

Faculty of Health
Department of Psychology
PSYC 2030 3.0 A: INTRODUCTION TO RESEARCH METHODS
Tuesdays from 2:30p to 5:30pm in SLH-D
Fall 2022/2023

Instructor and T.A. Information

Instructor: Raymond A. Mar [he/him]

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Office Hours: By Appointment

Email: mar@yorku.ca

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Office	Online via Zoom	Online via Zoom
Office Hours	by Appointment	Tuesdays, Noon to 1:30pm

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

Course Description

This course will introduce students to the scientific method and various forms of research design, including case studies, correlational, and experimental approaches. The strengths and weaknesses of these different approaches to research will be discussed. At the end of this course, students should be able to locate empirical psychological research reports, comprehend them, and evaluate them critically. More specifically, students will be able to evaluate different forms of measurement, understand issues pertaining to sampling and sample size, be able to apply the concepts for basic statistical tests, and evaluate the ethical issues surrounding a research study.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Distinguish between experimental and non-experimental designs.
2. Demonstrate critical thinking in identifying strengths and weaknesses of different research designs
3. Define hypotheses, independent and dependent variables, validity and reliability.
4. Demonstrates an ability to locate and identify valid, credible, and rigorous psychological research.

5. Identify the problems that arise during sampling, measurement, and making inferences from data
6. Understanding ethical obligations of researchers.

Specific Learning Objectives / Topics Covered

1. Basics of the scientific method
2. Finding scientific articles
3. Understanding the methods in a scientific article
4. Samples and populations
5. Measurement (reliability, validity, measurement error)
6. Basics of descriptive & inferential statistics
7. Case studies
8. Observational studies (naturalistic & participant)
9. Correlational survey studies
10. Qualitative studies
11. Basics of experimental & quasi-experimental designs
12. Experimental control (threats to internal and external validity)
13. Research ethics and questionable research practices

Required Text

- Cozby, P. C., Mar, R. A., & Rawn, C. D. (2020). *Methods in Behavioural Research* (3rd Canadian Ed.). Toronto, CA: McGraw-Hill Education.
eBook is available:
www.mheducation.ca/methods-in-behavioural-research-9781259654770-can-group

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
6 Weekly Assignments	September 20 to November 1	20%
Research Participation (URPP)	September 12 to December 13	2%
Term Test 1	October 4	25%
Term Test 2	November 8	33%
Term Test 3	December 6	20%
Total		100%

Description of Assessments

Weekly Assignments: Assignments will be given at the end of the first 6 lectures, to be completed before the following lecture or whenever else noted. These assignments will include, but are not limited to, completion of online quizzes, small written assignments, and library searches.

Altogether, these 6 assignments will be worth 20% of the total, but will differ in individual value (e.g., A1–A3, A5 = 3%, A4 & A6 = 4%).

Tests: Tests will consist of multiple-choice and short-answer questions.

Research Participation: In order to earn 2% of your final grade you will complete either 2.0 credits worth of studies through the URPP. Each 15 minute study is worth 0.25 credits, with in-person studies worth an extra 0.5 credits (e.g., 1 hour in-person study is worth 1.5 credits). Earning 2.0 credits could mean, for example, 4 online studies 30 minutes in length each, or 2 in-person studies

that are 30 minutes (or 1 in-person study of an hour, for 1.5 credits, and then a 30 minute online study for the remainder). There is also a paper option for those who would prefer not to participate in research.

Please see the URPP website for detail:

www.yorku.ca/health/psychology/research/undergraduate-research-participant-pool/

The deadline to sign up for the paper-stream is October 17th, 2022 and the paper must be submitted by December 10th.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

The following allows for conversion between letter-grades and percentages:

<u>Percentage</u>	<u>Grade</u>	<u>Description</u>
90 - 100	A+	Exceptional
80 - 89	A	Excellent
75 - 79	B+	Very Good
70 - 74	B	Good
65 - 69	C+	Competent
60 - 64	C	Fairly Competent
55 - 59	D+	Passing
50 - 54	D	Marginally Passing
40 - 49	E	Marginally Failing
0 - 39	F	Failing

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2022-2023](#)

Missed Tests/Midterm Exams/Late Assignments:

For any missed tests, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). **Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed tests.**

In addition, to the online form, students with a documented reason for a missed test MUST submit official documentation (e.g. [Attending Physician Statement](#)).

