

GRADUATE PROGRAM IN PSYCHOLOGY



HANDBOOK

Behavioural Sciences Building, Room 297
4700 Keele Street
Toronto, Ontario
M3J 1P3, Canada

<http://www.yorku.ca/gradpsyc/index.html>

Graduate Psychology Handbook

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IMPORTANT INFORMATION: Please keep all annual handbooks for future reference. Should you register with the College of Psychologists, you will be asked to supply detailed descriptions of all the courses you have ever taken. It will be your responsibility to come up with descriptions. It is also a good idea to keep all course syllabi for courses you have taken for future reference.

YORK UNIVERSITY

GRADUATE PROGRAM IN PSYCHOLOGY

INTRODUCTION

Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Its 85 faculty members include several who are also members of other graduate programs such as Biology, Computer Science, Kinesiology and Health Science, Philosophy and Women's Studies. Faculty members are also associated with the following research units at York University: Centre for Vision Research, the Institute for Social Research, the LaMarsh Research Centre on Violence and Conflict Resolution, the Centre for Refugee Studies, and the Centre for Feminist Research. In addition to its regular faculty members, presently 51 adjunct faculty members and 64 applied practicum supervisors are affiliated with the Program.

The Graduate Program in Psychology at York offers courses, opportunities for research, and professional training leading to an M.A. degree with increasing specialization at the level of the Ph.D. degree. The Ph.D. program provides a broad foundation in the basic principles and methods of behavioural science and, in addition, considerable field experience. Graduates are expected to be familiar with a wide range of problems confronting both academic and professional psychologists and to be knowledgeable in sufficient depth in specialized areas to contribute to solutions of both theoretical and applied problems.

GENERAL INFORMATION

ORGANIZATION AND ADMINISTRATION

THE GRADUATE PROGRAM DIRECTOR

The Graduate Program Director is responsible for the administration of the Graduate Program in Psychology and reports to the Dean of the Faculty of Graduate Studies. Graduate program directors at York are appointed by the Board of Governors on the successive recommendations of the Program Executive Committee, the Dean of Graduate Studies, and the President of the University. Graduate program directors normally serve for a period of 3 years.

Students are advised that the Program Director has two major roles: (i) To protect and enhance the quality of the Graduate Program in Psychology, and (ii) to ensure that graduate students in psychology are treated fairly and served well by the Program and its members. Graduate students are encouraged to approach the Director when encountering difficulties within the Program, or need counsel that they cannot obtain from their supervisor or Area Head (i.e., either the Director of either clinical Area or the Coordinator of each of the other five Areas (see below).

THE GRADUATE PROGRAM EXECUTIVE COMMITTEE

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

THE GRADUATE PROGRAM FACULTY MEMBERS

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

Membership in the Graduate Program in Psychology requires satisfying the criteria of the Faculty of Graduate Studies, and then being nominated by the Program Director, approved by the Graduate Faculty Dean, and appointed by the Board of Governors. Regular members of the Program are employees of the University. Adjunct members are employed outside it. The criteria for regular and adjunct members are the same. Nevertheless, only regular members are allowed to assume sole responsibility for supervising M.A. theses and Ph.D. dissertations and to conduct the business of the Program. Like regular members, however, adjunct members may co-supervise theses and dissertations, sit on students' thesis and dissertation committees, and teach graduate courses. The graduate program faculty members meet a number of times each year to consider policy changes

recommended by the Graduate Program Executive Committee. Practicum supervisors may or may not be employees of the University. Their role is restricted to this supervisory activity.

AREAS OF SPECIALIZATION

The Graduate Program comprises seven Areas or fields:

Brain, Behaviour and Cognitive Sciences (BBCS)	Prof. Kari Hoffman, Area Coordinator
Clinical (C)	Prof. Joel Goldberg, Director of Clinical Training
Clinical-Developmental (CD)	Prof. Maggie Toplak, Director of Clinical Training
Developmental and Cognitive Processes (DCP)	Prof. Scott Adler, Area Coordinator
History and Theory (HT)	Prof. Christopher Green, Area Coordinator
Quantitative Methods (QM)	Prof. Michael Friendly, Area Coordinator
Social and Personality (SP)	Prof. Ward Struthers, Area Coordinator

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

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

The responsibilities of the Areas include:

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

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

GRADUATE STUDENT ORGANIZATIONS

THE PSYCHOLOGY GRADUATE STUDENTS' ASSOCIATION – www.psych.yorku.ca/pgsa

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 subsidize, partially, certain expenses such as; (a) research related to thesis/dissertation; (b) expenses of conference presentations; (c) some costs of publishing.
2. Organizing student orientation and social gatherings.
3. Organizing meetings of either a political or informative nature relating to the quality of graduate experience within the Program.
4. Representing psychology graduate students to the Program's administration and, where relevant, to the administration of the two psychology departments entailed in the Program.
5. Disseminating relevant information to students.
6. Encouraging greater interaction among students and between faculty and students.

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.

THE GRADUATE STUDENTS' ASSOCIATION – www.yugsa.ca

The Graduate Students' Association (GSA) is a council of graduate student representatives from each Graduate Program. The council's major roles are the disbursement of funds from graduate students' activity fees and retained earnings from the Graduate Students' Lounge (a campus pub) and to represent all graduate students to the university administration.

The GSA offers a number of services to graduate students. Please refer to the GSA Handbook for more information.

Further inquiries may be directed to the departmental representatives (PGSA) or to the GSA office, Room 325 Student Centre, phone number: (416) 736-5865, email: gsa@yorku.ca.

THE CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE)

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

FACILITIES

Most of the facilities for the Graduate Program in Psychology are located on the Keele York campus, in the Behavioural Sciences Building. Existing laboratory space, equipment, and animal vivaria provide excellent facilities for a wide range of experimental research. The building also houses clinical and child-study centres.

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

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

Computing Services - www.yorku.ca/hebblab

Graduate students have access to a wide range of computing services. All graduate-level students are entitled to computer accounts. The Donald O. Hebb Computer Lab consists of an undergraduate teaching lab and the Graduate/Faculty Lab with:

- 42 work-stations,
- Colour and black and white laser printers
- Multimedia workstation with scanner and accompanying software
- The Graduate/Faculty Lab BSB 162A has 12 PCs with DVDs, burners, sound cards and flat screen monitors. It is reserved exclusively for the use of graduate students and faculty members in the department.
- Graduate students can also access the Undergraduate Psych Lab BSB 159 (when not booked by classes).
- Our computer labs have a wide range of software (SPSS, SAS, S-Plus, AMOS, JMP, MSOffice suite, E-Prime, EQS, FrontPage, MATLAB, M-Plus, NVIVO, etc.).
- Graduate students have access to their lab seven 7 days a week, 24 hours a day.
- Additional computing services are provided by Computing and Network Services (CNS):
E-mail and Internet, wireless, campus computer labs, Passport York, personal Web page hosting, software downloads and support for graduate Teaching Assistants. <http://www.yorku.ca/computing/>

Psychology Resource Centre - www.yorku.ca/psycentr

- The Psychology Resource Centre is primarily a reference library for the Department of Psychology. The collection includes psychological testing material, and therapy related material, reference tools, books, periodicals, dissertations, theses, research papers by faculty members, major/minor papers. The collections are under constant review and renewed and improved on constantly. Our test holdings now number over 6,000 titles - this includes tests in compendias, commercially published tests (including manuals, scoring keys, and some multiple copies of major tests), and tests from original sources.
- Special services provided by the Centre include a reserve shelf for graduate courses, faculty reprints, limited AV equipment, psychological testing software, circulating laptop, past graduate course descriptions, etc. Resources to assist in locating psychological materials not held by the Centre are also available.

COUNSELLING AND DISABILITY SERVICES – www.yorku.ca/cds

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

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

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

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

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

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

Community Mental Health Consultation - The staff will consult with any member of the York community with regard to any aspect of campus social planning and development, and will design programs tailored to community needs.

CENTRE FOR VISION RESEARCH – <http://cvr.yorku.ca>

Twenty-eight faculty members at York University, of whom 15 are members of the Graduate Program in Psychology, conduct research in sensory processes, perception and computer vision. Included in the group as well are members of the Human Performance Laboratory, which is part of the Centre for Earth and Space Technology. These visual scientists, together with post-doctoral fellows and graduate students in Psychology, Biology, Computer Science and Physics constitute the Centre for Vision Research. Although the members of the Centre come from a variety of scientific backgrounds, their research interests converge on the same problems and they pool their expertise, engage in co-operative research and form a close-knit academic community, which forms an ideal environment for graduate students. The Centre trains graduate students for a research career and all past graduates have obtained good academic or research jobs. Students must complete the course requirements of the graduate program in which they are registered but the most important things can be learned only by working in the laboratory and by interacting with others similarly engaged. Therefore, from the moment they arrive at York, students get involved in research, at first with help and guidance but with more independence as time goes on until, at the doctoral level, they are planning and conducting their own research. Students are encouraged to attend colloquia and scientific meetings and to become identified with the local and, eventually, the wider scientific community. By the time students receive a Ph.D. they will typically have published or co-operated in the publications of several papers, and will have presented posters or papers at 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, Laurence Harris or the Administrative Assistant, Teresa Manini, telephone: (416) 736-5659, fax: (416) 736-5857 at 0009 Computer Science Building.

LAMARSH CENTRE FOR RESEARCH ON VIOLENCE AND CONFLICT RESOLUTION

www.yorku.ca/lamarsh

Mission and Goals

The aim of the LaMarsh Centre for Research on Violence and Conflict Resolutions is to support and disseminate interdisciplinary research that is relevant to the societal concerns of Canadians. The Centre has a particular focus on the health and wellbeing of Canada's youth. Preventing youth violence, positive youth development, and promoting healthy behaviours are

central concerns of the Centre. The Centre is home to York University faculty who share a common interest in promoting scientific understanding of youth and the challenges they face in today's society. Our research is innovative: We integrate research on violence and health, individual development and community contexts, and problems and prevention. Our research is collaborative and interdisciplinary: Psychologists, epidemiologists, educators, public health specialists and sociologists work together. Our research helps find better ways to support youth and positively impacts the social climate of our community.

Research Partners

LaMarsh collaborates with universities and research institutes, both in Canada and internationally. Faculty engage in common scientific, educational, and community projects that promote the well-being of youth. The Centre supports international exchanges, conferences and workshops on cutting edge topics.

Community Partners

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

Graduate Students

The Centre is home to many graduate students and partially supports their studies through the Child/Youth Violence Research awards. Eligible *graduate students* are conducting their graduate research under the supervision of Centre Faculty who is engaged in research that advances the goals of the Centre.

Centre Activities

Activities include a monthly speaker series (LaMarsh Lunches), an annual Graduate Student Symposium and research supervision and mentoring. LaMarsh has welcomed many scholars from across Canada as well as international scholars from: Australia, Germany, England, Israel, Italy, Japan, Norway, and the United States.

INSTITUTE FOR SOCIAL RESEARCH (ISR) – www.isr.yorku.ca

The Institute for Social Research, located in the Technology Enhanced Learning Building, room 5075, telephone (416) 736-5061, provides consulting and support services, many of which are offered without charge, to graduate students conducting research primarily in the social sciences, but also in the biological and physical sciences. The Institute houses the largest university-based survey research unit 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 statistical analysis and report writing.

The Institute's Statistical Consulting Service (SCS) provides assistance in research design, sampling questionnaire design and statistical analysis. SCS also sponsors short courses on statistical analysis using statistical software (including SAS and SPSS). These courses are offered throughout the year.

FINANCIAL INFORMATION

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

RESEARCH ASSISTANTSHIPS (RA) – A Research Assistant is defined as a full-time graduate student receiving financial assistance in support of research or academic activities related to that student's field(s) of study within the academic program, and where it is generally the case that this field of study overlaps substantially with that of his or her supervisor. (The term "field(s) of study" is specified in the Faculty of Graduate Studies Calendar). Thus, it is to be expected that the assistant's work will be divided between his or her thesis/dissertation work and the work of the supervisor. Specific duties are negotiated between the faculty member and the student, and are subject to the approval of the Graduate Program Director. A written agreement must be submitted to the Graduate Program Office no later than September 30th. These research assistantships most often are paid out of a research grant held by a faculty member, normally the student's supervisor (in contrast to the RAs given to entering students that, as indicated, are funded mainly by the Faculty of Graduate Studies).

TEACHING ASSISTANTSHIPS (TA) (CUPE 3903 - Unit 1) – Entering full time MA 1 students (without external funding) can expect a half course Teaching Assistantship. Most full-time students in M.A. 2 and Ph.D. 1-6 can reasonably expect continuing support from Teaching Assistantships. Teaching Assistantships are provided by the undergraduate psychology departments, and generally serve to assist course directors in undergraduate courses. Applications for TAs are generally made in January each year, both for Summer TAs and for fall/winter TAs of the ensuing academic year. The two undergraduate programs in psychology at York (Health and Glendon) require separate applications. Students may also apply for TAs in other programs (e.g., the Humanities Division, the Social Sciences Division, Sociology).

GRADUATE ASSISTANTSHIPS (GA) – In the years following admission to the Program, full-time students may be eligible for a Graduate Assistantship. Graduate Assistants, assigned to a faculty member or organization at York, may work in departmental offices/organizations, in any academic term. A Graduate Assistant is employed in administrative, clerical and

research work that is independent of his or her own research. The specific assignment of duties is generally made after registration.

SCHOLARSHIPS AND BURSARIES

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

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

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

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

SUSAN MANN’S (PRESIDENT’S) DISSERTATION SCHOLARSHIP – This scholarship is awarded by the Faculty of Graduate Studies to encourage and assist outstanding students in the final year of doctoral study to concentrate exclusively on their dissertations. In 2010-2011, the scholarship was valued at a minimum of \$21,000. 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 PhD4, but must have completed no more than one term as a PhD 5 Candidate by the end of the Winter Term during which he/she is being nominated. You are encouraged to plan early so that you can apply for this prestigious award!

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

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

In addition, the federal government now offers Canada Graduate Scholarships, administered by the Tri-Council. The CGS is awarded to both Masters and Doctoral students. Application procedures depend on the agency the student is applying to:

- Students applying for Masters-level support through NSERC simply apply for a regular NSERC Masters-level award, and the top applicants are awarded CGS scholarships, while other successful applicants are awarded regular NSERC scholarships (the CGS is worth slightly more at the present time).
- Students applying for Masters-level support through either SSHRC or CIHR *must* apply for a CGS and the adjudication of the applications is conducted by the appropriate Council.
- At the doctoral level the student simply applies for a SSHRC, NSERC or CIHR and the top applicants are awarded a CGS, with other successful applicants being awarded the standard funding (the doctoral CGS pays much more than a regular SSHRC, NSERC or CIHR award).

The application deadline period for the OGS and the Tri-Council scholarships is in either October or November depending on the particular scholarship. (See website: <http://www.yorku.ca/grads/financial/externalscholarships.htm>). The results are usually announced mid-April.

FINANCIAL ALLOWANCES FOR M.A. THESIS AND Ph.D. DISSERTATIONS UNDER THE CUPE CONTRACT

As indicated in the CUPE 3093 Collective Agreement, “Upon request by any full or part-time York graduate student who is a member of the bargaining unit or who has been a member of the bargaining unit and who submits a Master’s thesis/PhD. dissertation for defence... the employer shall grant such an individual up to \$300 towards the cost of production of the final form of the Master’s thesis, and, where applicable, up to \$400 towards the cost of production of the final form of the Doctoral dissertation, on receipt of an invoice substantiating costs incurred.” Applications forms for MA/PhD thesis/dissertation reimbursements are available from the Thesis Coordinator, Faculty of Graduate Studies, Room 230, York Lanes.

ACADEMIC MATTERS

FACULTY SUPERVISORS

Each graduate student must have an officially assigned supervisor, who provides help in the selection of courses, signs the student's advising worksheet, provides evaluative feedback, supervises the student's research, and serves as Chair of the student's thesis or dissertation supervisory committee.

Occasionally, the student may wish to change their supervisor. This decision requires careful consideration because conceivably (but not necessarily) it could result in a delay in the completion of the thesis or dissertation. Students contemplating a change in supervisor should consult with the current supervisor, the alternative supervisor, the Area Coordinator or Director, and the Program Director. When a decision has been made to change the supervisor, the student must forward the completed *Committee Member Appointment/Change Form* to the Program Office for the approval of the Program Director.

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

FORMING THE SUPERVISORY COMMITTEE

In forming a supervisory committee, the student must pay attention to the Faculty of Graduate Studies regulations on committee membership. Specifically, the principal supervisor must be from the Graduate Program in Psychology. The M.A. thesis supervisory committees must consist of two members and the Ph.D. dissertation supervisory committee must consist of three members. All members must be in the Faculty of Graduate Studies, and at least two must be in the Graduate Program in Psychology, whether as regular or adjunct faculty members. In exceptional circumstances, one additional member, who does not have an appointment to the Faculty of Graduate Studies, may be included. It may also be allowed that a fourth member may serve as a co-supervisor, but in this case that member must be in the Graduate Program in Psychology. These exceptions require approval by both the Graduate Program Director and the Dean. Within the framework of these regulations, students are given a free hand in deciding on whom to approach for committee membership, although, of course, it is prudent for the student to seek the advice of his or her supervisor when making this important decision. The committee must meet the Program Director’s approval, which is then recommended to the appropriate Associate Dean of Graduate Studies.

GUIDELINES FOR SUPERVISORY COMMITTEES, SUPERVISORS AND STUDENTS

The Faculty of Graduate Studies produced in 2004 a document entitled, *Guidelines for the Preparation and Examination of Theses and Dissertations*. Included in the document are specific guidelines on thesis/dissertation proposals, and on how to prepare a thesis or dissertation. These details will not be repeated here (with the exception of guidelines for preparing the thesis/dissertation *proposal* given on page 13); instead the reader is referred to the original document, copies of which are available in the Program Office, the office of the Dean of Graduate Studies or at website <http://www.yorku.ca/grads/thesis/index.htm>. The document also gives guidelines regarding the respective responsibilities of supervisory committees, supervisors, and students. The substance of these guidelines bearing on the Graduate Program in Psychology is as follows:

THE SUPERVISORY COMMITTEE –

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

- 2) The Ph.D. dissertation supervisory committee must be recommended to the Dean no later than the end of the 8th term of study (Winter Ph.D. 3).
- 3) It is required that once a supervisory committee is formed, at least two members of it must meet with the student at least once a year, normally in the spring.

