

Question every angle, study every angle, research every angle.



psychology ⁰⁸₀₉
faculty of graduate studies

GRADUATE PROGRAM IN PSYCHOLOGY

The Graduate Program in Psychology at York offers courses, opportunities for research, and professional training leading to MA and PhD degrees. Our programs provide a broad foundation in the basic principles and methods of behavioural science and, in addition, considerable field experience. Graduates are expected to be knowledgeable in sufficient depth in specialized areas to contribute to solutions of both theoretical and applied problems.

Training is offered in six areas of specialization:

- Brain, Behaviour and Cognitive Sciences (BBCS)
- Clinical Psychology (C)*
- Clinical-Developmental Psychology (CD)*
- Developmental and Cognitive Processes (DCP)
- History and Theory of Psychology (HT)
- Social and Personality Psychology (SP)

**The Canadian and American Psychological Associations accredit both.*

AREAS OF SPECIALIZATION

Brain, Behaviour and Cognitive Sciences (BBCS)

The BBCS area covers physiological and information-processing approaches to understanding behaviour, cognition and perception.

BBCS laboratories investigate fundamental research problems in human and animal behaviour, as well as applied topics such as virtual reality and low-gravity environments. Active research areas include visual perception, cognitive neuroscience, sensory-motor control, learning, animal behaviour, measurement theory and neuropsychology. Experimental approaches include psychophysics, computational modelling, single-unit and multi-electrode electrophysiology, brain imaging (fMRI, VEP), studies of neurological patients, kinematic analysis and observational field-work. Research forms a key part of the training program and can be carried out in

York's Graduate Program in Psychology is the largest in Canada and one of the most diverse, with six areas of specialization and numerous opportunities for interdisciplinary study. The program has been very successful in attracting funding for its research, with over \$13 million currently held in external research funding. The 81 faculty members of the Graduate Program in Psychology include several who are cross-appointed to other graduate programs such as Biology, Kinesiology and Health Science, Philosophy and Women's Studies. Faculty are also associated with the following research units at York University: The Institute for Social Research, the LaMarsh Research Centre on Violence and Conflict Resolution, the Centre for Vision Research, the York Institute for Health Research, the Centre for Research in Earth and Space Science, and the Centre for Feminist Research.

York faculty laboratories, as well as in a variety of clinical and applied settings. Several BBCS laboratories are part of the interdisciplinary Centre for Vision Research, one of the largest research groups in the world specializing in vision science.

For more information, contact the Area Coordinator, Dr. Richard Murray at rjm@yorku.ca

Clinical Areas

The Graduate Program in Psychology includes two clinical training programs, the Clinical Area and the Clinical-Developmental Area, each of which is further described below. Both are intended to lead to registration with the College of Psychologists of Ontario. Both are accredited by the Canadian Psychological Association and the American Psychological Association (see details on Page 12).

Both programs follow the scientist-practitioner model that is the predominant model in North American clinical psychology. It 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 (1,800 hours) internship at an accredited internship setting as part of the PhD requirements. This often requires the student to complete the internship in a location other than Toronto.

Admission to the two clinical training programs is highly competitive. Normally, we admit about 8 students per year in each program. In the 2006-2007 year, we received 150 applications for the Clinical Area; 44 of these made the top list, and we accepted 12. The numbers for the Clinical-Developmental Area were similar: in 2006-2007 we received 95 applications; 32 of these made the top list, and we accepted 10.

In keeping with a high proportion of female applicants for both Areas, the majority of the students currently registered in the programs are women. Currently, the Clinical Area has 51 female and 5 male students, whose ages range from 23 to 49 years (average 31). The Clinical-Developmental Area has 51 female and 8 male students.

Normally, students gaining admission have an undergraduate grade point average equivalent to A- or better in their last 10 courses (or 20 half courses). Admission is dependent on a two-step process. First, there is a thorough review of the entire application, including references, personal statement, Graduate Record Examination scores and academic grades. Then, potential supervisors make recommendations with regard to which of the top-listed applicants will receive a letter of admission.

Although the majority of students enter at the MA level, applicants with an MA in clinical psychology (which included an MA thesis) may apply to enter at the PhD level. However, applicants entering at the PhD level may be required to complete certain MA courses prior to registering in advanced PhD courses.

Clinical Psychology

The Clinical Area offers opportunities to engage in clinically-relevant research in psychotherapy process and outcomes, neuropsychology, health psychology and personality. The Clinical Area prides itself on excellence in research, with over \$4 million currently held in external research funding.

The Clinical Area values the development of clinical skills, offering a variety of theoretical and technical approaches to psychological treatment and assessment and training through our in-house Psychology Training Clinic and external practica and internships. All faculty, adjunct faculty, and applied practicum supervisors serving as supervisors in clinical practicum and internship training are members of the College of Psychologists of Ontario. Prior to completion of this Area's PhD, students are required to demonstrate:

Competence in research into clinically relevant problems. In addition to course requirements, this Area relies heavily on an apprenticeship system. Each student works closely with his or her supervisor and psychologists practising in a wide range of internship settings for an interactive enhancement of both the academic and practical aspects of the student's educational experience.

Competence with a reasonable sample of cognitive, personality, behavioural, neuropsychological and psychometric techniques of assessment.

Competence with a reasonable sample of cognitive, behavioural, experiential, interpersonal and psychodynamic systems of psychotherapy.

For more information, contact the Director of Clinical Training, Dr. Lynne Angus at langus@yorku.ca

Clinical-Developmental Psychology

The philosophy of the Clinical-Developmental Area is to take a developmental approach to understanding clinical issues in children, adolescents and families.

Research areas covered by Area faculty include: topics defined by age and stage of development (e.g. infancy, adolescence, transition to adulthood), clinical psychopathology and treatment approach (e.g. trauma therapy, pain assessment, parenting, CBT, attachment disorders, IBI), professional function (neuropsychological assessment, expert witness issues, program evaluation) and diagnostic population (e.g. autism, ADHD, developmental disabilities and learning disabilities).

Faculty are all registered psychologists and most are active clinically, providing supervision, consultation, program evaluation and outcome research in various community settings, in addition to conducting collaborative grant-supported research.