Late Assignments. **Assignments received after the deadline will be given a grade of 0. There are no exceptions (e.g., enrolling late).**

Missed Tests. Students who miss a test due to illness or severe distress must **e-mail the instructor and TA within 24 hours**, and follow the Faculty of Health guidelines for missed tests or examination. Exams missed on the grounds of medical circumstances must be

supported by an Attending Physician’s Statement. Also acceptable is a statement by a psychologist or counselor. Students are not expected to disclose the nature of the illness, but the document must specify (1) the date of consultation, (2) contact information for the health provider, and (3) a statement that the student would not have been able to attend class (or write a test/exam) during the relevant period of time. For other types of emergencies, appropriate official documentation must also be provided (e.g., death certificate, obituary notice, automobile accident report; notes from parents and relatives will not be accepted). **The documentation must be dated on the same day of the exam/test or earlier, or it will not be accepted.** This documentation should be placed in the instructor’s mailbox (main floor of BSB) and sent as a PDF/JPG via e-mail. **Failure to provide appropriate documentation for a missed test will result in a grade of 0.**

If this missed test is prior to the drop date, regardless of reason, the student has waived the right to have a specific percentage of graded feedback available to them prior to the drop date.

If appropriate documentation is provided, then the other tests may be re-weighted or the student may have to write a make-up test or complete a make-up assignment. Please note that the make-up test or assignment may not resemble the original test, but instead be a series of essay questions or a take-home essay assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-2023 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 17
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - Apr. 11	March 18 - Apr. 11

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as “W”. The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Electronic Device Policy

Students are forbidden from using their cellphone during lectures. If you must use your phone during a lecture, please leave the classroom to do so.

Past research has shown that taking notes by hand results in better retention of material and better performance on tests and exams. Students are encouraged to avoid using laptops for note-taking. If laptops are employed, WiFi must be disabled and the laptop can only be used for note-taking purposes. Multi-tasking, such as checking Facebook and other sites, during class is prohibited. Past research has found that multi-tasking with a laptop results in poorer course grades, not just for the person doing the multi-tasking but for those sitting behind and within view of the screen. Be considerate to others and do not multi-task if you choose to use a laptop. Along similar lines, if someone's laptop-use is distracting you, feel free to ask this person to stop. This behavior is not only prohibited, it is negatively impacting your ability to learn the material and do well in this course. In order to reduce the negative impact on peers, those using laptops are asked to please sit in the back row so as to not distract other students.

Attendance Policy

If you want to get a good mark in this class, you will need to attend all lectures. You cannot expect to receive a decent mark in this course if you are not present for lectures.

Policy Regarding E-mail Etiquette

Formal norms exist for e-mail communication in a professional setting, such as at a University or in a workplace. Learning these norms is important because violating them will often result in creating a poor impression. Here are some tips for how to make a good impression when you e-mail a professor or TA:

- **Before you write, read the syllabus carefully** to make sure the information you need isn't there.
- Avoid informal language or slang.
- Be sure that your e-mail contains proper spelling, grammar, and punctuation.
- Take the time to think out your question before writing. Be clear and concise.
- Write your e-mail far in advance of when you need the answer (see below for details).

Here are some examples of good and bad e-mails, courtesy of Dr. Joni Sasaki (University of Hawai'i at Mānoa):

Good e-mail:

Dr. Sasaki,

I hope all is well and that you are enjoying your weekend. I have been looking over my past assignments, and I was wondering if I could make an appointment to see you to discuss how I can improve for my presentation and final paper. Tuesdays and Wednesdays would be the best days for me. Looking forward to hearing from you.

