GRADUATE PROGRAM
IN
PSYCHOLOGY
2024-2025
HANDBOOK

Behavioural Sciences Building, Room 297
4700 Keele Street
Toronto, Ontario
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416-736-5290
https://www.yorku.ca/gradstudies/psychology/

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Welcome from the Dean, Faculty of Graduate Studies

Dr. Alice MacLachlan • Dean and Vice-Provost Graduate
Office of the Dean, Faculty of Graduate Studies

Welcome to the Faculty of Graduate Studies (FGS) at York University!

Graduate school is a transformative experience. Whether your passion lies in cutting-edge research, artistic creation, professional development, or social endeavor, there is a place for you in our graduate community.

Graduate study and postdoctoral research at York have distinct characteristics that are hard to miss. We are a global microcosm, with over 6,000 graduate students representing some 110 countries. We conduct leading-edge research, producing and communicating new knowledge aimed at social justice, equity, and a better, more sustainable future. As an institution, we are invested in connecting communities – whether internally, across graduate programs, or externally, with our local, national, and global partnerships. Our research centres and institutes draw top scholars from across Canada and around the world, facilitating cross-disciplinary collaboration above and beyond our already rich array of programs.

In fact, collaboration describes best the ethos of teaching and learning at York, whether in the lab, seminar, or studio. At York, students support each other, even when challenging one another's ideas. Professors care about what they teach – and also how they teach, and to whom. The fierce energy of our research culture shapes dynamic learning environments, found around campus, online, and around the world. We balance rigor with flexibility, and we recognize that graduate school is the next step on a journey you have already begun. At York we take a holistic approach to student support, promoting your academic and research excellence, professional development, and wellbeing.

For proof of this approach – look no further than our graduates, who have gone on to explore diverse and exhilarating careers, including the head of the Canadian Space Agency, the leader of Canada's Official Opposition, the host of Discovery Channel's Daily Planet, the President of Toronto Metropolitan University, the chief planner for the City of Toronto, the CEO of Cineplex, and leading researchers and teachers in every major field.

With one of the largest and finest cohorts of graduate students in the country, York's Faculty of Graduate Studies provides the supports necessary for a first-rate student experience. Come and join us; we can't wait to support you on your journey.

Dean and Vice-Provost Graduate,

Faculty of Graduate Studies

Welcome from the Graduate Program Director

Welcome to the Graduate Program in Psychology! We are very glad that you have joined us. We are York's oldest and largest graduate program, and our size and diversity make us special. Whatever your interests are, you will find faculty and fellow graduate students who share them and from whom you can learn. Through your graduate years, you will gain new skills, meet new challenges, and make new friends.

We in the grad office - Lori, Freda, Alice, and myself - are there to help you every step of the way. Our office is a one-stop shop to answer all your questions, help you with paperwork, provide advice, cheer you on, and celebrate your accomplishments… all with a smile and usually with free snacks!

We look forward to seeing you soon!

Dr. Adrienne Perry
Graduate Program Director

INTRODUCTION

Psychology was the first graduate program to be established at York University and currently is one of the university's largest programs. Our 80 faculty members include those who are also members of other graduate programs such as Biology, Computer Science, Kinesiology and Health Science, Philosophy, and Gender, Feminist & Women's Studies. Faculty members are also associated with the following research units at York University; the Centre for Vision Research, LaMarsh Centre for Child and Youth Research, the Centre for Refugee Studies, and the Centre for Feminist Research. In addition to its regular faculty members, presently 70 adjunct faculty members (e.g., researchers from local hospitals serving on students' thesis committees) are affiliated with the Program.

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

GENERAL INFORMATION, ORGANIZATION AND ADMINISTRATION

The Graduate Program Office

The Graduate Office in 297 BSB is your first point of contact for information on academic advising, administrative problem-solving, financial questions regarding funding, forms for scheduling defenses, petitions, and submitting proposals, as well as many of the other various tasks you will complete during graduate school. We will be a friendly presence on your journey through graduate school and we are happy to provide administrative and social support. Come see us during work hours (8:30 a.m. to 4:30 p.m.). Your Graduate Team: Lori Santos, Freda Soltau, Alice Liu, and Dr. Adrienne Perry. Our contact information is under Useful Contact Information.

The Graduate Program Director (GPD)

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

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

The Graduate Program Executive Committee

The Faculty of Graduate Studies (FGS) requires each Graduate Program to have an executive committee chaired by the GPD. The Graduate Program Executive Committee recommends policy to the Program as a whole and seeks to co-ordinate the work of the Program's seven specialty Areas in relation to the overall Program. The Committee includes the GPD, the Department Chair, the seven Area Heads, and two graduate students elected from the graduate student body at large (with one being a student representative on FGS Council).

The GPD and one of the faculty members serve on the FGS Council. There is also a grad student representative on the Faculty of Health Council.

The Graduate Program Faculty Members

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

For faculty, membership in the Graduate Program in Psychology requires satisfying the criteria of FGS, and then being nominated by the Program Director, approved by the Dean of FGS, and appointed by the Board of Governors. Regular members of the Program are employees of the University. Adjunct members are employed outside it. The criteria for regular and adjunct members are the same with respect to research background. Nevertheless, only regular members are allowed to assume sole responsibility for supervising MA theses and PhD dissertations and to conduct the business of the Program. However, adjunct members may co-supervise theses and dissertations and sit on students' thesis and dissertation committees. Clinical practicum supervisors may or may not be employees of the University but are not members of graduate faculty. Their role is restricted to this clinical supervisory activity.

Areas of Specialization

The Graduate Program comprises seven Areas:

- Brain, Behaviour and Cognitive Sciences (BBCS) -- Dr. Peter Kohler, Area Coordinator until June 30, 2027
- Clinical (C) -- Dr. Jennifer Mills, Director of Clinical Training until June 30, 2025
- Clinical-Developmental (CD) -- Dr. Jonathan Weiss, Director of Clinical Training until June 30, 2027
  *Clinical Neuropsychology Stream (CNS) -- Dr. Mary Desrocher, Area Coordinator until June 30, 2025
- Developmental Science (DS) -- Dr. Thanujeni Pathman, Area Coordinators until June 30, 2026
- Historical, Theoretical, and Critical Studies of Psychology (HTC) -- Dr. Christopher D Green, Area Coordinator until June 30, 2026
- Quantitative Methods (QM) -- Dr. David Flora, Area Coordinator until June 30, 2025
- Social and Personality (SP) -- Dr. Amy Muise, Area Coordinator until June 30, 2026

Each incoming student is accepted by a particular Area in keeping with their interests indicated at the time of applying to the Program. More details about the specific requirements for each Area can be found later in this Handbook. Some Areas (such as Clinical, and Clinical-Developmental) have their own Handbooks or websites with more detailed information specific to their Area.

The responsibilities of the Areas include:

1. Determining the number of new students whom the Area will admit in any given year.
2. Evaluating and recommending applicants for admission to the Area.
3. Creating, evaluating, and recommending curricula relevant to the Area.

4. Evaluating students' progress annually; evaluating and recommending the continuation or termination of students, and the granting of PhD candidacy to students upon completion of the MA degree requirements.
5. Evaluation of practice for students in the Area and recommendations of additions, deletions or modifications to the student's program of study.
6. Contributing to service activities required to run the Graduate Program such as scholarship ratings, thesis prize adjudication, etc.
7. Participation in the development of Area's colloquia/workshops/etc.
8. Recommendations on recruitment of faculty.