In addition to obtaining rigorous research training, students are expected to obtain core competencies in the scope of practice of clinical psychology as applied to children and adolescents. This includes coursework and practical training (mainly in external practica) in psychological assessment and diagnosis of children and adolescents (including various types of internalizing disorders, externalizing disorders and developmental disorders), as well as a variety of evidence-based modalities of child, adolescent and/or family intervention.

Students are of high calibre academically, as noted earlier in terms of credentials on entry to the program, and as demonstrated by high numbers of external scholarships, conference presentations and publications during graduate school.

For more information, contact the Director of Clinical Training, Dr. James Bebko at jbebko@yorku.ca.

Developmental and Cognitive Processes

The Developmental and Cognitive Processes Area trains students in theory and research related to the processes of change across the life span. Our students gain broad competence in developmental psychology and explore in depth one or more areas of specialization.

The areas of specialization include cognition (e.g. attention, memory, problem-solving, executive functions), infant social-cognition, neuropsychology (e.g. using methods such as fMRI, event related potentials, or patient studies), educational applications, infant memory and visual development, and comparative developmental and evolutionary psychology.

Our research examines issues of development from infancy to adulthood into old age, in normal and atypical populations (including nonhuman primates).

Faculty members have well-funded and internationally recognized research programs. Students have the opportunity to complete research practica in faculty labs and outside settings.

Our graduates work as academics in universities, as well as in applied research contexts such as hospitals, school boards and community service agencies.

For more information about the program, including requirements and faculty research interests, see www.psych.yorku.ca/dcp. For questions about the Developmental and Cognitive Processes Area, contact the Area Coordinator, Dr. Janice Johnson at janicej@yorku.ca.

History and Theory of Psychology

The History and Theory of Psychology Program is the only program of its kind in Canada available to students wishing to conduct specialized research on historical topics in psychology and in psychological theory and metatheory.

Students in the program employ a wide range of research methods, including the interpretation of primary texts, the collection and interpretation of archival material, and the conduct and use of oral history.

Faculty members with interests in the histories and theories of a wide range of areas, including cognitive psychology, behavioral psychology, developmental psychology,

clinical psychology, methodology, psychology and race, and psychology and gender (to name a few) are available to act as supervisors and committee members.

Faculty members in the program are actively engaged in grant-funded research and serve in leadership roles across a number of national and international organizations devoted to the history and theory of the social and behavioral sciences. A monthly colloquium series draws on the rich array of expertise in history/theory of psychology, science and technology studies, and history of science available in the York community, the greater Toronto area and internationally.

Applicants should have a solid grounding in psychology (usually a BA or BSc in psychology), as well as some experience in the conduct of experimental research. As part of their program of study, students in history/theory are strongly encouraged to take advantage of opportunities to train in teaching and pedagogy (such as the University Teaching Practicum), and to establish competence in the content area of psychology that is complementary to their historical/theoretical interests.

For more information about the program, including program requirements and faculty research profiles, see www.psych.yorku.ca/grad/ht/. For questions about the History and Theory of Psychology area, contact the Area Coordinator, Dr. Alexandra Rutherford at alexr@yorku.ca.

Social and Personality Psychology

The Social and Personality Psychology Area trains students to conduct basic research related to the effects of social and cognitive processes and personality on the way in which people perceive, influence and relate to others and themselves.

The areas of specialization of our internationally renowned SP faculty include but are not limited to the study of attitudes, decisions, emotions, personality traits, relationships, groups, culture, inter-group relations, social neuroscience, social cognition and the self. Research at York covers a variety of topics related to these specializations and examines important social issues and real-world applications, such as coworker relations and forgiveness, hostility and road-rage, stress and coping, jury

decision-making, romantic relationships and sexual health, eating disorders and body image, depression and self-esteem, happiness and meaning, crosscultural psychology, minority status and inter-group conflict, stereotyping and prejudice, and zealous extremism. Our program takes pride in mentoring students and providing an environment and opportunities for students to engage in research and gain invaluable experience through practica both in the laboratories of faculty members and various settings outside the University. Students are encouraged to attend a weekly colloquium series in which York faculty, students and external researchers present their research programs and to collaborate with multiple faculty members.

For more information about the program, including program requirements and faculty research profiles, see www.psych.yorku.ca/grad/sp/. For specific questions about the Social and Personality Psychology area, contact the Area Coordinator, Dr. Kerry Kawakami at kawakami@yorku.ca.

ADMISSION REQUIREMENTS

The Graduate Program in Psychology encourages the applications of students from a wide variety of backgrounds and countries. Approximately 40 new students are admitted each year, the majority to the Master of Arts Program, and are generally distributed among the six Areas.

Applicants are expected to specify the Areas that are of primary and secondary interest to them. Once admitted, shifting from one Area to another is not normally permitted. Preference is given to applicants with strong academic backgrounds who appear promising as researchers and, for the Clinical and Clinical-Developmental Areas, those who appear promising as scientist-practitioners. MA students normally proceed to and complete the requirements for the PhD degree.

Master of Arts program

The usual requirement for admission is an honours degree in psychology (or its equivalent with at least eight full courses in psychology) and a B+ or higher standing in the last two years of study.

The honours degree equivalent *for students not applying to the Clinical Area* should include:

- (a) One full-course in Introductory Psychology;
- (b) One full or two half-courses from the following: Child Psychology, Social Psychology, Abnormal Psychology, Personality Theory and Behaviour Disorders, Theories of Personality;
- (c) One full-course in Research Design and Statistical Analysis;
- (d) One full or two half-courses in Experimental Psychology: Cognitive Processes, Learning, Motivation, Perception, Physiological Psychology; and,
- (e) Four other full psychology courses or the equivalent.

The honours degree equivalent *for students applying to the Clinical Area* should include:

- (a) One full-course in Introductory Psychology;
- (b) One full-course in Research Design and Statistical Analysis; and,
- (c) The equivalent of six other full-courses in psychology.

Applicants to the Clinical Area are expected to have a general background and knowledge in core content areas of psychology. Of the six other full-courses, one full-course or two halfcourses in each of the following core content areas, taken at the undergraduate level, are accepted as satisfying this expectation:

- biological bases of behaviour (e.g. physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology, health psychology)
- cognitive-affective bases of behaviour (e.g. learning, memory, perception, cognition, thinking, motivation, emotion),
- social bases of behaviour (e.g. social psychology, cultural, ethnic and group processes, sex roles, organizational and systems theory), and
- individual behaviour (e.g. personality theory, human development, individual differences, abnormal psychology).

