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*IMPORTANT NOTE*: Please keep all copies of 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 72 faculty members include those who are also members of other graduate programs such as Biology, Computer Science, Kinesiology and Health Science, Philosophy, and Gender, Feminist & Women's Studies. Faculty members are also associated with the following research units at York University: the Centre for Vision Research, the Institute for Social Research, the LaMarsh Centre for Child and Youth Research, the Centre for Refugee Studies, and the Centre for Feminist Research. In addition to its regular faculty members, presently 43 adjunct faculty members (e.g., researchers from local hospitals serving on students’ thesis committees) 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 candy! Your Graduate Team: Lori Santos, Freda Soltau, Barb Thurston, and Dr. Adrienne 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 the GPD, the Department Chair, the seven Area Heads, and two graduate students elected from the graduate student body at large (with one being a student representative on FGS Council). The GPD and one of the faculty members serve on the FGS Council.

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 from a governance and policy perspective, 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:

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<td>Dr. Joseph DeSouza, Area Coordinator</td>
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<td>Clinical (C)</td>
<td>Dr. Jill Rich, Director of Clinical Training</td>
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<tr>
<td>Clinical-Developmental (CD)</td>
<td>Dr. Christine Till, Director of Clinical Training</td>
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<td>• Clinical Neuropsychology Stream (CNS)</td>
<td>Dr. Walter Heinrichs, Area Coordinator</td>
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<td>Developmental Science (DS)</td>
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<td>Historical, Theoretical, and Critical Studies of Psychology (HTC)</td>
<td>Dr. Alexandra Rutherford, Area Coordinator</td>
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<td>Quantitative Methods (QM)</td>
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<tr>
<td>Social and Personality (SP)</td>
<td>Dr. Ward Struthers, Area Coordinator</td>
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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. Some Areas have their own Handbooks or websites with more detailed information specific to their Area.

The responsibilities of the Areas include:

1. Determining the number of new students whom 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) – http://pgsa.student-org.yorku.ca/

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

1. Administering of funds for full-time students. NOTE: Funds are available to cover conference costs related to registration and creating presentation materials (e.g. poster printing), and only if the student presented at the conference.
2. Organizing student orientation and social gatherings.
3. Organizing meetings of either an informative or advocacy nature relating to the quality of graduate experience within the Program.
4. Representing psychology graduate students’ interests to the Program’s administration, FGS and the York University GSA.
5. Disseminating relevant information to students.
6. Encouraging greater interaction among students and between faculty and students.
7. Organizing workshops for graduate students and other events from time to time.

An Executive Committee, elected annually by psychology graduate students, administers the PGSA. All psychology graduate students, part-time and full-time, are automatically members of the PGSA. All members are entitled to run for executive office each September and are welcome to attend PGSA meetings whether they are executive members or not.

The York University Graduate Students' Association (YUGSA) – [www.yugsa.ca](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) - [https://3903.cupe.ca/](https://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 AND 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, Irit Printz, 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.

**Student Counselling & Development (SCD)** - 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, [http://counselling.students.yorku.ca/](http://counselling.students.yorku.ca/). All interviews are confidential.

**Groups and Workshops** - SCD 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.

**Please Note:** Effective November, 2017, Learning Disability Services (LDS), Mental Health Disability Services (MHDS) and Physical, Sensory & Medical Disability Services (PSMDS) have collectively been renamed Student Accessibility Services (SAS). While the new website is being developed, you can continue to access information here: [http://ds.info.yorku.ca/](http://ds.info.yorku.ca/)
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/

Location: 1050 Victor Phillip Dahdaleh 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

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. Students in C and CD Areas have specific expectations regarding YUPC involvement (see Area Handbooks). There is also a YUPC Policies and Procedures Manual students should review.

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

York University Libraries provide access to a wide range of materials to support curriculum and research in psychology. The collection is 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).

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/.

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Safety Tips:

Remember to lock your office when you leave.

Do not leave your valuables such as wallet, cellphone, or laptop unattended.

Download the York Safety app at [http://safety.yorku.ca/mobileapp/](http://safety.yorku.ca/mobileapp/)

Use GoSAFE for walking around campus after hours. [http://gosafe.info.yorku.ca/](http://gosafe.info.yorku.ca/)

Safety Contacts for Students

In case of crisis situations or safety concerns, there are many resources on campus and nearby.
**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. If you have any questions about your funding, please contact Lori Santos

**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.

**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](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/dfsa-cgsd

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/ncs/

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/](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/](http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/ogs/)

Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII)
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 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](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/](http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/womens-health/)

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 2017, 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/](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 2017, 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.
Student-Supervisor Roles in the Graduate Program

In the Psychology Graduate Program, the student-supervisor working relationship is crucial to student success. For new students, there is a Student-Supervisor Checklist to guide you in having a conversation with your new supervisor about expectations you each have about how you will work together. This should also be completed for students transitioning from MA to PhD and whenever students are changing supervisors for any reason.

The FGS Supervision Policy (2018) outlines the roles of supervisors and students more generally:

Guidelines for Supervisors

The supervisor’s principal task consists of helping students realize their scholarly potential. This can only be accomplished in a relationship that offers insights born of experience, and furnishes the requisite challenges, stimulation, guidance and genuine support. The student has a right to expect expertise, accessibility and support from the supervisor. The supervisor must offer substantive and procedural assistance with the design, planning and conduct of feasible research projects, introduction to the network of scholars in the area of specialization, and support for the presentation and publication of research results. At the same time, the supervisor must ensure that the scholarly standards of the university and the discipline are met in the student’s work.

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. The frequency of such meetings will vary according to the discipline involved and the stage and nature of the student’s work, but should normally occur at once a month, and never less than once each term.
2. Give timely response to submitted written work, with constructive and concrete suggestions for improvements. This normally means within 3 weeks or as agreed upon between supervisor and student.
3. Make satisfactory arrangements in advance with the approval of the Graduate Program Director for the supervision of the student when on leave or sabbatical, or on extended absence from the university.
4. Convene an annual meeting of the supervisory committee, normally in the spring, to evaluate the student’s Report on Progress, and submit a copy of the completed Report to the Graduate Program Director after the meeting. Apart from highlighting the student’s academic progress thus far, the Progress Report should also clearly identify the challenges, if any, facing the student, including considerations for students with disability.
5. In conjunction with the Graduate Program Office, ensure the student is aware of University, Faculty and program requirements and standards to which the thesis/dissertation is expected to conform.
6. Assist the student with attempts to acquire external funding, including meeting appropriate deadlines, and to engage in scholarly development (e.g., conference presentations and publications).
7. Offer supervision and advice appropriate to the stage of the student’s work, helping the student to establish and modify a suitable timetable for completion of the various stages of the thesis/dissertation project:
   ▪ 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/dissertation as an integrated whole;
   ▪ at the oral defense 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.
8. When the final draft of the thesis or dissertation is complete, ensure that all members of the committee have read the document and are agreed that it is ready to proceed to an oral defense. Suggest possible members of the examining committee to the Graduate Program Director (i.e., outside examiner, external examiner). Ensure that a master’s thesis is sent to the examining committee at least 15 business days prior to the date of the examination, and a doctoral dissertation at least 20 business days prior to the date of the examination.
9. Appropriately acknowledge in published material the contributions of the student, including consideration of joint authorship of publications. Where the student’s research comprises a component of the supervisor’s research program, and joint publication is envisaged, it must be recognized that the responsibility for utilization of data and for publications is held jointly by the supervisor and student. Endeavour to clarify at the outset of the supervisory relationship expectations regarding the responsibility and publication credit for work initiated, designed and researched by the student, but supported financially or otherwise by the supervisor.
10. Conform to 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 supervisory relationship and that any form of harassment or exploitation of students is unacceptable.

11. Conform to the graduate program and Faculty processes in the event of a supervisory relationship which is unsatisfactory for any reason or in situations where there is a change of supervisors for any reason.

12. Even though “each student has final responsibility for her or his academic honesty” (Senate Policy on Academic Honesty), it is incumbent on 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.

Guidelines for Students

By entering into a graduate program, the student has made a commitment to devoting the time and energy necessary to engage in research and writing a thesis/dissertation which constitutes a substantial and original contribution to knowledge in a field. The supervisor has a right to expect from the student ability, initiative and receptivity to feedback.

It is the responsibility of the student to:

1. Become informed about and conform to University, Faculty and graduate program requirements and procedures for completion of the graduate degree, with regard to such matters as degree milestones, research ethics, registration and graduation requirements, thesis/dissertation style and quality standards, year-end evaluations, etc.

2. Advise their supervisor if they are a student with disability and discuss recommended academic accommodations and possible impact, if any, on the program.

3. Develop, in conjunction with the supervisor and supervisory committee, an intended timetable for completion of all stages of the thesis/dissertation, and work to realize that timetable, meeting appropriate deadlines.

4. Meet regularly with the supervisor to review progress. The frequency of such meetings will vary according to the discipline involved and the stage and nature of the student’s work, but should normally occur once a month, and not less than once each term. Interact with other members of the supervisory committee as appropriate.

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

6. Prepare a Report on Progress for an annual meeting with the supervisory committee.

7. Give serious consideration to and respond to the advice and feedback received from the supervisor and the supervisory committee.

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

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

10. Conform to the graduate program and Faculty processes in the event of a supervisory relationship which is unsatisfactory for any reason or in situations where there is a change of supervisors for any reason.