- [Student's name, Student number]

Bad e-mail:

hey prof, i was wondering if i could come and see you tmrw? i just started working on my presentation and ran into some problems and im kind of confused as to what i should do in regards to my topic.thx

SPECIFIC POLICIES

The full **course code (with section; e.g., PSYC 2030 A) must appear in the subject-heading** of all e-mails, to prevent messages from being discarded as spam. As well, all e-mails should begin with a salutation or address indicating to whom the message is directed (e.g., “Dr. Mar”) and close with your full name and student number (e.g., “John Smith, 211995552”). Please **format your e-mails properly, if you expect them to be answered**. Students can expect a response to a legitimate inquiry within 48 hours, not including weekends. If you don’t receive a reply in this time period, please re-send your message.

Please read the syllabus closely before asking a question via e-mail. Questions that are answered in the syllabus will be given low priority.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York](#)

[University Accessibility Hub](#) is your online stop for accessibility on campus. The Accessibility Hub provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 2030 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Date	Lecture/Reading	Assignment
Sept. 13 Week 1	0: Course Introduction and Overview 1: How to Think like a Scientist and Why you Should > How do we learn about the world? <u>Chapter 1 sections:</u> Chapter 1 Intro Scientific Understanding of Behaviour Why Study Research Methods? Methods of Acquiring Knowledge Intuition Authority > The scientific approach to learning about the world <u>Chapter 1 sections:</u> The Scientific Method: Be Skeptical, Seek Empirical Data Science As a way to Ask and Answer Questions Goals of Scientific Research in Psychology Describing Behaviour Predicting Behaviour Determining the Causes of Behaviour Explaining Behaviour	

<p>Sept. 20 Week 2</p>	<p>2: Asking Questions and Looking for Existing Evidence > Developing questions about the world that can be answered through science <u>Chapter 2 sections:</u> Chapter 2 Intro Where Do Research Ideas Come From? Questioning Common Assumptions Observation of the World around Us Practical Problems Theories Past Research Developing Hypotheses and Predictions > Understanding the evidence of answers that science has already provided <u>Chapter 2 sections:</u> How Do We Find out What Is Already Known? What to Expect in a Research Article Other Types of Articles: Literature Reviews and Meta-analyses Reading Articles > Finding scientific evidence <u>Chapter 2 section:</u> Where Are These Articles Published? An Orientation to Journals and Finding Articles</p>	<p>Weekly Assignment due</p>
<p>Sept. 27 Week 3</p>	<p>3: Who to Collect Information From? > Introducing correlational and experimental research <u>Chapter 4 sections:</u> Chapter 4 Intro Introduction to Basic Research Design Variables Two Basic Research Designs Operationally Defining Variables: Turning Hypotheses into Predictions > Understanding a population by sampling a subset of it <u>Chapter 7 sections:</u> Interpreting Survey Results: Consider the Sample Population and Samples For More Precise Estimates, Use a Larger Sample To Describe a Specific Population, Sample Thoroughly > Different ways of sampling a population <u>Chapter 7 sections:</u> Sampling Techniques Probability Sampling Non-probability Sampling Reasons for Using Convenience Samples 4: Making Measurements to Gather Information > Self-report questionnaires and the reliability of measures <u>Chapter 5 sections:</u> Chapter Intro Self-Report Measures Reliability Test-Retest Reliability Internal Consistency Reliability</p>	<p>Weekly Assignment due</p>