THE SUPERVISOR – It is the responsibility of the supervisor to:

- 1) Be reasonably accessible to the student for consultation and discussion of the student's academic progress and research problems. Meetings should normally occur once a month and never less than once a term.
- 2) Ensure that the turn-around time for comments on draft chapters or parts of chapters should not normally exceed 2 to 3 weeks (although the FGS applies this guideline only to supervisors, it is in the spirit of the guideline, which is to promote student's progress, that it be applied to the other supervisory committee members as well).
- 3) Make satisfactory arrangement with the approval of the Program Director for the supervision of the student when the supervisor is on leave or sabbatical, or an extended absence from the University.
- 4) Convene an annual meeting of the supervisory committee to evaluate the student's progress and report the evaluation to the Director.
- 5) Ensure that the student is aware of University, Faculty and Program requirements and standards to which the thesis or dissertation is expected to conform.
- 6) Assist the student with attempts to get external funding, including meeting appropriate deadlines, and to engage in scholarly development (e.g., conference presentations and publications).
- 7) Offer supervision and advice appropriate to the stage of the student's work, helping the student to establish and modify a suitable timetable for completion of various stages of a thesis or dissertation project during its stages. Specifically, the supervisor should,
 - at the proposal stage, assist the student with selection of a suitable and manageable topic and approach;
 - at the research stage, assist the student with initial research design and subsequent modification, with alleviating current and anticipated problems, with interpretation and analysis of findings, and with bringing the project to completion;
 - at the writing stage, assist the student with appropriate and timely feedback on individual draft chapters, and with revision to the draft thesis or dissertation as an integrated whole; and
 - at the oral defence stage, advise the student on preparation for the examination, and assist the student to interpret and comply with any changes recommended by the examining committee, in conjunction with the Dean's Representative as required.
- 8) When the final draft of the thesis or dissertation is complete, the supervisor should ensure that all examiners have read it and that it is ready to go to oral examination, and ensure that a thesis is sent to examiners at least 3 weeks prior to the oral, and that a dissertation be distributed 4 weeks prior to the oral.
- 9) Appropriately acknowledge in published material the contributions of the student, including consideration of joint authorship in publications (more details given in the original document).
- 10) Conform to the basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the student. It must be recognized that there is a power imbalance in the relationship between student and supervisor, and that in particular sexual and gender harassment is unacceptable.
- 11) Conform to Program and Faculty grievance and appeal procedures in the event that the relationship with the supervisor is unsatisfactory for any reason.
- 12) Even though "each student has final responsibility for her or his academic honesty" (Senate Policy on Academic Honesty), it is up to the supervisor to ensure, to the extent that it is practicable in the circumstances, the academic integrity of primary research data, and the consistency with academic integrity and practice of interpretations relating to such data.

THE STUDENT – It is the responsibility of the student to:

- 1) Conform to University, Faculty and Program requirements and procedures for completion of the master or doctoral degree with regards to such matters as research ethics, registration and graduation requirements, thesis and dissertation style and quality standards, etc.
- 2) Work out with the supervisor and other members of the supervisory committee a timetable for all stages of completion of a thesis or dissertation, and attempt to meet appropriate deadlines.
- 3) Meet regularly with the supervisor to review progress, normally at least once a month and not less than once a term.
- 4) Keep the supervisor and graduate program office informed of where the student may be contacted, and respond appropriately to all communications received.
- 5) Prepare an annual progress report.
- 6) Give serious consideration to and respond to advice and criticism received from the supervisor and other members of the supervisory committee.
- 7) Recognize that the supervisor and committee members may have other teaching, research and service obligations which may preclude immediate responses.
- 8) Recognize that where the student's research comprises a component of the supervisor's research program, and joint publication is envisaged, the responsibility for use of data and for publication is held jointly by the supervisor and student. In such cases, the thesis or dissertation, or draft papers, together with a copy of the raw data, shall be made available to the supervisor prior to submission for publication.
- 9) Conform to basic principles of academic integrity and professionalism in relations with the supervisory committee, and with other scholars. The entire program of graduate studies, including the research and writing of a thesis and dissertation, shall be conducted under the strictest rules of ethics and academic honesty.
- 10) As "each student has final responsibility for her or his academic honesty" (Senate Policy on Academic Honesty), it is up to him or her to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.

COMPLEMENTARY PROCEDURES TO BE FOLLOWED

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

- a) The student is responsible for ensuring that the Program Office has accurate information about his or her current address, phone number and email address, the courses currently being taken, and the supervisory committee membership.
- b) The student and the supervisory committee are jointly responsible for designing a program of course work and research that will enable the student to meet degree requirements, and for ensuring that all formal correspondence between the student and the committee about academic matters is placed in the student's file in the Program Office.
- c) The supervisor and/or the other members of the supervisory committee should be the student's referees of applications to SSHRC, OGS, NSERC, CIHR, CGS and other grant or scholarship programs. As well, the supervisor is required to sign the student's applications for special York funds such as Research Cost Fund, Graduate Development Fund, Fee Bursary, etc.
- d) The supervisory committee is responsible for evaluating the student's thesis or dissertation proposal and for recommending it to the Program Director to determine whether or not the student has met Program requirements.
- e) Both the student and the supervisory committee are responsible for completing the student's Annual Program Evaluation.
- f) The supervisory committee is responsible for confirming to the Graduate Director that the student's thesis or dissertation is examinable before the copies are sent to the external examiner and the Dean.

- g) M.A. candidates who wish to be considered for advancement into the Ph.D. program must have the recommendation of their supervisory committee in support of their advancement. (For further information, see Advancement in Status from M.A. to Ph.D. Candidacy on page 18).

ANNUAL EVALUATION OF THE STUDENT

The year-end evaluation is an important exercise in the Graduate Program in Psychology. It provides the Program with an opportunity to acknowledge good progress and performance by the student and, where appropriate, to point out places where better progress and performance might be made. The evaluation may be used in determining the Program's ranking of applications for internal scholarships, fellowships and other awards. It may also be used to aid in determining the level of support given to a continuing student from the GA budget.

The following information must be submitted to the relevant Area Coordinator or Director by May 15th of each year. At the end of each winter term, students must provide an updated CV, a completed Progress Report Form. How these materials are used varies across Areas and will not be spelled out here. Students and their supervisors are sent a memorandum, each year at the appropriate time, by the Program Office, specifying the details of what is to be done for the Area in which they are members. By the end of the evaluation exercise, each year, the Program Office secures a copy of the updated CV, and a letter of evaluation of the student, produced by the Area. This information is placed in the student's file.

PROHIBITION OF UNSUPERVISED PSYCHOLOGICAL SERVICES

Students in the Graduate Program in Psychology are not permitted to provide psychological services (including such activities as counselling, psychotherapy, testing/assessment) unless supervised by a registered psychologist. Students should also be aware that such activities expose them to legal liabilities, and York University and the Graduate Program in Psychology will not assume any responsibility should any legal action be taken against the student.

GUIDELINES FOR THESIS/DISSERTATION PROPOSALS

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 intelligent recommendations.
3. Proposals may present specific hypotheses to be tested. Alternatively, descriptive theses and dissertations may present research questions or expectations. In all cases, there should be a rationale given for the research and a description of how the data will be analysed at the end of the Methods section.
4. M.A. thesis and dissertation proposals must be approved prior to the collection of new data from human research participants. The same applies to minor area paper proposals entailing the use of human participants.
5. Proposals of studies entailing the use of secondary, i.e., "archival" data need to be supported by appropriate indications that the use of such data meets ethical requirements (see below).
6. All students must provide the Grad Office with a TCPS tutorial certificate dated within the past 2 years. You can find the TCPS tutorial at <http://www.pre.ethics.gc.ca/>.
7. ***M.A. thesis proposals must be approved by Office of the Dean of the Faculty of Graduate Studies not less than 3 months prior to the date set for the oral examination; Ph.D. dissertation proposals must be approved not less than 6 months prior to the date set for the oral examination.***

ETHICAL CONSIDERATIONS

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

KEY POINTS

- 1) As indicated, a proposal for research entailing the accumulation of new data must be submitted *prior* to the collection of the data. Students' research proposals, whether about a thesis, minor area paper, dissertation, or independent research (see below) must be approved prior to data collection.
- 2) The new standards imposed by the Tri-Council reach cover *archival* data, which it refers to as "secondary." This policy is intended to intensify the guard against the possibility that secondary data are used in ways other than those consented to by the research participants in the original study yielding the archived data. This intensification has produced a lot of controversy in the research community in Canada and at the time of writing is far from settled. By the same token, it is at present unclear how stringent the University, or indeed the Tri-Council itself, is going to be when attempting to implement this principle. In the interim, until the procedures to be followed are stabilized, it is suggested that researchers planning to use secondary data pay close attention to the written informed consent given by the participants yielding the data entered into the data bank, to enable a judgement as to whether or not the informed consent given covers the new use of the data. It is recommended that if there is ambiguity in this regard, then the student and his or her committee consult the Program Director, who in turn may consult with appropriate authorities to get an opinion on the matter.
- 3) The Faculty of Graduate Studies restricts its control over the quality of students' research proposals to thesis and dissertation proposals. In our Program, we have a minor area research paper as a Ph.D. degree requirement and the ethics is reviewed by the Departmental Research Ethics Committee for evaluation, thus appraised internally.
- 4) In the rare case of research planned by a student that does not have to do with a thesis, minor area paper or dissertation, such "independent" research is to be treated administratively as if it were a proposal for a minor area paper. That is, the student must fill out the necessary research proposal forms (same as minor paper form) for the proposal to be evaluated internally.
- 5) Whether or not the FGS or the HPRC adjudicates a student's research proposal depends on whether the proposed research is unfunded and/or minimal risk. Unfunded, minimal risk proposed research is evaluated by the FGS; funded and/or research that is not minimal risk is adjudicated by the HPRC. It is thus crucial to determine under which category proposed the research falls. In terms of risk, the vast majority of research proposals coming out of this Program have been judged by the students' committee members to be minimal risk, and the Director and FGS have supported this judgement. In short, this discrimination has proved to be essentially unproblematic. ***Alternatively, it is easy to be confused as to whether or not students' proposed research is funded. In this regard it is crucial that students and their supervisors understand that the term "funded" applies only to research conducted by the Principal Investigator(s) awarded an external research grant. Thus, when students' research is funded by their supervisors' research grant, the students' research is to be described as unfunded.***

THE RESEARCH ETHICS FORMS

a) FOR A MINOR AREA PAPER PROPOSAL

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

b) FOR THESIS AND DISSERTATION PROPOSALS

- 1) To accompany thesis or dissertation proposals, the following forms, available in the Program Office, must be filled out (forms are stapled together as one package):
 - i) The *Thesis and Dissertation Proposal Submission Form* (TD 1)
 - ii) The *Human Participants Research Protocol Form* (TD 2)
 - iii) Appendix B – Checklist (TD 3)
 - iv) Statement of Relationship between Proposal and Existing Approved Research/Facilities (TD 4)

Complete TD 1 form plus any of the others forms, depending on the category of Type of Research, shown on the table. Please Note: A TCPS tutorial certificate dated within the past 2 years must be attached (please see, <http://www.pre.ethics.gc.ca/>).

- 2) The student must ensure that either a written or a verbal informed consent form is included in the proposal.
- 3) Provide 2 copies, one for the Graduate Program Office and one for FGS, according to the table on TD1.

PROCEDURES TO BE FOLLOWED BY DE-REGISTERED STUDENTS, IN TERMS OF RESEARCH PROPOSALS

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

COPYRIGHTED MATERIALS IN THESES/DISSERTATIONS

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

Further information about copyrighted material is included in the package the students receive from the Graduate Program Office regarding the preparation of theses/dissertations. Please see the *Guidelines for the Preparation and Examination of Theses and Dissertations* (York University Faculty of Graduate Studies, spring 2005; available in the Graduate Program Office and on the website <http://www.yorku.ca/grads/thesis/index.htm>.)

LENGTH OF ABSTRACTS

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

THE M.A. DEGREE PROGRAM REQUIREMENTS

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

AREA	COURSES	PRACTICA	THESIS & ORAL EXAMINATION
Brain, Behaviour and Cognitive Sciences	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis • 6820A 6.0 - Research Practicum I OR 6810A 6.0 - Applied Practicum I <p>Three additional half-courses, or equivalent, chosen from those offered at the 6000 level by the Graduate Program in Psychology.</p>	One applied or research practicum	Required

Clinical	<ul style="list-style-type: none"> • 6820 6.0A - Research Practicum I • 6130 6.0 - Univariate Analysis OR • 6140 6.0 - Multivariate Analysis • 6420 6.0 - Foundations of Clinical Psychology • 6430 6.0 - Assessment in Psychology • 6430 6.0P-Clinical Practicum* • 6435 6.0 - Introduction to Psychotherapy* <p>* These courses are taken in the second MA year</p>	One research and one clinical practicum; 330 hrs each	Required
Clinical-Developmental	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis OR • 6140 6.0 - Multivariate Analysis • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B • 6820 6.0A - Research Practicum I • 6610 3.0 - Social & Emotional Bases of Development • 6905 3.0 - Biological & Cognitive Bases of Development • 6910 3.0 - Introduction to the Psychological Assessment of Children practicum * • 6920 3.0 - Clinical & Diagnostic Assessment of Children & Adolescents * <p>* These courses will normally be taken in the second MA year</p>	One research practicum; 330 hrs	Required
Developmental and Cognitive Processes	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis OR • 6140 6.0 - Multivariate Analysis • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B • 6820 6.0A - Research Practicum I <p>Two half-courses selected from the DCP course list.</p> <p>One half-course or equivalent from those offered at the 6000 level by the Graduate Program in Psychology.</p>	One research practicum; 330 hrs	Required
History and Theory of Psychology	<ul style="list-style-type: none"> • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A • 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B • 6130 6.0 - Univariate Analysis OR • 6140 6.0 - Multivariate Analysis • 6820A 6.0- Research Practicum I OR 6810A 6.0- Applied Practicum I <p>One full course or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology or, with permission, by another program relevant to the study of the history and theory of psychology.</p>	One applied or research practicum; 330 hrs	Required

<p>Quantitative Methods</p>	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis • 6820A 6.0- Research Practicum I OR 6810A 6.0- Applied Practicum I <p>Six credits in courses specializing in quantitative methods.</p> <p>Six elective credits in any other graduate psychology courses (Note that research methods courses can count to either the required quantitative methods or elective courses).</p>	<p>One applied or research practicum; 330 hrs</p>	<p>Required</p>
<p>Social and Personality</p>	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis • 6400 3.0 - Contemporary Issues in Personality and Social Psychology • 6410 3.0 - either Social Psychology OR 6510 3.0 - Personality • 6820A 6.0- Research Practicum I OR 6810A 6.0- Applied Practicum I <p>One half course in research methods, chosen from a list of courses approved by the area.</p> <p>A minimum of one half-course, chosen in consultation with the supervisor, from those offered at the 6000 level.</p>	<p>One applied or research practicum; 330 hrs</p>	<p>Required</p>

TIME LIMITS

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

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

SEQUENCE OF EVENTS IN FINALIZING THE DEFENCE OF A THESIS OR DISSERTATION

- Beginning of August for Fall Convocation and early in April for Spring Convocation are the last dates for submission of a thesis to the Faculty of Graduate Studies, prior to an oral examination and receipt of a recommendation from a Program Director, for students who expect to fulfil all Master’s degree requirements before Convocation. (Confirm all dates on the FGS website <http://www.yorku.ca/grads/> or with the graduate office.)
- The end of July for Fall Convocation and late March for Spring Convocation are the last dates for submission of a dissertation to the Faculty of Graduate Studies, prior to an oral examination and receipt of a recommendation from a Program Director, for students who expect to fulfil all Doctor of Philosophy degree requirements before Convocation. (Confirm all dates on the FGS website <http://www.yorku.ca/grads/> or with the graduate office.)
- The last week in August and last week in April are the deadlines for the three unbound copies of the thesis or dissertation in final acceptable form to be delivered to the Faculty of Graduate Studies in order to receive a diploma and convocate for the fall or spring (respectively). Confirm all dates on the FGS website <http://www.yorku.ca/grads/> or with the graduate office.
- In preparation for the oral examination, an examining committee must be constituted. This committee usually consists of the thesis supervisory committee, one York graduate faculty member from outside Psychology, and the Dean or his/her representative. The chairperson of this committee may not be the same as the chairperson of the thesis supervisory

committee. *In keeping with FGS requirements, students are not allowed to select or contact (i.e., in order to ask for their participation) members of the examining committee, including the Dean's representative. This responsibility lies solely with the student's supervisor.*

- Upon completion of the thesis, a copy must be submitted to each member of the Examining Committee.
- The following forms must be obtained from the graduate program office (in one package):
 - (a) Recommendation for Oral Examination form
 - (b) National Library of Canada form
 - (c) Partial Copyright License form
 - (d) Revisions Approval form
 - (e) Name of Diploma form
 - (f) Application for Admission to Ph.D. Candidacy form (for those who would like to continue to Ph.D.)
 - (g) Certificate pages (*prepared by Program*)
 - (h) Copyright pages (*prepared by Program*)

The student is responsible for the completion, in typescript, of these forms. Corrections are not allowed.