11. Conform to basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the supervisor, the supervisory committee, and other scholars. The entire graduate program, including research and writing of the thesis/dissertation, shall be conducted under the strictest rules of ethics and academic honesty. As stated in the Senate Policy on Academic Honesty, “A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defense against their application.” With that in mind, it is incumbent on each student to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.
**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/](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/](http://mhw.info.yorku.ca/)

**Relevant Senate Policies**

- Academic Accommodation for Students with Disabilities (Policy)
- Academic Honesty (Policy)
- Conflict of Interest for Employees (Policy and Guidelines)
- Gender-Free Language (Policy)
- Personal Relationships between Instructors and Students (Policy)
- Racism (Policy and Procedures)
- Responsibilities of Faculty Members (Statement and Procedures)
- Responsible Conduct of Research (Policy)
- Sexual Violence Policy
- Workplace Harassment (Policy)
- Workplace Violence (Policy)

FGS Policies

- Academic Honesty — gradstudies.yorku.ca/current-students/regulations/academic-honesty/
- Academic Petitions and Appeals — gradstudies.yorku.ca/current-students/regulations/petitions/

Other York Resources

- Code of Student Rights and Responsibilities — oscr.students.yorku.ca/student-conduct

Province of Ontario

- Workplace Violence and Workplace Harassment — www.labour.gov.on.ca/english/hs/topics/workplaceviolencep

It is essential in resolving conflict that all parties have the support they require. York University Offices that may provide support include, but are not limited to:

- Osgoode Mediation Clinic — www.osgoode.yorku.ca/community-clinics/osgoode-mediation-clinic/
- Centre for Human Rights, Equity and Inclusion — rights.info.yorku.ca/
- Counselling and Disability Services — cds.info.yorku.ca/
- Deans’ Offices — atlas.cooki.e.uiit.yorku.ca/atlas/servlet/atlas/
- Faculty of Graduate Studies — gradstudies.yorku.ca/
- Graduate Program Offices — atlas.cookie.uiit.yorku.ca/atlas/servlet/atlas/
- Office of Student Community Relations — oscr.students.yorku.ca/
- Office of the Ombudsperson — ombuds.info.yorku.ca/
- Personal Counselling Services — pcs.info.yorku.ca/
- York University Faculty Association — www.yufa.ca/
- York University Graduate Students’ Association — www.yugsa.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.

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**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: General Clinical stream   | • 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 | One research (6820A 6.0) and one clinical practicum (6430 6.0 P); 330 hours each | Required                |
| Clinical: Clinical Neuropsychology stream | • 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  
N.B. Please note that 6325 3.0 Clinical Neuroanatomy is strongly recommended | One research (6820A 6.0) and one clinical practicum (6430 6.0 P); 330 hours each |                          |
| Clinical-Developmental              | • 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 | One research practicum (6820A 6.0); 330 hours |                                    |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>6900 3.0</td>
<td>Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>6905 3.0</td>
<td>Biological and Cognitive Bases of Development</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>6910 3.0</td>
<td>Psychoeducational Assessment of Children and Adolescents</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>6920 3.0</td>
<td>Clinical and Diagnostic Assessment of Children and Adolescents</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>6955 3.0</td>
<td>Developmental Psychopathology</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>6965 1.5</td>
<td>Diversity Issues in Children, Youth and Adults in Clinical Practice</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td><strong>Other Area Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professionalism and Ethical Conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program-Sanctioned Y UPC Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</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 A **OR** 6030 3.0 - Historical & Theoretical Foundations of Contemporary Psychology B
- 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.

One research practicum (6820A 6.0); 330 hours

**Historical, Theoretical, and Critical Studies of Psychology**

- 6131 3.0 - Univariate Analysis I
- 6132 3.0 - Univariate Analysis II
- 6020 3.0 - Historical & Theoretical Foundations of Contemporary Psychology A
- 6030 3.0 - Historical & Theoretical Foundations of Contemporary Psychology B
- Six credits chosen from those offered at the 6000 level by the Graduate Program in Psychology or, with permission, by another program relevant to the study of the history, theory, and critical studies of psychology.

One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours

**Quantitative Methods**

- 6131 3.0 - Univariate Analysis I
- 6132 3.0 - Univariate Analysis II
- Six additional credits in quantitative methods
- Two 3- credit courses in any other graduate psychology courses (Note that research methods courses can count to either the required quantitative methods or elective courses).

One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours
Social and Personality

- 6131 3.0 - Univariate Analysis I
- 6132 3.0 - Univariate Analysis II
- 6400 3.0 - Contemporary Issues in Personality and Social Psychology
- 6410 3.0 - either Social Psychology OR 6510 3.0 - Personality
- One three 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)
- A minimum of one 3-credit course elective, chosen in consultation with the supervisor, from those offered at the 6000 level.

One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours

Required

---

THESIS MILESTONES IN YOUR MA

**MA 1**

<table>
<thead>
<tr>
<th>FALL</th>
<th>Welcome to York’s Graduate Psychology Program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINTER</td>
<td>Start planning your thesis.</td>
</tr>
<tr>
<td></td>
<td>Submit Master’s Supervisory Committee form to the Graduate Office no later than April 30.</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Submit Master’s Thesis proposal to the Graduate office no later than August 31.</td>
</tr>
</tbody>
</table>

**MA 2**

<table>
<thead>
<tr>
<th>FALL</th>
<th>Once you have ethics approval for your thesis, begin collecting data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINTER</td>
<td>• Analyzing data for your thesis</td>
</tr>
<tr>
<td></td>
<td>• All course work should be complete</td>
</tr>
<tr>
<td>SUMMER</td>
<td>Finish your thesis, schedule your defense.</td>
</tr>
<tr>
<td></td>
<td>All paperwork must be submitted to Graduate Office at least 4 weeks prior to oral defense.</td>
</tr>
<tr>
<td></td>
<td>Defend by end of term (August 31).</td>
</tr>
</tbody>
</table>
Time Limits

The Department of Psychology is a minimum 6-term (2-year) MA program. If a student has not completed their degree requirements in this two-year period, the MA student must adopt part-time status (MA3 part-time), and in doing so becomes ineligible for registration in courses, including practica, beyond those minimally required for completion of the degree, and is ineligible for TA, RA or GA support. All requirements for the MA degree must be fulfilled within 4 years (12 terms).

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

Advancement in Status from MA to PhD Candidacy

Students advancing to PhD must apply formally through admissions. Although usual, PhD advancement is not automatic. Applications are first considered by the student’s Area. Criteria such as quality of the MA Thesis, successfully completing all MA degree requirements, GPA, progressing efficiently through the program, participation in the area, year-end evaluations, having a supervisor, etc. are considered in the promotion decision.

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

Provisional PhD Status

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

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

However, very little of the fall term should be taken up in completing the MA requirements. Again, this option is not meant to give students another term to work on their MA requirements while holding PhD status. Only if strong and sufficient justification is provided will the request be granted.

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.

Guidelines Pertaining to MA Thesis

By the end of the first year of the MA, the MA thesis committee should be established, and the proposal submitted, following the procedures described below. FGS Guidelines may be found at: http://gradstudies.yorku.ca/current-students/thesis-dissertation/ The following are excerpts from the FGS guidelines for MA theses.

Master’s Thesis Supervisory Committees

Composition of Committee. Master’s thesis supervisory committees consist of a minimum of two faculty members appointed to the Faculty of Graduate Studies, at least one of whom must be from the program in which the student is enrolled, and who serves as the principal supervisor.
Approval Timelines. The membership of each master’s thesis supervisory committee, including the Chair, must be recommended by the appropriate Graduate Program Director for approval and appointment by the Dean of Graduate Studies no later than the second term of study.

Approval Process. Recommendation for membership of a master’s thesis supervisory committee is formally initiated by the graduate program director via submission of a Supervisor & Supervisory Committee Approval Form (.pdf). The Supervisor & Supervisory Committee Approval Form is to be used when recommending the establishment of a supervisory committee, to add members to an incomplete committee, and to make changes to an existing committee. Final approval of supervisory committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

Supervisor’s Roles and Responsibilities. A thesis supervisor (Chair of the supervisory committee) shall: be reasonably accessible to the student, normally meeting once a month and never less than once each term; and, ensure that a copy of the student’s thesis is sent to each member of the student’s thesis examining committee as far as possible in advance of the date of the student’s oral examination, but no later than 15 business days prior to the date set.

Supervisory Committee Roles and Responsibilities. A thesis supervisory committee shall: review a student’s research proposal and recommend its approval to the appropriate Graduate Program Director and the Dean not less than three months prior to the date set for the oral examination; review the student’s progress from time to time, normally every six (6) months and never less than once each year. Reports to the Graduate Program Director of unsatisfactory progress may require a student to withdraw from a program of studies or withdraw from the graduate program in which the student is enrolled; read the thesis in a timely fashion and make a recommendation to the Graduate Program Director regarding the oral defence.

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 any research 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. You can find the TCPS tutorial at [http://www.pre.ethics.gc.ca/](http://www.pre.ethics.gc.ca/).

7) **MA thesis proposals must be approved by Office of the Dean of the Faculty of Graduate Studies not less than 3 months prior to the date set for the oral examination. 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/](http://gradstudies.yorku.ca/current-students/thesis-dissertation/research-ethics/). It can be complex figuring out which forms you need to complete and which type of Ethics approval is required. It depends upon the nature of your study, whether there are human participants or not, whether it is minimal risk or not, whether the data are being collected specifically for this project or you are using previously collected data. Please see the chart entitled “MA Thesis/PhD
Dissertation Approval Flowchart” to help you figure out which forms you need and which boxes to check. When in doubt, feel free to discuss with the Grad Office.

Sequence of Events in Finalizing the Defence of a Thesis

- In preparation for the oral examination, an examining committee must be constituted. The student’s supervisor is responsible for this.
- **For an MA oral**, this committee usually consists of **four people**: the supervisor and other committee member, both of whom sign off to say the thesis is ready to go to oral defence, plus two additional members: the Chair/Dean's Rep (who may be from psychology or another department but who has not been involved in the thesis), and one York graduate faculty member from outside Psychology (sometimes called the Outside reader or internal-external). Under certain circumstances, this fourth committee member maybe from a different Area within the graduate program in Psychology. **In keeping with FGS requirements, students are not allowed to select or contact (i.e., in order to ask for their participation) members of the examining committee.** This responsibility lies solely with the student’s supervisor.
## STEPS & TIMELINE FOR FINISHING YOUR MA THESIS—
**Student & Supervisor to Work Together**

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Step/Stage of Process (some steps might be combined or done in slightly different order in some cases)</th>
<th>Time Allotted, Known Constraints (vacations ...)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hand in Proposal to Graduate Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Office will notify you when Proposal is FGS Approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin Data Collection or Analyzing Data - Meet with Supervisor as Needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyses Completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyses Reviewed with Supervisor</td>
<td></td>
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<tr>
<td></td>
<td>Intro &amp; Method to Supervisor (may only be slightly revised from proposal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro &amp; Method returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results to Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whole Thesis to Supervisor (Final Draft #1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft #1 returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft #2 to Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft #2 returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Further Revisions &amp; Drafts as Needed…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thesis to Supervisory Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback from Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Committee to Review Again if Needed/Requested</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approval from Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision OK to Book Oral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request Oral Exam package from the Graduate office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consult with Supervisor, Dean's Rep/Chair, Outside Examiner - Supervisor to do Asking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervisor to Negotiate Date with Committee (often takes many emails back &amp; forth)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Forms to Graduate Office with Date &amp; Time 4 Weeks Prior to Defense Date (Freda to book room)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distribute Copy of Thesis to Committee Members 4 weeks Prior to Defense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare Presentation for Oral (approx. 15 min.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have &quot;Mock defense&quot; or Dry Run 1-2 Weeks before with Lab Group, Friends, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Defense!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Celebrate!! Then Schedule some R &amp; R!</td>
<td></td>
</tr>
</tbody>
</table>
NOTES
Program Requirements