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

GRADUATE STUDENT ORGANIZATIONS

The Psychology Graduate Students' Association (PGSA) – http://pgsa.student-org.yorku.ca/

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

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

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

The York University Graduate Students' Association (YUGSA) – www.yugsa.ca

The York University Graduate Students' Association (YUGSA) is the Student Union representing the rights and interests of all graduate students at York University. The YUGSA's structure includes: the Membership (all graduate students at YorkU), Council, Executive, Departmental GSAs and various Committees. Some of the services that YUGSA provides are academic advocacy, extended health and dental plan and disbursement of funds from graduate students' activity fees. Please visit the YUGSA website for more information: www.yugsa.ca

Further inquiries may be directed to the departmental representatives (PGSA) or to the YUGSA office, Room 325 **First** Student Centre, phone number: (416) 736-5865, email: info@yugsa.ca.

The Canadian Union of Public Employees local 3903 (CUPE 3903) - https://3903.cupe.ca

The Canadian Union of Public Employees local 3903 (CUPE 3903) is the body that represents all graduate employees (teaching assistants, demonstrators, tutors, markers and graduate assistants), part-time members of

the faculties of the University (sessional lecturers) as well as part-time Librarians and Archivists. The Union is divided into four units, Unit 1 being comprised of graduate student Teaching Assistants, Unit 2 of all contract faculty, Unit 3 of Graduate Assistants and Unit 4, part time librarian and archivist. Students who are Research Assistants are not represented by the union. Members of 3903 are entitled to a variety of benefits and funds that have been negotiated through their collective bargaining agreement and can reach out to their Chief Steward or staff if they need assistance in navigating any workplace related issue. Those who are interested in getting involved are encouraged to attend monthly General Membership Meetings (dates and times available to on the website) or to nominate themselves for the various committees.

FACILITIES AND RESOURCES

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

Thirty faculty members at York University, of whom many are members of the Graduate Program in Psychology, conduct research in sensory processes, perception and computer vision. These visual scientists, together with post-doctoral fellows and graduate students working in the labs of these faculty members in Psychology, Biology, Computer Science and Engineering, Kinesiology and Health Sciences, and Physics constitute the Organized Research Unit known as the Centre for Vision Research (CVR). The members of the CVR come from a variety of scientific backgrounds, but their research interests converge on overlapping problems related to sensory processing. Members pool their research expertise, engage in collaborative research projects, and form a close-knit, interdisciplinary academic community. The CVR is thus an ideal environment for training graduate students. Many past graduates have gone on to obtain academic and research-related positions. Students must complete the course requirements of the graduate program in which they are registered, but the most important things are learned by working in the well-equipped CVR laboratories and by interacting with others with similar and often complementary interests. Therefore, from the moment they arrive at York, students in the CVR become involved in research, at first with the help and guidance of their supervisor but as time goes on, they become more independent until, at the doctoral level, they are planning and conducting their own research. Students are encouraged to attend regular colloquia and international scientific meetings and become identified with the local and wider scientific community. By the time students receive a PhD they will typically have published several papers and will have presented posters or papers at international scientific meetings. In other words, they will have become independent, creative scientists ready to take their place in the scientific community.

For information, contact the Director, Dr. Rob Allison, or the Administrative Assistant, Irit Printz, telephone: (416) 736-5659, fax: (416) 736-5857 at 0009 Lassonde Building.

LaMarsh Centre for Child and Youth Research –

http://lamarsh.info.yorku.ca/, Facebook: lamarsh@yorku.ca, twitter: @lamarsh

The LaMarsh Centre for Child and Youth Research in the Faculty of Health at York University is a collaborative group of faculty and students that supports community-engaged interdisciplinary research in health, education, relationships and development of infants, children, adolescents, emerging adults, and families everywhere.

The following topics are a select sample, representative of areas currently under investigation by members of the LaMarsh Centre:

- Health and mental health interventions with Aboriginal youth
- Bullying; Violence prevention programs in schools
- Culture and parenting
- Girls' aggression
- Dating violence
- Healthy peer and romantic relationships
- Preventing maltreatment in high-risk parent-infant dyads

- Risky sexual behaviour
- HIV/AIDS education and risk
- Epidemiology of childhood injury
- Youth sport and psychosocial influences
- Anxiety prevention among youth from high-risk communities
- Perfectionism
- Developmental trajectories of mood disorders from childhood to emerging adulthood in aboriginal youth
- Psychosocial adjustment of youth with Attention Deficit/Hyperactivity Disorder
- Resiliency in teenage mothers
- Risk in vulnerable infants of immigrant & transnational families
- Healthy workplace relationships

LaMarsh prides itself in the diversity of research conducted by its members. Faculty engage in collaborative scientific, educational, and community projects that promote the well-being of children and youth. The Centre supports international exchanges, conferences, and workshops on cutting edge topics, and transfers scientific findings to the community through partnerships with agencies and non-governmental organizations. These partnerships bridge research, intervention, and program evaluation to enhance youth programs with the most current scientific knowledge.

The Centre also promotes student engagement in the LaMarsh community through partnerships, leadership and mentorship. It supports graduate student studies through Child/Youth Research and Leadership Awards.

LaMarsh activities and events include a bi-monthly speaker series, an annual Graduate Student Symposium, and workshops as well as research supervision and mentoring. The Centre welcomes many Canadian and International scholars and engages in international collaborations.

York University Centre for Aging Research and Education (YU-CARE) - http://yucare.info.yorku.ca/

The vision of the York University Centre for Aging Research and Education (YU-CARE) is to promote graceful aging by approaching aging with active and positive responses to changes and challenges throughout the aging process on a societal and individual level. Its mission is to contribute to improved health and well-being for older adults. By promoting innovative research, education and advocacy on graceful aging we wish to introduce a radical attitude shift about aging and contribute to improved health for older adults in Canada and around the world.

Statistical Consulting Service (SCS)

The Statistical Consulting Service (SCS) at York University, made up of faculty members, graduate students and staff, provides consultation on a broad range of problems in data analysis, research design and statistical computing, concentrating primarily on social science research. Consultation is without charge to the York community and on a fee-for service basis outside York. To book a statistical consulting appointment, please see https://www.yorku.ca/research/scs/statistical-consulting/

SCS also coordinates a seminar series each year on cutting edge topics in statistics/data analysis. Recent topics include Bayesian analysis and causal modeling.

In addition to the seminar series and statistical consulting, SCS also offers a variety of short courses on statistics/statistical software. The courses are offered as part of the Quantitative Methods Workshop Series.

See https://www.yorku.ca/research/scs/

Student Accessibility Services (SAS) – https://accessibility.students.yorku.ca/

Student Accessibility Services (SAS) helps students at the University to realize, develop and fulfill their personal and academic potential through an assortment of diverse programs.

Student Counselling, Health & Well-being (SCHW) - Students are invited to discuss their personal concerns with a counselor. Appointments can be made at the PCS reception in N110 Bennett Centre for Student Services. They can be reached at (416) 736-5297, schw@yorku.ca, https://counselling.students.yorku.ca/. All interviews are confidential.

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

Learning Skills Services - Through individual consultations, small-group seminars, and workshop series, students can work at improving reading, listening, note-taking, memory, time management, exam preparation, and essay writing. http://lss.info.yorku.ca/

Accommodations for Graduate Students

I am a graduate student with a disability, and I require accommodations. What should I do?

First, it is useful to be aware of the distinction between Academic Accommodations and Workplace Accommodations. You may require one or both, and they have different administrative pathways. The latter is relevant only to students who hold, or expect to hold, CUPE 3903 work assignments as part of their funding package.

For both sorts of accommodation, you may want to initiate a conversation with your Graduate Program Director (GPD), who can be a conduit to the relevant offices, and a source of support for tailored planning of your academic and work pathway through your degree. If you are not comfortable approaching your Graduate Program Director, you may choose to follow the steps outlined below.