- It is necessary to fill out and submit the forms to the Program office no later than 24 days prior to the date set for the MA oral examination and 30 days for the PhD oral examination.
- Confirmation of the oral examination will be sent from the Office of the Dean, Faculty of Graduate Studies to the interested parties.
- After the oral examination, the thesis or dissertation must be revised as required by the examining committee. Three final and approved copies of the thesis/dissertation must be submitted for binding to the Thesis Coordinator, Room 230, York Lanes, prior to date specified by the Faculty of Graduate Studies (see FGS website <http://www.yorku.ca/grads/>).

ADVANCEMENT IN STATUS FROM M.A. TO PH.D. CANDIDACY

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

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

PROVISIONAL PH.D. STATUS

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

THE PH.D. DEGREE

PROGRAM REQUIREMENTS

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

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

AREA	COURSES	PRACTICA	PAPER AND COMPETENCY EXAMS
Brain, Behaviour and Cognitive Sciences	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B • 6820 6.0- Research Practicum OR 6810 6.0- Applied Practicum <p>Three half courses, or equivalent, chosen in consultation with the Candidate's supervisor, from those offered at the 6000 level by the Graduate Program in Psychology.</p>	One applied or research practicum. This practicum is research related training, often related to student's thesis	Minor Area Paper to satisfy breadth requirement.
Clinical	<ul style="list-style-type: none"> • 6440 6.0 - Psychodiagnostics* • 6445P 6.0 - Advanced Intervention* • 6490B 3.0 - Ethical Issues in Professional Practice* • 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B • 6840 6.0 - Clinical Internship OR 6840A 3.0 - Clinical Internship I AND 6840B 3.0 - Clinical Internship II • 6440P 6.0 - Clinical Practicum II • 6340P 3.0 - Clinical Practicum III (optional) <p>A minimum of one additional full-course, or equivalent, at the 6000 level.</p> <p>* Required in first year of PhD</p>	Clinical practicum of 330 hours; a one-year full-time clinical internship of 1800 hours (or 900 hours per year over two years). Optional additional practicum	Minor Area Paper to satisfy breadth requirement. Clinical Competency examination in assessment and intervention.
Clinical-Developmental	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis • 6930 3.0 - Intervention Strategies with Children • 6490B 3.0 - Ethical Issues in Professional Practice • 6910P 6.0- Introduction to the Psychological Assessment of Children Practicum • 6930P 6.0- Intervention Strategies with Children Practicum • 6840 6.0 - Clinical Internship OR 6840A 3.0 - Clinical Internship I AND 6840B 3.0 - Clinical Internship II <p>A minimum of 1.5 full courses, or equivalent, at the 6000 level of which must be Clinical-Developmental Courses.</p>	Two clinical practica (one in assessment and one in intervention), of 330 hours each, and a one year full-time clinical internship of 1800 hours (or 900 hours per year over two years).	Minor Area Paper to satisfy breadth requirement

<p>Developmental and Cognitive Processes</p>	<ul style="list-style-type: none"> • 6130 6.0 - Univariate Analysis OR 6140 6.0 - Multivariate Analysis • 6820 6.0- Research Practicum AND / OR 6810 6.0-Applied Practicum <p>A minimum of four half-courses at the 6000 level including at least three half-courses from the Developmental and Cognitive Processes course list or from Psychology 6750 3.0 (Special Topics) specified yearly by the Developmental and Cognitive area.</p> <p>Students are also required to attend the Developmental and Cognitive Processes colloquium series.</p>	<p>At least two practica, including one in developmental research (330 hours each). Students are encouraged to take the practica in different labs. The two types of practica are applied and research</p>	<p>Minor Area Paper to satisfy breadth requirement</p>
<p>History and Theory of Psychology</p>	<ul style="list-style-type: none"> • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A • 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B <p>If the above courses have been taken to meet the MA requirements, another suitable full course (or full course equivalent) must be taken from the Graduate Program in Psychology or another relevant program in consultation with the supervisor and with permission of the Area Coordinator.</p> <p>One half-course in psychological methods from the following list:</p> <ul style="list-style-type: none"> • 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 <p>Courses on methodology or method from other relevant programs may be taken in consultation with the supervisor and with permission of the Area Coordinator.</p> <ul style="list-style-type: none"> • 6820 6.0 - Research Practicum X 2 (pending FGS approval) <p>One full course (or full course equivalent) in the advanced study of historical or theoretical subjects, chosen in consultation with the supervisor. Normally this entails registration in two sections of the 6060 series (Advanced History of Psychology). Advances courses from other relevant programs may be taken in consultation with the supervisor and with permission of the Area Coordinator.</p> <p>Two other full 6000-level courses (or full course equivalents) in psychology or other relevant programs, chosen in consultation with the supervisor.</p>	<p>At least two practica, either applied or research, 330 hours each. Students are encouraged to take one practica outside the History and Theory Area.</p>	<p>Minor Area Paper to satisfy breadth requirement</p>

<p>Quantitative Methods</p>	<ul style="list-style-type: none"> • 6820 6.0- Research Practicum AND / OR 6810 6.0- Applied Practicum • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B <p>Fifteen credits in courses specializing in quantitative methods (which must include 6140, Multivariate Analysis, if it was not taken in at the MA level).</p> <p>Three credits in any other graduate psychology courses.</p> <p><i>*Note:</i> If PSYC 6020 or PSYC 6030 were taken at the MA level, this requirement can be met by taking three elective credits in any other graduate psychology courses.</p>	<p>At least two of applied or research practicum; 330 hours each</p>	<p>Minor Area Paper to satisfy breadth requirement</p>
<p>Social and Personality</p>	<ul style="list-style-type: none"> • 6020 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology A OR 6030 3.0 - Historical & Theoretical Foundations Of Contemporary Psychology B • 6140 6.0 -Multivariate Analysis • 6410 3.0 - Social Psychology OR 6510 3.0 - Personality • 6820 6.0- Research Practicum OR 6810 6.0- Applied Practicum <p>One half course in research methods, chosen from a list of courses approved by the area.</p> <p><i>*Note:</i> Each candidate should complete the statistics and research methods requirement by the end of PhD 1 year a minimum of two half courses or equivalent, chosen in consultation with his or her supervisor, from those offered at the 6000 level.</p> <p>The number of reading courses that a student may take for a credit in fulfilment of minimum requirements is limited to one full-course equivalent.</p>	<p>At least two of applied or research practicum; 330 hours each</p>	<p>Minor Area Paper to satisfy breadth requirement.</p>

PH.D. MINOR AREA PAPER REQUIREMENT

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

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

- a) A comprehensive and critical review of the literature of the chosen area, with an emphasis on theory
- b) A report of original empirical research that is suitable for submission to an appropriate peer-reviewed journal.

This work must not overlap with the dissertation topic, course assignments, or the MA thesis. *The candidate should obtain the Program Director’s approval of the topic before proceeding.*

Note that the term “**minor**” refers to the area of interest of the student, and not to the quality or scope of the effort. It should also be noted that the term “**area**” in this context does not refer directly to the Areas of Specialisation in the Graduate Program in Psychology. The minor area paper may be identifiably “clinical”, or “experimental”, or “social” and so on.

The student's supervisor should provide assistance in choosing and defining a topic suitable for the Ph.D. minor area paper, and in identifying appropriate faculty members to serve on the paper's committee, who are recommended to the Dean by the Graduate Program Director. The committee consists of two faculty members of whom *one* may also be on the students' dissertation committee. For Clinical students, who are required to do the clinical competency examination as well as the minor area paper and the dissertation, one of the minor area paper committee members may sit on either the clinical competency examination committee or on the dissertation supervisory committee, but not on both. The minor area paper must formally be accepted and approved by the members of the committee.

After discussing the proposed topic for the minor area paper with the committee members, students prepare a brief written proposal for the committee's approval (see above).

When the minor area paper has been completed and accepted by the committee, the student obtains from the Program Office one copy of the appropriate face sheet form, which must be completed and signed by each of the committee members and returned to the Program Office along with one copy of the completed paper suitable for binding so that it may be placed in the Resource Centre. Remember to include key words (selected from *APA Thesaurus of Psychological Index Terms*) at the bottom of the title page of the paper. A copy of the *Thesaurus* is available in the Resource Centre, Room 162, and B.S.B.

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

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

CLINICAL COMPETENCY EXAMINATION (CLINICAL AREA ONLY)

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

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

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

Guidelines for Arranging the Examination

The student should:

1. Consult with his or her supervisor and the Chair of the Area Student Programme Committee prior to making the decision to take the examination.
2. Select and contact two examiners (one outside York and one Clinical York faculty member) who are willing to serve on the examining committee.
3. Notify the Chair of the Area Student Programme Committee at least 4 weeks in advance of the desired examination date to give the Committee time to arrange for the third examiner. Also be sure to let the Chair know if any faculty are ineligible to be on the committee (i.e., someone who is on both the dissertation and minor area paper committees).
4. Once the chair of the Student Programme Committee informs you of the third examiner, arrange a date and time that are agreeable to all three examiners.

5. Fill out the Clinical Competency Examination Arrangement Form indicating the names, affiliations, and e-mail addresses of the two examiners arranged by you. Submit the form to the Chair of the Student Programme Committee with all the information.
6. The Student Programme chair will sign off on the form and submit it to the graduate office. The secretary of Graduate Studies in Psychology will reserve a room and will contact the student and examiners to let them know where the exam will be held.
7. Provide the three examiners with an examination package at least 2 weeks before the examination date.
8. The Chair of the Examining Committee is chosen at the examination itself. That person ensures that the Clinical Competency Examination Evaluation Form is completed at the end of the examination, and submits it to the Graduate Programme Office.

Composition of the Committee The Examining Committee consists of two full-time faculty members of York's Graduate Program in Psychology and a practicum or internship supervisor who is familiar with the student's work but who *has not* supervised the student with respect to the case(s) presented for the Competency Examination. The student has the option of nominating the practicum supervisor and one of the two faculty members. The Clinical Area nominates the second faculty member, governed as much as possible by a principle of rotation. All full-time faculty members, whose primary affiliation is with the Clinical and Clinical-Developmental Areas, are eligible for nomination. A Clinical/Developmental Area faculty member is nominated only when necessary (e.g., in cases of child assessment or play therapy, etc., that are relevant to a given faculty member's area of specialisation).

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

Each student will have a *maximum of three* opportunities to demonstrate his/her clinical competency in assessment and intervention. Re-examinations, if necessary, must be scheduled within one year of each other.

TIME LIMITS

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

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

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

COURSE EVALUATION AND EVALUATION OF STUDENT'S COURSEWORK

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

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

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

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

COURSE SYLLABI

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

ADDITIONAL INFORMATION FOR STUDENTS IN THE CLINICAL AREAS (ONLY)

1. **Practica Hours** - Regarding the number of practica hours taken prior to applying for a pre-doctoral internship, currently the formal number is 990 hours consisting of Practicum I (330 hours) and Practicum II (660 hours). However, when students undertake their Practicum II they may find that they spend additional hours such as studying individual cases, learning of testing materials, writing intake summaries. Students should keep a record of these substantive additional hours to their training and to present these alongside the 990 hours when applying for a pre-doctoral internship. Clinical Practicum III as an option is provided for students who seek to add to the quality of their training given that they are progressing through the Program in a timely manner. It is an expectation that students will keep precise track of their hours of practicum training (clinical contacts and supervision) using the time2track recording system.
2. **Choosing a Practicum II Location**
 - a) The Psychology 6440P 6.0 (Practicum II) is for 660 hours of supervised training. (This is a change from the previous requirement that Practicum II be only 330 hours of training.)
 - b) Each student is asked to meet with the Director of Clinical Training (Dr. Joel Goldberg) to discuss her/his choice of a practicum location. To assist their peers in this matter, students in the Area have provided an up-to-date listing of practicum locations which can be found on the website: www.yorku.ca/gradpsyc/clinicalpracticum/index.html.
 - c) Once a student has negotiated a placement in a practicum setting, she/he is asked to notify the Director of Clinical Training in writing (e-mail will do), and to include the name of the practicum supervisor.
 - d) The student obtains a Practicum Agreement Form from the Program Office or download from the clinical practicum website. This form is completed by the practicum supervisor and agreed to by the student. The details entered on this form need to be clear and specific so that the student (and Director of Clinical Training) knows in advance what kind of training will be provided (e.g. the skills to be learned), the clientele, kinds of assessment instruments, kind and frequency of supervision, obligations and privileges, potential back-up training/experience from other professional personnel on site, etc. A completed copy of this form should be submitted to the Program Office.
 - e) The Director of Clinical Training contacts the practicum supervisor to confirm arrangements. Subsequent to that discussion, the DCT sends to the supervisor a contract letter, who in turn completes signs and returns the letter to the office of the Department Chair. The practicum supervisor receives a stipend for her/his services. This letter is not sent until after the practicum agreement form has been received. *It is the student's responsibility to see that the practicum agreement form is properly completed and submitted so that the contract is sent.*
3. **Third Practicum** - The Director of Clinical Training may allow a student to take a third clinical applied practicum (6460P 6.0) at the end of the Ph.D. III academic year provided that, by that time, the student has completed all course work, and either the minor area paper or an approved dissertation proposal. This option is available to students who have been progressing in a timely manner (thus the requirement completions of courses and either Ph.D. paper or dissertation proposal), and where it is agreed that the third practicum is necessary to meet the student's training requirements. For example, a student may wish additional training in assessment or intervention skills. It is crucial that by taking the third practicum the student is not delaying her/his progress towards completion of Ph.D. requirements.
4. **Clinical Internship** - All coursework *and* the minor area paper *and* an approved dissertation proposal must be completed prior to an internship. The clinical competency exam **must** be taken and passed successfully prior to the internship, ideally six months prior to applying for internship. (Internship settings require that the Director of Clinical Training "sign off" that the applicant has completed the program requirements prior to entering the internship. A student who has not met the requirements will not be permitted to enter the internship.)
5. **Clinical Developmental Internship** - All coursework *and* the minor area paper *and* an approved dissertation proposal must be completed and data collection completed or at least well under way by November prior to an internship. Internship settings require that the Director of Clinical Training "sign off" that the applicant has completed the program requirements prior to entering the internship. A student who has not met the requirements will not be permitted to enter the internship.

Students in the Clinical and Clinical Developmental program may complete the Ph.D. dissertation and oral defence prior to entering the pre-doctoral internship. The Faculty of Graduate Studies (FGS) will allow a student to complete the Ph.D. oral defence prior to completing the pre-doctoral internship. In addition, the FGS has added an incentive for students to do this. The monetary incentive is that students will be allowed to register as a part-time graduate student when taking the pre-doctoral internship unless you are holding an external scholarship. *Furthermore, students should begin planning several years ahead as to where they would like to take their pre-doctoral internship. Some internship locations would prefer/require that student have already completed their Ph.D. dissertation.*

6. Accreditations

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

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

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

Dr. Heather MacIntosh
Registrar, Accreditation Panel
Ms. Ann Marie Plante
Accreditation Assistant
Canadian Psychological Association, Accreditation Office
141 Laurier Ave. W., Suite 702
Ottawa, Ontario K1P 5J3
Tel: 1-888-472-0657 (Ms. Plante, ext. 328) Email: accreditation@cap.ca, aplante@cpa.ca
Web site: <http://www.cpa.ca>

Susan F. Zlotlow, Ph.D., Director
Program Consultation and Accreditation
American Psychological Association (APA)
750 First Street, NE
Washington, DC 2002-424 U.S.A.
Tel: (202) 336-5979
Email: apaaccred@apa.org
Web site: www.apa.org/ed/accreditation

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

Canadian Council of Professional Psychology Programs (CCPPP)
www.ccppp.ca

ADDITIONAL INFORMATION FOR STUDENTS IN THE BRAIN, BEHAVIOUR AND COGNITIVE SCIENCE AREA

1. **Annual Meetings** – The Area enforces existing rules concerning advisory committee meetings. Specifically, yearly meetings are scheduled where each student supplies a written summary of his/her progress (maximum of five pages), and a 10-minute oral presentation to the supervisory committee and the faculty members of the Area. The student receives feedback concerning his/her progress from the committee and this information is included in the student's file.
2. **Ph.D. Proposal** - A dissertation proposal is to be submitted in the first 18 months of the Ph.D. program and must obtain final approval of the supervisory committee by the end of the second year at the latest. The committee meeting can be scheduled at any time during the year and can be combined with the yearly progress meeting.

FALL REGISTRATION 2011/2012

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

1. Students register three during the academic year. **Beginning in June for the fall and winter terms and March for the summer term.** Registration must be done by using your own computer or using a computer located on campus. Information on the registration process can be found here: <http://www.yorku.ca/grads/registration/index.htm>. To enrol into courses, you need to use a catalogue number. Please refer to the Registration Procedures and Lecture Schedule, placed on the Web page. Registration will begin approximately the last week of May. The last day to register without paying the late fee (\$200) for each term is as follows: September 7th for the fall term, January 3rd for the winter term and around the first week in May for the summer term (check on www.yorku.ca/grads/ or with the graduate office in January for the exact dates).
2. Students have their supervisors sign the Advising Worksheet and return it to the Graduate Psychology Program Office. When the advisor is not available for an extended period, the Program Director may substitute.
3. A statement will be mailed out to the student; fees may be paid at any bank or via telephone and internet banking services provided by their financial institution. More information on paying over the telephone and internet banking can be found here: <http://sfs.yorku.ca/fees/paying/index.htm>
4. Students must petition to change their status (from full to part-time or vice versa), by completing a form available in the Program Office or on the Faculty of Graduate Studies website <http://www.yorku.ca/grads/>

FACULTY AND PROGRAM REGULATIONS

PETITIONS

Students may petition for exemption from any regulation of the Graduate Program in Psychology or of the Faculty of Graduate Studies. There are a number of different petition forms on the FGS website <http://www.yorku.ca/grads/> under **Forms** and these forms for petitions require Faculty approval (e.g., extension of time to remove an incomplete grade). There is also a form for petitions requiring Area approval (e.g., exemption from an Area requirement) that is available from the Program office. The form is returned to the Director for approval, after the approval has been given by the Supervisor, Area Coordinator/Director and any other pertinent faculty member with signatures on the form. Should the petition be denied, the student may request that the matter be taken to the Program Executive Committee. In any case, if a Faculty of Graduate Studies regulation is involved, the Program approved petition is next sent to the Faculty of Graduate Studies for consideration and disposition.