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

<table>
<thead>
<tr>
<th>AREA</th>
<th>COURSES</th>
<th>PRACTICA AND INTERNSHIP</th>
<th>OTHER REQUIREMENTS</th>
</tr>
</thead>
</table>
| Brain, Behaviour and Cognitive Sciences   | • 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                  | ABC paper to satisfy breadth requirement  
  Dissertation  
  Oral Defence |
| Clinical: General Clinical 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 - Psychodiagnostics  
  • 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  
  Additional practicum (6460P) strongly encouraged.  
  A one-year full-time clinical internship (6840 6.0) of 1800 hours | ABC paper to satisfy breadth requirement  
  Clinical Competency examination in assessment and intervention  
  Dissertation  
  Oral Defence |
| Clinical: 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 - Psychodiagnostics  
  • 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 (may be taken at MA level) | Practicum (6440P 6.0) of 660 hours in a neuropsychology setting  
  Additional practicum (6460P) strongly encouraged.  
  A one-year full-time clinical internship (6840 6.0) of 1800 hours with at least a major rotation in clinical neuropsychology | ABC paper to satisfy breadth requirement  
  Clinical Competency examination in intervention (psychotherapy) and neuropsychological assessment  
  Dissertation on a neuropsychology topic  
  Oral Defence |
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**Clinical-Developmental**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>6330 3.0 Cognitive Neurorehabilitation</td>
<td>6930 3.0 - Intervention Strategies with Children</td>
<td>6490B 3.0 – Ethical Issues in Professional Practice</td>
</tr>
<tr>
<td>Psyc6450 3.0 Principles of Neuropsychological Assessment (may be taken at MA level)</td>
<td>6970 3.0 – CD Interventions: Advanced Skills</td>
<td>Confirmed attendance at Clinical Neuropsychology Rounds seminar series</td>
</tr>
<tr>
<td>6020 3.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis</td>
<td>Two clinical practica – 6910P 6.0 (assessment) and 6930P 6.0 (intervention) – of 330 hours each; a one-year full-time clinical internship (6840 6.0) of 1800 hours (or 900 hours per year over two years – 6840 3.0)</td>
<td>ABC paper to satisfy breadth requirement</td>
</tr>
<tr>
<td>6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis</td>
<td>6441P 6.0 - Psychodiagnostics</td>
<td>Dissertation</td>
</tr>
<tr>
<td>6930 3.0 - Intervention Strategies with Children</td>
<td>6445P 6.0 - Advanced Intervention</td>
<td>Oral Defence</td>
</tr>
<tr>
<td>6490B 3.0 – Ethical Issues in Professional Practice</td>
<td>A minimum of three 3-credit courses, or equivalent, at the 6000 level of which two must be Clinical-Developmental Courses.</td>
<td></td>
</tr>
<tr>
<td>A one-year full-time clinical internship (6840 6.0) of 1800 hours, (or 900 hours per year over two years).</td>
<td>Practicum (6440P 6.0) of 660 hours in a neuropsychology setting</td>
<td>ABC paper to satisfy breadth requirement</td>
</tr>
<tr>
<td>6325 3.0 Clinical Neuroanatomy (may be taken at MA level)</td>
<td>Additional practicum (6460P) strongly encouraged.</td>
<td>Clinical Competency examination in intervention (psychotherapy) and neuropsychological assessment</td>
</tr>
<tr>
<td>6320 3.0 Human Neuropsychology: History and Syndromes (may be taken at MA level)</td>
<td>A one-year full-time clinical internship (6840 6.0) of 1800 hours with at least a major rotation in clinical neuropsychology</td>
<td>Dissertation on a neuropsychology topic</td>
</tr>
<tr>
<td>6330 3.0 Cognitive Neurorehabilitation</td>
<td></td>
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</tr>
</tbody>
</table>

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

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

**Clinical - Developmental Neuropsychology**

**Note: Other Area Requirements**

1. Professionalism and Ethical Conduct
2. PhD Program-Sanctioned YUPC Hours (30 hours)
## Developmental Science

- Psyc6450 3.0 Principles of Neuropsychological Assessment (may be taken at MA level)
- Confirmed attendance at Clinical Neuropsychology Rounds seminar series

### Note: Other Area Requirements

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Requirement</th>
<th>Requirement Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six credits in quantitative methods from the statistics courses offered in graduate psychology</td>
<td>At least two applied or research practica, (6820 6.0 or 6810 6.0); including one in developmental research (330 hours each).</td>
<td>ABC paper to satisfy breadth requirement</td>
<td></td>
</tr>
<tr>
<td>A minimum of two 3-credit courses at the 6000-level, including at least one half-course from the DS course list.</td>
<td>Students are encouraged to take the practica in different labs.</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

## Historical, Theoretical, and Critical Studies 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Requirement</th>
<th>Requirement Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least two practica, either applied or research, 330 hours each.</td>
<td>Students are encouraged to take one practicum outside the Historical, Theoretical, and Critical Studies of Psychology Area.</td>
<td>ABC paper to satisfy breadth requirement</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | Oral Defence |
| Oral Defence | | | |</p>
<table>
<thead>
<tr>
<th>Quantitative Methods</th>
<th>Social and Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 6020 3.0 - Historical &amp; Theoretical Foundations of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations of Contemporary Psychology B*</td>
<td>• Six credits in quantitative methods from the statistics courses offered in graduate psychology</td>
</tr>
<tr>
<td>• Five 3-credit courses (or equivalent) in courses specializing in quantitative methods. (See below)</td>
<td>• 6020 3.0 - Historical &amp; Theoretical Foundations of Contemporary Psychology A OR 6030 3.0 - Historical &amp; Theoretical Foundations of Contemporary Psychology B</td>
</tr>
<tr>
<td>• One 3-credit course in any other graduate psychology courses.</td>
<td>• 6410 3.0 - Social Psychology OR 6510 3.0 - Personality</td>
</tr>
<tr>
<td>*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.</td>
<td>• 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)</td>
</tr>
<tr>
<td></td>
<td>• One 3-credit courses, chosen in consultation with his or her supervisor, from those offered at the 6000 level.</td>
</tr>
<tr>
<td></td>
<td>*Note: Each candidate should complete the statistics and research methods requirement by the end of PhD 1 year. The Research method requirement can also be fulfilled by completing an alternative course in research methods chosen from a list of courses approved by the area. Please contact the Area Coordinator for more information.</td>
</tr>
<tr>
<td></td>
<td>The number of reading courses that a student may take for a credit in fulfilment of minimum requirements is limited to two 3-credit courses (or equivalent).</td>
</tr>
<tr>
<td></td>
<td>At least two of applied or research practica (6820 6.0 or 6810 6.0); 330 hours each</td>
</tr>
<tr>
<td></td>
<td>ABC paper to satisfy breadth requirement</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
Quantitative Methods/Statistics Courses in Graduate Psychology

Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance
Psychology 6132 3.0: Univariate Analysis II: Regression
Psychology 6135 3.0: Psychology of Data Visualization
Psychology 6136 3.0: Categorical Data Analysis
Psychology 6137 3.0: Best Practices in Quantitative Research Methods
Psychology 6140 6.0: Multivariate Analysis
Psychology 6155 3.0: Statistical Consulting in Psychology
Psychology 6160 3.0: Hierarchical Linear Modeling
Psychology 6176 3.0: Structural Equation Modeling
Psychology 6180 3.0: Psychometric Methods
Psychology 6190 3.0: Longitudinal Data Analysis
Psychology 6229 3.0: Statistical Modeling of Perception and Cognition
Psychology 6256 3.0: Principles of Neural Coding
Psychology 6273 3.0: Computer Programming for Experimental Psychology
### ABC/Dissertation MILESTONES IN YOUR PhD

#### PhD 1

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>EVENT</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>PERIOD</th>
<th>EVENT</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 and Prospectus 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>PERIOD</th>
<th>EVENT</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>PERIOD</th>
<th>EVENT</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>PERIOD</th>
<th>EVENT</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.

PHD ACADEMIC BREADTH COMPREHENSIVE (ABC) PAPER REQUIREMENT (FORMERLY CALLED THE “MINOR AREA PAPER”)

ABC Paper Guidelines

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). In some cases, the Paper may be already published but must meet the other requirements, must have been done while the student was enrolled at York, and there must be a committee of two faculty who agree that the paper is suitable to meet the ABC Paper requirement. 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 Office.
GUIDELINES PERTAINING TO PhD DISSERTATIONS

By the end of the Winter term of PhD2, the student and supervisor should have developed a general plan for the Dissertation and should submit to the Graduate Program Office: a) the Supervisory Committee form and b) a brief (1-2 page) Prospectus outlining the general topic and plan for the Dissertation.

By the end of the Winter term of PhD3, the Dissertation Proposal, approved by the committee members, should be submitted to the Graduate office, together with ethics forms as needed.

The following are excerpts from the FGS Policy regarding Dissertations.

Doctoral Dissertation Supervisory Committees

Composition of Committee
A dissertation supervision committee will consist of a minimum of three members from the Faculty of Graduate Studies, at least two of whom must be members of the graduate program in which the student is enrolled. The principal supervisor must be a Full Member of the graduate program in which the student is enrolled. An Associate Member of the graduate program may serve as a co-supervisor on the condition that the other co-supervisor is a Full Member of the graduate program. In exceptional circumstances and with prior approval of the Dean, the third, or an additional member, may be appointed who is not a member of the Faculty of Graduate Studies. Such recommendations are to be accompanied by a brief rationale and a up-to-date curriculum vitae, which should be attached to the Supervisor & Supervisory Committee Approval Form (.pdf).
Approval Timelines
For doctoral students to remain in good academic standing, they must have a supervisor and supervisory committee in place in accordance with program requirements. A supervisory committee must be recommended by the appropriate Graduate Program Director for approval by the Dean of Graduate Studies no later than the end of the eighth term of study (end of second term of PhD III). Students will not be able to register in the tenth term of study (the onset of PhD IV) unless a supervisory committee has been approved.