Students deficient in any of the above content areas may be admitted to the Clinical Area but will be required to make up for any deficiencies through appropriate courses taken prior to the completion of their course work for the PhD program.

Applicants must submit official scores from the Graduate Record Examinations (General Test and Subject Test in Psychology). It is the responsibility of the applicant to schedule the examinations and request that a copy of the results be forwarded to the Admissions Office, York University. This should be done as soon as possible so that the results will be available by the closing date for applications. Applications from students who plan to limit their studies to the MA degree in the Clinical Area are strongly discouraged.

Note: The MA program requires a minimum of one year (three terms of registration). All requirements for the MA degree must be fulfilled within four years (12 terms). Students who have not finished at the end of two years (six terms) must register part-time and become ineligible for further course registration, practica and financial support until all requirements for the degree are met.

Doctor of Philosophy Program

The usual prerequisite for admission to the PhD Program in Psychology is a master's degree in psychology. However, the Graduate Program in Psychology will consider applications from exceptional students with a master's degree in other fields. Normally students may not enter the PhD program until they have completed all the master's requirements including the thesis. Students completing their MA at York are not automatically accepted into the PhD program; they must make a formal, but internal, application for advancement into the PhD program.

Note: The PhD program requires a minimum of two years (six terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Terms that students register as Leave of Absence, Maternity Leave, Parental Leave or No Course Available are not included in these time limits.

FINANCIAL SUPPORT

Our financial commitment is met through a number of sources from the university and can include a Teaching Assistantship, a Research Assistantship and an Entrance Scholarship.

For 2007-2008, master's students entering the program with an A- or better average were guaranteed a minimum financial package in the amount of \$21,000 and Doctoral students entering the program were guaranteed a minimum of \$22,400.

Many of our students are also successful at obtaining prestigious external scholarships from federal, provincial, and private agencies on top of the York University assistantships and scholarships regularly received in the graduate program.

Canadian citizens and landed immigrants are eligible for:

- Canadian Institutes of Health Research Studentships,
- Natural Sciences and Engineering Research Council of Canada Scholarships,
- Social Sciences and Humanities Research Council of Canada Scholarships,
- Ontario Graduate Scholarships,

as well as more highly specialized scholarships including the Health Research Personnel Development Student Awards, National Institute on Mental Retardation Awards and Ontario Mental Health Fellowships.

Students may apply to the Faculty of Graduate Studies Bursary Fund (when available). The awards are based on need, the first priority being visa students. Exceptionally well-qualified student visa applicants may be eligible for awards that enable them to pay the same fees as Canadian residents.

FACULTY MEMBERS

The following section lists the faculty members in the Graduate Program in Psychology. It is important to note that this list includes members who are now Professors Emeritus; these members of the program are allowed to take on new graduate students only under special circumstances and with the permission of the Dean of Graduate Studies. The list also includes other members who, for various reasons, will not be taking on new students in 2008-2009. These members are identified with the ♦ symbol. In addition to regular faculty members, 32 adjunct faculty members and 57 applied practicum supervisors are affiliated with the program.

FACULTY MEMBERS' PROFILES

Brain, Behaviour and Cognitive Sciences

The following faculty are primarily affiliated with the Brain, Behaviour and Cognitive Sciences Area. (An * indicates the individual's other area affiliations.)

ROBERT ALLISON (*PhD York*)

Human perception of motion and depth. Psychophysical and computational methods to study depth perception in natural and virtual environments. Applications to the design of the human-computer interface for virtual reality and simulator systems. Other interests include computer vision; the measurement and analysis of eye movements and related applications; and the measurement and perception of human motion.

MICHAEL P. COWLES (*PhD Edinburgh*) (*Professor Emeritus*) *HT ♦

Experimental studies of individual differences. History of statistics.

J. DOUGLAS CRAWFORD (*PhD Western Ontario*)

Systems, cognitive, and computational neuroscience; visual-motor transformations. Neural mechanisms and computational principles used by the brain to perceive 3-D space and generate accurate 3-D orienting movements. Visual consequences and control of eye movements, eye and head gaze shifts, and visually guided arm movements.

JOSEPH DeSOUZA (*PhD Western Ontario*)

Eye movements, hand and pointing movements, motion processing pathways and how these mechanisms are modulated by attentional mechanisms and how the brain processes sensory information until the final motor movement (coordinate transformations); employs a systems neuroscience approach using the technologies of functional Magnetic Resonance Imaging (fMRI) and electrophysiology. Web site: www.braindetective.com

JAMES H. ELDER (*PhD McGill*)

Psychophysics and computational modelling of visual perception. Computer vision. Perceptual organization, visual detection, natural scene statistics, visual attention, shape perception, neural modeling. Applications in visual surveillance, remote learning and geomatics. www.elderlab.yorku.ca

MAZYAR FALLAH (PhD Princeton University)

Visual perception and attention laboratory. Systems and cognitive neuroscience approaches to understanding attentional mechanisms, feature binding, and object processing.

MICHAEL FRIENDLY (PhD Princeton) *DCP

The development of methods for statistical graphics and data analysis, with particular emphasis on graphical methods for categorical data. History of data visualization. Exploratory data analysis, interactive computing and psychological scaling. See www.math.yorku.ca/SCS/friendly.html.

LAURENCE R. HARRIS (PhD Cambridge) *DCP

The Harrislab multisensory integration laboratory explores the ways in which we combine information from different senses. How do hearing, vision, touch, and sensory information about body movement and position combine to tell us where and when events happen and what the body's current position and orientation is? Techniques include eye and head tracking, psychophysics and virtual reality.

KARI L. HOFFMAN (PhD, University of Arizona)

Face and object perception, learning and memory, decoding of neural population activity. Use of large-scale electrophysiological recordings to track cell assembly formation during behavioral and sleep epochs. Emphasis on untrained behavioral responses and the use of behaviorally-relevant, social stimuli such as faces, facial expressions and vocalizations.

DENISE Y. HENRIQUES (PhD York)

Sensorimotor control and learning; eye, head, limb movements and coordination; vision, haptics, kinesthesia; sensorimotor integration. See www.yorku.ca/deniseh

IAN P. HOWARD (PhD Durham) (Distinguished Research Professor Emeritus) ♦ (Centre for Vision Research)

Human spatial vision, including the study of eye movements, stereoscopic vision, visual-vestibular interactions and spatial orientation in space flight.