WITHDRAWAL FROM THE PROGRAM

It may become necessary for a student to withdraw in good standing from the Program. Students considering this action should obtain the support of their supervisor, and then discuss it with Program Director.

REINSTATEMENT VS RE-ADMISSION

Following are the conditions under which persons can be reinstated as students in the same graduate program in which they were previously registered.

RE-ADMISSION

Students previously registered in a graduate program at York who did not complete their requirements and who wish to return to the same program will be required to reapply if:

1. they have been out of the Program for 6 terms (2 years) or longer; or
2. 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
3. they have undertaken further studies in other post-secondary educational programs; or
4. they were not in "good standing" at the time of withdrawal from the Program.

Note * In cases where it is not readily obvious what percentage of the program has been completed, the Graduate Program Director shall be consulted.

The remaining time allowed for completion will be a condition of admission. The re-admission letter will specify the remaining number of terms allowed.

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 been out of the Program for no more than 3 terms (1 year),
and a) they have not undertaken further studies during their absence from the Program,
and b) they were in "good standing" at the time of withdrawal from the Program.
- OR**
2. They have been out of the Program for more than 3 terms (1 year) but not more than 12 terms (4 years),
and a) they have not undertaken further studies during their absence from the Program,
and b) they were in "good standing" at the time of withdrawal from the Program,
and c) they would require one term only to complete requirements (this usually means that they are returning solely to defend a thesis or dissertation),
and d) they obtain the approval of the Graduate Program in Psychology.

ADDING AND DROPPING COURSES

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

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

COURSES IN OTHER PROGRAMS AND OTHER INSTITUTIONS

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

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

LEAVE OF ABSENCE/MATERNITY LEAVE

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

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

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

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

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

If a student is on an elective leave of absence, he/she is registered as “inactive” and therefore **MAY NOT**:

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

INTELLECTUAL PROPERTY AND THE GRADUATE STUDENT

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

Authorship

1. Authorship can only be credited to those who make substantial intellectual contributions to a piece of work. Accepting the addition of an author who has not made a significant intellectual contribution to the piece of work is not ethical for authors.
2. Authors accept not only credit but also responsibility for their work and, in particular, for ensuring that the work conforms to appropriate standards of Academic Honesty.
3. Generally, the order of authors' names in a publication should reflect the substance of their relative contributions to the work, with priority going to those who made the greatest or most significant contribution. Supervisors should discuss the issue of authorship, and what factors may determine the final order of authorship, normally before commencing the work.
4. Where the major substance or data of a co-authored publication is based on a portion of a graduate student's work, the student will normally be the first author. The supervisor or joint authors should be prepared to offer a rationale in cases where the student is not listed as the first author. Where the work has been written up in a dissertation or thesis or paper before the research is published, the publication will normally cite the dissertation, thesis, or paper on which it is based.
5. Anyone otherwise entitled to be acknowledged as a co-author may forfeit that right if they leave the project before substantially completing it. In such cases their contribution to the work shall nonetheless be acknowledged in an appropriate manner by the author(s), for example in the acknowledgements section of the publication.
6. Providing financial support for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant authorship. Only where intellectual input is provided beyond financial support, should co-authorship be considered.
7. Supplying minor editorial work for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant co-authorship.
8. If a student is employed as a Research Assistant in circumstances where the work done in the course of that employment is not intended to and does not in fact become part of work done for the degree requirements, then the student may not normally claim co-authorship and does not own the data, except through a prior agreement that is consistent with the general principles above.

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

Publication

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

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

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

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

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

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

ACADEMIC HONESTY

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

GRADES

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

	<u>Grades Due</u>	<u>Removal of Incomplete Grades</u>
Full Fall/Winter Courses	15 May	15 September
Half Fall Courses	15 January	15 March
Half Winter Courses	15 May	15 July
Full Summer Courses	15 September	15 January
Half Summer Courses	15 September	15 November

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

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

Half term courses are designated as 3.0 and full term courses are designated as 6.0 and a letter following the course number. (F) following 3.0 or 6.0 indicates that the course begins in the fall, (W) following 3.0 indicates a winter course and (Y) indicates a year course, which is fall and winter.

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

INCOMPLETE GRADES

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

Unless a grade for the course has been received or a petition for an additional extension has been received by the Faculty of Graduate Studies and ***has been approved***, it will be deemed by the Faculty of Graduate Studies that the Graduate Program has assigned an **F grade**, and all **I grades** will become **F grades** on the due date.

LIBRARY POLICY REGARDING EXTENDED LOAN PRIVILEGES

Graduate students may apply for extended loan privileges at the circulation desk, Scott Library, by submitting a signed letter from their Program that they are currently working on their Masters or Doctoral thesis. With extended loan privileges, the normal 2-week loan period at Scott, Steacie, Law and Frost Libraries is extended to 100 days. Students writing major papers are not eligible to apply for extended loan privileges. Extended loan privileges automatically carry over year to year. Students are not required to submit subsequent letters.

GUIDELINES FOR DIRECTED READING COURSES

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

Students can apply to take a Directed Reading Course with a faculty member provided that it does not overlap significantly with an available course or with a course taken previously. In order to obtain permission to enrol, the student needs to fill out a Directed Reading Course form (available from the Program office), with the following information:

1. **Title of the course** must be stated and indicate whether it is a **half or full course** 3.0 or 6.0. (In order for the full title to appear on the transcript, the title must be limited to 30 characters, including spaces and punctuation).
2. **Rationale and course description** – Explain how the material forms a coherent focus of study, and outline the objectives of your study. In cases in which the material resembles that of a graduate program course, you should explain how your reading program will differ from the course. When appropriate, the rationale should explain the critical context in which the material will be studied.
3. **Evaluation Methods** – List the assignments as agreed upon with the Course Director, e.g. the number of written assignments and the length of each. The relative weighting of each component of the grade should also be given.
4. **Signature** of your **Course Director** and **yourself** must be on the outline. Make sure that your Area Co-ordinator has also approved it before submitting it to the Program Office.

2011 – 2012 COURSE SCHEDULE

GRADUATE PROGRAM IN PSYCHOLOGY - COURSE OFFERINGS 2011/2012

Course	Title	Instructor	Email	Day	Time	Room	Cat. #
6020 3.0 (F)	Historical & Theoretical Foundations of Contemporary Psychology A	Christopher Green	christo@yorku.ca	Thurs	11:30-2:30	N814 R	P68Z01
6030 3.0 (W)	Historical & Theoretical Foundations of Contemporary Psychology B	Thomas Teo	tteo@yorku.ca	Wed	2:30-5:30	207 BSB	J15A01
6060A 3.0 (F)	Description and Explanation in Psychology	Alexandra Rutherford	alexr@yorku.ca	Tues	8:30-11:30	N836A R	D67K01
6130A 6.0 (Y)	Univariate Analysis	Erin Ross	ecross@yorku.ca	Thurs	11:30-2:30	1152 VH	X28B01
6130B 6.0 (Y)	Univariate Analysis	Robert Cribbie	cribbie@yorku.ca	Tues	11:30-2:30	1152 VH	B75K01
6130C 6.0 (Y)	Univariate Analysis	Ann-Renee Blais	blaisan@yahoo.com	Fri	2:30-5:30	204 BSB	S22S01
6140A 6.0 (Y)	Multivariate Analysis	Robindra Sidhu	robindr@yorku.ca	Fri	8:30-11:30	207 BSB	Y33T01
6140B 6.0 (Y)	Multivariate Analysis	Michael Friendly	friendly@yorku.ca	Thurs	11:30-2:30	207 BSB	E80F01
6150E 3.0 (W)	Research Methods in the Study of Personality	Raymond Mar	mar@yorku.ca	Thurs	2:30-5:30	328A BSB	V27N01
6172 3.0 (W)	Stereotyping, Prejudice and Discrimination	Jennifer Steele	steeleje@yorku.ca	Thurs	11:30-2:30	0008 TEL	P75H01
6227 3.0 (F) host BIOL xl with BIOL 5148/KAHS 6148	Introduction to fMRI	Keith Schneider	keiths@yorku.ca	Thurs	1:00-4:00	1015 SHR	K68T01
6245 3.0 (F)	Complex Systems Approach to Interpersonal Change	David Reid	dreid@yorku.ca	Mon	11:30-2:30	207 BSB	M85S01
6253 3.0 (W) xl with KAHS 6156 & BIOL 5147	Fundamentals of Neuroscience II: Circuits, systems and behaviours	Joseph DeSouza Kari Hoffman	desouza@yorku.ca khoffman@yorku.ca	Wed	11:30-2:30	207 BSB	S07M01
6257 3.0(F) host KAHS xl with KAHS 6155/BIOL 5146	Fundamentals of Neuroscience I: Structures, Synapses	Dorota Crawford Mazyar Fallah Lauren Sergio	dakc@yorku.ca mfallah@yorku.ca lsergio@yorku.ca	Wed	2:30-5:30	228 BC	J38T01
6260 3.0 (W) integrated with HH PSYC 4360 3.0 waiting to xl with KAHS & BIOL	Visuospatial Memory and Goal-Directed Action	Doug Crawford	jdc@yorku.ca	Wed	2:30-5:30	203 BSB	P35Y01
6265 3.0 (F) xl with KAHS 6131/BIOL 5136	Perception and Action	Laurence Harris	harris@yorku.ca	Wed	11:30-2:30	204 BSB	W28V01
6277 3.0 (F) host KAHS xl with KAHS 6152	Shaping Action: The Role of Sensory Information in Motor Learning	Denise Henriques	deniseh@yorku.ca	Thurs	2:30-5:30	335 CC	S45Z01

Course	Title	Instructor	Email	Day	Time	Room	Cat. #
6278 3.0 (W) host KAHS xl with KAHS 6153/BIOL 5141	Brain and Behaviour: Cognitive Systems	Mazyar Fallah	mfallah@yorku.ca	Mon	2:30- 5:30	228 BC	P62S01
6315 3.0 (F) host CSE xl with CSE 6326	Principles of Human Perception & Performance in Human-Computer Interactions	Robert Allison	allison@cse.yorku.ca	Tues	7:00- 10:00	045 FRQ	K19E01
6320 3.0 (W)	Human Neuropsychology: History & Syndromes	Jill Rich	jbr@yorku.ca	Tues	11:30- 2:30	110 FC	X06C01
6325 3.0 (W)	Clinical Neuroanatomy	Gary Turner	grturner@yorku.ca	Thurs	8:30- 11:30	204 BSB	N08K01
6400 3.0 (F)	Contemporary Issues in Personality and Social Psychology	Ward Struthers Doug McCann	struther@yorku.ca dmccann@yorku.ca	Fri	11:30- 2:30	1152 VH	F74U01
6410 3.0 (F)	Social Psychology	Michaela Hynie	mhynie@yorku.ca	Thurs	2:30- 5:30	S536 R	W21F01
6420 6.0 (Y)	Foundations of Clinical Psychology	Joel Goldberg (F) Myriam Mongrain (W)	jgoldber@yorku.ca mongrain@yorku.ca	Tues	2:30- 5:30	204 BSB	Z74W01
6425 3.0 (W) host KAHS xl with KAHS 6144	Cardiac Rehabilitation	Sherry Grace	sgrace@yorku.ca	Thurs	2:30	TEL	B98G01
6430 6.0 (Y)	Assessment in Psychology	Norm Park (F) Jennifer Mills (W)	npark@yorku.ca jsmills@yorku.ca	Tues	11:30- 2:30	204 BSB	X21X01
6430P 6.0 (Y)	Clinical Practicum I	David Reid Karen Fergus	dreid@yorku.ca kfergus@yorku.ca	Mon	8:30- 11:30	207 BSB	T60X01
6435 6.0 (Y)	Introduction to Psychotherapy	David Rennie (F) Alberta Pos (W)	drennie@yorku.ca aepos@yorku.ca	Wed	11:30- 2:30	328A BSB	N07R01
6440 6.0 (Y)	Psychodiagnosics	Harvey Brooker Joel Goldberg	brookers2@rogers.com jgoldber@yorku.ca	Tues	8:30- 11:30	204 BSB	G54D01
6440P 6.0 (Y)	Clinical Practicum II						R93D01
6445P 6.0 (Y)	Advanced Intervention	Lynne Angus John Eastwood	langus@yorku.ca johneast@yorku.ca	Thurs	11:30- 2:30	204 BSB	S87S01
6450 3.0 (F)	Clinical Neuropsychology	Walter Heinrichs	walterh@yorku.ca	Thurs	2:30- 5:30	0012 TEL	B68R01
6455 3.0 (W) xl with KAHS 6143 3.0	Current Issues in Health Psychology	Joel Katz	jkatz@yorku.ca	Wed	2:30- 5:30	204 BSB	K89V01
6460P 3.0 (F)	Clinical Practicum III						Y47F01
6460P 3.0 (W)	Clinical Practicum III						E94Z01
6460P 6.0 (Y)	Clinical Practicum III						D20Q01
6465 3.0 (F) xl with KAHS 6465	Stress, Coping and Health	Esther Greenglass	estherg@yorku.ca	Tues	11:30- 2:30	N812 R	F81N01
6474 3.0 (F)	Introduction to Qualitative Research	David Rennie	drennie@yorku.ca	Tues	2:30- 5:30	203 BSB	K81X01
6480 3.0 (W)	Brief Psychotherapy and Short-Term Treatment	Yvonne Bohr	bohry@yorku.ca	Thurs	8:30- 11:30	328A BSB	F23G01
6490B 3.0 (F)	Ethical Issues in Professional Practice	Harvey Brooker	brookers2@rogers.com	Thurs	2:30- 5:30	328A BSB	S15C01

Course	Title	Instructor	Email	Day	Time	Room	Cat. #
6520B 3.0 (F)	Program Evaluation	Debra Pepler	pepler@yorku.ca	Wed	4:00-7:00	204 BSB	Y62Y01
6610 3.0 (F)	Social and Emotional Bases of Developmental	Maxine Wintre	mwintre@yorku.ca	Tues	2:30-5:30	328A BSB	T16K01
6630 3.0 (W)	Developmental Intelligence, Psychometrics and Learning Potential	Janice Johnson	janicej@yorku.ca	Thurs	11:30-2:30	S536 R	J44P01
6650A 3.0 (F)	Research Methodology in Developmental Psychology	Nicholas Cepeda	ncepeda@yorku.ca	Thurs	11:30-2:30	0012 TEL	H55Y01
6680 3.0 (F)	Infancy	Scott Adler	adler@yorku.ca	Mon	11:30-2:30	328A BSB	Q84F01
6710 3.0 (F)	Readings						F09U01
6710 3.0 (W)	Readings						V56F01
6710.6.0 (Y)	Readings						X50A01
6710 6.0 (Y)	Readings						B97J01
6710 6.0 (W)	Readings						P03Z01
6805 3.0 (F) integrated with HH PSYC 4380 3.0	Seminar in Neuroscience: Rhythms of the Brain	Kari Hoffman	khoffman@yorku.ca	Tues & Thurs.	10:00-11:30	328A BSB	R34W01
6810A 3.0 (F)	Applied Practicum I						Q48U01
6810B 3.0 (F)	Applied Practicum II						Y91D01
6810C 3.0 (F)	Applied Practicum III						P32G01
6810D 3.0 (F)	Applied Practicum IV						S73J01
6810A 3.0 (W)	Applied Practicum I						J95G01
6810B 3.0 (W)	Applied Practicum II						F38M01
6810C 3.0 (W)	Applied Practicum III						X79P01
6810D 3.0 (W)	Applied Practicum IV						M20S01
6810A 6.0 (Y)	Applied Practicum I						S44R01
6810B 6.0 (Y)	Applied Practicum II						V85U01
6810C 6.0 (Y)	Applied Practicum III						C26B01
6810D 6.0 (Y)	Applied Practicum IV						F67E01
6820A 3.0 (F)	Research Practicum I						W14M01
6820B 3.0 (F)	Research Practicum II						C55Q01
6820C 3.0 (F)	Research Practicum III						F96T01
6820D 3.0 (F)	Research Practicum IV						Z01J01
6820A 3.0 (W)	Research Practicum I						P61V01
6820B 3.0 (W)	Research Practicum II						T02B01
6820C 3.0 (W)	Research Practicum III						W43E01
6820D 3.0 (W)	Research Practicum IV						H48S01
6820A 6.0 (Y)	Research Practicum I						J08H01
6820B 6.0 (Y)	Research Practicum II						M49K01
6820C 6.0 (Y)	Research Practicum III						J37W01
6820D 6.0 (Y)	Research Practicum IV						C84X01
6840A 3.0 (F)	Clinical Internship I						U18P01
6840B 3.0 (F)	Clinical Internship II						H12K01
6840A 3.0 (W)	Clinical Internship I						N65B01
6840B 3.0 (W)	Clinical Internship II						A59T01
6840 6.0 (Y)	Clinical Internship						D71H01
6905 3.0 (W)	Biological and Cognitive Bases of Developmental	Christine Till	ctill@yorku.ca	Thurs	2:30-5:30	1152 VH	M63T01
6910A 3.0 (F)	Psychoeducational Assessment of Children & Adolescents	Rebecca Pillai Riddell	rpr@yorku.ca	Tues	11:30-2:30	203 BSB	G10F01