Approval Process
Recommendation for membership of a doctoral dissertation supervisory committee is formally initiated by the graduate program director via submission of a Supervisor & Supervisory Committee Approval Form (.pdf). The Supervisor & Supervisory Committee Approval is to be used when recommending the establishment of a supervisory committee, to add members to an incomplete committee, and to make changes to an existing committee. Final approval of supervisory committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

Supervisor’s Roles and Responsibilities
A dissertation supervisor (Chair of the supervisory committee) shall: be reasonably accessible to the student, normally meeting once a month and never less than once each term; ensure that a copy of the student’s dissertation is sent to each member of the student’s dissertation examining committee as far as possible in advance of the date of the student’s oral examination, but no later than 20 business days prior to the date set.

Supervisory Committee Roles and Responsibilities
A dissertation supervisory committee shall: review the student’s research proposal and recommend its approval to the appropriate Graduate Program Director and the Dean not less than six months prior to the date set for the oral examination; review the student’s progress normally each month and never less than once each term. Reports to the Graduate Program Director of unsatisfactory progress may require a student to withdraw from a program of studies or withdraw from the graduate program in which the student is enrolled; meet annually with the student, normally in the spring, to evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Director after the meeting; and, read the dissertation in a timely fashion and make a recommendation to the Graduate Program Director regarding the oral defence.

Psychology PhD Dissertation Style Guidelines (new as of March 2018)
The dissertation is the pinnacle of the PhD degree. It should represent a substantial research project that is original and that makes a significant contribution to the candidate’s field.

Given the breadth across (and even within) the department’s seven Areas, dissertations may take different forms. There is substantial flexibility in form for the dissertation, with no specific required style, minimum or maximum length, or requirement for publication. The format and structure of the dissertation should be guided by the nature of the work, the preferences of the Area, and the guidance of the supervisor and dissertation committee members. Some options for the dissertation include, but are not limited to:

1. One large empirical study with detailed Introduction, Methods, Results, and Discussion sections, along with Appendices.
2. One “book-like” monograph consisting of individual chapters appropriate for the topic and methodology.
3. A multi-study report that includes an overall Introduction, followed by descriptions of individual studies (e.g., Study 1 and Study 2), each with their detailed methods and results, followed by a brief discussion, and then a comprehensive integrative general discussion.
4. A comprehensive theory-driven literature review (e.g., a comprehensive narrative review, systematic review, or meta-analysis), followed by one or more separate empirical studies on a related theme.
5. A document that includes several (typically 3 or 4) related studies, each conceptualized as a separate publishable paper (one or more may already be published, in press, under review, or submitted for publication) which, taken together, form a substantive body of work that is considered by the supervisor and committee to be dissertation-worthy.

In the case of option 5, the following additional guidelines apply:

- The candidate must be first or sole author for each paper or study included in the dissertation and these must be deemed by the supervisory committee to be appropriate components of a PhD dissertation.
• The candidate must have taken a major role (e.g., in conceptualization, study design, analyses, and writing) on any multi-authored papers, as would be appropriate for a first-authorship designation. More specifically, major sections of the dissertation cannot be written by collaborators, consultants, members of the committee, etc.

• The dissertation document itself is separate from any publications resulting from the dissertation research. This means that published or “in press” versions of manuscripts cannot be included as part of the dissertation, for both copyright and pedagogical reasons, but rather a pre-publication manuscript version or a more extensive write-up of the study than what was contained in the final publication version may be included as part of the dissertation.

• The other authors of any multi-author paper must be aware and approve of the publications being included in the student’s dissertation and agree that the student’s contribution is commensurate with what would be expected for a dissertation study.

• There must be a significant effort to weave the papers together into a coherent document, with an Introduction, appropriate transitions between papers, and a comprehensive overall general discussion section.

• When there are similar methods or measures employed across two or more studies, two options could be used to integrate the related papers: a) all subsequent papers could refer to the methods and measures in study 1, or: b) a general methods section could follow the introduction, and the papers would be comprised of a short introduction, results and discussion.

• When feasible, a single combined reference list should appear at the end of the full document, in lieu of individual reference lists following each paper (as determined by the committee).

The style of the dissertation should be discussed and worked out with the dissertation committee early in the process, ideally by PhD3 when submitting the dissertation committee form and prospectus (a 2-page brief outline of the planned research).

Of course, the Graduate Program recognizes that research is a dynamic process and plans may change along the way (e.g., the results of one study necessitate changes in theory or methodology for a subsequent study, major logistical or technical difficulties, etc.). This is fine, so long as the committee is consulted and approves of any changes. It is the student’s responsibility to keep the dissertation committee apprised of any such developments. It is important to remember to submit ethics amendments or new ethics submissions if circumstances warrant it.

The PhD. Oral Defence Examining Committee (6 members including the original dissertation committee) has a responsibility to critically evaluate the research presented in the dissertation. Their role is to challenge the candidate to “defend” the methodology and conclusions, to discuss the related literature and position the dissertation research within that context, and to speak knowledgeably about the implications of the dissertation for future research, psychological knowledge, or applied or clinical work. These expectations hold regardless of whether part(s) of the dissertation are already published. In the case of multi-author publications, the student must be able to defend all aspects of the work. The pedagogical process and goals of the oral defence remain the same in all cases.

The examining committee often requests revisions be made to the final dissertation after the defence. Although parts of the dissertation may be already published or in press, the version of the study that is included in the dissertation may need to be amended if required by the committee, along with any discussion sections. All aspects of the dissertation must be examinable and open to requested changes.

**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/](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” earlier in this Handbook to help you figure out which forms you need and which boxes to check. When in doubt, come and talk to the Grad office.
PLANNING YOUR PhD ORAL DEFENCE

See the Chart called Steps & Timeline for Finishing....and make sure you allow enough time to go through all the steps.

- **For a PhD oral**, the examining 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.

- 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 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).
### STEPS & TIMELINE FOR FINISHING YOUR PhD DISSERTATION –
**Student & Supervisor to Work Together**

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Step/Stage of Process (some steps might be combined or done in slightly different order in some cases)</th>
<th>Time Allotted, Known Constraints (vacations ...)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hand in Proposal to Graduate Office</td>
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<tr>
<td></td>
<td>Graduate Office will notify you when Proposal is FGS Approved</td>
<td></td>
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<tr>
<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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<tr>
<td></td>
<td>Analyses Reviewed with Supervisor</td>
<td></td>
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<tr>
<td></td>
<td>Intro &amp; Method to Supervisor (may only be slightly revised from proposal)</td>
<td></td>
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<tr>
<td></td>
<td>Intro &amp; Method returned from Supervisor</td>
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</tr>
<tr>
<td></td>
<td>Results to Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whole Thesis to Supervisor (Final Draft #1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft #1 returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft #2 to Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft #2 returned from Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Further Revisions &amp; Drafts as Needed…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thesis to Supervisory Committee</td>
<td></td>
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<tr>
<td></td>
<td>Feedback from Committee</td>
<td></td>
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<tr>
<td></td>
<td>Committee to Review Again if Needed/Requested</td>
<td></td>
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<tr>
<td></td>
<td>Approval from Committee</td>
<td></td>
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<tr>
<td></td>
<td>Decision OK to Book Oral</td>
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<tr>
<td></td>
<td>Request Oral Exam package from the Graduate office</td>
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<tr>
<td></td>
<td>Consult with Supervisor re: Dean's Rep/Chair, Outside Examiner, External - Supervisor to do Asking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervisor to Negotiate Date with Committee (often takes many emails back &amp; forth)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All Forms to Graduate Office with Date &amp; Time 4 Weeks Prior to Defense Date (Freda to book room)</td>
<td></td>
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<tr>
<td></td>
<td>PhDs to bring one hard copy for External member - Student not to have any contact with External!!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distribute Copy of Dissertation to other Committee Members (except External) 4 weeks Prior to Defense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare Presentation for Oral (approx. 20 min.)</td>
<td></td>
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<tr>
<td></td>
<td>Have “Mock defense” or Dry Run 1-2 Weeks before with Lab Group, Friends, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral Defense!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Celebrate!! Then Schedule some R &amp; R!</td>
<td></td>
</tr>
</tbody>
</table>
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 jkatz@yorku.ca.

Neuroscience Diploma Program Requirements

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

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

For more information regarding the Neuroscience Graduate Diploma, please contact Dr. Denise Henriques at deniseh@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. David Flora at dflora@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>
</tr>
<tr>
<td>Full Summer Courses</td>
<td>15 September</td>
<td>15 January</td>
</tr>
<tr>
<td>Half Summer Courses</td>
<td>15 September</td>
<td>15 November</td>
</tr>
</tbody>
</table>

**NOTE** - 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 SYLLABI**

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

**Guidelines for Reading Courses**

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

Students can apply to take a Reading Course with a faculty member provided that it does not overlap significantly with an available course or with a course taken previously; you MUST enrol in this course and give the paperwork to the
Graduate Office with title of course and readings. In order to obtain permission to enrol, the student needs to fill out a 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, AND 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/. Please refer to the FGS website ([http://gradstudies.yorku.ca/current-students/student-status/important-dates/](http://gradstudies.yorku.ca/current-students/student-status/important-dates/)) for the last day to register without paying the $200 late fee.

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

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

**FACULTY AND PROGRAM REGULATIONS**

**Petitions**

Students may petition for exemption from any regulation of the Graduate Program in Psychology or of the FGS. There are a number of different petition forms on the FGS website ([http://gradstudies.yorku.ca/current-students/student-status/forms/](http://gradstudies.yorku.ca/current-students/student-status/forms/)) and these forms for petitions require Faculty approval (e.g., extension of time to remove an incomplete grade). 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 as long as they are within the appropriate Add/Drop dates. Once those dates have 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/. This is a great link to save to your Favourites in your browser.

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. We need to keep correct records of all your courses and grades. It is to your advantage to keep us well-informed.

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 (one) 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/).