SUZANNE E. MacDONALD (PhD Alberta)

Comparative cognition, including learning and memory processes in primate species.

RICHARD F. MURRAY (PhD Toronto)

Visual perception. Psychophysics. Computational and mathematical modelling. 2D and 3D shape. Perceptual organization. Visual attention. Natural scene statistics. Signal detection theory. See www.yorku.ca/rfm

SUSAN MURTHA (PhD Carleton) *DCP

Cognitive neuroscience. Investigating attention and memory (facilitation and/or attenuation) by exploring the neural underpinnings of function through computerized testing procedures or brain imaging in the young, healthy aging population or in those patients at the very early stages of dementia.

HIROSHI ONO (PhD Stanford) (Distinguished Research Professor Emeritus) *HT

Space perception, binocular vision, eye movement.

DAVID M. REGAN (PhD DSc London) (Distinguished Research Professor Emeritus) ♦ FRSC *C, CD, DCP

Human brain research. Visual psychophysics: spatial form vision, figure-ground, depth vision, motion, colour, spatial discriminations. Auditory psychophysics: AM and FM channels, auditory localization, speech perception. Human evoked potentials and magnetic brain responses (sensory), visual and auditory. Somatosensation. Application of visual and auditory psychophysics and brain recording to medicine (multiple sclerosis, Parkinson's disease, glaucoma, amblyopia). Vision in aviation and driving. Eye movements.

JOSÉE RIVEST (PhD Harvard)

Visual perception; shape perception in brain damaged individuals and normals. How different visual attributes such as colour, luminance, texture and motion are integrated together to provide visual analyses.

LAUREN SERGIO (PhD McGill)

Behavioural and fMRI studies of eye-hand coordination; neural mechanisms underlying visually guided reaching in parietal and premotor cortex; control of voluntary movement in neurological patient populations. Web page: www.yorku.ca/lsergio

IRWIN SILVERMAN (PhD Rochester) (Professor Emeritus) ♦ *C, CD, DCP, HT, SP

Human ethology and evolutionary psychology.

JENNIFER STEEVES (PhD York University)

Scene and face processing, psychophysics and neuroimaging in neurological patients and healthy controls.

MARTIN J. STEINBACH (PhD M.I.T.) (Distinguished Research Professor)

Abnormal visual perception and eye movements. Studying the oculomotor control mechanisms of people who have had misaligned eyes (strabismus, or squint) surgically or pharmacologically treated has led to insights about the anatomy of sensory structures in eye muscles and the role they play in telling the brain which way the eyes are pointing. The visual adaptations children make after losing one eye at an early age are also providing insights about the consequences of visual deprivation during critical periods in development. We are also studying changes to visual functioning produced by macular degeneration in aging people.

NEIL WIENER (PhD New York) (Professor Emeritus) ♦

The analyses of sociobiological theories as applied to within and between human group differences.

LAURIE M. WILCOX (PhD Western Ontario) Cross appointed to the Graduate Program in Biology.

Fundamental and applied aspects of stereoscopic (3D) depth perception with a focus on how stereopsis is used in the 'real world'; understanding how the brain achieves such an exquisite depth percept from such complex information; modelling how it is then capable of reconstructing depth in impoverished stimuli.

FRANCES WILKINSON (PhD Dalhousie) *DCP

Visual perception with particular emphasis on face and shape recognition. Involvement of the visual system in migraine.

HUGH WILSON (PhD Chicago)

Psychophysics of form vision and motion perception, face perception, neural modeling of cortical visual function, fMRI brain imaging of human visual cortical areas, nonlinear dynamics.

Clinical Psychology

The following faculty are primarily affiliated with the Clinical Psychology Area. (An * indicates the individual's other area affiliations.)

LYNNE ANGUS (*PhD York*)

Development of a narrative process model and research measure that addresses the contributions of narrative and emotion processes to effective psychotherapy. The role of autobiographical memory narratives to the etiology and treatment of depression.

HARVEY BROOKER (*PhD Indiana*)
(*Professor Emeritus*) ♦

Assessment and dynamically-oriented psychotherapy. Ethics and professional issues.

JOHN EASTWOOD (*PhD Waterloo*) *CD

Explores how the emotional state of an observer, and also the emotional significance of environmental information, influences the deployment of attention. Exploring the experience of boredom, and individual differences that impact on susceptibility to boredom. Focused on gaining a better understanding of basic psychological processes, as well as examining issues that relate more specifically to clinical psychology.

STEPHEN FLEMING (*PhD York*) *SP

Adjustment to loss, particularly the grief of parents following the death of a child. Relationship between grief and trauma; reconstruction when someone we love dies; the role of counterfactual thinking in relieving suffering, preparing for the future, and enhancing the illusion of control in the aftermath of traumatic death.

LUCIA GAGLIESE (*PhD McGill*)

The study of pain across the adult life span. Age differences in the mechanisms, assessment and treatment of postoperative and cancer pain and the role of psychosocial factors, such as distress, gender and cognitive impairment, in pain.

LESLIE S. GREENBERG (*PhD York*)

Psychotherapy process and outcome research with a particular focus on identifying processes of change and relating these to outcome. Empirically supporting experiential therapy with a special focus on the treatment of depression. The role of emotion in therapy and constructivism in the generation of meaning. The development of the principles of a dialectical-constructivist emotion focused therapy for individuals and couples. Psychotherapy integration.

R. WALTER HEINRICHS (*PhD Toronto*) *HT

Clinical research focused on neuropsychological performance and functional outcome in schizophrenia. Interested in the use of neurocognitive data to enhance diagnostic validity, rehabilitation and the search for endophenotypes for the illness. Also has broader theoretical and historical interests in schizophrenia.

JANE IRVINE (*DPhil Oxford*)

The study of the bio-behavioural mechanisms underlying the effects of negative emotions on the cardiovascular system with a specific focus on myocardial ischemia and cardiac arrhythmias. Cognitive-behaviour therapy for promoting health behaviour change (e.g., smoking cessation) and adaptation to illness (e.g., treatment of depression following an acute coronary event). Enhancing adherence to health behaviour change (e.g., smoking cessation, diet, exercise and medication adherence).