1. **Academic Accommodations:** Academic accommodations are meant to remove barriers faced by students with disabilities in relation to their degree expectations (courses, comprehensives, proposal and dissertation writing). Accommodations must be flexible to adapt to student needs and capacities while maintaining the academic integrity of the program and course curriculum. To arrange academic accommodations, the first step is to register with Student Accessibility Services (https://accessibility.students.yorku.ca/) including the submission of documentation from a health care professional confirming the nature of the disability and related functional limitations. Each student will be assigned to an Accessibility Counsellor. With the informed consent of the student, the Accessibility Counsellor will work with the student, Course Director, GPD and Faculty Supervisor as necessary to facilitate the implementation of academic accommodations to allow an equitable opportunity for student success in their academic program.

2. **Workplace Accommodations:** As part of their funding package, many students have employment in CUPE 3903 bargaining units. Ordinarily, this will come in the form of a TA or GA assignment arranged in conjunction with their program and the hiring units in which they work. Students with disabilities may need modifications to TA or GA assignments. To begin exploring a work accommodation, you should be in contact with two offices at York:
• CUPE 3903 (CUPE3903.equity.officer@gmail.com); You have a right to have a union representative present for all conversations surrounding a work accommodation.
• EWB (ewb@yorku.ca); Employee Well-being in Human Resources will arrange an intake appointment and co-ordinate a Work Accommodation Plan which will involve your Graduate Program, Faculty Relations and the Hiring Unit in which you would work (Resource Faculty in which your Graduate Program sits). Employee

Well-being will require the employee to provide documentation from a health care professional confirming the nature of the disability and related functional limitations.

Timing. For both types of accommodations, the more lead time the better. Incoming students are advised to contact the relevant offices well before they will begin their studies, and to be in regular contact.

Troubleshooting. Should you encounter obstacles at any point in the procedures above, the Associate Dean, Student Affairs in the Faculty of Graduate Studies (fgsadst@yorku.ca) can help co-ordinate and follow up.

Graduate Wellness: https://gradstudies.yorku.ca/current-students/wellness-services/

Another source of support, at any point in your studies, is the Graduate Wellness Manager (gradwell@yorku.ca). You may wish to discuss concerns about mental health, personal wellness and goal setting, difficulty coping with stress, anxiety, self-doubt, overwhelm, or isolation. As well, you may wish to discuss psychoeducation and resources, balancing life as a graduate student, staying healthy while progressing through the program, transitioning to graduate skills, and exploring options for mental health and wellness services at York University or in the community. Here is another helpful link: Responding to Students of Concern or in Crisis

Online and phone support: For stresses big and small, 24/7/365, there is free, professional, and anonymous support for students in Ontario at good2talk.ca, or dial 1-866-925-5454, or you can connect through dialing 211.

FGS Graduate & Postdoctoral Professional Skills (GPPS) Workshops - https://www.yorku.ca/gradstudies/gpps/

- Career Exploration and Planning
- Communication
- Health and Wellness
- Managing Time and Resources
- Research Dissemination
- Teaching

Psychology Resource Centre (PRC)/Hebb Computer Lab

The Hebb labs and Psychology Resource Centre (PRC) play a critical role in the research and teaching missions of the department and to the YUPC.

The PRC provides access to a wide variety of psychological testing tools. From our website, please check our catalogue of resources. The PRC also has bookable small study rooms suitable for 1 or 2 people. The Graduate Computer Lab is located behind the graduate lounge and has 12 computers which are reserved for the exclusive use of graduate students 24 hours/7 days a week. Each workstation is equipped with a standard suite of software such as SAS, SPSS, R, R-Studio, MS Office, etc. Several computers also have specialized software: E-Prime, MATLAB, M-Plus, NVIVO, etc. and a printer is available in the lab.

Sherman Health Sciences Research Centre

The Sherman Health Science Research Centre's centerpiece is the York MRI Facility featuring leading-edge, high field Magnetic Resonance Imaging (MRI) technology.

This facility gives York's researchers in-house access to this technology, which has many applications to human health. York researchers are using it to study such disorders as dyslexia, migraine, aging, monocular blindness, movement disorders, schizophrenia, multiple sclerosis, traumatic brain injury, as well as the healthy brain.

Teaching Commons – https://www.yorku.ca/teachingcommons/

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

The Teaching Commons will become your primary source for support, networking, and professional development as you venture into this new chapter of your academic teaching experience at York University. The Teaching Commons endeavors to support the teaching work of Graduate Students at all levels. Whether you are new to York University and new to teaching or if you are a Graduate Student preparing to teach your very own course, the Teaching Commons offers an array of workshops, programs and resources for you. Aside from extensive programming options including TA and International TA Orientation Sessions, Professional Development Workshops, Accredited Courses and on-line resources, the Teaching Commons brings together like-minded individuals who are interested in exploring and sharing teaching and learning innovation across York University.

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

The York University Psychology Clinic (YUPC) provides progressive, state-of-the art and evidence-based training to graduate students in Clinical and Clinical-Developmental Areas while at the same time providing needed psychological services to the community on a fee-for-service basis. These services include a range of assessments (e.g., learning disability, ADHD, ASD, memory impairment) and psychotherapy for clients of all ages. Referrals are not needed and there is no specific catchment area. To learn more about the clinic go to the clinic's website http://www.yorku.ca/yupc or call the clinic at 416-650-8488. Students in C and CD Areas have specific expectations regarding YUPC involvement (see Area Handbooks).

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

York University Libraries provide access to a wide range of materials to support curriculum and research in psychology. The collection is very comprehensive for English-language scholarly monographs in psychology and selective in French and other languages. The journal collection is extensive with the vast majority of titles available online. Access to a wide range of scholarly research tools is also available, including major research tools from the American Psychological Association, such as *PsycInfo* and *PsycArticles*, as well as research databases, specialized encyclopedias, and streaming psychology video collections from other providers. For a more extensive listing of databases, please see the Psychology Research Guide (http://researchguides.library.yorku.ca/psychology).

The libraries also provide a wide range of services and facilities for graduate students. The popular Graduate Reading Room on the 4th floor of Scott Library provides a comfortable and quiet place to study. Research consultations provide assistance with navigating and effectively using the wide range of resources and databases available to you, and the libraries play an increasing role in supporting publication of scholarly articles in open access journals. For more information about the facilities and services available to graduate students, see http://www.library.yorku.ca/web/ask-services/graduate-student-support/.

Safety Tips from Security:

Remember to lock your office/lab when you leave.

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

Download the York Safety app at http://safety.yorku.ca/mobileapp/

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

Using your York Card to access the building:

If you have not already done so when you entered MA 1, please email the Graduate Office with a subject header of **York Card Access**, including the barcode number on the back of your York card along with your full name, and you will be granted access to the BSB building (or complete the MACH form).

Community Safety
Sécurité communautaire

For life threatening situations where people or property are at immediate risk, call **911** first, then call Security Services at **416-736-5333**

Community Safety	safety@yorku.ca
Security Services team members are trained security professionals who are available 24/7 to respond to all calls for service on campus.	416-736-5333
Community Relations and Crime Prevention. Campus Relations personnel act as liaisons with individuals and groups on and off campus, working collaboratively to promote community safety.	cro@yorku.ca x22255
goSAFE is a free service that helps community members get safely around campus in the evening.	416-736-5454
Lost & Found is located in the South Ross Building, Room 107 (Vari Hall/Ross Link).	416-736-5534
For other safety related services at York University visit the Community Safety Website at **yorku.ca/safety** or download the **York U Safety App**	

Other Resources

211Ontario.ca provides information on community, social, health and related government services

good2talk.ca is a free, confidential helpline for post-secondary students in Ontario. Students can reach Good2Talk by calling 1-866-925-5454.