Course	Title	Instructor	Email	Day	Time	Room	Cat. #
6910B 3.0 (F)	Psychoeducational Assessment of Children & Adolescents	Jennine Rawana	rawana@yorku.ca	Tues	11:30-2:30	203 BSB	W57N01
6910P 6.0A (Y)	Introduction to the Psychological Assessment of Children Practicum	Adrienne Perry	perry@yorku.ca	Thurs	11:30-2:30	203 BSB	Q04W01
6910P 6.0B (Y)	Introduction to the Psychological Assessment of Children Practicum	Maggie Toplak	mtoplak@yorku.ca	Fri	11:30-2:30	328A BSB	J51X01
6920M 3.0 (W)	Clinical and Diagnostic Assessment of Children, Adolescents and Families	Jennine Rawana	rawana@yorku.ca	Tues	11:30-2:30	203 BSB	N21D01
6920N 3.0 (W)	Clinical & Diagnostic Assessment of Children and Adolescents	Christine Till	ctill@yorku.ca	Tues	11:30-2:30	203 BSB	G68M01
6930 3.0 (F)	Intervention Strategies With Children	Jonathan Weiss	jonweiss@yorku.ca	Mon	8:30-11:30	328A BSB	T31Q01
6930P 6.0A (Y)	Intervention Strategies With Children Practicum	Robert Muller	rmuller@yorku.ca	Fri	10:30-2:30	204 BSB	C98R01
6930P 6.0B (Y)	Intervention Strategies With Children Practicum	Jonathan Weiss	jonweiss@yorku.ca	Wed	8:30-11:30	328A BSB	T45C01
6935 3.0 (W)	Children and Trauma	Robert Muller	rmuller@yorku.ca	Tues	8:30-11:30	207 BSB	M34E01
6955 3.0 (W)	Developmental Psychopathology of Childhood and Adolescence	Jennifer Connolly	connolly@yorku.ca	Wed	11:30-2:30	204 BSB	F66H01
6960 3.0 (F)	Autism & Developmental Delays	Adrienne Perry	perry@yorku.ca	Thurs	8:30-11:30	204 BSB	M78C01
STS 6309 3.0 (F) (Not from Psychology)	Objectivity & Alternatives	Michael Pettit	mpettit@yorku.ca	Thurs	2:30-5:30	103 FC	F70J01

BUILDING LIST

AC	Accolade (East or West)	K	Kinsmen Building
ATK	Atkinson	LB	Lumbers Building
BC	Bethune College	MC	McLaughlin College
BCSS	Bennett Centre for Student Services	PR	Physical Resources Building
BSB	Behavioural Sciences Building	PSE	Petrie Science & Engineering Building
BU	Burton Auditorium	R	Ross Building
CB	Chemistry Building	SC	Stong College
CC	Calumet College	SHR	Sherman Health Science Research Centre
CFA	Centre of Fine Arts	SLH	Stedman Lecture Halls
CFT	Centre for Film and Theatre	SSB	Schulich School of Business
CLH	Curtis Lecture Halls	SSL	Steacie Science Library
CSE	Computer Science & Engineering Building	TEL	Technology Enhanced Learning Building
CS	Central Square	VC	Vanier College
FC	Founders College	VH	Vari Hall
FRQ	Farquharson Life Sciences Building	WC	Winters College
HNES	Health, Nursing & Environmental Studies Building		

COURSE DESCRIPTIONS

HISTORICAL & THEORETICAL FOUNDATIONS OF CONTEMPORARY PSYCHOLOGY A

Psychology 6020 3.0 (F)

Christopher Green
Thursday 11:30 – 2:30

ENROLMENT IS LIMITED TO 20 STUDENTS

- Purpose:** This course is intended to introduce graduate students to the basic content and methods of history of psychology. Coverage will focus primarily on the development and growth of the discipline – both “pure” and “applied” – from the mid-19th century to the mid-20th century in Western Europe and North America. Significant historiographic issues will be discussed, including presentism versus historicism, continuity versus discontinuity, internalism versus externalism, and celebration versus critique.
- Pre-requisites:** This course is open to all students from all speciality areas in the Graduate programme in Psychology, but in order to meet the enrolment limit, priority for admission will be given to History/Theory students and those who require the course to meet their Degree requirements.
- Course Format:** Seminar presentations and class discussions.
- Evaluation:** Students will be graded for their seminar presentations, their participation in class discussions, and their oral presentations at a mini-conference to be held in the last week(s) of the course.
- Text Required:** Benjamin, Ludy T. (2007). *A Brief History of Modern Psychology*. Blackwell.
Plus a variety of primary and secondary readings, and audio/video recordings
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HISTORICAL & THEORETICAL FOUNDATIONS & CONTEMPORARY PSYCHOLOGY B

Psychology 6030 3.0 (W)

Thomas Teo
Wednesday 2:30 – 5:30

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 a theoretical, and if necessary, from a historical point of view. The aim of the seminar is to introduce students to the ontological, epistemological, ethical-practical, metatheoretical, and historiographical reflections that have developed in the subdisciplines of theoretical and philosophical psychology. Particular attention will be paid to a critical assessment of psychological worldviews, theories, concepts, methods, and ideas. The relevance of theoretical psychology for research, knowledge, and practice will be elaborated.
- Pre-requisites:** This course is suitable for students from all areas and all levels of psychology. Graduate standing.
- Course Format:** Lectures, student presentations, and class discussions.
- Evaluation:** Presentation of reading in class; written elaboration of presentation; regular attendance.
- Readings:** TBA
-

DESCRIPTION AND EXPLANATION IN PSYCHOLOGY

Psychology 6060A 3.0 (F)

Alexandra Rutherford
Tuesday 8:30-11:30

ENROLMENT IS LIMITED TO 15 STUDENTS

- Purpose:** An advanced seminar devoted to the systematic and historical examination of fundamental psychological concepts. Topics include the interrelationship of description and explanation, and historical changes in the meaning and prevalence of key psychological terms. This seminar will focus on the historical trajectory of one of the most fundamental descriptive and explanatory concepts in psychology: gender. Specifically, it will address how psychologists have deployed sex, and then gender, as explanatory concepts throughout the course of psychology's disciplinary history. We will explore the relationship between scientific and social beliefs about gender from the late 19th century to today, the transition from sex to gender (and back again) in psychological research, the forms and functions of the gender-differences debates (in historical context), the emergence of relational and cultural feminism in psychology and its impact on the social construction of gender, the challenges of second wave feminism to psychological theory and practice, and the evolutionary perspective on gender. Assigned materials for the course will include primary texts, historical works, and web-based resources (e.g., <http://www.feministvoices.com/>)
- Co-/Prerequisite:** Psychology 6020 3.0, 6030 3.0 or by permission of the instructor.
- Course format:** Lectures, discussions, seminar presentations
- Evaluation:** Seminar (40%), class participation (20%), written assignments (40%)
- Readings:** A set of readings will be assigned by the instructor at the beginning of the term.

UNIVARIATE ANALYSIS

Psychology 6130A 6.0 (Y)

Erin Ross
Thursday 11:30 - 2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

- Purpose:** The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate experimental designs. The course material will focus on simple and complex ANOVA models, but will also provide an introduction to regression models.
- Course Format:** Lectures, computer-based exercises.
- Basis of Evaluation:** Tests, assignments, written paper, presentation.
- Text and Readings:** TBA

UNIVARIATE ANALYSIS

Psychology 6130B 6.0 (Y)

Robert Cribbie
Tuesday 11:30 – 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

- Purpose:** The primary aim of this course is to provide the student with the basic knowledge and skills for analyzing data from research designs with a single (i.e., univariate) outcome variable. The course material will focus on the general linear model, which subsumes ANOVA and regression models.

Course Format: Lectures, computer-based exercises.
Basis of Evaluation: Tests, assignments, written paper, brief presentations.
Text and Readings: Howell, D.C. (2010). Statistical methods for psychology (7th Ed.). Toronto: Wadsworth.
Supplemental readings T.B.A.

UNIVARIATE ANALYSIS

Psychology 6130C 6.0 (Y)

Ann-Renee Blais
Friday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: The primary aim of this course is to provide the student with the basic tools for analyzing data from univariate experimental designs. The course material will focus on simple and complex ANOVA models, but will also provide an introduction to regression models.

Course Format: TBA

Basis of Evaluation: TBA

Text and Readings: TBA

MULTIVARIATE ANALYSIS

Psychology 6140A 6.0 (Y)

Robindra Sidhu
Friday 8:30 – 11:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: This section of Psychology 6140 is a practical and conceptual introduction to multivariate data analysis with a focus on using SPSS. The statistical topics covered will include:

- Regression analysis
- Univariate and multivariate ANOVA and ANCOVA
- Discriminant analysis
- Canonical correlation analysis
- Principal components and factor analysis
- Structural Equation Modelling / Path analysis (if time permits)

The goal of this course is to provide students with the basic tools to conduct and interpret the results of a multivariate analysis in a meaningful manner. My aim is to demystify multivariate statistics using a practical and concrete approach. One way of achieving this is through the examination of graphical and geometric interpretation of the multivariate concepts and techniques. In addition, matrix algebra is used to demonstrate "where the numbers come from" on an SPSS output. Where possible the connection is made between univariate techniques and multivariate analogues. Although elementary matrix algebra is introduced early in the course, other matrix procedures are introduced on an "as needed" basis through the use of matrix algebra. Matrix calculations are produced through matrix algebra calculators.

In addition to the scheduled class, demonstrations will be held in the computer lab. In the winter term each student will be asked to select a research paper using a multivariate design and present a brief summary and critique of the data analysis issues involved. There will also be a data analysis and presentation symposium.

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

Text and Evaluation: There are two principal texts for the course. For most topics in the course, parallel readings are assigned in Johnson & Wichern and Tabachnick & Fidell.

1. Tabachnick, B. G. & Fidell, L. S. *Using Multivariate Statistics* Allyn & Bacon, 2007, 5th Ed. [ISBN 0-321-05677-9; QA 278 T3 2000 (copies in Scott/Steacie)]
2. Johnson, R.A. & Wichern, D.W. *Applied multivariate statistical analysis*, Prentice Hall, 2001, 5th Ed. [ISBN 0-13-092553-5; QA 278 J63 1992 (copies of 3rd Ed. in Scott/Steacie)]

MULTIVARIATE ANALYSIS

Psychology 6140B 6.0 (Y)

Michael Friendly
Thursday 11:30 – 2:30

ENROLMENT IS LIMITED TO 20 STUDENTS

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

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

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

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

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

Software Notes: In the lectures and lab sessions, I will mainly use SAS for examples and tutorials. Most of the practical assignments and graded work can be done with any software you are comfortable with; however exercises using matrix algebra will probably be most convenient in SAS/IML (or JMP, R or Matlab).

SAS/IML provide students with the equivalent of a "matrix desk calculator" which makes exploration and learning quite efficient; the facilities of SAS provide the power and data management facilities needed for larger projects.

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

The two data-analysis projects will involve research reports involving analysis of either existing data

or your own. The first will focus largely on regression techniques. The final project should be based on methods of the second half of the course using either existing data or your own.

RESEARCH METHODS IN THE STUDY OF PERSONALITY

Psychology 6150E 3.0 (W)

Raymond Mar
Thursday 2:30 - 5:30

ENROLMENT IS LIMITED TO 12 STUDENTS

- Purpose:** To introduce students to the practice of personality psychology by emphasizing a skills-based approach. The goal of this course will be for each student to produce a research proposal pertaining to individual differences. Along with familiarizing themselves with the current practice of personality research, students will learn how to effectively peer-review manuscripts, present and discuss their ideas, and take a critical though constructive stance toward research in general. Research ethics will also be covered.
- Student Background:** Admission to either the Master's or Doctoral programme in Psychology at York.
- Course Format:** The details of the course format will be the product of negotiations between the students and instructor, and may include (but are not limited to): (1) engaging in structured debates regarding assigned readings, (2) reviewing manuscripts prepared by peers, and (3) producing short position papers on debates within personality psychology.
- Requirements:** Each student will submit a major written work in the area of personality. The quality of peer-reviewing of classmates work will also be evaluated, as will short papers, presentations, and participation in general.
- Basis of Evaluation:** The total grade will be based on weekly responses (15%), class participation (15%), the major paper (50%), and a short presentation (20%).
- Text and Readings:** To be announced at a later date.
-

STEREOTYPING, PREJUDICE AND DISCRIMINATION

Psychology 6172 3.0 (W)

Jennifer Steele
Thursday 11:30 - 2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

- Purpose:** The purpose of this course is to allow students to enhance their knowledge and understanding of social psychological theory and research relevant to the study of stereotyping, prejudice, and discrimination. In this course we will read, discuss, and critically evaluate current literature focused on the targets and perpetrators of prejudice and discrimination. The majority of the readings will take an experimental social cognitive approach.
- Student Background:** The course is designed for graduate students in the Social Psychology program. Other students may enrol with the permission of the instructor.
- Course Format:** Each week, specific students will be assigned to provide a brief summary of the week's reading prior to class discussion and to help lead class discussion. In addition, students will be expected to submit thought papers throughout the course, in which they propose research ideas and/or provide an in-depth critique of that week's readings. Students will also be expected to provide a final research proposal based on a more detailed analysis of one of the research topics covered in class. Grades will be assigned based on the clarity of students' written work and oral presentations, students' ability to critically evaluate the literature, and the originality and feasibility of their research designs.

Readings: Topics to be covered include stereotype threat, stereotype activation and application, implicit and explicit prejudice, reactions to and consequences of discrimination, the malleability of racial bias, the experience and consequences of stigma, as well as motivated versus automatic stereotyping effects.

Basis of Evaluation: Students will be evaluated on the quality of their contribution to class discussions as well as the quality of insight in their classroom presentations and written work.

Other: This course is usually offered every 3-5 years

INTRODUCTION TO FUNCTIONAL MAGNETIC RESONANCE IMAGING

Psychology 6227 3.0 (F)

Keith Schneider
Thursday 1 :00- 4 :00

ENROLLMENT IS LIMITED TO 20

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

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

Text /Readings: (optional but recommended)
Functional Magnetic Resonance Imaging, Second Edition by Scott A. Huettel, Allen W. Song and Gregory McCarthy Sinauer Associates Inc. Published January 12, 2009. ISBN 978-0-87893-286-3.

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

COMPLEX SYSTEMIC APPROACHES TO INTERPERSONAL CHANGE

Psychology 6245 3.0 (F)

David Reid
Monday 11:30 - 2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: This course is designed for students who want to develop the conceptual and interpersonal skills germane to being an effective applied psychologist including advancing clinical skills. This course will introduce the student to the conceptual and technical aspects of both Constructivist and Systemic (e.g. family and interpersonal) psychotherapy. The purpose is to facilitate each student becoming able to function as a psychologist in a wide variety of career paths. The latter follows the premise that: our graduate students need to be creators of knowledge and methods (not just consumers) in order to be effective in addressing the challenges arising from the complexities of human behaviour. These are conceptual and interpersonal skills that add to one's capacity to be a consultant to other professionals as well as problem solve in real life situations. As such this course is open not only to Clinical and Clinical Developmental students at any level of training (MA 1 to PhD 6), but students from other areas such as Social-Personality. In the past students from the BBCS, History and Theory, C-D, Clinical, other graduate programs at York (woman's studies, Schulich) and U of T. Students

from foreign universities have enrolled and are welcome. The course provides in-depth reading and discussions of literatures spanning Clinical, Personality/Social, some Cognitive Science, some philosophy and clinical intervention methods spanning family, individual, organizational. The pedagogy is such that each student will develop her/his own version of a Complex Systems approach that they may use professionally and scientifically. Students will find that the Complex Systems Approach will guide them in how to begin integrating their past learning of various psychological variables into a meta-analytic framework for understanding human behaviour. Pedagogically, the course places a major emphasis on psychological processes (mind, interpersonal, biological, etc), not just content. This course will use certain aspects of therapeutic approaches such as Individual Therapy and Interpersonal Therapy and Family Therapy to illustrate the current evolution of systemic and constructivist models which are beginning to dominate clinical and organizational psychology. The Complex Systems Approach assumes: (1) cultural and individual diversity is integral to the human condition and (2) there is value in examining both biological and intrapersonal/interpersonal levels of functioning at the same time.

Course Format:

Because the learning of Systemic Approaches requires an integration of Intellectual, Experiential and Communicative skills the teaching modality will be action oriented with a strong emphasis on dialogue, interpretation and pragmatics. Required readings and activities will be assigned and the course director will lead all of the sessions. The teaching will be done with didactics and workshops designed to elucidate systemic approaches. The course director has purchased video, DVD and audio tapes of demonstration sessions that will be made available for learning purposes. Copies of a book on Constructivist Therapy will also be loaned to students for certain portions of the course. The various systemic approaches encompass such interrelated topics as emotional systems, belief systems, communication systems, social systems, gender, culture and health.

There is a practicum component whereby students will, on a weekly basis, audio tape interpersonal interactions and then bring these for supervisory sessions with the course director. There are approximately 5 weeks spent on this part. It is preferred that students be able to be supervised the same day of the seminar meeting, but these are negotiable.

Basis of Evaluation:

The evaluation will be based on:

(1) The student's submission of her/his best audio or video-taped demonstration of the application of a systemic approach to interpersonal change. This tape will be a product of what is learned in the course and the student would participate in its evaluation. There is opportunity for the student to be creative in her/his interpretation of systemic approaches. The experience in doing this is integral to the student's learning.

(2) A time-limited take-home exam sampling material covered in the course. This course is strongly recommended for students interested in either clinical or organizational psychology.