JOEL KATZ (*PhD Toronto*)
(*Canada Research Chair*) *CD

Psychological, emotional, and biomedical factors involved in acute and chronic pain with a particular emphasis on (1) understanding the psychological and physiological processes and mechanisms involved in the transition of acute, time-limited pain to chronic, pathological pain; (2) identifying factors involved in the establishment and re-activation of "pain memories" after amputation (phantom limb pain) and other traumatic events; (3) pre-emptive analgesia and other preventive pharmacological interventions designed to minimize acute post-operative pain and to elucidate the mechanisms involved in post-operative sensitization; (4) developing pharmacological and non-pharmacological interventions to minimize pain and stress in hospitalized infants; and (5) gender differences in acute post-operative pain and analgesic consumption.

JENNIFER MILLS (*PhD Toronto*) *SP

Broad area of eating and its disorders from both a social/personality and a clinical psychology perspective. Factors that influence women to undertake or continue dieting, and psychological consequences of restrictive eating. Effects of exposure to thin media images on eating, mood and body image

among female dieters and nondieters. Anxiety, perfectionism, possible selves, body image and social influences on eating.

MYRIAM MONGRAIN (*PhD McGill*) *SP

Vulnerability to depression including the personality styles of dependency and self-criticism, and associated interpersonal behaviours. Transactional models of depression including the dynamics between vulnerable individuals and their social context. Resilience building in those vulnerable to depression is also a current focus.

NORMAN PARK (*PhD Toronto*) *BBCS

Investigates the cognitive and neuropsychological processes associated with perceiving, remembering, and performing goal-directed naturalistic actions. Has a particular interest in the roles of attention and memory. Based on this understanding develops and evaluates methods of neuropsychological rehabilitation of brain-injured individuals.

DAVID W. REID (*PhD Waterloo*) *SP

"Relationship Science:" the integration of intrapsychic (cognitive) and interpersonal processes and how this natural integration can be used to facilitate therapeutic change. Applying complex systems theory to understand the functioning of individuals within relationships such as marriage/committed relationships, organizations and family. The role of psychology in understanding health issues.

DAVID L. RENNIE (*PhD Missouri*) (*Professor Emeritus*) *HT ♦

Qualitative research methods as an implementation of human science and the application of the grounded theory form of qualitative research to the study of the client's experience of psychotherapy.

JILL B. RICH (*PhD Victoria*) *BBCS, DCP

Primary research focus is on different aspects of memory processing (e.g., semantic memory, implicit memory, source memory, prospective memory) and cognition in healthy young individuals, normal aging, and mild cognitive impairment (a transitional stage between healthy aging and dementia). Her clinical work involves neuropsychological assessment, particularly for differential diagnosis of dementia in geriatric populations.

PAUL RITVO (*PhD California School of Professional Psychology*)

Cognitive – behavioural therapy for chronic illness (particularly cancer) delivered via innovative methods (telephone counseling, manuals, website interaction); AIDS prevention in African youth (Uganda, Kenya); preventive oncology (cancer screening, dietary modification, exercise promotion); cross-cultural communication; vaccine delivery, acceptance, development; value-based purchasing and incentive systems for physician performance.

R. SHAYNA ROSENBAUM (*PhD Toronto*)
*BBCS

Studies the organization of different types of memory in the brain using cognitive, neuropsychological, and functional neuroimaging methods. Patient and fMRI studies of recent and remote memory; hippocampal and cortical contributions to episodic, semantic, and spatial memory; representation of theory of mind and the self in prefrontal and temporoparietal cortex.

SHAKÉ TOUKMANIAN (*PhD Utah*) (*Professor Emeritus*) ♦

Analysis and evaluation of psychotherapy process; the differential effect of counsellor style of participation on client levels of perceptual processing; process evaluations of self-schema change; the role of culture in psychotherapy.

KRISTA TROBST (*PhD British Columbia*) *SP

Application of structural models of personality (i.e., interpersonal circumplex and five-factor models of personality) to increasing understanding of mental, physical, and neuropsychological health processes and outcomes. How personality variables affect the physical and psychological problems to which one is most prone, how one copes with these problems, and how these variables affect outcomes. The role of social support processes and how these variables affect relationship satisfaction and the ability to establish and maintain satisfying relationships.

HENNY A. WESTRA (*PhD Western Ontario*)

Individual and contextual determinants of engagement and disengagement in psychotherapy. Motivation for change and Motivational Interviewing as an adjunct to Cognitive Behavioural Therapy (CBT) or integrated with CBT in the management of anxiety disorders. How expectancies influence psychotherapy processes & outcomes. Relational predictors of help-seeking and detection of mood and anxiety disorders in primary care.

Clinical-Developmental Area

The following faculty are primarily affiliated with the Clinical Psychology – Clinical-Developmental Area. (An * indicates the individual's other area affiliations.)

JAMES M. BEBKO (*PhD York*) * BBCS, C, DCP

Cognitive and attention skills in children with autism, developmental disabilities and children who are deaf. Roles of metacognition (awareness of self) and language proficiency (e.g., English or signed systems) in the cognitive development of these groups. Early identification; assessment methods; intervention effectiveness.

YVONNE BOHR (*BSc, Ed.D. Toronto*)

Infants, children and families at risk. Cognitively based interventions at the interface between attachment and parental attributions. Cross-cultural parenting. Cognitive-behavioural interventions for children. Children with special needs.

JENNIFER CONNOLLY (*PhD Concordia*) *C

Peer and romantic relationships in adolescence. Romance and sexuality in early adolescence; intimacy and autonomy development in adolescence romantic relationships; dating violence; school-based prevention of dating violence; peer and media influences on dating violence.

MARY DESROCHER (*PhD Toronto*) *DCP

Neuropsychology. Cognitive, behavioural, and emotional functioning of children with diabetes and epilepsy. Spatial and working memory. Fetal alcohol spectrum disorders and congenital hypothyroidism.

HELEN DOAN (*PhD Queen's*) (*Professor Emeritus*) ♦

Pregnancy; learning in neonates; mother-infant interaction; children's learning.

TIMOTHY MOORE (*PhD S.U.N.Y. Buffalo*)

*BBCS, DCP

Risk and resilience factors in child psychopathology. The reliability of children's courtroom evidence.