Safety Tips:

Everyone has a role to play in safety.
Below are examples of things that you can do:

- Be alert to your surroundings and travel with care.
- Familiarize yourself with the locations of Emergency and Safety Blue Light Telephones.
- Report any safety concerns immediately to Security Services.
- Never leave personal belongings unattended.
- Make use of the goSAFE service while on campus in the evening.
- Download the York Safety App for easy access to safety resources.

For more information on Community Safety visit our website:

yorku.ca/safety

FINANCIAL INFORMATION

Graduate Student funding will be provided from one or more of the following sources: teaching assistantship, graduate assistantship, research assistantship, awards, or fellowships. All funding is contingent on your continuous registration as a full-time student, continued satisfactory performance in the program and fulfillment of your funding related obligations. If you have any questions about your funding, please contact Lori Santos at lsantos@yorku.ca.

Tuition and Related Matters

As a graduate student, you pay tuition per term and not per course. You will continue to pay tuition while a graduate student regardless of the number of courses you take. All graduate students must maintain continuous registration.

Tuition fees appear to a student's account shortly after registering in the term or enrolling in courses, but the fees do not become active (or payable) until the beginning of each academic term (Fall = September 10th, Winter = January 10th, Summer = May 10th).

Faculty of Graduate Studies York Fellowship

The York Fellowship will be provided in three installments in the Fall, Winter, and summer terms, and applied directly to your student account.

Each term, right before the tuition payment deadline of the 10th of the month, fellowships are administered to student accounts. For example, if you receive a $5403 York Domestic Fellowship, you will receive $1801 per term posted to your student account. Your tuition will then be deducted from the fellowship amount and the remaining amount will be available to you.

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

Most of our Domestic full-time students will hold a Teaching Assistantships. For all TA's who are interested should submit an application. There are two application windows for teaching applications:

1) Blanket Applications (we encourage you to complete this application)
2) Specific Application

The blanket application window, which is set by the CUPE 3903 collective agreement, should be submitted between **November 15 - January 31**, for all teaching positions offered by a department for the upcoming academic sessions (the following Summer, Fall, Winter sessions). The blanket application - indicates that you would like to be considered for all positions that the department deems you qualified to hold.

If your application is submitted outside of the blanket application window, your application will be specific to a particular position that can only be submitted once the job posting has been published. The specific application window is from February 1 onwards, during a two-week posting period that each course is advertised. You can apply for any TA positions that interest you.

The posting time to submit a specific application are as follows:

- for the summer academic session, positions will be posted by January 31 and applications are accepted up to February 14.
- for the fall/winter academic session, positions will be posted by April 22 and applications are accepted up to May 6.

All postings can be found at https://cupejobs.uit.yorku.ca/#.

Once you hold a TAship, you will be assigned an employee number which you will receive on your first pay cheque. Your pay will go directly into your personal bank account on the 25th of each month, during the period that you are holding a TA ship(i.e. Fall Term - Sept-Dec). To access your pay cheque or to make any personal updates (i.e., changes to your banking information, updating your address, contact number etc.), can be done on our HR Self-Serve portal https://hrselfserve.yorku.ca. Kindly note that you can only access this link using your PPY employee account and not your student PPY account.

Research Assistantships (RA)

A Research Assistant is defined as a full-time graduate student receiving financial assistance in support of research or academic activities related to that student's field(s) of study within the academic program, and where it is generally the case that this field of study overlaps substantially with that of his or her supervisor. (The term "field(s) of study" is specified in the Faculty of Graduate Studies Calendar). Thus, it is to be expected that the research assistant's work will be divided between their thesis/dissertation work and the work of the supervisor. Specific duties are negotiated between the faculty member and the student. These research assistantships most often are paid out of a research grant held by a faculty member, normally the student's supervisor. RA pay goes directly into your personal bank account on the 25th of the month.

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

Occasionally, a student may apply for a graduate assistantship. A stipend may be paid to a full–time degree candidate for various types of activity. The duties of a graduate assistant may include participation as an apprentice in a laboratory or applied setting, library work for the department, or for a research group, administrative, clerical and research work (non-thesis/dissertation work). The student must complete a Graduate Assistantship Workload form and submit it to the Graduate Program Office.

Funds and Bursaries

All bursary applications require students to complete a **Student Financial Profile**

(SFP):https://sfs.yorku.ca/aid/sfp/

ALL GRADUATE STUDENTS SHOULD COMPLETE A SFP EACH TERM

Graduate students who complete an SFP will be automatically considered for such FGS–administered bursaries/awards below, where eligible.

- FGS Tuition Fee Bursary
- CUPE 3903 – Unit 1 Graduate Student Bursary Fund
- CUPE 3903 – Unit 3 GA Bursary Fund
- Bank of Montreal Award
- Margot Franssen and Quig Tingley Award for Graduate Studies
- Franc & Mary Joubin Bursary Fund
- Samuel R. McLaughlin Foundation Scholars Award
- Chancellor Bennett Bursary
- Senior Anthropologist Graduate Bursary
- William Dimma Bursary
- Fiera Sceptre Inc. Bursary
- General Motors of Canada Limited Bursary for Graduate Students in Computer Science
- Arden Haynes Emergency Bursary Fund
- Royal Bank Emergency Bursary Fund
- Canadian Federation of University Women — North Toronto Branch
- Andrina and Frank Lever Award
- The Bennett Family Graduate Bursary (open to full-time and part-time students)

Research Costs Fund - The Research Cost Fund comes from CUPE 3903 (which represents Teaching Assistants) and is administered by the Faculty of Graduate Studies. The fund helps to defray students' own research expenses that are *above and beyond* those costs that are typically associated with graduate work, such as travel to sources of research, payment of research participants, supplies, services, photocopying, etc. All full-time registered graduate students who either have been, or are members of CUPE 3903, are eligible for this grant. Priority is given to doctoral students. Applicants *must have an approved thesis or dissertation proposal* on file in the Faculty of Graduate Studies.

Academic Excellence Fund - The Academic Excellence Fund (AEF) program supports graduate students in advancing their research and scholarly objectives through simple and timely access to funds. Activities that are supported by AEF include research, dissemination of scholarly or creative work as well as student-led initiatives, activities or events that advance graduate research and professional development. Students are able to apply for and access AEF funds before the expenses are incurred.

For more information, please go to:
https://www.yorku.ca/gradstudies/students/current-students/awards-and-scholarships/

Financial Allowances for PhD Dissertations

Ph.D. Completion Fund - CUPE 3903 Unit 1 Ph.D. Completion Fund

Extract from the Collective Agreement:
"The CUPE 3903 Ph.D. Completion Fund is to assist members outside the priority pool who have no funding in the last term of their doctoral studies. On the basis of need, funds will be made available to bargaining unit members registering for their final term of eligibility for full–time status in a doctoral program, who have no scholarship or other form of funding, excluding bursaries) from or through the University in that term. The first priority is summer term funding for those bargaining unit members who held a full teaching assistantship in the previous fall/winter terms.