FUNDAMENTALS OF NEUROSCIENCE II: CIRCUITS, SYSTEMS, AND BEHAVIOURS

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

Joseph DeSouza
Kari Hoffman
Wednesday 11:30-2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose:

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

The course will provide graduate students with an in depth analysis of the circuits within the nervous system that underlying the structure and function of the developing and mature nervous system. This is an advanced course that will focus on current research topics in selected areas of neuroscience, which is the study of the biology of the nervous system and its relationship to 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.
- Basis of Evaluation:** Students will be evaluated based on two exams, facilitating a journal article discussion and class participation.
- Final mark will be based on:
- | | |
|----------------------------------|-----|
| Class Exam | 35% |
| Class Exam | 35% |
| Paper presentations | 25% |
| Class discussions and attendance | 5% |
- Text:** Eric R. Kandel, James Schwartz, and Thomas Jessell. "Principles of Neural Science" 4th Edition (Elsevier)

FUNDAMENTALS OF NEUROSCIENCE I: STRUCTURES, SYNAPSES

Psychology 6257 3.0 (F)
(host KAHS xl with KAHS 6155/BIOL 5146)

Dorota Crawford
Mazyar Fallah
Lauren Sergio
Wednesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

- Purpose:** The course will provide graduate students with an in depth analysis of the molecular and cellular mechanisms underlying the structure and function of the developing and mature nervous system. This is an advanced course that will focus on current research topics in selected areas of Neuroscience, which is the study of the biology of the nervous system and its relationship to behaviour and disease. The course includes three modules, (1) molecular and cellular neuroscience, (2) functional neuroanatomy and (3) muscle and spinal cord neurophysiology, which will introduce students to the breadth of research in Neuroscience. The molecular and cellular neuroscience module course covers topics ranging from neuronal structure and function, communication at the synapse, membrane receptors and intra- and intercellular signalling systems within the sensory, motor, memory, and speech systems. It will also cover the cellular and molecular processes underlying neuronal development, including differentiation of nerve cells, migration of neurons, mechanisms of axonal growth and guidance, target recognition and synapse formation, and the basis of synaptic specificity. The functional neuroanatomy module will cover the structures and functions of the brain, including the meninges, cranial nerves, spinal cord, brainstem, subcortical structures, ventricular system, and cortex. Muscle and spinal cord neurophysiology will cover neuromuscular and motor unit function in health and disease, spinal cord function, and reflex modulation during movement.
- Pre/Co- requisites:** Undergraduate course in neuroscience or equivalent or by permission of course director. First Priority given to Neuroscience Diploma students, other students can enrol with permission of course directors
- Course Format:** The course will consist of lectures conducted by the instructor. Students will be evaluated based on three exams.
- Basis of Evaluation:** Final mark will be based on:
 Class Exams
 Final Exams
- Text:** Eric R. Kandel, James Schwartz, and Thomas Jessell. "Principles of Neural Science" 4th Edition (Elsevier). Further reading will be assigned by individual instructors.

VISUOSPATIAL MEMORY AND GOAL-DIRECTED ACTION

Psychology 6260 3.0 (W)
(integrated with HH PSYC 4360 3.0)

Doug Crawford
Wednesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 10 STUDENTS

- Purpose:** The course examines how the brain represents, updates, and transforms spatial information from the senses, primarily vision, into goal-directed movements of the eyes, head, and hand. For details, see: <http://www.yorku.ca/jdc/6260.html>
- Co- or Pre-requisites:** Students must have at least one introductory neuroscience or animal physiology course such as PSYC 2240 Biological Bases of Behaviour, BIOL 3060 Animal Physiology, KINE 3650 Functional Neuroanatomy, or equivalent.
- Recommened Pre/Corequisites: one or more of PSY 250 (Neural Basis of Behaviour), PSYC 3260 (Cognition), PSYC 3270 (Sensation and Perception II), BIOL 4370 (Neurobiology), KINE 4500 (Neural Control of Movement), KINE 4505 (Neurophysiology of Movement in Health and Disease) or equivalent.
- The combination of KAHS 6155 Fundamentals of Neuroscience with PSYC 6253 Fundamentals of Neuroscience II is also satisfactory as a pre/co-requisite.
- Student Background:** This course is primarily intended for students who are doing research in the area of, or have a special interest in, visual-motor neuroscience. It is recommended that students have a background in neuroscience, vision, and/or motor control because the course goes into and integrates advanced current topics. The course also aims to teach skills in scientific presentation.
- Course Format:** Classes normally consist of a short lecture followed by seminar / journal club presentations by students, and general discussion. Students will receive constructive feedback about their presentations and advice about writing their final essay.
- Requirements:** To attend and participate in classes, present at least two journal articles, and write the final essay.
- Readings:** Assigned weekly from journals such as:
- Annual Review of Neuroscience
 - Trends in Cognitive Science
 - Trends in Neuroscience
 - Current Opinion in Neurobiology
 - Nature Neuroscience Reviews
 - Science
 - Nature
 - Nature Neuroscience
 - Neuron
 - Journal of Neuroscience
 - Journal of Neurophysiology
 - Cerebral Cortex
 - Journal of Vision
 - Vision Research
 - Journal of Cognitive Neuroscience
- Basis of Evaluation:** (Graduate Student evaluation)
20% for presenting articles and participation in the class discussion about the selected articles
20% for formal seminar presentations topical to the lecture at two different times
60% for final essay, due the last day of the term
In the final essay (5000-6000 words), graduate students will be required to properly cite at least 30 journal articles. At least 20 of these must be original research papers (not reviews), including at least 10 papers that were not covered in the class. Graduate students will be required to show a greater depth of original synthesis and application of the concepts to a real life situation. Graduate students will require approval of their essay topic, but will not have to submit a formal proposal.

Other: Offered each year, integrated with Psych 4360.

PERCEPTION AND ACTION

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

Laurence Harris
Wednesday 11:30 – 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: This course looks at memory and motor processes related to the representation of and interaction with the spatial layout of the world. How is sensory information used for perception and to guide action? In what cases is that sensory information processed differently depending on what it is going to be used for? No prior knowledge 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 prior class attendance (x 3) will be set during the course and a long essay on the topic of choice in the second semester will be required.

Pre-requisites: None

Basis of 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:	40%
Long essay and accompanying presentation:	50%
Participation in class:	10%

Textbook: None

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

- Harris LR (1994) *Visual motion caused by movements of the eye, head and body*. in Visual Detection of Motion. Smith AT, Snowden R (Eds). Academic Press, London pp 397-436 (BF 245 V57 1994)
- "Brain and Space" by Jacques Paillard (OUP) (QP 491 B77 1991)
- "The Computational Brain" by Patricia Churchland and Terry Sejnowski (MIT press). (QP 356 C48 1992)
- "Vision and Action" (1998) edited by Laurence Harris and Michael Jenkin (CUP) (QP 475 V568 1998)
- "The Visual Brain in Action" (2006) by David Milner and Melvyn Goodale (OUP) (QP 383.15 M55 2006)
- "Sight unseen: an exploration of conscious and unconscious vision" (2004) by Melvyn Goodale and David Milner OUP (BF 241 G65 2004)
- Selected chapters from "Principles of Neural Science" (2000) by Eric Kandel and James Schwartz (QP 355.2 P76 2000)

SHAPING ACTION: THE ROLE OF SENSORY INFORMATION IN MOTOR LEARNING

Psychology 6277 3.0 (F)
(host KAHS - xl KAHS 6152)

Denise Henriques
Thursday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

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

<u>Co- or Pre-requisites:</u>	Introductory neuropsychology or motor control course, or permission of instructor.
<u>Student Background:</u>	Psychology, Kinesiology and Health OR Biology
<u>Course Format:</u>	Seminar
<u>Readings:</u>	<p>The Computational Neurobiology of Reaching and Pointing. Reza Shadmehr & Steven P Wise, 2005</p> <p>Examples of journal articles will include:</p> <p>Baraduc P and Wolpert DM. Adaptation to a visuomotor shift depends on the starting posture. <i>J Neurophysiol</i> 88: 973-981, 2002.</p> <p>Bock O, Schneider S, and Bloomberg J. Conditions for interference versus facilitation during sequential sensorimotor adaptation. <i>Exp Brain Res</i> 138: 359-365, 2001.</p> <p>Davidson PR and Wolpert DM. Motor learning and prediction in a variable environment. <i>Curr Opin Neurobiol</i> 13: 232-237, 2003.</p> <p>Desmurget M and Grafton S. Forward modelling allows feedback control for fast reaching movements. <i>Trends Cogn Sci</i> 4: 423-431., 2000.</p> <p>Flanagan JR, Vetter P, Johansson RS, and Wolpert DM. Prediction precedes control in motor learning. <i>Curr Biol</i> 13: 146-150, 2003.</p> <p>Ghilardi M, Ghez C, Dhawan V, Moeller J, Mentis M, Nakamura T, Antonini A, and Eidelberg D. Patterns of regional brain activation associated with different forms of motor learning. <i>Brain Res</i> 871: 127-145, 2000.</p> <p>Imamizu H, Miyauchi S, Tamada T, Sasaki Y, Takino R, Putz B, Yoshioka T, and Kawato M. Human cerebellar activity reflecting an acquired internal model of a new tool. <i>Nature</i> 403: 192-195, 2000.</p> <p>Kording KP and Wolpert DM. Bayesian integration in sensorimotor learning. <i>Nature</i> 427: 244-247, 2004.</p> <p>Kording KP and Wolpert DM. The loss function of sensorimotor learning. <i>Proc Natl Acad Sci U S A</i> 101: 9839-9842, 2004.</p> <p>Krakauer JW, Ghilardi MF, and Ghez C. Independent learning of internal models for kinematic and dynamic control of reaching. <i>Nat Neurosci</i> 2: 1026-1031, 1999.</p> <p>Krakauer JW, Pine ZM, Ghilardi MF, and Ghez C. Learning of visuomotor transformations for vectorial planning of reaching trajectories. <i>J Neurosci</i> 20: 8916-8924., 2000.</p> <p>Lackner JR and DiZio P. Adaptation to Coriolis force perturbation of movement trajectory; role of proprioceptive and cutaneous somatosensory feedback. <i>Adv Exp Med Biol</i> 508: 69-78, 2002.</p> <p>Li CS, Padoa-Schioppa C, and Bizzi E. Neuronal correlates of motor performance and motor learning in the primary motor cortex of monkeys adapting to an external force field. <i>Neuron</i> 30: 593-607., 2001.</p> <p>Pearson K. Motor systems. <i>Curr Opin Neurobiol</i> 10: 649-654, 2000.</p> <p>Singh K and Scott SH. A motor learning strategy reflects neural circuitry for limb control. <i>Nat Neurosci</i> 6: 399-403, 2003.</p> <p>Vercher JL, Sares F, Blouin J, Bourdin C, and Gauthier G. Role of sensory information in updating internal models of the effector during arm tracking. <i>Prog Brain Res</i> 142: 203-222, 2003.</p> <p>Wolpert DM, Ghahramani Z, and Flanagan JR. Perspectives and problems in motor learning. <i>Trends Cogn Sci</i> 5: 487-494, 2001.</p>
<u>Basis of Evaluation:</u>	<p>Presentation of at least two research papers: 50%</p> <p>Discussion/Participation: 20%</p> <p>Term Paper 30%</p>
<u>Other:</u>	Offered every 2 nd year.

BRAIN AND BEHAVIOURS: COGNITIVE SYSTEMS

Psychology 6278 3.0 (W)
(host KAHS - xl with KAHS 6153/BIOL 5141)

Mazyar Fallah
Monday 2:30 - 5:30

ENROLMENT IS LIMITED TO 10 STUDENTS

- Purpose:** This course provides an in depth examination of the cognitive systems that guide our awareness, behaviour and mental capacity. This is done through classic and recent research papers. The two areas of major emphasis are attentional systems and the study of consciousness. Topics in attentional systems include psychophysical studies, neurological disorders, and neurophysiological studies, for spatial attention, feature-based attention, and object-based attention. Topics in the study of consciousness include what is conscious awareness, blindsight, false memories/reality monitoring, and possible neural mechanisms.
- Student Background:** Background in cognition or neuroscience.
- Course Format:** Student presentations on primary research articles, group discussion, instructor lectures.
- Requirements:** To present research, attend class, participate in discussions
- Readings:** Primary research articles
- Basis of Evaluation:** In-class quizzes, oral presentation, participation, term paper
- Other:** This course is offered every other year.

PRINCIPLES OF HUMAN PERCEPTION AND PERFORMANCE IN HUMAN COMPUTER INTERACTIONS

Psychology 6315 3.0 (F)
(host CSE - xl with CSE 6326)

Robert Allison
Tuesday 7:00-10:00 pm

ENROLMENT IS LIMITED TO 12 STUDENTS

- Purpose:** This course considers the role of human perception in human-computer interaction particularly computer generated graphics/sound and immersive virtual reality. It should appeal to students with an interest in applications of perceptual research. Fundamental findings from sensory physiology and perceptual psychophysics will be examined in the context of how they can be used in real applications of computer-generated displays and advanced interfaces. The current state of the art will be discussed in terms of the capabilities and limitations of the operator.
- Course Format:** Selected application areas of interest to the instructor and class will be covered in detail, and would include material such as: visual, auditory, tactile and motion displays, virtual environments, telepresence and teleoperation, mixed reality and wearable computers, presence, interaction and collaboration between users in multi-user virtual environments, performance and usability evaluation.
- Basis of Evaluation:** Students will be evaluated on the basis of seminar presentations and a review paper. The seminars will be critical reviews/analysis of papers drawn from the current literature. They will be presented to the class and evaluated in terms of presentation and content. Seminars will be scheduled regularly throughout the term. A term paper reviewing a related subject must be submitted by the end of term.
- Text and Readings:** The core readings will consist of research papers drawn from the recent literature.
- It is expected that the course will be offered alternate years.

HUMAN NEUROPSYCHOLOGY: HISTORY & SYNDROMES

Psychology 6320 3.0 (W)

Jill Rich
Tuesday 11:30 - 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

- Purpose:** This course will provide a foundation in the basic topics and theoretical underpinnings of neuropsychology. There will be an emphasis on the history and development of the formal study of brain-behaviour relationships, following the clinical-pathological approach (i.e., the study of cerebral function via examination of behavioural changes resulting from brain damage). Major topics will include historical foundations, phrenology, and the localizationist approach; aphasia; agnosia; apraxia; alexia; agraphia; amnesia; dementia; and executive functions. The material covered in class readings and discussions is considered essential for students interested in clinical neuropsychology (i.e., assessment and interpretation). Methodological issues relevant to experimental (research) neuropsychology will also be discussed.
- Co- or prerequisite:** None
- Student Background:** Graduate students at any level from Brain, Behaviour and Cognitive Sciences, Adult Clinical, Clinical Developmental, Developmental and Cognitive Processes, or History and Theory. A background in physiological psychology and neuroanatomy would be helpful, but is not required.
- Course Format:** Required and optional readings will be assigned each week. (warning: heavy reading load) The course director will give presentations based on the required readings (approx 2 ½ hours), and students will present the optional readings in the remaining time.
- Basis of Evaluation:** Two midterms (30% each)
Final exam (40%)
Note: This has been the basis of evaluation in the past. We will discuss the possibility of replacing one of the exams with a paper and go by a class vote on the issue.
- Texts and Readings:** The list of required readings will be made available by the beginning of December 2010 in room 283 BSB (Barb Thurston's office) **before** the first class so students can do the readings that will be covered on the first day in advance. Several chapters will be assigned from Heilman, K. M., & Valenstein, E. (Eds.). (2011). Clinical Neuropsychology (5th ed.). New York: Oxford University Press, which some students may wish to purchase. (**Note:** This new edition will be available from the publisher in August 2011 but may be preordered before then.) Folders in Barb's office will contain all the readings and will clearly indicate which are required and which are optional for each week.
- Additional Information:** Enrolment is limited to 15 students to ensure that all students will have a chance to present an optional reading.
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FUNCTIONAL NEUROANATOMY FOR CLINICAL PSYCHOLOGY

Psychology 6325 3.0 (W)

Gary Turner
Thursday 8:30-11:30

ENROLLMENT IS LIMITED TO 10

- Purpose:** The proposed course is designed for graduate students in the Clinical and Clinical Developmental areas who intend to declare clinical neuropsychology as their field of practice within the regulatory framework of the College of Psychologists and, hence, are required to have knowledge of neuroanatomy. While students will be required to learn basic structural neuroanatomy, the course will emphasize the study of neuroanatomy in the context of clinical syndromes.
- Co- or pre-requisites:** None
- Student Background:** The course is designed for graduate students in the Clinical and Clinical Developmental areas.

Permission to register for students from other areas will be considered at the discretion of the course instructor.

Course Format: Instructor presentation, student reports

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

Text /Readings: Blumenfeld, H. (2010). Neuroanatomy Through Clinical Cases (2nd edition).

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

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

CONTEMPORARY ISSUES IN PERSONALITY AND SOCIAL PSYCHOLOGY

Psychology 6400 3.0 (F)

Ward Struthers
Doug McCann
Friday 11:30 – 2:30

ENROLMENT LIMIT TO 10, WITH PRIORITY GIVEN TO MA 1 FOLLOWED BY MA 2 STUDENTS

Purpose: This course is directed at new students in the programme. One focus of this course is on strategies that produce success in graduate school. Another focus is on central issues in personality and social psychology from both a theoretical and applied perspective. Students will participate in a series of seminars on a variety of topics and research strategies within the fields of personality and/or social psychology. A primary goal of this course is to introduce students to the areas of research being conducted by faculty members at York in this area and to make them familiar with the diverse array of content areas and methodologies used in research being conducted at York.

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

Readings: TBA

Text: TBA

SOCIAL PSYCHOLOGY

Psychology 6410 3.0 (F)

Michaela Hynie
Thursday 2:30 – 5:30

ENROLMENT LIMITED TO 11 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.

<u>Student Background:</u>	An undergraduate course in social psychology.
<u>Text:</u>	TBA
<u>Course Format:</u>	Each week students will read two chapters from a current social psychology graduate textbook 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.
<u>Basis of Evaluation:</u>	15%-- First presentation 15%-- Second presentation 20% - Thought papers 20% - Class participation 30% - Research Proposal
<u>Topics Covered:</u>	Topics covered will include evolutionary psychology and social neuroscience; prediction and expectancy; social judgment; automatic thought; mental representations; standards; causal explanations; feelings; identity; values; basic needs; goals; self-regulation; attitude change; attachment; social power; social categorization; social inclusion/exclusion; and cultural processes.