ROBERT T. MULLER (*PhD Michigan State*) *C

Child and adult survivors of abuse; effective models for the treatment of psychological trauma; understanding child and adult attachments to help guide appropriate interventions; the role of social support in recovery from abuse.

DEBRA PEPLER (*PhD Waterloo*) *DCP

Children in families at risk; peer relations of aggressive children; bullying and victimization in childhood and adolescence; girls' aggression; prevention and intervention.

ADRIENNE PERRY (*PhD York*)

Assessment/diagnosis of autism and developmental disabilities, evaluation of the effectiveness of interventions (including especially intensive behavioural intervention), and the positive and negative impacts on families in terms of stress and coping (parents and siblings).

REBECCA PILLAI RIDDELL (*PhD University of British Columbia*) *DCP

Exploring the conceptualization of chronic pain in hospitalized infants; understanding how parenting of infants impact health outcomes such as acute pain response; Pediatric psychology.

MAGGIE TOPLAK *PhD (OISE/University of Toronto)*

Assessment, diagnosis and treatment of attention and learning disorders in children and adolescents; understanding how cognitive and affective processes develop in clinical and healthy populations; dual process models of human reasoning in clinical and healthy populations.

MAXINE GALLANDER WINTRE (*PhD York*)
*C, DCP

Social and emotional development in ages ranging from preschoolers to adults. Social development in the areas of advice-seeking and consultant preferences, social support provision, and social relations with parents and peers. New scales tapping perceptions of reciprocity in relations with parents, spouses

and coworkers are being examined for their clinical relevance. Emotional development in the relationship between emotion, cognition and emotion regulation.

Developmental and Cognitive Processes

The following faculty are primarily affiliated with the Developmental and Cognitive Processes Area. (An * indicates the individual's other area affiliations.)

SCOTT A. ADLER (*PhD Rutgers*) *BBCS

Infants' visual, attentional and memory development from a neuroscience perspective. Specific topics include the relation between cognitive processes and young infants' formation of future-oriented expectations for the spatial, temporal, and content information of visual events; the interface between visual expectations and memory processes; development of mechanisms for selective attention and visual search; development of object recognition; and the processes involved in infants' control and execution of eye movements.

ELLEN BIALYSTOK (*PhD Toronto*) *BBCS

Cognitive development and literacy acquisition in monolingual and bilingual children, development of executive processes across the lifespan, and effect of bilingualism on cognitive aging. Methods include studying participants of all ages (4-80 years) using behavioural and imaging techniques.

JOANNA BLAKE (*PhD City University of New York*) (Professor Emeritus) ♦ *BBCS

Prelinguistic development and the relation of babbling, gestures and sensorimotor abilities during infancy to the acquisition of language. Phylogenetic continuity in precursors to language. Cognitive correlates of language impairment. Book reading styles to young children and their relation to language measures.

NICHOLAS J. CEPEDA (*PhD U of Illinois at Urbana-Champaign*)

Life-span developmental changes in factors that underlie cognitive flexibility. Working memory, inhibition and processing speed. Neural and behavioural measures of executive control and error processing. Using cognitive psychology to optimize learning and retention of educational materials. Distributed practice, testing and feedback effects.

VINOD GOEL (*PhD U of California at Berkeley*) *BBCS

Cognitive science and cognitive neuroscience. Understanding the cognitive and neurophysiological structures and processes underlying human reasoning and problem solving abilities. Verbal protocol analysis studies of normal and patient populations, computational modelling, and neuroimaging techniques involving Positron Emission Tomography (PET) and Functional Magnetic Resonance Imaging (fMRI). Bridging the "gap" between cognitive and neurophysiological vocabularies.

JANICE JOHNSON (*PhD York*) *BBCS

Cognitive development, individual differences, and cognitive process analysis. Culture-fair assessment of cognitive capacity in mainstream and special developmental samples (e.g., deaf, gifted, ESL, language delayed); children's intuitive reasoning in mathematics; measurement of executive functions in children and adults; cognitive style and language processing; cognitive-developmental factors in metaphor comprehension; mental arousal/motivation as factors in cognitive performance.

MARIA LEGERSTEE (*PhD Université du Québec à Montréal*) *BBCS

The study of developmental processes that enable changes in the development of infants' and children's understanding of people's minds (Theory of Mind (ToM)) during the first 5 years of life. The mechanism that influence this development; the role social factors play in the development of precursors to ToM, such as maternal interactive skills on the development of intentional communication, attention and emotions during the first year of life. How maternal mental state talk influences child mental state language (gestures and words) and pretense during the second and third year of life, and the effects of maternal discourse and altruistic behavior on mental state awareness and moral reasoning during the 4th and 5th year of life.

JUAN PASCUAL-LEONE (*MD Valencia, PhD Geneva*) (Professor Emeritus) *BBCS, HT ♦

Cognitive development and neuropsychology. Mental attention, working memory, executive functions, intelligence, representation, problem-solving, learning, and their organ-

ismic processes. Methods of task analysis. Epistemology/metatheories of human science. NeoPiagetian research on childhood, infancy, adulthood and aging.

ANNE E. RUSSON (*PhD Montreal*) *BBCS,

Comparative/evolutionary studies of nonhuman primates, especially the great apes (orangutans, chimpanzees) and especially cognitive development. Imitation and other forms of social learning, tool use, ecological problem solving (arboreal and foraging problems), and the evolution of primate and great ape intelligence. Study of various facets of orangutan intelligence and cognitive ecology in free-ranging ex-captive orangutans in Indonesian Borneo.

STUART G. SHANKER (*PhD Philosophy, Oxford*) *HT

Ape language research, origins of language, language acquisition, autism, specific language impairment.

GERALD YOUNG (*PhD Montreal*) *CD ♦

Lifespan developmental theory, including cognitive-affective stages. Pain, post-traumatic stress disorder, and traumatic brain injury — causality considerations. The development of manual lateralization/hemispheric specialization.

History and Theory of Psychology

The following faculty are primarily affiliated with the History and Theory of Psychology. (An * indicates the individual's other area affiliations.)

RAYMOND E. FANCHER (*PhD Harvard*) (Professor Emeritus) *C, SP ♦

History of psychology and psychoanalysis; scientific biography; history and theory of intelligence testing.