To apply, complete the https://www.yorku.ca/gradstudies/students/current-students/awards-and-scholarships/other-funding-sources/ph-d-completion-fund/, submit completed form to Faculty of Graduate Studies at gsawards@yorku.ca, and visit the Student Financial Services website and fill out a Student Financial Profile (SFP): https://sfs.yorku.ca/aid/sfp/

ACADEMIC MATTERS: WORKING TOGETHER

Student-Supervisor Roles and Relationship in the Graduate Program

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

Guidelines for Supervisors

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

It is the responsibility of the supervisor to:

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

- Conform to basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the student. It must be recognized that there is a power imbalance in the supervisory relationship and that any form of harassment or exploitation of students is unacceptable.
- Conform to the graduate program and Faculty processes in the event of a supervisory relationship which is unsatisfactory for any reason or in situations where there is a change of supervisors for any reason.
- Even though "each student has final responsibility for her or his academic honesty" (Senate Policy on Academic Honesty), it is incumbent on the supervisor to ensure, to the extent that it is practicable in the circumstances, the academic integrity of primary research data, and the consistency with academic integrity and practice of interpretations relating to such data.

Guidelines for Students

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

It is the responsibility of the student to:

- Become informed about and conform to University, Faculty and graduate program requirements and procedures for completion of the graduate degree, with regard to such matters as degree milestones, research ethics, registration and graduation requirements, thesis/dissertation style and quality standards, year-end evaluations, etc.
- Advise their supervisor if they are a student with disability and discuss recommended academic accommodations and possible impact, if any, on the program.
- Develop, in conjunction with the supervisor and supervisory committee, an intended timetable for completion of all stages of the thesis/dissertation, and work to realize that timetable, meeting appropriate deadlines.
- Meet regularly with the supervisor to review progress. The frequency of such meetings will vary according to the discipline involved and the stage and nature of the student's work, but should **normally occur once a month**, and **not less than once each term**. Interact with other members of the supervisory committee as appropriate.
- Keep the supervisor and graduate program office informed of where the student may be contacted and respond appropriately to all communications received.
- Prepare a Report on Progress for an annual meeting with the supervisory committee.
- Give serious consideration to and respond to the advice and feedback received from the supervisor and the supervisory committee.
- Recognize that the supervisor and other members of the supervisory committee may have other teaching, research, and service obligations which may preclude immediate responses.
- Recognize that where the student's research comprises a component of the supervisor's research program, and joint publication is envisaged, the responsibility for utilization of data and for publications is held jointly by the supervisor and student. In such cases, the thesis/dissertation, or draft papers, together with a copy of the raw data, shall be made available to the supervisor prior to submission for publication.
- Conform to the graduate program and Faculty processes in the event of a supervisory relationship which is unsatisfactory for any reason or in situations where there is a change of supervisors for any reason.
- Conform to basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the supervisor, the supervisory committee, and other scholars. The entire graduate program, including research and writing of the thesis/dissertation, shall be conducted under the strictest rules of ethics and academic honesty. As stated in the *Senate Policy on Academic Honesty*, "A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defense against their application." With that in mind, it is incumbent on each student to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.

WHEN PROBLEMS ARISE

The Graduate Program recognizes that students may encounter difficulties occasionally during their time in the program. We want students to have a positive experience in the program, and thus we hope that any difficulties that do arise can be dealt with early on and constructively. This section of the Handbook includes some suggested ways to help resolve difficulties if they do arise and to make you aware of the official procedures available, should you ever need them. Graduate students have the right to be treated with respect and to be free of any kind of harassment, as do all members of the University community.

General Process

In general, when difficulties arise, it is often best to try to deal directly with them and seek a resolution (e.g., perceived unfairness regarding a course grade, differences in expectations between a student and a supervisor regarding RA responsibilities). Sometimes, just clarifying expectations and assumptions will help sort things out. This may not be easy but is often effective and may be a good learning experience. However, as a student, you are clearly in a hierarchical relationship in which you have less power than faculty, and we recognize this may be awkward for you.

So, if your attempt to deal with the situation is unsuccessful or you find it impossible to address, your next recourse is usually your *Area Head or Director of Clinical Training (DCT).* They will listen respectfully and help you generate and evaluate various solutions or options to address the situation. These might include taking actions such as speaking with the other faculty member, having a joint meeting, consulting the Area as a whole, etc. depending on the situation and your wishes. Or you may choose to speak to some other trusted faculty member.

If the Area Head/DCT is unable or unwilling to help you address the situation (or is part of the difficult situation), you may speak to the *Graduate Program Director* (GPD), especially if it is a graduate program or FGS matter. They will listen respectfully and help you generate and evaluate your options and advise you regarding possible next steps including petitions and appeals beyond the Psychology Department.

One of the most difficult situations that can arise for a graduate student is when the relationship with the supervisor is seriously problematic. Although this is not a common problem, it does happen sometimes, and it can be very challenging to navigate through. Students may wish to refer to the FGS guidelines about Responsibilities of Supervisors and Students above to see what the program expects the role of the supervisor to be. If there are serious concerns about these responsibilities not being fulfilled or you are experiencing harassment of any kind, you should speak up. Students should discuss the situation with the Area Head/DCT or GPD. It may be possible to find a mutually agreeable resolution, or the student may need to change supervisors. Although not common, it is possible to change supervisors and students should not fear negative consequences when this needs to happen. Changing supervisors should be done in consultation with the Area Head/DCT, so that the student is supported by their Area in finding a new supervisor. This may result in a delay in program completion, however. There is a form that needs to be submitted to the Graduate office once the new supervisor is determined.

Personal Problems

Graduate students, like anyone else, may experience personal problems from time to time, difficulties such as anxiety, depression, and relationship problems. There are excellent resources on campus for personal counselling, support groups, and so on, that may be very helpful. These are free and are confidential (they will not tell the Graduate program that you are receiving services). Please see the website of the Student Accessibility Services for details: https://accessibility.students.yorku.ca/ or call (416) 736-5297. Remember, it is a sign of strength to seek help when you need it. In addition, here is a link to mental health and wellness at York. https://www.yorku.ca/gradstudies/students/current-students/grad-wellness-counselling/

Relevant Senate Policies

- Senate Policy Academic Accommodation for Students with Disabilities: https://secretariat.info.yorku.ca/files/DRAFT-Senate-Policy-Academic-Accommodation-for-Students-with-Disabilities.pdf
- Academic Honesty (Policy): https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/
- Conflict of Interest for Employees (Policy and Guidelines): https://www.yorku.ca/secretariat/policies/policies/conflict-of-interest-policy-and-guidelines-for-employees/
- Gender-Free Language (Policy): https://www.yorku.ca/secretariat/policies/policies/gender-free-language-policy/
- Personal Relationships between Instructors and Students (Policy): https://www.yorku.ca/secretariat/policies/policies/personal-relationships-between-instructors-and-students-policy/
- Centre for Human Rights, Equity and Inclusion: https://rights.info.yorku.ca/rise/; also https://rights.info.yorku.ca/york-university-human-rights-policies-and-procedures/
- Responsibilities of Faculty Members (Statement and Procedures): https://www.yorku.ca/secretariat/policies/policies/responsibilities-of-faculty-members-statement-and-procedures/
- Responsible Conduct of Research (Policy): https://www.yorku.ca/secretariat/policies/policies/misconduct-in-academic-research-policy/
- Sexual Violence Policy: https://www.yorku.ca/secretariat/policies/policies/sexual-violence-policy-on/
- Workplace Harassment (Policy): https://www.yorku.ca/secretariat/policies/policies/workplace-harassment-prevention-policy/
- Workplace Violence (Policy) http://secretariat-policies.info.yorku.ca/policies/workplace-violence-prevention-policy/
- **FGS Policies**
- Academic Honesty — gradstudies.yorku.ca/current-students/regulations/academic-honesty/
- Academic Petitions and Appeals — gradstudies.yorku.ca/current-students/regulations/petitions/
- Intellectual Property — gradstudies.yorku.ca/current-students/thesis-dissertation/intellectual-property/

