignment</th>
<th>Proportion of Grade</th>
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<tr>
<td>Weekly reflections – 5% each x 8, 2-page summaries (double spaced)</td>
<td>40%</td>
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<tr>
<td>Grant: Literature review, presentation, final grant draft (single spaced)</td>
<td>55% overall; 15% literature review, 20% presentation, 20% final grant</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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**Background of students:** This course is intended for incoming MA 1, and PhD Entry Students in the Clinical Developmental Area, and is open to any students who wish to learn about biological and cognitive bases of development.

**Requirements of students:** Students will be required to achieve these learning objectives:
1. Acquire knowledge of parts of the brain and their functions.
2. Acquire knowledge of psychopharmacology in relation to neurotransmitter functioning.
3. Learn about different aspects of cognition, basic processes and how these are measured in experimental and clinical settings.
4. Prepare weekly reflections to gauge the take home messages from readings and lectures.
5. Write a grant proposal, with feedback throughout the formulation stages through assignments and presentations.

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**Psychoeducational Assessment of Children and Adolescents**

**Psychology 6910 3.0 (W)**

**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.

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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.


Introduction to the Psychological Assessment of Children Practicum

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

Purpose: The purpose of this course is to accompany and form part of the 330 hour Assessment Practicum. Placement in an applied setting is to be arranged by the student and approved by the C-D program the previous spring. The course portion of the practicum provides in-house supervision as well as liaison with the practicum sites. Class meetings will be held throughout the year (but not every week) and will include discussion of issues arising from the practicum experience as well as relevant ethics and jurisprudence material pertinent to practice with children, adolescents, and families, based on course readings. CD Faculty or guest lecturers will present cases to help develop students’ skills at formulation based on assessment results. Students will be expected to present a case and hand in a written psychological assessment report (with identifying information removed) from their practicum placement.

Pre-requisites: Psychology 6910 3.0 and Psychology 6920 3.0

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

Clinical and Diagnostic Assessment of Children and Adolescents

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

Purpose: 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.

Pre-requisite: 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 (45%)
   i. Report 1 (YUPC case) – (20%)
   ii. Report 2 (based on data supplied by the instructor) – (25%)
2. Self-reflection (15%)
3. Recommendations assignment (10%)
4. Seminar / Fact finding case (20%)
5. Case study diagnostic assignment – group quiz (10%)

CD Interventions: Foundations

Psychology 6930 3.0 (F)  Jonathan Weiss
Tuesday 2:30 – 5:30

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.

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).


CD Interventions: Foundations Practicum

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.

Children and Trauma

6935 3.0 (W)

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

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

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

Readings:


Developmental Psychopathology of Children and Adolescents

Psychology 6955 3.0 (W)  
Jennine Rawana  
Friday 11:30-2:30

**Purpose:** Developmental psychopathology is a broad-based, integrative framework for understanding the emergence of maladaptation in childhood and pathways of continuity or discontinuity across the lifespan. 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 the 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:**  
Clinical Presentation - 30%  
Research Presentation - 30%  
Take-Home Exam – 30%  
Course Participation 10%

**Readings:** TBA

CD Interventions: Advanced Skills

Psychology 6970 3.0 (W)  
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 and note takers) 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 client from practicum, internship or volunteer setting). Moreover, students will be asked to contribute to the seminar through: a role play/staged session presentation on a specific aspect of CBT and active participation in class discussion. 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
Presentation of a specifically tailored (assigned) CBT session

Text and Readings: Readings will be provided on Moodle by the instructor

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**Clinical Neuroanatomy**

**Psychology 6325 3.0 (S1)**

**Gary Turner**

Day and Time: TBA

Enrolment is limited to 15 students

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).
Diversity in Children Youth and Adults Clinical Practice

Psychology 6965 1.5 (SU)  Debra Pepler
Date and Time: TBA

ENROLMENT IS LIMITED TO 8 STUDENTS

Purpose: The goal of the course is to explore how socio-cultural and individual diversity influences the mental health of children, youth and families and to consider how delivery of clinical services can effectively respond to these differences. Diversity based on such factors as 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 29, 2017 in order to enroll in the practicum.