	<p>Inter-rater Reliability Reliability and Accuracy of Measures > The validity of measures <u>Chapter 5 sections:</u> Validity of Measures Indicators of Construct Validity Reactivity of Measures > Different types of measurement scales <u>Chapter 5 sections:</u> Variables and Measurement Scales Nominal Scales Ordinal Scales Interval Scales Ratio Scales The Importance of the Measurement Scales</p>	
Oct. 04 Week 4	Term Test 1 (25%)	Weekly Assignment due
Oct. 11	* READING WEEK*	
Oct.18 Week 5	<p>5: Describing and Understanding Information, and Different Ways of Gathering Information > Descriptive Statistics: Describing Variables & the Relations Among Them <u>Chapter 12 sections:</u> Revisiting Scales of Measurement Describing Each Variable Graphing Frequency Distributions Descriptive Statistics > Research Design Fundamentals <u>Chapter 4 sections</u> Non-experimental Method Relationships between Variables Interpreting the Results of Non-experimental Designs Experimental Method Designing Experiments That Allow for Causal Inferences Choosing a Method: Advantages of Multiple Methods Artificiality of Experiments Ethical and Practical Considerations Describing Behaviour Predicting Future Behaviour Advantages of Multiple Methods</p> <p style="text-align: center;">6: Gathering Information through Observation</p> <p>> Studying the world by observing it systematically <u>Chapter 6 sections:</u> Chapter 6 Intro Quantitative and Qualitative Approaches Naturalistic Observation Issues in Naturalistic Observation Systematic Observation Coding Schemes Issues in Systematic Observations</p>	Weekly Assignment due

	<p>> Studying the world through individuals or information left behind</p> <p><u>Chapter 6 sections:</u> Case Studies Archival Research Census Data or Statistical Records Survey Archives Written Records and Mass Media Working with Archival Data: Content Analysis and Interpretation</p>	
Oct. 25 Week 6	<p>7: Gathering Information through Questioning</p> <p>> The advantages of creating good survey questions</p> <p><u>Chapter 7 sections:</u> Chapter 7 Intro Why Conduct Surveys? Response Bias in Survey Research - Don't Read Struck Out Sections Constructing Good Questions Defining the Research Objectives Question Wording</p> <p>> Developing a questionnaire and different types of survey items</p> <p><u>Chapter 7 sections:</u> Responses to Questions: What Kind of Data Are You Seeking? Closed- versus Open-Ended Questions Rating Scales for Closed-Ended Questions Finalizing the Questionnaire Formatting the Questionnaire Refining Questions Administering Surveys Questionnaires</p> <p>> Interviewing people</p> <p><u>Chapter 7 section:</u> Interviews</p> <p>Using statistics to describe the results of survey studies</p> <p><u>Chapter 12 sections:</u> Describing Relationships among Continuous Variables: Correlating Two Variables Interpreting the Pearson r Correlation Coefficient Scatterplots Important Considerations</p>	Weekly Assignment due
Nov. 01 Week 7	<p>8: Gathering Information through Experimentation</p> <p>> Introducing the logic of experiments</p> <p><u>Chapter 8 sections:</u> Chapter 8 Intro Confounding and Internal Validity Planning a Basic Experiment</p> <p>> Experiments with different people in each condition</p> <p><u>Chapter 8 sections:</u> Between-Subjects Experiments Pretest-Posttest Design Matched Pairs Design</p> <p>> Experiments with the same people in each condition</p> <p><u>Chapter 8 sections:</u> Within-Subjects Experiments Advantages and Disadvantages of the Within-Subjects Design Counterbalancing</p>	Weekly Assignment due

	<p>Time Interval between Treatments Choosing between Between-Subjects and Within-Subjects Designs > Additional forms of control for experiments <u>Chapter 9 sections:</u> Advanced Considerations for Ensuring Control Controlling for Participant Expectations Controlling for Experimenter Expectations <u>Chapter 10 section:</u> Threats to Internal Validity > Using statistics to describe the data from experiments <u>Chapter 12 sections:</u> Describing Relationships Involving Nominal Variables Comparing Groups of Participants Graphing Nominal Data Describing Effect-size Between Two Groups Correlation Coefficients as Effect-Sizes</p>	
Nov. 08 Week 8	Term Test 2 (35%)	
Nov. 8	Last date to withdraw without receiving a grade	
Nov. 15 Week 9	<p>9: Making Comparisons when Experiments are Impossible > Studying a single group with quasi-experiments <u>Chapter 10 sections:</u> Chapter 10 Intro Program Evaluation Quasi-Experimental Designs One-Group Posttest-Only Design One-Group Pretest-Posttest Design Threats to Internal Validity in One-Group Pretest-Posttest and Experimental Designs > Quasi-experiments with complex designs <u>Chapter 10 sections:</u> Summing Up Quasi-Experimental Designs Single Case Experimental Designs Reversal Designs Multiple Baseline Designs Replications in Single Case Designs > Studying developmental processes with longitudinal and cross-sectional designs <u>Chapter 10 sections:</u> Developmental Research Designs Longitudinal Method Cross-Sectional Method Comparing Longitudinal and Cross-Sectional Methods Sequential Method</p>	
Nov. 22 Week 10	<p>10: Making Inferences based on the Information Gathered > Using statistics to try and make inferences about populations based on data from samples <u>Chapter 13 sections:</u> Chapter 13 Intro Inferential Statistics: Using Samples to Make Inferences about Populations Inferential Statistics: Ruling Out Chance Statistical Significance: An Overview Null and Research Hypotheses</p>	