FOUNDATIONS OF CLINICAL PSYCHOLOGY

Psychology 6420 6.0 (Y)

Joel Goldberg (F)
Myriam Mongrain (W)
Tuesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 12 STUDENTS

<u>Purpose:</u>	This course is an introduction to the knowledge base underlying the science and practice of clinical psychology. It comprises an integrative and critical review of theory and research on social, psychological and biological aspects of psychopathology and behaviour disorders.
<u>Student Background:</u>	Psych 6420 6.0 is designed and intended for students in the Doctoral Program in Clinical Psychology at York University. Depending on enrolment other students may enrol in the course with permission of the course instructors up to a class size maximum of 12.
<u>Course Format:</u>	The course will be in seminar format, comprising lectures and debates, less formal presentations and case studies. Instructors and students will participate actively in teaching the course. Dr. Joel Goldberg will direct the Fall term classes and Dr. Myriam Mongrain will assume direction in January.
<u>Basis of Evaluation:</u>	Over the year students will write scholarly papers on a topic chosen in consultation with the instructors, present orally to the class, and contribute to class discussion. Specific requirements and weightings related to final grades will be provided by instructors at the beginning of the course.
<u>Text:</u>	American Psychiatric Association (2000). <i>Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR)</i> . Washington, DC: American Psychiatric Association. Note: A reading list will also be provided at the beginning of each term for each section separately.

BEHAVIOURAL CARDIOLOGY & CARDIAC REHABILITATION

Psychology 6425 3.0 (W)
(host KAHS xl with KAHS 6144)

Sherry Grace
Thursday 11:30 – 2:30

ENROLMENT LIMITED TO 7 STUDENTS

- Purpose:** This course provides an in-depth examination of the prevention and management of cardiovascular disease from a behavioural, psychological, and health services lens. It is designed to provide an analysis of the primary topics in cardiac psychology, and emphasizes both psychological research approaches and application of behavioural medicine.
- Format:** Each class we will discuss weekly readings in a seminar format. We will also be working on some “academic” to be reviewed during class.
- Required Readings:** There are a few formal assigned readings for this course which can be downloaded from WebCT, with the exception of the book assigned to be reviewed during class which must be purchased from the bookstore. There is an average of 3-4 assigned readings per week.
- Evaluation:** Grades will be determined on the basis of three assignments and class participation.

The first assignment involves leading a **seminar** on one of the weekly topics. The second assignment is to prepare an **abstract** suitable for submission to a conference. The third assignment is a **grant proposal or systematic review paper** on a topic of your choice related to material covered in the course (or to build on your thesis research). We will hold a mock peer review committee meeting during the last class to review your work.

This course is offered once every 2 years.

ASSESSMENT IN PSYCHOLOGY

Psychology 6430 6.0 (Y)

Norm Park (F)
Jennifer Mills (W)
Tuesday 11:30 - 2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

- Purpose:** The course is designed to provide students with the theoretical and practical foundation of psychological assessment. It will focus on (a) developing clinical interviewing skills, (b) understanding concepts in measurement theory and their importance in the development, evaluation, and use of psychological tests in applied settings, and (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.
- Basis of Evaluation:** TBA by the instructor at the start of each term.
- Required Reading:** TBA by the instructor at the start of each term.
- Maximum Enrolment:** This course is typically reserved for students in the MA-1 year of the Adult Clinical program in Psychology. Instructor permission is required for other students wishing to enrol.

CLINICAL PRACTICUM I

Psychology 6430P 6.0 (Y)

David Reid
Karen Fergus
Monday 8:30-11:30

Note 1: No more than eight students in a given section of the course. Open only to MA II students.

Note 2: No Clinical Practicum Agreement Form required for this course.

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 assessment and 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 which parallels domains identified in the literature and empirically supported as major content and process elements of effective psychotherapy practice. 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 & therapeutic alliance, assessment, case conceptualization, client factors (including hope & expectancy, motivation, resistance, client as common factor), self-awareness as a clinician. 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 each of which allows for the integration of conceptualizations and approaches derived from various models of psychotherapy. Toward the end of the first term, each student will begin undertaking therapy with actual clients. Each student will normally see one client for short-term therapy by the end of the course. Supervision of the casework will be carried out in both group and individual formats, as well as live supervision for every session. It is expected that each student will devote 10 hours per week to the practicum, with the time spent on reading, skill training, arranging meetings with clients, the meetings themselves, analysis of therapy process notes and audio recorded therapy sessions, individual supervision, and report writing.

Basis of Evaluation:

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

Texts: Martin, D.G. (2010). *Counseling and Therapy Skills (3rd Ed.)*. Illinois: Waveland Press Inc.

INTRODUCTION TO PSYCHOTHERAPY

Psychology 6435 6.0 (Y)

David Rennie (F)
Alberta Pos (W)
Wednesday 11:30 – 2:30

ENROLMENT IS LIMITED TO 12 STUDENTS

- Purpose:** The first term will explore Client-Centred and Experiential Therapies.
- The second term will explore theoretical foundations and intervention strategies of a number of fundamental psychotherapy approaches. These are: psychodynamic, behavioural, cognitive-behavioural, and systemic (family and groups). Issues related to culture will be addressed on an ongoing basis. Trans-theoretical issues such as those related to psychotherapy research and psychotherapy integration will also be addressed.
- Pre-requisite:** Psychology 6420 6.0
- Co-requisite:** Psychology 6430P 6.0
- Basis of Evaluation:** Each term is worth 50% of the final grade.
- Term 1:** Presentation: 40%
Paper: 50% -- APA style, publishable length
Class participation: 10%
- Term 2:** Case Formulation Paper: 30% -- APA style, publishable length
Participation: 10%
Seminar Discussion Leader: 10%
- Text & Readings:** For both terms, the course text will be Gurman, A. S. & Messer S. B.(Eds., 2005). *Essential Psychotherapies: Theory and practice*. New York, NY: Guildford. As well a detailed list of readings will be assigned by each instructor.
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PSYCHODIAGNOSTICS

Psychology 6440 6.0 (Y)

Harvey Brooker
Joel Goldberg
Tuesday 8:30 - 11:30

- Purpose:** This course covers the psychometric information required to conduct competent psychodiagnosis. Projective, neuropsychological and other tests will be examined theoretically and practically, with special emphasis on their integration with DSM-IV categorisation. There will be some instruction in test administration, as needed. The fall term will concentrate on cognitive assessment, and the second term will be devoted to personality assessment.
- Prerequisites:** Psychology 6420 6.0, Psychology 6430 6.0, and Psychology 6430P 6.0
- Student Background:** This is a core course in the Clinical curriculum and is required for first-year Ph.D. students in the Clinical programme.
- Course Format:** The course consists of discussion of DSM IV, various tests, their properties and interpretation. There will be instruction on report-writing. Emphasis will be on case-based formulations in class discussion.
- Basis of Evaluation:** Written assignments which are psychological reports based on data provided by the instructors (80 %) and seminar participation (20%).
- Text & Readings:** A list of readings will be circulated. Students should purchase the following:

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000.

Strauss E, Sherman EMS, Spreen O (2006) A compendium of Neuropsychological Tests: Administration, Norms and Commentary (3rd Edition) Oxford University Press.

ADVANCED INTERVENTION

Psychology 6445P 6.0 (Y)

Lynne Angus
John Eastwood
Thursday 11:30 - 2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose:

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

Prerequisites:

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

Basis of Evaluation:

First term

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

Second term

Case Presentation
Active Participation in supervision sessions

CLINICAL NEUROPSYCHOLOGY

Psychology 6450 3.0 (F)

Walter Heinrichs
Thursday 2:30 – 5:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose:

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

Co-or prerequisite:

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

Student Background:

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

Course Format:

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

Basis of Evaluation:

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

Texts and Readings: Morgan, J. E. & Ricker, J. H. (Eds.) (2008). *Textbook of clinical neuropsychology*. New York: Taylor & Francis. This text can be purchased at the York Bookstore or ordered online from amazon.ca.

CURRENT ISSUES IN HEALTH PSYCHOLOGY

Psychology 6455 3.0 (W)
(xl with KAHS 6143)

Joel Katz
Wednesday 2:30 - 5:30

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

Purpose:

To present an overview of selected topics in health psychology. The course is intended to expose graduate students to some of the current theoretical and practical issues in the field of health psychology. The objectives of the course are to review, and explore in depth, specific theories in health psychology which provide a conceptual framework for understanding health-compromising and health-enhancing behaviour (e.g., Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Reactance Theory, Transtheoretical Model of Health Behaviour 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; problem gambling; and biopsychosocial factors in the development, maintenance and prevention of eating disorders.

Basis of Evaluation:

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

Readings:

To be assigned.

STRESS, COPING AND HEALTH

Psychology 6465 3.0 (F)
(xl with KAHS 6465)

Esther Greenglass
Tuesday 11:30 - 2:30

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose:

This is a research based course that reviews research in the area of stress and coping from a social psychological perspective. We will critically examine existing theory, methods, and findings on

stress and coping in relation to physical and mental health and quality of life. During the course, we will compare the impact of various classes of stressors (e.g., major life events, hassles, traumas), consider competing conceptualizations of coping (e.g., as response, as style, as adaptive or maladaptive), and review the role of both personality and social factors in outcomes. We will be examining work stress, burnout, work-family conflict and the role of social support and coping in relation to stressors in all of these spheres. The role of gender differences will be incorporated in most of the topics. We will also study some of the specific stressors in women and how they affect their health.

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

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

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

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

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

- Taylor, Shelley E. (2006). (Sixth Edition). *Health Psychology*. New York: McGraw-Hill.
- Linden, W. (2005). *Stress Management, From Basic Science to Better Practice*, London: Sage.

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

INTRODUCTION TO QUALITATIVE RESEARCH

Psychology 6474 3.0 (F)

David Rennie
Tuesday 2:30 - 5:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: To introduce the methods of qualitative research situated in methodical hermeneutics as an encompassing theory of method (methodology).

Co- or Pre-requisites: N/A

Student Background: Enrolment in a graduate program.

Course Format: Seminar

Readings: Course Kit

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

**BRIEF PSYCHOTHERAPY AND SHORT-TERM TREATMENT:
Cognitive Behavioural Treatment with Adults and Children**

Psychology 6480 3.0 (W)

Yvonne Bohr
Thursday 8:30-11:30

ENROLMENT IS LIMITED TO 8 STUDENTS

- Purpose:** Cognitive behavioural treatment (CBT) is one of clinical psychology's most effective tools, and, as such, one of the most validated and accepted alternatives to medical intervention. The effectiveness of CBT is particularly pertinent at a time when there is growing scepticism about the use of antidepressants and anxiolytics in the treatment of children. This course will offer an overview of assessment and intervention with adults, families and children. It will provide students with basic skills in formulation and treatment planning within a CBT model. Special issues pertaining to the use of CBT with children will be highlighted, as will its applicability to diverse cultural groups. This is a case-based, clinical skills oriented seminar course: theory and practice will be equally emphasized.
- Course Format:** There will be twelve in-class sessions, each consisting of a combination of lecture, demonstration & practice activities, case study and discussion. In addition, students will participate (as co-therapists and/or observers) in assessment and treatment activities in the York University Psychology Clinic (YUPC) if appropriate ; they will be expected to design a comprehensive assessment and treatment plan for a client in the YUPC, or alternative practicum, internship or volunteer setting. Moreover, students will be asked to contribute to the seminar through: a presentation and written critical review on a specific aspect of CBT; discussion; personal reflection. Students should be available to spend 1 to 2 hours per week (if possible immediately following the class) in Clinic related activities in addition to time spent in class.
- Pre-requisites:** Students should have taken a course in Abnormal Psychology and/or Atypical Development, and at least one graduate level Intervention course.
- Basis of Evaluation:** Participation in class and in YUPC Clinic cases
Case studies and analyses; CBT treatment plan
Critical Paper & presentation
Personal reflection
- Text and Readings:** Readings will be provided (placed on reserve) by the instructor

ETHICAL ISSUES IN PROFESSIONAL PRACTICE

Psychology 6490B 3.0 (F)

Harvey Brooker
Thursday 2:30 - 5:30

ENROLMENT IS LIMITED TO 20 STUDENTS

- Purpose:** The purpose of the course is to provide an overview of professional issues, as they particularly affect the applied psychologist. The course will cover the Psychologist's Code of Ethics, Standards of Practice, legislation, discipline codes, ethical issues in supervision, differing models of professional training, the role of voluntary associations, and other current professional concerns.
- Student Background:** The course is primarily intended (and is a requirement) for doctoral students in Clinical and Clinical/Developmental Psychology. Other students may enrol by permission of the instructor.
- Course Format:** The format will be seminar discussion, with the participation of guests from the professional community to highlight various issues.
- Basis of Evaluation:** Evaluation will be on the basis of seminar participation, and a paper on a selected topic.
- Readings:** Readings will be assigned.

PROGRAM EVALUATION

Psychology 6520B 3.0 (F)

Debra Pepler
Wednesday 4:00 - 7:00

ENROLMENT IS LIMITED TO 10 STUDENTS

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

Course Format: Seminar

Readings: TBA

Basis of Evaluation:

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

SOCIAL AND EMOTIONAL BASES OF DEVELOPMENT

Psychology 6610 3.0 (F)

Maxine Wintre
Tuesday 2:30 - 5:30

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

Purpose: The course is designed to serve as an introduction to current issues in social and emotional development. The seminars will begin with a discussion of: (a) the historical and philosophical roots of developmental psychology, (b) the methodologies and theories in developmental psychology that have grown from these roots, and (c) alternative ways of viewing developmental data. The material discussed in the beginning sessions will serve as a foundation for reviewing students' current research interests.

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

Course Format: The beginning seminars will be led by the course director. The remaining seminars will be led by students and will be on topics related to the course material described above.

Requirements:

1. To participate actively in class discussions. Students are expected to come prepared, having read the appropriate material.
2. To lead class discussions.

3. To hand in a paper at the end of the course summarising, integrating, and critically evaluating the readings and class discussions.

Basis of Evaluation: Class participation --- 30%
Class presentation --- 30%
Critical and integrative paper (see above) --- 40%

Texts and Readings: To be assigned.

DEVELOPMENTAL INTELLIGENCE, PSYCHOMETRIC AND LEARNING POTENTIAL

Psychology 6630 3.0 (W)

Janice Johnson
Thursday 11:30 - 2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: A seminar focusing on major theories of intelligence and issues relating to intelligence. Topics will include measurement of intelligence, cognitive processes underlying intelligent behaviour (including contemporary approaches that relate intelligence to speed of processing, working memory, or executive function), change in the nature of intelligence over the life span, individual differences (e.g., giftedness and talent), and the nature of the general (*g*) factor of intelligence.

Course Format: Seminar/discussion with student presentations

Basis of Evaluation: Class presentations, participation in class discussion, occasional short position essays, take-home problem questions on issues raised in the course.

Readings: Articles and chapters to be assigned.

RESEARCH METHODOLOGY IN DEVELOPMENTAL PSYCHOLOGY

Psychology 6650A 3.0 (F)

Nicholas Cepeda
Thursday 11:30 - 2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

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

Course Format: Please see <http://www.yorku.ca/ncepeda/psyc6650a/index.html> for more information.

Readings: Please see <http://www.yorku.ca/ncepeda/psyc6650a/index.html> for more information.

Basis of Evaluation: Please see <http://www.yorku.ca/ncepeda/psyc6650a/index.html> for more information.

INFANCY

Psychology 6680 3.0 (F)

Scott Adler
Monday 11:30-2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: Infancy has been defined as the period from birth until 2 years of age. Major changes in physical capabilities, perceptual capacities, and cognitive mechanisms occur during this period. Additionally,

what defines the end of the infancy period is the emergence of language skills. These topics in addition to a consideration of early brain development will be reviewed in this course.

Co- or pre-requisites: None – Open to all students interested in infancy.

Course Format: We will read the seminal articles relevant to each week's topic. One article will be assigned to each student each week that they will have to present to the class. The instructor will structure and bind these individual presentations into a meaningful whole.

Requirements: To read the articles assigned each week and be prepared to discuss them in class. Also, be prepared to present their assigned article.

Evaluation: Course grades will be determined by the weekly presentations (20%), a literature review paper (30%), and a research proposal and its defense (50%).

Text or Readings: Seminal articles, both empirical and theoretical, relevant to each week's topic.

SEMINAR IN NEUROSCIENCE: RHYTHMS OF THE BRAIN

Psychology 6805 3.0 (F)
(integrated with HH PSYC 4380 3.0)

Kari Hoffman
Tuesday & Thursday 10:00 - 11:30

ENROLMENT IS LIMITED TO 5 STUDENTS

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

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

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

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

Final marks will be based on:

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

BIOLOGICAL & COGNITIVE BASES OF DEVELOPMENT

Psychology 6905 3.0 (W)

Christine Till
Thursday 2:30 - 5:30

ENROLMENT IS LIMITED TO 15 STUDENTS

- Purpose:** The goal of this course is to increase understanding of normal and abnormal cognitive and behavioural development in early and middle childhood and adolescence and relate it to the development of the nervous system. We will also examine conceptual and clinical issues related to human development, such as critical periods and neural plasticity, and describe how functional disabilities can be associated with the changes to the developing nervous system. This course will stress the constant interaction of the developing individual with the environment. Topics will be explored by examining the neuropsychological and neuroimaging literature.
- Course Format:** The course will take the form of a weekly interactive seminar and will include lectures, media presentations, and class discussion. In the second half of the course, students will give presentations.
- Basis of Evaluation:** Will be based on:
- a scholarly paper addressing an issue related to the integration of cognitive and neural characterization. Topic to be chosen in consultation with the course instructor (50%)
 - a critical review of an assigned reading (20%)
 - oral presentation on a published paper (25%)
 - participation in class discussions and attendance (5%)
- Required Text:** TBD (in addition to supplemental readings assigned for each class)
-

PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN & ADOLESCENTS

Psychology 6910A 3.0 (F)

Rebecca Pillai Riddell
Tuesday 11:30 – 2:30

ENROLMENT LIMIT TO 6 STUDENTS

- Purpose:** This course serves as an introduction to the theory and practice of the psychological assessment of children. The focus will largely be on the acquisition of knowledge and skills related to the assessment of cognitive and academic skills. However, we will also address the importance of behavioural, emotional, and environmental factors in comprehensive evaluations. Particular attention will be paid to the need to study the child in its ecological context, and of providing culturally sensitive assessments. Students will learn to administer several of the most commonly used tests of cognitive and academic development, to score and interpret results, and to provide oral and written feedback. They will gain an understanding of the challenges of test task demands, and of the meaningful observation of test behaviour. There will be ongoing discussion on the ethical responsibilities of assessors. This should support students in developing their ability to critically assess both possibility and limitation in child assessment.
- Course Format:** This course will be offered every year. There will be twelve three-hour periods of lecture, demonstration and laboratory practice. In addition students should be prepared to spend 10-15 hours weekly on the administration, analysis and write-up of assessment measures.
- Pre-requisites:** Psychology 6610 3.0 and Psychology 6905 3.0 or permission of the Clinical-Developmental Area.
- Basis of Evaluation:** The final mark in this course will be based on four written reports which will include videotaped assessments, the raw data of testing and interviews as well as the scoring and interpretations. A percentage of the final grade will be based on the quality of clinical interactions during testing (rapport, methods, etc) from videotaped sessions. Students will also be required to write two short quizzes, and lead a classroom discussion.