**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.
### 2018/2019 COURSE SCHEDULE

#### NOTES

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>7:00 – 10:00</td>
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Remember to add:
- TA Assignment
- Tutorials
- Office Hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Email</th>
<th>Term</th>
<th>Day of week</th>
<th>Time</th>
<th>Room</th>
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<tr>
<td>6020 3.0 (F)</td>
<td>Historical and Theoretical Foundations of Contemporary Psychology A</td>
<td>C. Green</td>
<td><a href="mailto:christo@yorku.ca">christo@yorku.ca</a></td>
<td>W</td>
<td>Sat-Thu</td>
<td>11:30</td>
<td>BSB</td>
<td>M63R01</td>
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<tr>
<td>6030 3.0 (W)</td>
<td>Historical and Theoretical Foundations of Contemporary Psychology B</td>
<td>A. Rutherford</td>
<td><a href="mailto:alexr@yorku.ca">alexr@yorku.ca</a></td>
<td>W</td>
<td>Sat-Thu</td>
<td>11:30</td>
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<td>G10D01</td>
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<tr>
<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>F</td>
<td>Tues</td>
<td>11:30</td>
<td>Ross</td>
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<tr>
<td>6131 B 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>F</td>
<td>Thurs</td>
<td>11:30</td>
<td>Ross</td>
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<tr>
<td>6132 M 3.0 (W)</td>
<td>Univariate Analysis II: Regression</td>
<td>R. Cribbie</td>
<td><a href="mailto:cribbie@yorku.ca">cribbie@yorku.ca</a></td>
<td>W</td>
<td>Tues</td>
<td>8:30</td>
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<td>R20Y01</td>
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<td>6132 N 3.0 (W)</td>
<td>Univariate Analysis II: Regression</td>
<td>R. Cribbie</td>
<td><a href="mailto:cribbie@yorku.ca">cribbie@yorku.ca</a></td>
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<td>6135 3.0 (W)</td>
<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>Thurs</td>
<td>2:30</td>
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<tr>
<td>6137 3.0 (W)</td>
<td>Best Methodological Practice in Quantitative Research</td>
<td>C. Green</td>
<td><a href="mailto:christo@yorku.ca">christo@yorku.ca</a></td>
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<td>6150B 3.0 (F)</td>
<td>Social Methods</td>
<td>W. Struthers</td>
<td><a href="mailto:struther@yorku.ca">struther@yorku.ca</a></td>
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<td>Interpersonal Relationships</td>
<td>A. Muise</td>
<td><a href="mailto:muiseamy@yorku.ca">muiseamy@yorku.ca</a></td>
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<tr>
<td>6176 3.0 (F)</td>
<td>Structural Equation Modeling</td>
<td>D. Flora</td>
<td><a href="mailto:dflorea@yorku.ca">dflorea@yorku.ca</a></td>
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<td>6180 3.0 (F)</td>
<td>Psychometric Methods</td>
<td>D. Flora</td>
<td><a href="mailto:dflorea@yorku.ca">dflorea@yorku.ca</a></td>
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<td>PSYC 6277 3.0 (F) XL (KAHS 6152)</td>
<td>Shaping Action: The Role of Sensory Information in Motor Learning</td>
<td>D. Henriques</td>
<td><a href="mailto:deniseh@yorku.ca">deniseh@yorku.ca</a></td>
<td>F</td>
<td>Mon</td>
<td>11:30</td>
<td>BC</td>
<td>T09P01</td>
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<tr>
<td>6229 3.0 (W)</td>
<td>Statistical Modeling of Perception and Cognition</td>
<td>R. Murray</td>
<td><a href="mailto:rfm@yorku.ca">rfm@yorku.ca</a></td>
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<td>6230 3.0 (W)</td>
<td>Advanced Neuroimaging Methods</td>
<td>D. Stevens</td>
<td><a href="mailto:stevensd@yorku.ca">stevensd@yorku.ca</a></td>
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<td>Sherran</td>
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<td>6245 3.0 (W)</td>
<td>Complex Systems Approach to Interpersonal change</td>
<td>D. Reid</td>
<td><a href="mailto:dreid@yorku.ca">dreid@yorku.ca</a></td>
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<td>6253 3.0 (W)</td>
<td>Fundamentals of Neuroscience II: Circuits, Systems and Behaviour</td>
<td>J. DeSouza</td>
<td><a href="mailto:desouza@yorku.ca">desouza@yorku.ca</a></td>
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<td>6256 3.0 (W)</td>
<td>Principles of Neurocoding</td>
<td>J. Elders</td>
<td><a href="mailto:elder@yorku.ca">elder@yorku.ca</a></td>
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<td>6257 3.0 (W) XL (KAHS 6155)</td>
<td>Fundamentals of Neuroscience I: Structures, Neurons and Synapses</td>
<td>D. Crawford/ M. Fallah/ L. Sergio</td>
<td><a href="mailto:jdc@yorku.ca">jdc@yorku.ca</a>; <a href="mailto:mfallah@yorku.ca">mfallah@yorku.ca</a>; <a href="mailto:lsergio@yorku.ca">lsergio@yorku.ca</a></td>
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<td>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>6273 3.0 (F)</td>
<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>Shaping Action: The Role of Sensory Information in Motor Learning</td>
<td>D. Henriques</td>
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<td>6320 3.0 (W)</td>
<td>Human Neuropsychology: History and Syndromes</td>
<td>J. Rich</td>
<td><a href="mailto:jbr@yorku.ca">jbr@yorku.ca</a></td>
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<td>G. Turner</td>
<td><a href="mailto:gturner@yorku.ca">gturner@yorku.ca</a></td>
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<td>W. Struthers</td>
<td><a href="mailto:struther@yorku.ca">struther@yorku.ca</a></td>
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<td>M. Hynie</td>
<td><a href="mailto:mhynie@yorku.ca">mhynie@yorku.ca</a></td>
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<td>J. Goldberg</td>
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<td>S. Grace</td>
<td><a href="mailto:sgrace@yorku.ca">sgrace@yorku.ca</a></td>
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<td>N. Park - Fall</td>
<td><a href="mailto:npark@yorku.ca">npark@yorku.ca</a></td>
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<td><a href="mailto:glassman.ed@gmail.com">glassman.ed@gmail.com</a></td>
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<td>L. Angus</td>
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<td><a href="mailto:walterh@yorku.ca">walterh@yorku.ca</a></td>
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<td>J. Katz</td>
<td><a href="mailto:jkatz@yorku.ca">jkatz@yorku.ca</a></td>
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<td>K. Fergus (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>R. Mar</td>
<td><a href="mailto:mar@yorku.ca">mar@yorku.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>D. Pepler</td>
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<td>E. Bialystok</td>
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<td><a href="mailto:jonweiss@yorku.ca">jonweiss@yorku.ca</a></td>
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<td>M. Wojtowicz</td>
<td><a href="mailto:magdawoj@yorku.ca">magdawoj@yorku.ca</a></td>
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<tr>
<td>6910 3.0 (W)</td>
<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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<tr>
<td>6910P 6.0 (Y)</td>
<td>Introduction to the Psychological Assessment of Children Practicum</td>
<td>C. Till</td>
<td><a href="mailto:ctill@yorku.ca">ctill@yorku.ca</a></td>
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<tr>
<td>6920 3.0 (F)</td>
<td>Clinical and Diagnostic Assessment of Children and Adolescents</td>
<td>J. Rawana</td>
<td><a href="mailto:rawana@yorku.ca">rawana@yorku.ca</a></td>
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<td>6925 3.0 (W)</td>
<td>Supervision and Clinical Consultation</td>
<td>A. Perry</td>
<td><a href="mailto:perry@yorku.ca">perry@yorku.ca</a></td>
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<td>6930 3.0 (F)</td>
<td>CD Interventions: Foundations</td>
<td>J. Weiss</td>
<td><a href="mailto:jonweiss@yorku.ca">jonweiss@yorku.ca</a></td>
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<td>6930P 6.0 (Y)</td>
<td>CD Interventions: Practicum</td>
<td>R. Muller</td>
<td><a href="mailto:rmuller@yorku.ca">rmuller@yorku.ca</a></td>
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<td>Fri</td>
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<td>6955 3.0 (W)</td>
<td>Developmental Psychopathology of Childhood and Adolescence</td>
<td>M. Toplak</td>
<td><a href="mailto:mtoplak@yorku.ca">mtoplak@yorku.ca</a></td>
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<tr>
<td>6970 3.0 (W)</td>
<td>CD Interventions: Advanced Skills</td>
<td>Y. Bohr</td>
<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
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<td>6980 3.0 (F)</td>
<td>Indigenous Peoples Mental Health</td>
<td>Y. Bohr</td>
<td><a href="mailto:bohry@yorku.ca">bohry@yorku.ca</a></td>
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<tr>
<td>6325 3.0 (S1)</td>
<td>Clinical Neuroanatomy</td>
<td>G. Turner</td>
<td><a href="mailto:grturner@yorku.ca">grturner@yorku.ca</a></td>
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<td>Victor Phillip Dahdaleh Building (previously known as Technology Enhanced Learning (TEL) Building)</td>
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COURSE DESCRIPTIONS

Historical and Theoretical Foundations of Psychology A

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

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

Course Format: Seminar discussion, with instructor and student presentations

Evaluation: Assessment will consist of participation in seminar discussion and oral presentations

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Historical and Theoretical Foundations of Psychology B

Psychology 6030 3.0 (W)  
Alexandra Rutherford  
Wednesday 11:30 – 2:30

ENROLMENT IS LIMITED TO 20 STUDENTS

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

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

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

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

Readings: Articles and book chapters selected by the instructor.
Univariate Analysis I: Analysis of Variance

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

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 II: Regression

Psychology 6132 M 3.0 (W)  Rob Cribbie
Tuesday 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

Univariate Analysis II: Regression

Psychology 6132 N 3.0 (W)  Rob Cribbie
Thursday 11:30 – 2:30

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
Psychology of Data Visualization

Purpose: Information visualization is the pictorial representation of data. Successful visualizations capitalize on our capacity to recognize and understand patterns presented in information displays. Conversely, they require that writers of scientific papers, software designers and other providers of visual displays understand what works and what does not work to convey their message.

This course will examine a variety of issues related to data visualization from a largely psychological perspective, but also touch upon other related communities of research and practice related to this topic (computer science, visual design, human factors). We will consider visualization methods for a wide range of types of data from the points of view of both the viewer and designer/producer of graphic displays.

Co- or pre-requisites: This course provides the opportunity to combine Professor Friendly’s interests in cognitive psychology, history of data visualization and the implementation of methods for data display with the strengths of other faculty in vision science, computer science and engineering. The resulting course should appeal broadly to students across a variety of research areas.

Background of students: Information Not Available

Course format: Information Not Available

Requirements: Information Not Available

Text /Readings: Information Not Available

Basis of evaluation: Class sessions will include time devoted to discussion of important papers. Each student will be assigned one paper to introduce and on which to lead the discussion (20%). In addition, all students will give one formal presentation (1/2 hour) in the second half of the course (35%). Finally, students will be required to write a research proposal outlining an experimental program designed to attack a psychological problem in information visualization; alternatively, students may choose to undertake a project in data visualization or information design and write a project report. (45%).