	<p>Probability and Sampling Distributions Probability: The Case of Mind Reading Sampling Distributions Sample Size How “Unlikely” Is Enough? Choosing a Significance Level (Alpha) > Possible errors when reasoning about populations based on sample data <u>Chapter 13 sections:</u> We Made a Decision about the Null Hypothesis, but We Might Be Wrong! Investigating Type I and Type II Errors Correct Decisions Type I Errors Type II Errors The Everyday Context of Type I and Type II Errors Type I and Type II Errors in the Published Research Literature > Interpreting a null result, considering sample size, and using software <u>Chapter 13 sections:</u> Interpreting Statistically Non-significant Results Choosing a Sample Size: Power Analysis Analyzing Data Using Statistics Software > Reconciling the description of sample data, and making population inferences based on sample data <u>Chapter 13 sections:</u> Integrating Descriptive and Inferential Statistics Effect-Size Confidence Intervals and Statistical Significance Conclusion Validity The Importance of Replications</p>	
<p>Nov. 29 Week 11</p>	<p style="text-align: center;">11: The responsibilities of Being a Scientist</p> <p>> History and context of ethical research <u>Chapter 3 sections:</u> Chapter 3 Intro Were Milgram’s Obedience Experiments Ethical? Ethical Research in Canada The Tri-Council and Its Policy Statement Historical, Legal, and International Context > Core principles of conducting research ethically <u>Chapter 3 sections:</u> Core Principles Guiding Research with Human Participants Designing Research to Uphold the Core Principles Promote Concern for Welfare by Minimizing Risks and Maximizing Benefits Promote Respect for Persons through Informed Consent Alternatives to deception, role playing, simulation studies, Honest Studies Promote Justice by Involving People Equitably in Research Evaluating the Ethics of Research with Human Participants > The actual practice of ethical overview for research <u>Chapter 3 sections:</u> Monitoring Ethical Standards at Each Institution Exempt Research Minimal Risk Research</p>	

	<p>Greater Than Minimal Risk Research > Being an ethical scientist across all aspects of one's work <u>Chapter 3 sections:</u> Professional Ethics in Academic Life Ethics Codes of the APA and CPA Scientific Misconduct and Publication Ethics Plagiarism and the Integrity of Academic Communication 12: What can We Learn from the Information We've Gathered? > What can we learn about the world from our research? <u>Chapter 14 sections:</u> Chapter 14 Intro Challenges to Generalizing Results Can Results Generalize to Other Populations? Can Results Generalize beyond the Specific Study Situation? > Increasing the confidence in what we have learned about the world from our research <u>Chapter 14 sections:</u> Solutions to Generalizing Results Replicate the Study Consider Different Populations Examine the Influence of Group Membership using Factorial Designs Rely on Multiple Studies to Draw Conclusions: Literature Reviews and Meta-analysis > Taking what you've learned and applying it <u>Chapter 14 sections:</u> Generalizing Your Knowledge beyond This Book Recognize and Use Your New Knowledge Stay Connected to Building a Better Psychological Science Use Research to Improve Lives</p>	
Dec. 06 Week 12	Term Test 3 (20%)	

Calumet and Stong Colleges' Student Success Programming

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.

- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.