Required Text & Readings: Required: Sattler, J.M. (2008). *Assessment of Children: Cognitive Applications* (5th ed.). Order from www.sattlerpublisher.com (allow 6 weeks for delivery) or www.amazon.ca. Canadian Code of Ethics for Psychologists (www.cpa.ca). Additional readings will be assigned in class: reading list can be obtained from the instructor.

PSYCHOEDUCATIONAL ASSESSMENT OF CHILDREN & ADOLESCENTS

Psychology 6910B 3.0 (F)

Jennine Rawana
Tuesday 11:30 – 2:30

ENROLMENT LIMIT TO 6 STUDENTS

Purpose:

This course serves as an introduction to the theory and practice of the psychological assessment of children. The focus will largely be on the acquisition of knowledge and skills related to the assessment of cognitive and academic skills. However, we will also address the importance of behavioural, emotional, and environmental factors in comprehensive evaluations. Particular attention will be paid to the need to study the child in its ecological context, and of providing culturally sensitive assessments.

Students will learn to administer several of the most commonly used tests of cognitive and academic development, to score and interpret results, and to provide oral and written feedback. They will gain an understanding of the challenges of test task demands, and of the meaningful observation of test behaviour.

There will be ongoing discussion on the ethical responsibilities of assessors. This should support students in developing their ability to critically assess both possibility and limitation in child assessment.

Course Format:

This course will be offered every year. There will be twelve three-hour periods of lecture, demonstration and laboratory practice. In addition students should be prepared to spend 10-15 hours weekly on the administration, analysis and write-up of assessment measures.

Pre-requisites:

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

Basis of Evaluation:

The final mark in this course will be based on four written reports which will include videotaped assessments, the raw data of testing and interviews as well as the scoring and interpretations. A percentage of the final grade will be based on the quality of clinical interactions during testing (rapport, methods, etc) from videotaped sessions. Students will also be required to write two short quizzes, and lead a classroom discussion.

Required Text & Readings: Required: Sattler, J.M. (2008). *Assessment of Children: Cognitive Applications* (5th ed.). Order from www.sattlerpublisher.com (allow 6 weeks for delivery) or www.amazon.ca. Canadian Code of Ethics for Psychologists (www.cpa.ca). Additional readings will be assigned in class: reading list can be obtained from the instructor.

INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN - PRACTICUM

Psychology 6910P 6.0A (Y)

Adrienne Perry
Thursday 11:30 – 2:30

ENROLMENT IS LIMITED TO 6 STUDENTS IN THE C-D AREA

Purpose:

The purpose of this course is to accompany and form part of the 330 hour Assessment Practicum. Placement in an applied setting is to be arranged by the student and approved by the C-D program the previous spring. The course portion of the practicum provides in-house supervision as well as liaison with the practicum sites. Class meetings will be held throughout the year (but not every week) and will include discussion of issues arising from the practicum experience as well as relevant ethics and jurisprudence material pertinent to practice with children, adolescents, and families, based on

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

Pre-requisites: Psychology 6910 3.0 and Psychology 6920 3.0

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

INTRODUCTION TO THE PSYCHOLOGICAL ASSESSMENT OF CHILDREN - PRACTICUM

Psychology 6910P 6.0B (Y)

**Maggie Toplak
Friday 8:30 – 11:30**

ENROLMENT IS LIMITED TO 6 STUDENTS IN THE C-D AREA

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

Pre-requisites: Psychology 6910 3.0 and Psychology 6920 3.0

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

CLINICAL & DIAGNOSTIC ASSESSMENT OF CHILDREN AND ADOLESCENTS

Psychology 6920M 3.0 (W)

**Jennine Rawana
Tuesday 11:30-2:30**

ENROLMENT LIMIT: 6 WITH PRIORITY GIVEN TO CD AREA STUDENTS

Purpose: This course is intended to introduce Clinical-Developmental graduate students to processes involved in psychological assessment beyond psychoeducational testing, which was the focus of 6910. In this course, we will address interview, questionnaire, and observational assessment procedures; the integration of various sources of assessment data into a diagnostic formulation of common disorders of childhood; the process of translating assessment results into reports that lead to intervention plans; and various special topics in assessment, including the professional, legal, and ethical standards pertinent to assessment.

Prerequisite: successful completion of Psychology 6910

Text: Sattler, J.M. (2006). Assessment of children: Behavioral, social & clinical foundations (5th ed.). San Diego, CA: Jerome Sattler Publishing Inc. www.sattlerpublishing.com

Course Format: Lecture, demonstrations and role-plays, discussion of case presentations, and student presentations. Students may also be provided with an opportunity to participate in clinical assessments as part of the York University Psychology.

Basis of Evaluation:

Mini-assignments on aspects of assessment	
1. Behaviour observation	15%
2. Parent interview	15%
Case Formulation and Report A	20%
Case Formulation and Report B	25%
Integrative Presentation	25%

CLINICAL & DIAGNOSTIC ASSESSMENT OF CHILDREN AND ADOLESCENTS

Psychology 6920N 3.0 (W)

Christine Till
Tuesday 11:30-2:30

ENROLMENT LIMIT: 6 WITH PRIORITY GIVEN TO CD AREA STUDENTS

Purpose:

This course is intended to introduce Clinical-Developmental graduate students to processes involved in psychological assessment beyond psychoeducational testing, which was the focus of 6910. In this course, we will address interview, questionnaire, and observational assessment procedures; the integration of various sources of assessment data into a diagnostic formulation of common disorders of childhood; the process of translating assessment results into reports that lead to intervention plans; and various special topics in assessment, including the professional, legal, and ethical standards pertinent to assessment.

Prerequisite:

successful completion of Psychology 6910

Text:

Sattler, J.M. (2006). Assessment of children: Behavioral, social & clinical foundations (5th ed.). San Diego, CA: Jerome Sattler Publishing Inc. www.sattlerpublishing.com

Course Format:

Lecture, demonstrations and role-plays, discussion of case presentations, and student presentations. Students may also be provided with an opportunity to participate in clinical assessments as part of the York University Psychology.

Basis of Evaluation:

Mini-assignments on aspects of assessment	
1. Behaviour observation	15%
2. Parent interview	15%
Case Formulation and Report A	20%
Case Formulation and Report B	25%
Integrative Presentation	25%

INTERVENTION STRATEGIES WITH CHILDREN

Psychology 6930 3.0 (F)

Jonathan Weiss
Monday 8:30 – 11:30

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose:

In this course the student will first become familiar with basic clinical principles of child and family intervention. This introduction to practice is followed by an overview of evidence-based methods in the treatment of children and families. A number of empirically-validated approaches will be discussed. Non-specific or non-model factors in intervention will also be addressed. Classes will consist of theory, case-based, and video-based learning, as well as discussion and interactive exercises such as role play.

- Pre-requisite:** Psychology 6610 3.0, Psychology 6905 3.0 and Psychology 6910 3.0 or permission of the Clinical-Developmental Area and the professor.
- Course Format:** The course will be run as a seminar.
- Requirements:** Students will be involved in: 1) taking responsibility for the presentation & discussion of one of the course readings 2) preparing a précis on an evidence-based approach (in discussion with the instructor) 3) completing a comprehensive case study, including video tape samples of clinical interactions with the family or child.
- Text and Readings:** Readings will consist of articles and book chapters that will be made available to students at the beginning of the course. It is also recommended that students acquire one or all of the following reference texts:
- Kendall, Philip C. (Ed) (2005). *Child and Adolescent Therapy: Cognitive-Behavioral Procedures*, Third Edition
- Corcoran, J. (2003). *Clinical applications of evidence-based family interventions*. Oxford: Oxford University Press.
- Kazdin, Alan & Weisz, John (Eds) (2003). *Evidence-Based Psychotherapies for Children and Adolescents*
- Mash, E. J., & Barkley, R. A. (Eds.). (2006). *Treatment of childhood disorders (3rd ed.)*. New York: Guilford.

INTERVENTION STRATEGIES WITH CHILDREN - PRACTICUM

Psychology 6930P A 6.0 (Y)

Robert Muller
Friday 10:30-2:30

ENROLMENT IS LIMITED TO 6 STUDENTS

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

- Purpose:** The class-based portion of the practicum will fill several needs. It will be run in the form of group supervision. Students will be expected to bring process notes of treatment sessions, or audiotaped sessions, along with case histories. The group will discuss cases together. The practicum will also serve as a forum in which to discuss general issues, which transcend particular practicum settings, as well as issues that arise out of students' specific experiences. It will also provide a mechanism through which the programme can receive feedback about student experiences in their respective settings, and as a way to maintain an active liaison between the settings and the university.

Pre-requisite: Psychology 6610 3.0 and Psychology 6905 3.0

Co-requisite: Psychology 6930 3.0

Class Format: The class will meet regularly throughout the academic year, although at times these may be partially replaced by more informal site visits and consultations.

INTERVENTION STRATEGIES WITH CHILDREN - PRACTICUM

Psychology 6930P B 6.0 (Y)

Jonathan Weiss
Wednesday 8:30-11:30

ENROLMENT IS LIMITED TO 6 STUDENTS

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

- Purpose:** The class-based portion of the practicum will fill several needs. It will be run in the form of group supervision. Students will be expected to bring process notes of treatment sessions, or audiotaped sessions, along with case histories. The group will discuss cases together. The practicum will also

serve as a forum in which to discuss general issues, which transcend particular practicum settings, as well as issues that arise out of students' specific experiences. It will also provide a mechanism through which the programme can receive feedback about student experiences in their respective settings, and as a way to maintain an active liaison between the settings and the university.

Pre-requisite: Psychology 6610 3.0 and Psychology 6905 3.0

Co-requisite: Psychology 6930 3.0

Class Format: The class will meet regularly throughout the academic year, although at times these may be partially replaced by more informal site visits and consultations.

CHILDREN AND TRAUMA

6935 3.0 (W)

Robert Muller
Tuesday 8:30 – 11:30

ENROLMENT IS LIMITED TO 12 STUDENTS

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

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

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

Readings: Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents*. New York: Guilford.

Gil, E. (2006). *Helping abused and traumatized children: Integrating directive and nondirective approaches*. New York: Guilford.

Herman, J. L. (1992). *Trauma and recovery: The aftermath of violence –from domestic abuse to political terror*. New York: Basic Books.

Muller, R. T. (2010). *Trauma and the avoidant client: Attachment-based strategies for healing*. New York: W. W. Norton.

DEVELOPMENTAL PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE

Psychology 6955 3.0 (W)

Jennifer Connolly
Wednesday 11:30-2:30

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: Developmental psychopathology is a broad-based, integrative framework for understanding the emergence of maladaptation in childhood and adolescence, including the pathways of continuity or discontinuity across the lifespan. The course is organized around the broad topics of risk,

vulnerability and resilience, with a consideration of contextual and individual factors at each level. Throughout, the implications of gender and individual diversity will be highlighted.

Learning Outcomes:

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

Course Readings:

All course readings are available on Moodle. Student selected readings are to be emailed to J. Connolly at least one week prior to class, for posting on Moodle prior to class.

Course Format:

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

Readings:

Primary source readings are assigned for each class.

Basis of Evaluation:

1. Clinical Presentation - 30%
2. Research Presentation– 30%
3. Take-Home Exam – 30%
4. Participation – Synthesis/Reflections on 2 class topics – 10%

AUTISM AND DEVELOPMENTAL DELAYS

Psychology 6960 3.0 (F)

**Adrienne Perry
Thursday 8:30–11:30**

ENROLMENT IS LIMITED TO 8 STUDENTS

Purpose:

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

Background:

Open to students in all areas and all levels.

Course Format:

Lectures, student presentations, class discussion, videos, guests.

Requirements of the students:

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

Evaluation:

Paper 50%

Presentations 30%

Class participation 10%

Mini-practicum 10%

Text and Readings:

TBA

PRACTICA COURSES

Please Note: Student must obtain a “Practicum Agreement Form” from the Program Office. This form is completed by the Practicum Supervisor and returned no later than September 30, 2011 in order to enrol in the practicum.

APPLIED PRACTICA:

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

RESEARCH PRACTICA:

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

INTERNSHIPS:

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

THESIS/DISSERTATION RESEARCH

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

Please note this on your advising worksheet

SESSIONAL DATES

FALL REGISTRATION & ENROLMENT BEGINS	Wednesday, June 1, 2011
CANADA DAY – University Closed	Friday, July 1, 2011
CIVIC HOLIDAY – University Closed	Monday, August 1, 2011
TEACHING ASSISTANTSHIPS DAY	Thursday, August 25, 2011
LABOUR DAY - University Closed	Monday, September 5, 2011
RESEARCH & APPLIED PRACTICA BEGIN	Wednesday, September 7, 2011
TEACHING ASSISTANTSHIP AND UNDERGRADUATE CLASSES BEGIN	Wednesday, September 7, 2011
GRADUATE CLASSES BEGIN - Fall Term	Wednesday, September 7, 2011
FINAL DATE FOR REGISTRATION - Late Fees added afterwards	Wednesday, September 7, 2011
DEADLINE FOR PRACTICUM AGREEMENTS	Friday, September 30, 2011
FALL READING WEEK - No Classes	October 8 - October 14, 2011
THANKSGIVING - University Closed	Monday, October 10, 2011
**LAST DAY TO WITHDRAW – Fall Half-Course	Friday, November 11, 2011
GRADUATE CLASSES END - Fall Term	Tuesday, December 6, 2011
CHRISTMAS BREAK – University Closed	Friday, December 23, 2011-Monday January 2, 2012
GRADUATE CLASSES BEGIN - Winter Term	Tuesday, January 3, 2012
FINAL DATE FOR REGISTRATION – Winter Term; Late Fees added afterwards	Tuesday, January 3, 2012
**LAST DAY TO WITHDRAW – Fall/Winter Course	Friday, February 10, 2012
WINTER READING WEEK - No Classes	February 18, 2012 to February 24, 2012
FAMILY DAY – University Closed	Monday, February 20, 2012
**LAST DAY TO WITHDRAW - Winter Half-Course	Friday, March 9, 2012
GRADUATE CLASSES END	Monday, April 2, 2012
GOOD FRIDAY – University Closed	Friday, April 6, 2012
EASTER SUNDAY – University Closed	Sunday, April 8, 2012
VICTORIA DAY – University Closed	Monday, May 21, 2012

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

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

USEFUL CONTACT INFORMATION

YORK UNIVERSITY MAIN PHONE NUMBER: 416 736-2100

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

Dr. Laurie Wilcox - Director, ext. 66226, lwilcox@yorku.ca

Connie Scalzullo - Administrative Assistant, ext. 66225, cscalzul@yorku.ca

Lori Santos - Graduate Assistant, ext. 33983, lsantos@yorku.ca

Freda Soltau – Graduate Assistant, ext. 55290, fsoltau@yorku.ca

DEPT. OF PSYCHOLOGY, FACULTY OF HEALTH, Room 296, Behavioural Science Building 416 736-5115

Terri Cawley - Psychology Information Centre, Room 101, ext. 55115, tcawley@yorku.ca

Dr. Suzanne MacDonald - Chair, ext. 55116, suzmac@yorku.ca

Ann Pestano – Administrative Assistant to the Chair, ext. 33758, apestano@yorku.ca

Sandra Locke – Administrative Secretary, ext. 55116, slocke@yorku.ca

Dr. Doba Goodman – Teaching Assistantship (TA) Coordinator, Room 253, ext. 66206, dgoodman@yorku.ca

DEPARTMENT OF PSYCHOLOGY, Glendon College, Room 162, York Hall, Glendon

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

FACULTY OF GRADUATE STUDIES, Room 230, York Lanes

Tracey Bickford – Finance & Administrative Officer, ext. 33305, bickfot@yorku.ca

Stephanie Wong – Administrative Assistant, ext. 77831, wongs@yorku.ca

TBA – Information Assistant, ext. 33954,

Salvatore Paneduro – Accounting Assistant/Assistant Liason, ext. 70255, spandur@yorku.ca

Anthony Antonacci – Administrative Secretary, ext. 33379, anthony@yorku.ca

Richolette Freckleton – Accounting Assistant – Awards, ext. 60468, ricolet@yorku.ca

Karen Reid – Student Affairs Assistant, ext. 33394, kreid@yorku.ca

Donna Hewison – Student Affairs Assistant, ext. 60467, dhewison@yorku.ca

Arun Devdas – Student Affairs Thesis Coordinator, ext. 22286, gsthesis@yorku.ca

Tara Espinheira - Student Affairs Thesis Coordinator, ext. 33340, gsthesis@yorku.ca

Sharon Pereira - Student Affairs Officer for FGS, Admissions Office and Registrar's Office.

If you experience difficulty with the administrative services, contact Sharon at ext. 66682, sharonp@yorku.ca

CUPE 3903

104 East Office Building, (416) 736-5144

General Information

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