Best Methodological Practice in Quantitative Research

Purpose: This course will familiarize students with current recommendations on how to improve the conduct of research and will train students in the skills to apply these methods to their research. In the first phase of the course, we will review fundamental statistical concepts such as Types I & II error, power analysis, effect sizes, confidence intervals, and the effective use of data graphics. Then, the problems posed by common but questionable research practices such as p-hacking will be discussed and explored extensively. We will also discuss common publication practices that
distort the scientific record, such as the preference for “significant” findings (the “file drawer problem”). We may also investigate “forensic” computer programs that have been developed to find statistical anomalies in published research (e.g., GRIM, SPRITE). The course will also examine the alternative of using Bayesian statistical procedures in place of the conventional frequentist methods. Finally, the course will cover principles of data management with a focus on the Open Science Framework: for researchers these include pre-registration of research, open data, and open materials; for journals it includes public acknowledgment of authors who practice open science, publication of pre-registered research that fails to attain significance, and the publication of pre-registered replications.

Pre-requisites: PSYC 6161 Univariate Analysis I: Analysis of Variance and PSYC 6162 Univariate Analysis II: Regression

Text /Readings: Readings will be drawn from the scholarly literature on these topics. Approximately 2 or 3 articles/chapters per week.

Evaluation: 2 assignments worth 25% of their final grade each to provide practical experience with the methods covered. Final summative assignment worth 50% of their final grade, to demonstrate mastery of the course material.

Social Methods

Psychology 6150 B 3.0 (F) W. Struthers
Tuesday 11:30 – 2:30

Enrolment is limited to 15 students

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

Student Background: Information Not Available

Course Format: Information Not Available

Requirements: Information Not Available

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

Text and Readings: To be assigned.
Interpersonal Relationships

Psychology 6171 B 3.0 (W) A. Muise
Tuesday 2:30 – 5:30

Enrolment is limited to 15 students

Purpose: The focus of this graduate seminar is on psychological theories and research in the domain of interpersonal relationships. We explore questions such as, what informs our choice of relationship partners? What predicts satisfaction and stability in romantic relationships? Who has more successful relationships? How do partners influence each other in relationships? What is the role of sexuality in relationships? And how do we study dyadic relationships? These and other questions are examined from a variety of theoretical perspectives with the goal of better understanding interpersonal relationships throughout the lifespan.

Student Background: There are no pre-requisites for this course, but preference will be given to graduate students in the Social-Personality Area.

Course Format: The course format is weekly seminars that involve class discussion and student presentations. Class discussions will be led by student presenters and will be focused on assigned readings (3 or 4 per class).

Requirements: Class attendance, participation, weekly readings.

Evaluation: Participation, class facilitation, written research proposal.

Text and Readings: Readings will include chapters, review papers, and empirical papers to be assigned by the instructor.

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Structural Equation Modelling

Psychology 6176 3.0 (F) David Flora
Tuesday 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 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.
Psychometric Methods

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

ENROLMENT 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 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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Statistical Modelling

Psychology 6229 3.0 (W)  Richard Murray
Tuesday 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 tests (20%), two problem sets (40%), term project (40%)
Purpose: Neuroimaging techniques have evolved rapidly over the last decade and have become increasingly advanced and specialized to address different questions in cognitive neuroscience. This course will explore advanced neuroimaging techniques, primarily from a theoretical perspective, with a strong focus on functional MRI techniques. Topics will include: a brief history of the development of standard univariate methods (e.g., using the general linear model: GLM), multivariate methods (e.g., partial least squares analysis: PLS; independent components analysis: ICA), multivoxel pattern analysis (e.g., representational similarity analysis; support vector machines), task-based functional connectivity (e.g., seed PLS; psycho-physiological interaction: PPI), issues in resting-state functional connectivity, network-based analyses (e.g., graph theory), and other techniques including non-invasive brain stimulation (e.g., transcranial magnetic stimulation: TMS). At the end of this course, students will have an improved ability to critically evaluate the quality of neuroimaging research they read, and if relevant, design neuroimaging studies that use the best techniques and analyses ideally suited to their particular research questions.

Student Background: This course is suitable for graduate students from all areas who are interested in the application of advanced neuroimaging techniques in various fields of research. Basic knowledge of statistics, neuroscience, and neuroimaging are required.

Course Format: This course builds on the foundation of basic neuroimaging techniques taught in PSYC 6227: Introduction to functional magnetic resonance imaging (or already possessed by the student). The course will be taught from more a theoretical perspective, with classes devoted to lectures, presentations, and discussions focussed on advanced methodological concepts, and the technical challenges and innovations in the latest, most cutting-edge neuroimaging techniques.

Requirements: Basic knowledge of univariate statistics (e.g., GLM) and neuroscience is required. Pre-/co-requisites: PSYC 6131; PSYC 6232; PSYC 6227; or permission by instructor. General knowledge of basic neuroimaging techniques and multivariate statistics is advantageous. Successful completion of PSY 6227/ BIOL 5148/ KAHS 6148: Introduction to functional magnetic resonance imaging is recommended, but not required.

Evaluation: Class participation (20%), weekly “thought papers” (20%); presentation (20%); term project outline (10%); term project (30%)

Text and Readings: Readings will consist primarily of original source empirical research, review, and methods papers selected from the literature. In addition to seminal papers on the various methods/techniques covered each week, the reading list aims to include some of the most recent, cutting-edge papers on these topics and/or applying these methods. Therefore, the reading list will typically be modified throughout the term, and additional readings will be added on regular basis. Either of the following textbooks is recommended, particularly for students without a strong background in neuroimaging, but not required:


Complex Systems Approach to Interpersonal Change

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 she 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 any current psychotherapy.

Student Background: Information Not Available

Course Format:
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/DVD’s/CD’s and U-Tube recordings.

Requirements:
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, (e) cultural competence, (f) a variety of skills directed to handling (i) Anger (ii) Suicide risk (iii) 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.

Evaluation:
Clinical Interviewing Skills: For the final 5 weeks the course director meets weekly with individual members to go over their audio recorded interviews (not a therapy client) where they apply what is taught in the course to learn their skills. This is done outside of seminars but applies what they learn.

Text and Readings:
Fundamentals of Neuroscience II: Circuit

PSYC 6253 3.0 (W)  
Joseph DeSouza  
Thursday 11:30-2:30

**ENROLMENT IS LIMITED TO 15 STUDENTS**

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

The course will provide graduate students with an in-depth analysis of the circuits within the nervous system that underlying the structure and function of the developing and mature nervous system. This is an advanced course that will focus on current research topics in selected areas of neuroscience, which is the study of the biology of the nervous system and its relationship to 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 one exam, facilitating a journal article discussion and class participation.

Final mark will be based on:
- Class Exam: 40%
- Lecture: 30%
- Presentations: 20%
- Class discussions and attendance: 10%

**Text:**  

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Principles of Neural Coding

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

**ENROLMENT IS LIMITED TO 10 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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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Paper Presentation</td>
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<tr>
<td>Assignments</td>
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<tr>
<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.
Course work: 30%
Long essay and accompanying presentation: 55%
Participation in class: 15%

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

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

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**Computer Programming for Experimental Psychology**

**PSYC 6273 3.0 (F)**

**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%)

**Course Website:**
[www.yorku.ca/rfm/psyc6273](http://www.yorku.ca/rfm/psyc6273)

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**Richard Murray**
Thursday 11:30-2:30

**ENROLMENT IS LIMITED TO 15 STUDENTS**
**Human Neuropsychology: History and Syndromes**

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

**ENROLMENT IS LIMITED TO 15 STUDENTS**

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

**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:** Two exams (30% each)  
One Presentation (30%)  
Participation (10%)

**Texts and Readings:** Readings for each week will be available electronically via a closed list for the class.

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**Cognitive Neurorehabilitation**

Psychology 6330 3.0 (F)  
Gary Turner  
Wednesday 2:30 - 5:30

**ENROLMENT IS LIMITED TO 15 STUDENTS**

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

**Student Background:** The course is designed for graduate students in the Clinical and Clinical Developmental areas. Permission to register for students from other areas will be considered at the discretion of the course instructor. Some background in neuroanatomy (e.g. Clinical Neuroanatomy, 6325) is strongly recommended.
Course Format: Instructor presentation, student seminars

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

Text /Readings: TBD

Evaluation: Exams, papers, presentations

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

Contemporary Issues in Social and Personality Psychology

Psychology 6400 3.0 (F)

Ward Struthers
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)

M. Hynie
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.
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; conscious and unconscious mental processes; goals; attitude change; attachment; social power; social categorization; intergroup relationships; social support; and cultural processes.

Foundations of Clinical Psychology A

Psychology 6421 3.0 (W) Joel Goldberg  
Tuesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: This course provides a biopsychosocial perspective on severe forms of mental illness and cognitive impairment including schizophrenia, bipolar mood disorder, dementia, and other disturbances of brain and behaviour. Consideration will be given to biological and environmental contributions to etiology, prevention and treatment and to the sociocultural and cross-cultural contexts of these disorders. The role of psychologists as scientist-clinicians in advancing understanding and intervention options for serious mental illness will be highlighted. The course format will be seminar/discussion with instructor- and student-led presentations supported by relevant readings from the literature. Learning objectives include development of an appreciation of the complexity of severe mental illnesses, as well as the challenges clinicians face in formulating psychodiagnoses and conducting effective treatments for disorders falling at the extreme end of the psychopathology spectrum and the challenges and opportunities they represent for psychological science and practice.

Student Background: Psych 6421A 3.0 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 discussions and integrating case studies with theory and research. Instructor and students will participate actively in course presentations.

Evaluation: Details of course requirements may vary from year to year. Normally, however, the course will combine lecture and seminar format and focus on discussion of readings and associated issues. Students will normally prepare/lead at least 2 class discussions and be evaluated on these (e.g., 25% each), be responsible for active participation in all seminars (e.g., 10%), and complete a written paper due within the time frame of the course (e.g., 40%).
**Foundations of Clinical Psychology B**

**Psychology 6422 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.

**Text:**

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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.

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**Clinical Practicum 1**

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

**Enrolment is limited to 8 students**

**Course Schedule:**  
**Seminar:** Friday 8:30 a.m. - 11:30 a.m.  
3-hour time blocks for students are required for live clinical practice and observation. These time blocks will be determined at the start of the course.