Other York Resources

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

Province of Ontario

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

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

- Osgoode Mediation Clinic — www.osgoode.yorku.ca/community-clinics/osgoode-mediation-clinic/
- Centre for Human Rights, Equity and Inclusion — rights.info.yorku.ca/
- Student Accessibility Services — https://accessibility.students.yorku.ca/
- Deans' Offices — search by Dean at https://atlas.cafe.uit.yorku.ca/atlas/servlet/atlas/
- Faculty of Graduate Studies — gradstudies.yorku.ca/
- Graduate Program Offices – search by Department at https://atlas.cafe.uit.yorku.ca/atlas/servlet/atlas/
- Office of Student Community Relations — oscr.students.yorku.ca/
- Office of the Ombudsperson — ombuds.info.yorku.ca/
- Personal Counselling Services — https://counselling.students.yorku.ca
- York University Faculty Association — https://www.yufa.ca/

- York University Graduate Students' Association — www.yugsa.ca/

Graduate Wellness: Graduate wellness is so important that we have it in the Handbook twice. Another source of support, at any point in your studies, is the Graduate Wellness Manager (gradwell@yorku.ca). You may wish to discuss concerns about mental health, personal wellness and goal setting, difficulty coping with stress, anxiety, self-doubt, overwhelm, or isolation. As well, you may wish to discuss psychoeducation and resources, balancing life as a graduate student, staying health while progressing through the program, transitioning to graduate skills, and exploring options for mental health and wellness services at York University or in the community. Here is another helpful link: Responding to Students of Concern or in Crisis

Online and phone support: For stresses big and small, 24/7/365, there is free, professional, and anonymous support for students in Ontario at good2talk.ca, or dial 1-866-925-5454, or you can connect through dialing 211.

Privacy: Information on the Collection, Use, and Sharing of Students' Personal Information

In accordance with the University Privacy Policy (http://secretariat-policies.info.yorku.ca/policies/access-to-information-and-protection-of-privacy-policy-on/), and in keeping with the spirit of privacy legislation in other sectors, we want students to understand fully what information is collected, stored, disclosed, and shared about them, and for what reasons, in the Psychology Graduate Program. *Please note: This is not official University policy but is simply intended to help students be fully informed.*

What documentation about you is collected?
The Graduate Program maintains your official student file (electronic files). The files include academic, financial, and professional training materials including: application materials including undergraduate transcripts, GREs and letters of recommendation; all course grade sheets submitted by course instructors; practicum and internship evaluations; all annual progress evaluation materials; documentation regarding MA, ABC Paper, and PhD (committee formation/changes, proposal approval, submission to FGS/Ethics, schedule oral, revisions complete, etc.); petitions for any reason (extensions, exemptions to any FGS regulation, etc.) and associated documentation (letters of support, explanation, etc.); any disciplinary documentation, letters or emails documenting any concern regarding the student's personal/professional competence; scholarship information; and CUPE hiring documents (which include personal and banking information).

In addition, the following electronic files are maintained by the Graduate Office or by FGS: a cumulative record of course registrations and grades; a spreadsheet of all scholarships and awards; a spreadsheet summarizing all students' progress, requests for ethics.

Do you have access to your file?
Yes, you can have access to your file, with certain specific exceptions (e.g., letters of reference, items including another student's name, etc.), by making a request to the GPD or Graduate program staff. Any concerns about the collection, storage and use of students' private information may be directed to the Graduate Program Director. All concerns will be discussed and investigated thoroughly.

Who else has access and for what purposes?
Student files are accessible to the Graduate Program staff, the GPD, Area Heads/DCTs (for students in their Area), and the student's supervisor. They need access to this information to administer the program, ensure your progress in the program, summarize your accomplishments for year-end evaluations, scholarship ratings, prize nominations, letters of reference for scholarships, job applications, applications to other programs, internship applications, registration with the College of Psychologists, and so on.

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

student files for the purposes of reviewing the quality of the training program. Similarly, representatives of the Accreditation Panel of the Canadian Psychological Association may review files of students in accredited clinical programs for the purposes of reviewing the quality of the clinical training programs and adherence to the CPA accreditation standards.

What information is shared and for what purpose?

Within the Graduate program, written and oral information regarding students may be shared among faculty within your Area; between program faculty and external practicum supervisors or committee members; or between faculty and the Graduate Office staff, as needed to monitor and oversee students' progress and administer the program.

During the annual Progress Evaluation, faculty in the Area may meet to review the progress of every student (the procedure varies somewhat across Areas). The discussion is based on information submitted by the student and by the supervisor summarizing the student's progress, accomplishments, plans, and any concerns or extenuating circumstances. Other faculties who know the student via coursework, practica, TA, RA, etc., share their observations as well, so as to obtain a more well-rounded picture of the student. This is especially important, and in the student's best interest, when the student is struggling or if there is some tension between student and supervisor. The purpose of this exercise is to give constructive and regular feedback to students about their progress, provide official notification of any academic or professional concerns and suggested remedial actions, as well as to ensure the integrity of the program.

THE MA DEGREE

Program Requirements

Students should become thoroughly familiar with the requirements for the MA degree in their Area of specialization. Please refer to the table below. Some Areas have specific course sequences within their requirements. For further information, you can discuss with your supervisor and/or your Area Coordinator or refer to your Area Handbook.

AREA	COURSES	PRACTICA	OTHER REQUIREMENTS
Brain, Behaviour, and Cognitive Sciences	• Six credits in quantitative methods from the statistics courses offered in graduate psychology. • Three additional 3-credit courses, or equivalent, chosen from those offered at the 6000 level by the Graduate Program in Psychology.	One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours	Thesis & Oral Examination
Clinical	• 6131 3.0 - Univariate Analysis I • 6132 3.0 - Univariate Analysis II • 6421 3.0 Foundations of Clinical Psychology: Biopsychosocial formulations • 6422 3.0 - Foundations of Clinical Psychology: Psychopathology and Personality • 6431 3.0 – Cognitive Assessment • 6432 3.0 Personality Assessment • 6436 3.0 - Evidence-Based Principles of Psychotherapy • 6437 3.0 * - Approaches to Psychotherapy: Advanced *Not required for CNS students; however, CNS students must take a 3.0 elective or Neuropsych course instead	One research (6820A 6.0) and one clinical practicum (6430P 6.0); 330 hours each	Thesis & Oral Examination

Clinical-Developmental	• 6131 3.0 - Univariate Analysis I • 6132 3.0 - Univariate Analysis II • 6610 3.0 - Social and Emotional Bases of Development • 6900 3.0 - Issues in CD Psychology: A Proseminar in Ethics, Practice, and Research • 6905 3.0 - Biological and Cognitive Bases of Development • 6910 3.0 - Psychoeducational Assessment of Children and Adolescents • 6920 3.0 - Clinical and Diagnostic Assessment of Children and Adolescents • 6930 3.0 – CD Interventions: Foundations • 6955 3.0 - Developmental Psychopathology • 6965 1.5 - Diversity Issues in Children, Youth and Adults in Clinical Practice	One research practicum (6820A 6.0); 330 hours	Thesis & Oral Examination • Professionalism and Ethical Conduct • 30 hours intake in YUPC • Assist with one assessment in MA1. • Conduct one assessment in MA2.
Developmental Science	• Six credits in quantitative methods from the statistics courses offered in graduate psychology. • 6020 3.0 - Historical & Theoretical Foundations of Contemporary Psychology A **OR** 6030 3.0 - Historical & Theoretical Foundations of Contemporary Psychology B • One 3-credit course selected from the DS course list. • One 3-credit course from those offered at the 6000 level by the Graduate Program in Psychology.	One research practicum (6820A 6.0); 330 hours	Thesis & Oral Examination Students are also required to attend the DS colloquium series.