CHRISTOPHER D. GREEN (*PhD Toronto*) *BBCS, DCP

History of American experimental psychology (ca. 1880-1930). Ada Lovelace, Charles Babbage, and his Analytical Engine. Research methods and statistics. Development and delivery of electronic research and educational materials (websites, digital video, podcasts, etc.)

ALEXANDRA RUTHERFORD (PhD York) *C

Feminist epistemology and historiography; history of women in psychology; diversity issues in psychology; history of behavioral psychology; B. F. Skinner's system in science and culture; history of clinical psychology and psychological practices; oral history methods; critical and cultural history.

THOMAS TEO (PhD Vienna) *DCP, SP

Critical reflection on the ontology, epistemology, and ethics of psychology from a historical and theoretical point of view. Studies on the history and theory of 19th century German philosophical psychology, the concept of race and racism, critical and postcolonial psychology. Interested in the history of developmental and social theory.

FREDRIC WEIZMANN (PhD Ohio State) (Professor Emeritus) *C, CD ♦

History of child development and psychology, including the influence of eugenics and ideas of race. Normal and atypical development and the influence of evolutionary theory and biology on psychological models of development. Personality theory and its history. The conceptual and historical basis of classification and classificatory systems.

Social and Personality Psychology

The following faculty are primarily affiliated with the Social and Personality Psychology Area. (An * indicates the individual's other area affiliations.)

JAMES E. ALCOCK (PhD McMaster) *C ♦

Credulity, superstition, and belief systems.

MONICA BELCOURT (PhD York)

The impact of human resources management policies, practices, and processes on organizational growth and effectiveness.

ROBERT A. CRIBBIE (PhD Manitoba)

The application of statistics within psychological research. Robust statistical analyses, multiplicity control and the measurement of change. Other statistical application projects or empirical projects applying innovative statistical methods.

CAROLINE DAVIS (PhD York) *BBCS

Aetiological factors in the development of eating disorders, compulsive overeating, and obesity. Issues related to the biological basis of personality and how this relates to disordered eating, and other addictive behaviours, are also considered.

GORDON L. FLETT (PhD Toronto) *C, DCP

The roles of trait perfectionism and perfectionistic self-presentation in personal adjustment, psychosocial functioning, and health problems. The associations among personality, coping, stress, and distress in adolescents, middle-aged individuals, and the elderly.

DAVID B. FLORA (PhD University of North Carolina at Chapel Hill)

The development and application of quantitative methods for psychological research, particularly psychometric methods and longitudinal data analysis; substance use and abuse, developmental risk and resilience, and personality assessment.

ESTHER GREENGLASS (PhD Toronto)

Social psychology, health related fields. Work stress, burnout, coping, psychosocial factors and rehabilitation, and psychological effects of SARS in nurses. Coping, social support and health, especially interested in applying a new scale, "The Proactive Coping Inventory" to a variety of different populations.

MICHAELA HYNIE (PhD McGill)

Values, social norms and cross-cultural research pertaining to sexuality, health, and close relationships. Self-conscious emotions and their role in behaviour and behavioural intentions.

KERRY KAWAKAMI (PhD Toronto)

The automatic activation of associations related to social categories including stereotypes, prejudice, automatic behaviors, approach avoidance tendencies, and emotions. The implication of these associations for responding to target category members and the self. Strategies to reduce these activations.

PAUL KOHN (PhD Harvard) (Professor Emeritus and Senior Scholar) *C ♦

Stress, adaptive coping, and health.

RICHARD N. LALONDE (PhD Western Ontario) *C

Social psychology of intergroup relations with a focus on issues of ethnic, cultural, and national identity. Responses to discrimination, immigrant acculturation, and bicultural identification.

CLARRY LAY (PhD Western Ontario) (Professor Emeritus) ♦

Development and correlates of procrastination and the big-five factors conscientiousness and agreeableness with adults and younger primary school children. Ethnic identity, personal and collective self, acculturation and acculturation-specific daily hassles, and family allocentrism.

DOUG McCANN (PhD Western Ontario) *C, DCP

Social information processing and social-cognitive models. Aspects of the self, depression, and interpersonal communication.

IAN MCGREGOR (PhD Waterloo)

Experimental research on how personality interacts with the social cognition and cerebral hemisphericity of approach/avoidance motives, uncertainty, self-threat, insecurity, alcohol intoxication, pride, meaning, conviction, group-identification, meditation, religious belief, and zealous extremism.

SANDRA W. PYKE (PhD McGill) (University Professor) (Professor Emeritus) *C ♦

The impact of a "chilly climate" on women's experience of graduate education; mentoring; history of the influence of feminism on Canadian psychology; violence against women, feminist methodology.

ERIN C. ROSS (PhD Western Ontario) *BBCS, C

How psychologists conceptualize and research lesbian, gay, bisexual and transgender experience. Stereotypes of sexual assault and childhood sexual abuse survivors.

REGINA A. SCHULLER (PhD Western Ontario)

Research focuses generally on behavioural assumptions in the law, and specifically on the behaviour of various decision makers (e.g., juries, police). Considerable work done on decision making processes of decision makers in cases involving violence against women (sexual assault, battered women). More recent work examines the impact of racial bias and legal strategies for curbing its influence (e.g., challenge for cause).

JENNIFER STEELE (PhD Harvard)

Stereotyping, prejudice, and discrimination from the target's perspective. How people combat the effects of negative self-relevant stereotypes in academic settings. How stereotypes are activated and inhibited in impression formation. The development of gender/racial stereotypes and beliefs in children, examined from a social cognitive perspective.

C. WARD STRUTHERS (PhD Manitoba)

Social cognition or how people make sense of themselves and other people. Social and organizational psychology, including attributions, social motivation, forgiveness, coworker interactions, and decision making.

DAVID L. WIESENTHAL (PhD S.U.N.Y. Buffalo)

Psychological aspects of driving; human needs and psychological dimensions of housing; scientific racism; violence and explanations of criminality. Ethics and societal values influencing research practice as well as strong interest in applied psychology.