**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 11:30 – 2:30  

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%

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

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

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

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

**Evaluation:** Written assignments which are psychological reports based on real life assessment cases, one per term (40% each term) 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 and clinical supervision with two clients. 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: Master’s Degree in Clinical Psychology

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: CLINICAL SUPERVISION SESSIONS WILL BE SCHEDULED ON TUESDAY 2:30-5:30, 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.

Principles of Neuropsychological Assessment

Psychology 6450 3.0 (W) Walter Heinrichs
Tuesday 8:30 – 11:30

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

**Current Issues in Health Psychology**

**Psychology 6455 3.0 (W)**

(xl with KAHS 6143) and integrated PSYC 4370.3

**Joel Katz**

Wednesday 2:30 - 5:30

**Enrolment is limited to 15 (5 grad, 5 ug, 5 Kine) 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 (grad students) or four (UG Students) 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% (grad students) or 20% (UG students) 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 (grad students) or 10 (UG students) 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% (grad students) or 45% (UG students) of the total grade. UG students will also be responsible for two written reflection assignments worth 10% each. One reflection will be based on an interview with a hospital- or community-based health psychologist. The second reflection assignment will be based on what they learned from the process of presenting assignment 1 to the class. The final 10% (grad students) or 15% (UG students) of the grade will be determined by attendance and class participation.

**Readings:** To be assigned.
Qualitative Research Methods

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

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

**ENROLMENT IS LIMITED TO 6 (3 PSYC, 3 NURS) STUDENTS**

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

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

**Student Background:**
Enrollment in a graduate program (Master’s or Doctoral level)

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

**Text /Readings:**
Course Kit

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

**Other Information:**
Course likely to be offered annually
Ethical Issues in Professional Practice

Psychology 6490B 3.0 (F)  Rick Morris
Tuesday 8:30 - 11:30

ENROLMENT IS LIMITED TO 12 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.

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Personality

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

ENROLMENT IS LIMITED TO 15 STUDENTS

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

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

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

Texts Required: TBD
Program Evaluation

Psychology 6520 3.0 (F)  Debra Pepler

Tuesday 11:30 – 2:30

Enrolment is limited to 12 students

Purpose: There is an old saying: “If you want to understand something, try to change it.” (Patterson, Reid, & Eddy, 2002). This describes the primary theme of this course – by studying the process of change and effectiveness through intervention, we can come to understand developmental processes in a remarkable way.

Student Background: Students for this course are generally in a clinical doctoral program, with some assessment and intervention experience. Program evaluation is now considered an area of competence for registration with the College of Psychologists of Ontario and an area of competence for CPA accreditation.

Course Objectives:

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

Course Format: In this course, we will discuss current approaches and techniques by which mental health programs in applied settings can be evaluated. We will meet with mental health practitioners who are working toward an evidence-based approach. We will consider the staging and designs for evaluation, the criteria and measurement for evaluations, and the range of methods and statistical approaches to evaluating change through treatment. Students will be involved first hand in planning an evaluation for a mental health program. They will have the opportunity to discuss the nature of the program with the service providers and collaboratively design an evaluation plan to examine program effectiveness. Throughout the course, we will reflect on the cultural, ethical, and professional issues related to conducting evaluation research in a community setting. Students will be guided through the process of writing a grant proposal to evaluate an intervention.

Evaluation:

1. Proposal 70%
2. Evaluation journal 10%
3. Proposal Presentation 20%

Readings: Readings for the course will be assigned at least a week in advance.
Social and Emotional Bases
Psychology 6610 3.0 (F) Debra Pepler

Tuesday 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.
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.

Lifespan Cognitive Development and Change: The Role of Neuroplasticity
Psychology 6665 3.0 (W) E. Bialystok

Tuesday 2:30 – 2530

Enrolment is limited to 10 students

Purpose: The course will examine the role of experiences on cognitive and brain development across the lifespan. The experiences include musical training, bilingualism, and video game playing, among others. The effects will be considered in terms of development from infancy through childhood, and the creation of cognitive reserve in older age.

Student Background: Information Not Available

Course Format: Information Not Available
Developmental Neuropsychology

Psychology 6770 3.0 (F)                      Melody Wiseheart
Tuesday 11:30 – 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: You will learn to critically evaluate theories, analyze the validity of experimental methods and data analysis techniques, and assess the usefulness of principles within specific developmental neuropsychology contexts.

Student Background: This course is appropriate for all graduate students in psychology or a related field. It will be of particular interest to those interested in any stage of lifespan development, regardless of their research field.

Course Format: Seminar

Requirements: Enrollment as a graduate student in psychology or a related field.

Evaluation: Students will be evaluated on a combination of discussion, presentation, paper writing, and writing feedback skills.

Text and Readings: Readings will be assigned based on student interests.

Psychology and Society in Critical Perspective

Psychology 6800 3.0 (W)                      Thomas Teo
Thursday 2:30 – 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: This seminar discusses the nexus of society, history, culture and individual mental life. In particular, it addresses neoliberal society’s impact on the conduct of life, agency, thinking, feeling, and wanting. It is assessed to which degree psychology supports or challenges the neoliberal status quo.

Student Background: Interest in the psychological humanities, psychosocial analyses, critical theories, reflexivity, and interference.

Course Format: Seminar

Requirements: Paper, comments, presentation.

Evaluation: Paper, comments, presentation.

Text and Readings: TBD. Articles, chapters, and books.
Issues in CD Psychology: A Proseminar in Ethics, Practice and Research

Psychology 6900 3.0 (F)  J. Weiss
Tuesday 11:30 – 2:30

**ENROLMENT IS LIMITED TO 8 STUDENTS**

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

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


Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Proportion of Grade</th>
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<tbody>
<tr>
<td>Role Plays – each person will take the role of an interviewer and interviewee. I will only be grading your role as interviewer.</td>
<td>40%</td>
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<tr>
<td>Written Assignment</td>
<td>40%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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Biological and Cognitive Bases of Development

Psychology 6905 3.0 (W)  M. Wojtowicz
Thursday 2:30 - 5:30

**ENROLMENT IS LIMITED TO 11 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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<tr>
<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.

Psychoeducational Assessment of Children and Adolescents

Psychology 6910 3.0 (W) Christine Till
Wednesday 2:30 - 5:30

Enrolment is limited to 8 students

Purpose: This course is a critical foundation course for the practice of evidence-based assessment in clinical psychology. Its primary focus is on developing the ability to administer, score, and interpret standardized measures of intellectual ability and academic achievement. Students will receive direct instruction and supervised practice on the administration of these tests. The course is designed to help students develop functional competencies to critically evaluate psychometrics of commonly used assessment measures. Students will learn about the history of intellectual testing, alternative theories of intelligence, and contemporary assessment approaches for conducting a psychoeducational assessment, including behavioural observations. Students will also learn about special assessment issues that are commonly encountered when assessing individuals, including cultural, socioeconomic, ethical and legal issues, test bias/fairness, and best practices in testing individuals from diverse backgrounds. Students will gain a basic foundation to clinical report writing, although this is not the focus of the course.

Course Format: This course will consist of didactic lecture, in-class demonstrations, role playing, discussion of readings, and student oral presentations. The course format places an emphasis on active discussion and experiential education. As part of the course, students will put into practice their test
administration skills with school-aged clients. Students will need to recruit volunteers and work together to practice administration of the various instruments covered.

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

Evaluation: Performance in this course will be evaluated based upon the completion of several practical assignments that require students to integrate information and skills gained from readings, lectures, and labs. The assignments are planned such that as the term develops, more skills are required. To facilitate this, the course TA and professor will be providing students with feedback throughout the course. Assignments include a behavioral observation (10%), practice test administration I (15%) and II (30%), test administration practical exam (15%), assessment measure review (20%), and participation (10%).


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

Psychology 6910P 6.0 (Y)  
C. Till  
Friday 11:30 – 2:30  

**Enrolment is limited to 8 students**

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

Pre-requisites: Psychology 6910 3.0 and Psychology 6920 3.0

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

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**Clinical and Diagnostic Assessment of Children and Adolescents**

Psychology 6920 3.0 (F)  
J. Rawana  
Wednesday 2:30 - 5:30  

**Enrolment is limited to 8 students**

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

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

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


**Course Format:** This course will consist of didactic lecture, in-class demonstrations, role playing, discussion of case presentations and readings, and student oral presentations. As part of the course, students will participate in a clinical assessment of a child/adolescent in the York University Psychology Clinic. The instructor will strive to create an environment for students to feel comfortable supporting, critiquing, and challenging each other’s 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%)

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**Supervision and Consultation**

**Psychology 6925 3.0 (W)**

Adrienne Perry

Wednesday 8:30 – 11:30

**Enrolment is limited to 8 students**

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

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

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

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

**Readings:** To be assigned.
CD Interventions: Foundations

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

**ENROLMENT IS LIMITED TO 12 STUDENTS**

**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 be based on: 1) A clinical case conceptualization (35%), 2) preparation of a summary and workshop on an evidence-based approach (35%), 3) class participation (30%).

**Text and Readings:** Readings will consist of articles and book chapters that will be made available to students throughout the course. Students should ensure that they have access to the textbooks below (some texts can now be rented in electronic format if needed, however, the first is an excellent general reference text that may be worth purchasing).


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CD Interventions: Foundations Practicum

Psychology 6930P 6.0 A (Y)  
Robert Muller  
Friday 10:30 - 2:30  
*4 hours*

**ENROLMENT IS LIMITED TO 6 STUDENTS**

**Purpose:** This practicum course focuses on clinical intervention with children, adolescents, and families, and it 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
Psychopathology

Psychology 6955 3.0 (W)  
Maggie Toplak  
Friday 11:30 – 2:30

**Enrolment is limited to 8 students**

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

**Evaluation:** TBA

**Readings:** TBA

CD Interventions: Advanced Skills

Psychology 6970 3.0 (W)  
Yvonne Bohr  
Thursday 2:30 - 5:30

**Enrolment is limited to 12 students**

**Purpose:** Cognitive behavioural treatment (CBT) is one of clinical psychology's most effective tools, and, as such, one of the most validated and accepted alternatives to 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 well as 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 Y UPC 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

Indigenous Peoples Mental Health

Psychology 6980 3.0 (F) Yvonne Bohr
Wednesday 11:30 – 2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: This course provides a primer in the unique contextual factors affecting the mental health of Indigenous peoples in Canada. It reviews the responsibilities of: a) psychologists in providing competent, ethical consultation, assessment and treatment to their Indigenous clients and b) researchers in conducting respectful, ethical research with members of Indigenous communities. The course introduces culture-specific theoretical models that are used to inform systemic case conceptualization and evidence-informed intervention, as well as program evaluation and research.