Historical, Theoretical, and Critical Studies of Psychology	• 6131 3.0 - Univariate Analysis I • 6132 3.0 - Univariate Analysis II • 6020 3.0 - Historical & Theoretical Foundations of Contemporary Psychology A • 6030 3.0 - Historical & Theoretical Foundations of Contemporary Psychology B • Six credits chosen from those offered at the 6000 level by the Graduate Program in Psychology or, with permission, by another program relevant to the study of the history, theory, and critical studies of psychology.	One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours	Thesis & Oral Examination
Quantitative Methods	• 6131 3.0 - Univariate Analysis I: ANOVA • 6132 3.0 - Univariate Analysis II: Regression • Six additional credits in quantitative methods. See the QM courses list. • Two 3-credit courses in any other graduate psychology courses.	One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours	Thesis & Oral Examination
Social and Personality	• 6131 3.0 - Univariate Analysis I • 6132 3.0 - Univariate Analysis II • 6400 3.0 - Contemporary Issues in Personality and Social Psychology • 6410 3.0 - either Social Psychology **OR** 6510 3.0 - Personality • One 3 credit course in research methods, chosen from a list of courses approved by the area (6150E 3.0 – Research Methods in the Study of Personality **OR** 6150B 3.0 – Social Methods)	One applied or research practicum (6820A 6.0 or 6810A 6.0); 330 hours	Thesis & Oral Examination

THESIS MILESTONES IN YOUR MA	
MA 1	
FALL	Welcome to York's Graduate Psychology Program.
WINTER	Start planning your thesis. Submit master's Supervisory Committee form with one page prospectus to the Graduate Office by end of winter term (April 30th) – supervisor and one other committee member
SUMMER	Submit master's Thesis proposal (with appropriate ethics) to the Graduate office by end of summer term (August 31st).
MA 2	
FALL	Once you have ethics approval for your thesis, begin collecting data.
WINTER	• Analyzing data for your thesis • All course work should be complete by end of winter term (April 30th).
SUMMER	Finish your thesis, schedule your defense. All paperwork must be submitted to Graduate Office at least 4 weeks prior to oral defense. Defend by end of summer term (August 31st).

Time Limits

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

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

Guidelines Pertaining to MA Thesis

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

Master's Thesis Supervisory Committees

Composition of Committee. Master's thesis supervisory committees consist of a minimum of two faculty members appointed to the Faculty of Graduate Studies, at least one of whom must be from the program in which the student is enrolled, and who serves as the principal supervisor.

Approval Timelines. The membership of each master's thesis supervisory committee, including the Chair, must be recommended by the appropriate Graduate Program Director for approval and appointment by the Dean of Graduate Studies no later than the second term of study.

Approval Process. Recommendation for membership of a master's thesis supervisory committee is formally initiated by the graduate program director via submission of a The Supervisor & Supervisory Committee Approval Form which can be found at https://www.yorku.ca/gradstudies/students/current-students/registration-enrolment/fgs-forms/ This form is to be used when recommending the establishment of a supervisory committee, to add members to an incomplete committee, and to make changes to an existing committee. Final approval of supervisory committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

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

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

- **The maximum length of a thesis or dissertation proposal is 3500 words according to FGS**. However, committee members can ask for slightly more than this and that is okay. Thus, the student must 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. Students are expected to consult with committee members regarding the length of proposal.

- The design, method and procedure should be complete so that the supervisory committee can make **informed** recommendations.

- 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 analyzed at the end of the Methods section.

- MA thesis and dissertation proposals must be approved prior to the collection of new data from human research participants. [The same applies to any research proposals entailing the use of human participants.]

- Proposals of studies entailing the use of secondary, i.e., "archival" data need to be supported by appropriate documentation that the use of such data meets ethical requirements (see below).

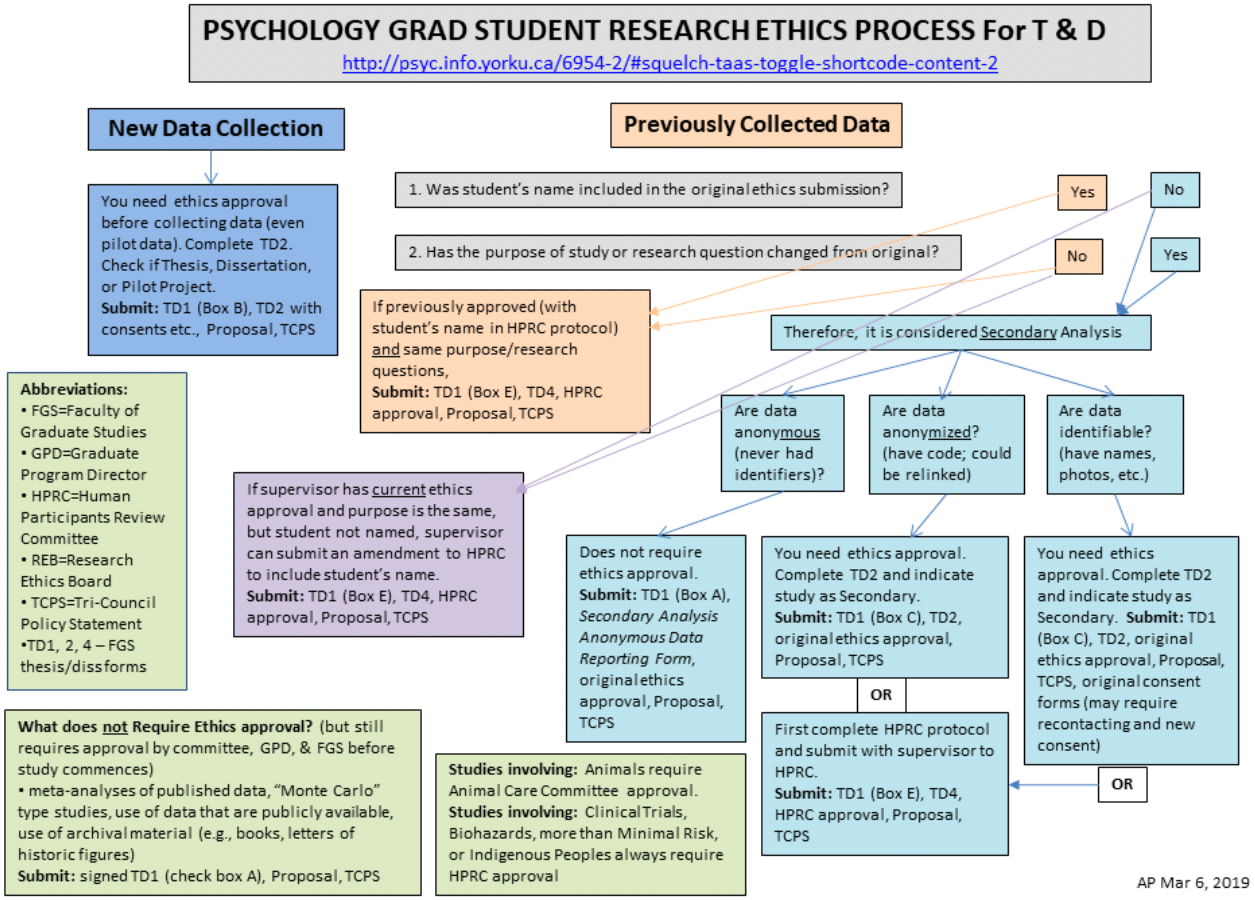
- All students must provide the Graduate Office with a Tri-council Policy Statement (TCPS) tutorial certificate. You can find the TCPS tutorial at http://www.pre.ethics.gc.ca/.