ADJUNCT FACULTY

N. Anderson (PhD Toronto)
 L. Atkinson (PhD York)
 M. Bagby (PhD York)
 G. Bean (PhD Toronto)
 S. Bryson (PhD McGill)
 D. Casenhiser (PhD U. of Illinois)
 L. Cohen (PhD Pennsylvania)
 N.J. Cohen (PhD McGill)
 E. Cole (PhD Toronto)
 J. Finegan (PhD York)
 N. Freeman (PhD York)
 J. Goldberg (PhD Waterloo)
 J. Granic (PhD Toronto)
 R.E. Gray (PhD Toronto)
 J. Jutai (PhD U.B.C.)
 A.H. Kovacs (PhD Memphis)
 M. Lalumiere (PhD Queen's)
 S. Landy (PhD Saskatchewan)
 M. Lewis (PhD Toronto)
 M. Lovett (PhD McGill)
 D. McCreary (PhD Kent, England)
 T. McFarlane (PhD Toronto)
 P. McGrath (PhD Maryland)
 S. McMain (PhD York)
 R. Nolan (PhD Carleton)
 D. Nussbaum (PhD Waterloo)
 N. Perlman (PhD Toronto)
 N. Rector (PhD York)
 G. Rodin (PhD Manitoba)
 J. Rovet (PhD Toronto)

Z. Segal (PhD Queen's)
 A. Troyer (PhD U.B.C.)
 W. Ungar (PhD Toronto)
 C. Wekerle (PhD U. of Western)
 K. Zucker (PhD Toronto)

APPLIED PRACTICUM SUPERVISORS FOR THE CLINICAL AREA

Jeff Abracen
 Deborah Azoulay
 Norma Baum
 M. Bell
 Gale Bildfell
 Ray Blanchard
 Bruce Christensen
 Jeanette Collier
 R. Deutsch
 P. Gardner
 Ed Glassman
 G. Grace
 Joseph Klancnik
 L. Korman
 Ken Kwan
 Mark Lau
 Carolina McBride
 Linda McLean
 Shelly McMain
 Heather McNeely
 Judy Oleniuk
 M. Olmstead
 Bryan Phillips
 Jaan Reitav
 K. Scapinello
 M. Schwartz
 Isaac Smith
 Karen Solomon
 P. Szabo

Supporting Institutions for the Clinical Area

- Canadian Memorial Chiropractic College
- Centre for Addiction and Mental Health
- Correctional Services of Canada
- Counseling and Development Centre, York University
- Hamilton Program for Schizophrenia
- Lakeridge Health Oshawa
- London Health Sciences Centre
- Markham Stouffville Family Life Centre
- Muki Baum Association for the Rehabilitation of Multi-handicapped Inc.
- North York General Hospital, Adult Mental Health Program

- North York General Hospital, Branson Division
- Ontario Correctional Institute
- Scarborough General Hospital, Child and Family Clinic
- Southlake Regional Health Centre
- Toronto East General Hospital, Neuropsychology
- Toronto Hospital, General Division
- University Health Network, Princess Margaret Hospital
- University Health Network, Toronto General Hospital
- University of Toronto, Counselling and Learning Skills Service
- West Coast Psychological Services
- York County Hospital, Adult Mental Health

APPLIED PRACTICUM SUPERVISORS FOR THE CLINICAL DEVELOPMENTAL AREA

(All are members of the College of Psychologists of Ontario)

J. Andres-Lemay
 M. Barrera
 R. Ben-Knaz
 M. Bigel
 C. Clancy
 R. Condillac
 J. Cooperman
 M. Dick
 A. Eastwood
 T. Epstein
 W. Ford
 K. Ghelani
 C. Granastein
 C. Kowalsky
 A. Lees
 K. Leitner
 J. Metsala
 S. Minsky
 R. Mitchell
 J. Quintall
 C. Root
 J. Saltzman-Benaiah
 T. Skilling
 L. Sugar
 P. Tobin
 D. Warling
 P. Wilansky-Traynor
 J. Worling
 K. Zucker

Supporting Institutions for the Clinical Developmental Area

There are many institutions and agencies affiliated with the Graduate Program in Psychology in which practica may be completed and thesis data collected. These include:

- Aisling Discoveries Child & Family Centre
- Bloorview-MacMillan Children's Centre
- Centre for Addiction and Mental Health
- Halton Child & Youth Services
- Hamilton-Wentworth Mental Health Centre
- Integra Foundation
- Lakeridge Health Corporation, Oshawa
- Southlake Regional Health Centre, Newmarket
- Surrey Place Centre
- The Hospital for Sick Children
- Thistletown Regional Centre
- Toronto District School Board
- Toronto District Catholic School Board
- Toronto Western Hospital
- York Region District School Board

As noted earlier, students in the two Clinical Programs are required to complete an accredited internship at the end of their PhD program, usually outside Toronto. Further information can be obtained on these settings and the application process by visiting the websites of the Association of Psychology Postdoctoral and Internship Centers (www.appic.org) and the Canadian Council of Professional Psychology Programs (www.ccppp.ca).

FACILITIES

Most of the facilities for the Graduate Program in Psychology are located on the main York campus, in the Behavioural Sciences Building. The laboratory space and equipment at York provide excellent facilities for a wide range of experimental research. The building also houses clinical and child-study centres, as well as the Donald O. Hebb Computer Lab, a full-fledged network (LAN) consisting of 44 work stations, three laser printers and two print servers. The network has direct access to all parts of the York University Network and, via gateways, to networks outside of York University. One cubicle houses a multimedia workstation with an attached CD-ROM, sound card, flatbed scanner and accompanying software. The computer lab has a full range of statistical software (SPSS, SAS, S-Plus, AMOS, JMP IN etc.) as well as the standard MSOffice suite and a number of other software packages (E-Prime, EQS, Frontpage, Canvas Deneba, MATLAB/MatVis, NVivo etc.). Graduate students have access to the Donald O. Hebb lab seven days a week, 24 hours a day.

CPA AND APA ACCREDITATION INFO

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

Dr. Arcangelo Caputo,
Registrar, Accreditation Panel

Ms. Ann Marie Plante,
Accreditation Assistant Accreditation Office
Canadian Psychological Association
141 Laurier Ave. W., Suite 702
Ottawa, Ontario K1P 5H3
Tel: 1 888 472 0657 (Ms. Plante, ext. 328)
accreditation@cap.ca
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Susan F. Zlotlow, PhD, Director
Program Consultation and Accreditation
American Psychological Association (APA)
750 First Street, NE
Washington, DC 20002-424 U.S.A.
Tel: 202 336 5979
apaaccred@apa.org
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

HOW TO CONTACT US

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