Learning Objectives: Upon completion of this course, participants will have:
1. Acquired an overview of the historic and contemporary contextual factors that may affect the mental health of Canadian Indigenous children, adults, families and communities
2. Familiarized themselves with the recommendations of the CPA Task Force on the implementation of the Truth and Reconciliation Commission’s Report for the practice of Psychology
3. Become familiar with specific Indigenous theoretical models of well-being and mental health and have learned about the implications of such models for the practice of psychological consultation, assessment and intervention
4. Become familiar with select culture specific methodologies and approaches to ethical, collaborative research in Indigenous communities
5. Had the opportunity to reflect on potential best practices in the provision of holistic mental health services to indigenous communities

Prerequisite: Enrolment in the Clinical or Clinical-Developmental Psychology graduate program

Evaluation: Class participation: It is expected that class participants will be reading paper and chapters assigned for each class, and be prepared for, and contribute to discussions based on these readings. Starting in Class 3, participants will be asked to take turns selecting and critically discussing an additional recent or seminal publication that is relevant to the course material in that particular week. Participants will also be asked to complete structured, short evaluations / discussions of clinical implications, pertaining to several guest speaker presentations that will be integral to this course.
(50% of class grade).
Each class member will also take responsibility for the write-up and presentation of a case study (case studies will be provided) in consultation, assessment, intervention, research of children, youth, adults, families or communities. It is expected that the case study will integrate the
principles for practice with Indigenous clients discussed in class and will conform to the Guidelines provided by the CPA Task Force on the implementation of the TRC. (50% of course grade).

Text and Readings:
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 28, 2018 in order to enroll in the practicum.

**APPLIED PRACTICA:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PSYC 6810 I or 6810A</td>
<td>Applied Practicum I</td>
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<tr>
<td>PSYC 6810 II or 6810B</td>
<td>Applied Practicum II</td>
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<tr>
<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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<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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<td>Psychology 6820 I or 6820A</td>
<td>Research Practicum I</td>
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<tr>
<td>Psychology 6820 II or 6820B</td>
<td>Research Practicum II</td>
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<td>Psychology 6820 III or 6820C</td>
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**INTERNSHIPS:**

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<th>Course Code</th>
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<tr>
<td>Psychology 6840 6.0</td>
<td>Clinical Internship</td>
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<tr>
<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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</table>

**Please note:**

*If you are taking any of the above courses (6810; 6820; 6840; 6430; 6460; 6910; 6930), you MUST complete an agreement form as well as noting that you are taking these courses on your advising worksheet and enrol in the courses on line.*

*If you do not enrol in this course along with completing the appropriate paperwork, you will not receive a grade, and it will not show on your transcript.*
### Sessional/Important Dates

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<th>Event</th>
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<tbody>
<tr>
<td><strong>FALL REGISTRATION &amp; ENROLMENT BEGINS</strong></td>
<td>Tuesday, June 6, 2018</td>
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<tr>
<td><strong>CANADA DAY</strong> – University Closed</td>
<td>Monday, July 2, 2018</td>
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<tr>
<td><strong>CIVIC HOLIDAY</strong> – University Closed</td>
<td>Monday, August 6, 2018</td>
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<tr>
<td><strong>FINAL DATE FOR REGISTRATION</strong> – Fall Term; Late Fees added afterwards</td>
<td>Tuesday, August 14, 2018</td>
</tr>
<tr>
<td><strong>LABOUR DAY</strong> - University Closed</td>
<td>Monday, September 3, 2018</td>
</tr>
<tr>
<td><strong>RESEARCH &amp; APPLIED PRACTICA BEGIN</strong></td>
<td>Thursday, September 6, 2018</td>
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<tr>
<td><strong>TEACHING ASSISTANTSHIP AND UNDERGRADUATE CLASSES BEGIN</strong></td>
<td>Thursday, September 6, 2018</td>
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<tr>
<td><strong>GRADUATE CLASSES BEGIN</strong> - Fall Term</td>
<td>Thursday, September 6, 2018</td>
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<tr>
<td><strong>DEADLINE FOR PRACTICUM AGREEMENTS</strong></td>
<td>Friday, September 27, 2018</td>
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<tr>
<td><strong>THANKSGIVING</strong> - University Closed</td>
<td>Monday, October 8, 2018</td>
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<tr>
<td><strong>FALL CO-CURRICULAR WEEK/DAYS</strong> - No Classes</td>
<td>October 25 to October 28, 2018</td>
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<tr>
<td><strong>GRADUATE CLASSES END</strong> - Fall Term</td>
<td>Monday, December 3, 2018</td>
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<tr>
<td><strong>STUDY DAY</strong></td>
<td>Tuesday, December 4, 2018</td>
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<td><strong>FALL EXAM PERIOD</strong></td>
<td>December 5 to 20, 2018</td>
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<tr>
<td><strong>FINAL DATE FOR REGISTRATION</strong> – Winter Term; Late Fees added afterwards</td>
<td>Friday, December 14, 2018</td>
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<tr>
<td><strong>CHRISTMAS BREAK</strong> – University Closed</td>
<td>December 22, 2018 to January 2, 2019</td>
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<tr>
<td><strong>GRADUATE CLASSES BEGIN</strong> - Winter Term</td>
<td>Thursday, January 3, 2019</td>
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<tr>
<td><strong>WINTER READING WEEK</strong> - No Classes</td>
<td>February 16, 2019 to February 22, 2019</td>
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<tr>
<td><strong>FAMILY DAY</strong> – University Closed</td>
<td>Monday, February 18, 2019</td>
</tr>
<tr>
<td><strong>GRADUATE CLASSES END</strong></td>
<td>Friday, April 5, 2019</td>
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<tr>
<td><strong>STUDY DAY</strong></td>
<td>Thursday, April 4, 2019</td>
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<tr>
<td><strong>WINTER EXAM PERIOD</strong></td>
<td>April 8–22, 2019</td>
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<tr>
<td><strong>GOOD FRIDAY</strong> – University Closed</td>
<td>April 19, 2019</td>
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<tr>
<td><strong>EASTER SUNDAY</strong> – University Closed</td>
<td>Sunday, April 21, 2019</td>
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<tr>
<td><strong>VICTORIA DAY</strong> – University Closed</td>
<td>Monday, May 20, 2019</td>
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</table>

The date on which graduate courses will begin and end is set at the discretion of the course director and may be subject to change.

The dates listed are those on which graduate classes would normally begin and end next year based on practice in recent years.
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, psygp@yorku.ca

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

HELPFUL TIP: Create a folder in your inbox for emails from the Grad Office and keep copies of all communications.

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, updpsyc@yorku.ca until July 1, 2018

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

Laura Tortorelli – Chair’s Office, Keys, Room Bookings (Minden and Endler - 163/164 BSB), ext. 55116 Laurat@yorku.ca

Terri Cawley – TA and Course Director Applications, Room Bookings (014A/061 BSB), ext. 66178, tcawley@yorku.ca

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

Raj Maharaj – Duplicating/Facilities/Web Support, ext. 66209, rajm@yorku.ca

EMERGENCY / SECURITY (416) 736-5333 OR ext. 33333 – please note 33333 is a direct line from any York phone.

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

Dr. Tim Moore - Chair, ext. 88355, timmoore@glendon.yorku.ca, until Jan 1, 2019.

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.

**FORMS**

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/

Here is a link to the variety of health plans for graduate students, including CUPE 3903 and UHIP:

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

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**Helpful Tip #1:**

Email problems?

The askit@yorku.ca email is good for non-rush problems, but to reach a technician when it is an emergency, please call 55800.

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**Helpful Tip # 2:**

Notice a maintenance issue? (Flooding in bathroom; lightbulb out?)

Call 22401 for the Physical Plant office, and maintenance will fix it. Even easier? Email facilities@yorku.ca.
Useful information from the Undergraduate Office

PSYC Course Related Room Request

This form is for course related room request outside of your regularly assigned classroom. The request should be sent at least 7-10 days in advance.
Should you need to submit multiple dates for the same type of request for the same course, please list this information in the 'Additional Comments' section.
Should you wish the course TAs to have a copy of the room booking sent to them, please include their email address in the 'Additional Comments' section.

Link to make a PSYC Course Related Room Request: http://psychology.apps01.yorku.ca/machform/view.php?id=23108

PSYC Exam Monitoring Requests FW18/19

Please complete the following form to make a request for exam monitors.
This form will allow you to complete up to 4 different requests at one time.

FOR MORE THAN 4 ENTRIES
1. Click the link and fill out the form again OR
2. Write a detailed request in the 'Additional Comments' box.

*NOTE* Exam Monitor requests must be submitted at least 10 BUSINESS DAYS in advance to ensure that we can make the appropriate arrangements for scheduling.

SUGGESTED EXAM MONITORS GUIDELINES
(Please include your TA's when using this guide)

1 to 25 students enrolled should have 1 exam monitor or TA
26 to 50 students enrolled should have 2 exam monitors or TAs
51 to 100 students enrolled should have 3 exam monitors or TAs
101 to 200 students enrolled should have 4 exam monitors or TAs
201 to 250 students enrolled should have 5 exam monitors or TAs
251 to 300 students enrolled should have 6 exam monitors or TAs

Link to make a Request for Extra Exam Monitors: http://psychology.apps01.yorku.ca/machform/view.php?id=52959

Exam Monitoring Opportunities Throughout the Academic Term

The Department of Psychology frequently has exam monitoring opportunities available throughout the term. If you are already on the Psychology Graduate listserv then you will receive notification of these opportunities as they become available. Please follow the instructions in the email notification to submit a request to be considered. Some things to note about exam monitoring:
- Exam monitoring rate is $14.00/hour.
- Exam monitors MUST be available for the entire duration listed on the schedule and must arrive 15 minutes prior to the exam start time and stay 15 minutes after the exam end time. This time will be considered paid time.
- The use of mobile devices by exam monitors during the exam are not permitted.
- Exam monitoring opportunities are assigned on a first come, first served basis.
- Due to the volume of submissions, we cannot follow-up with every exam monitor who submits a request, we kindly ask you not to call or email the office to inquire as to whether you have been assigned an opportunity.
Selected individuals will be sent a confirmation email for their assigned opportunity. Please take note of the date, time, location and Course Director information.

If you have questions or concerns regarding Undergraduate courses, please contact the Undergraduate Psychology Office.

Our contact information is:
Phone: 416.736.5117
Email: psyc@yorku.ca
Office: 291 BSB