**Applied Practica:**

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

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<tr>
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<td>Research Practicum I</td>
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<td>Psychology 6820 II or 6820B</td>
<td>Research Practicum II</td>
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<td>Psychology 6820 III or 6820C</td>
<td>Research Practicum III</td>
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**Internships:**

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<tr>
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<td>Clinical Internship</td>
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<td>Psychology 6840A 3.0</td>
<td>Clinical Internship I</td>
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<tr>
<td>Psychology 6840B 3.0</td>
<td>Clinical Internship II</td>
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**Thesis/Dissertation Research**

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

*Please note this on your advising worksheet.*
SESSIONAL DATES

FALL REGISTRATION & ENROLMENT BEGINS
Tuesday, June 6, 2017

CANADA DAY – University Closed
Monday, July 3, 2017

CIVIC HOLIDAY – University Closed
Monday, August 7, 2017

FINAL DATE FOR REGISTRATION – Fall Term; Late Fees added afterwards
Tuesday, August 15, 2017

LABOUR DAY - University Closed
Monday, September 4, 2017

RESEARCH & APPLIED PRACTICA BEGIN
Thursday, September 7, 2017

TEACHING ASSISTANTSHIP AND UNDERGRADUATE CLASSES BEGIN
Thursday, September 7, 2017

GRADUATE CLASSES BEGIN - Fall Term
Thursday, September 7, 2017

DEADLINE FOR PRACTICUM AGREEMENTS
Friday, September 29, 2017

THANKSGIVING - University Closed
Monday, October 9, 2017

FALL CO-CURRICULAR WEEK/DAYS - No Classes
October 26 to October 29, 2017

GRADUATE CLASSES END - Fall Term
Monday, December 4, 2017

STUDY DAY
Tuesday, December 5, 2016

FALL EXAM PERIOD
December 6 to 21, 2017

FINAL DATE FOR REGISTRATION – Winter Term; Late Fees added afterwards
Friday, December 15, 2017

CHRISTMAS BREAK – University Closed
December 23, 2017 to January 2, 2018

GRADUATE CLASSES BEGIN - Winter Term
Thursday, January 4, 2018

WINTER READING WEEK - No Classes
February 17, 2018 to February 23, 2018

FAMILY DAY – University Closed
Monday, February 19, 2018

GRADUATE CLASSES END
Friday, April 6, 2018

STUDY DAY
Thursday, April 5, 2018

WINTER EXAM PERIOD
April 9–23, 2018

GOOD FRIDAY – University Closed
Friday, March 30, 2018

EASTER SUNDAY – University Closed
Sunday, April 1, 2018

VICTORIA DAY – University Closed
Monday, May 21, 2018

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, pyp gp@yorku.ca

Lori Santos - Administrative Assistant, ext. 66225, lsantos@yorku.ca (Advising; Withdrawals/Petitions; Teaching/TAs; Financial; Contracts, etc.)

Freda Soltau – Graduate Program Secretary, ext. 33983, fsoltau@yorku.ca (Scholarships/Prizes; Theses/Dissertations; Competency Exam, ABC; Proposals and Defenses)

Barbara Thurston – Secretary, ext. 55290, bthurst@yorku.ca (Admissions; Courses; Grades; Practica/Internships)

UNDERGRADUATE PROGRAM IN PSYCHOLOGY, Room 291, Behavioural Science Building 416 736-5117

Undergraduate Psychology Office - Room 291 BSB, 416-736-5117, pyc@yorku.ca

Dr. Jennifer Connolly - Undergraduate Program Director, ext. 66245, upd pyc@yorku.ca

Dr. Jennifer Steele - Associate Undergraduate Program Director, ext. 33830, steeleje@yorku.ca

Jennifer Malisani - Administrative Assistant, Undergraduate Program, ext. 66227, jmalisan@yorku.ca

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

Dr. Joel Goldberg - Chair, ext. 55116, psychair@yorku.ca

Terri Cawley – TA and Course Director Applications, Contracts, Payroll and Room Bookings, ext. 66178, tcawley@yorku.ca

Professor Alistair P. Mapp – TA Coordinator, ext. 30036, amapp@yorku.ca

DEPARTMENT OF PSYCHOLOGY, GLENDO N COLLEGE, ROOM 162, YORK HALL, GLEN DON

Dr. Tim Moore - Chair, ext. 88355, timmoore@glen don.york u.ca

FACULTY OF GRADUATE STUDIES, ROOM 230, YORK LANES

http://gradstudies.yorku.ca/

CUPE 3903

143 Atkinson Building  Phone: (416) 736-5154 (voicemail only)  Fax: (416) 736-5480

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.

Link for New Students

http://gradstudies.yorku.ca/incoming-students/

This link has helpful information on Graduate Studies at York.
Here is a helpful link to download forms for your dissertation:

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

This link has forms for course transactions, petitions, etc.:

http://gradstudies.yorku.ca/current-students/student-status/forms/

If you require Practicum Agreement or Evaluation forms, Course Agreement forms for Reading Courses, Research Paper/ABC Proposal forms, these can be obtained at our office in 297 BSB.

http://gradstudies.yorku.ca/incoming-students/