- **MA thesis proposals must be approved by Office of the Dean of the Faculty of Graduate Studies not less than 3 months prior to the date set for the oral examination. Please note: It can take 6-8 weeks for FGS to approve your proposal.**
- **Please Note: Both the supervisor and committee member(s) must sign the TD 1 form.**

Ethical Considerations

Once the thesis/dissertation proposal is approved by the supervisor and other committee member(s), it should be submitted to the Graduate Program office along with relevant forms, for approval by the GPD and then FGS. All proposals require these approvals regardless, whether or not ethics approval is required.

Many (but not all) proposals also require ethics approval. If the study involves human participants (or animals), it will require Ethics approval before data collection may proceed. The Tri-Council policy to which York must adhere is available at: http://gradstudies.yorku.ca/current-students/thesis-dissertation/research-ethics/**.** It can be complex figuring out which forms you need to complete, and which type of ethics approval is required. It depends upon the nature of your study, whether there are human participants or not, whether it is minimal risk or not, whether the data are being collected specifically for this project or you are doing secondary data analysis. Please see the chart below to help you figure out which forms you need and which boxes to check. When in doubt, feel free to discuss with the Grad Office.



Sequence of Events in Finalizing the Defense of a Thesis

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

THE GRAD OFFICE NEEDS ALL PAPERWORK TO SCHEDULE A MA DEFENSE AT MINIMIM **4 WEEKS** (20 business days) **PRIOR** TO YOUR DEFENSE DATE.

When to Secure Copyright Permission

The following sections provide guidance and suggestions with respect to when and how to secure copyright permission. A student is allowed to use copyrighted material in his or her thesis/dissertation provided it falls under the Canadian Copyright Act's definition of "fair dealing". Information on York University's Fair Dealing Guidelines can be reviewed at York University – Copyright (http://copyright.info.yorku.ca/). It is, however, the responsibility of the student to confirm that if there is copyrighted material in his or her thesis/dissertation, it either complies with the "fair dealing" provisions of the Canadian Copyright Act (http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) or documented permission has been obtained to use the copyrighted material.
If a thesis/dissertation includes any of the following elements, the student should seek copyright permission. (Please note that this is not an exhaustive list. If you require additional information on York's Copyright Policy or Fair Dealing Guidelines contact the Copyright Office.

- Copyrighted test instruments, questionnaires, etc.
- Material or parts of material written by the thesis/dissertation author which have been previously published in a journal and to which the author has assigned copyright.
- Material co-authored with another author(s) who shares copyright.
- Tables, figures, and all forms of images including photos, ABC papers, graphs, drawings, logos etc. that have been obtained from a copyrighted source, including websites, newspapers, journals, books, brochures, professors' lecture notes, etc.

Electronic Thesis and Dissertation Submission

After the oral examination and the completion of revisions (if needed), students need to email the Graduate Milestones & Progression Coordinator at gradtd2@yorku.ca to get instructions for submitting your thesis/dissertation prior to a date specified by the Faculty of Graduate Studies.

Students submit the final approved copies of their thesis or dissertation electronically using the Electronic Thesis and Dissertation (ETD) platform. The ETD draws on the capacity of YorkSpace (http://yorkspace.library.yorku.ca/xmlui/), York University's institutional repository of research, to accept, store and disseminate scholarly output.

The ETD platform will allow students to submit their thesis or dissertation from any computer with an internet connection. Depositing York's theses and dissertations in YorkSpace instantly makes our research outputs discoverable to scholars and researchers worldwide.

Once your electronic submission is approved by FGS and all required forms received and fees paid, your thesis/dissertation will be deposited in YorkSpace at the time of conferral of your degree, according to the publication date listed on your ETD record (normally either November 1 or July 1). No hard copies are required, and bound copies are not provided for students or supervisors (but can be arranged at your own expense).

STEPS & TIMELINE FOR FINISHING YOUR MA THESIS– Student & Supervisor to Work Together

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

FGS Ethics & Proposal Review Process
– A Quick Guide for Students, Faculty & Staff

KEY ROLES

= COMMITTEE = FGS* = GPA* = GPD* = ORE* = STUDENT = SUPERVISOR

**Faculty of Graduate Studies, Graduate Program Assistant, Graduate Program Director, Office of Research Ethics*

1. Getting Started — The Role of the Student

The delegated ethics review process begins with the student, who identifies a proposed area of inquiry and, in communication with their supervisor and supervisory committee, ensures the proposal articulates the goals, questions, methodology, and engagement with existing literature.

2. Putting the Pieces Together — The Role of the Student

A complete proposal demonstrates that all programmatic and FGS criteria are met by answering **all** relevant questions on the TD1[1], TD2[2], and risk assessment forms[3]. These will necessarily require consultation with the supervisor/supervisory committee to discuss the level of risk and develop strategies for managing consent, harm mitigation, and conflicts of interest.

More details about TD1[1] - Thesis and Dissertation Proposal Form...

- This form is required for all research proposals and lists the additional documents to complete based on which of the seven (7) types of research the proposal falls under. Consult the Office of Research Ethics (ORE)[4] for clarification and advice as needed.

3. The Role of the Supervisor

The supervisor meets with the student to guide and oversee the compilation of the required components in developing the proposal. Supervisors must work one-on-one with the student to craft the TD forms and dedicate careful attention to ethical issues to avoid protocols being returned with questions from the ORE.

By signing the TD1[1] form, the supervisor confirms that:

- the proposal methodology and related ethics forms are congruent and meet programmatic expectations, the project is of appropriate scope, and that the proposed research is approved by the committee through discussion and
- all necessary appendices are accurate and attached and dates agree with the student's research (for example, Human Participant Review Committee (HPRC)[5] forms and Animal Care and Biosafety protocols).

4. The Role of the Supervisory Committee

The committee discusses all aspects of the student's proposed area of inquiry including scope, goals, and methods. It is best practice for all committee members to discuss the proposal with the student in a committee meeting. All members must see and approve the proposal.

Committee members' names are **always** required on the TD1[1] form. If the supervisor selects the attestation box, indicating that all committee members have seen and approved the proposal, committee members' signatures are not required. If this box is not selected, committee members must also sign the TD1[1] form.

5. The Role of the Graduate Program Director (GPD)

By signing the TD1[1] form, the GPD confirms:

- the proposal meets programmatic and FGS requirements for a quality proposal,
- the research type (A-D) selected on the TD1[1] form matches the project described in the proposal,
- that the supervisor and supervisory committee have reviewed and recommended the proposal for approval.

The GPD is **not the primary advisor to the student on the specifics of the ethics review and requirements.*

6. The Role of the Graduate Program Assistant (GPA)

The GPA plays an important role in ensuring the Proposal and Ethics are not returned for additional work at a later stage in the delegated ethics review process by:

- ensuring all signatures and dates are present in the appropriate places OR e-mail confirmation is appended,
- checking Graduate Event Module (GEM) to ensure committee members listed on the TD1[1] form are the same as those on file for the student and that each member is appointed to FGS,
- submitting a Supervisory Committee Approval form with the package if there is a discrepancy between GEM and the committee as reflected on the TD1[1] form.

7. Review by Faculty of Graduate Studies' Research Officers

FGS Research Officers (RO) review the full proposal (TD forms and associated appendices including necessary approvals from external institutions) and include direction for the student. ROs will communicate with the student if aspects are missing or unclear, as the file must be complete before it is reviewed by FGS Associate Deans (AD).

8. Review by Faculty of Graduate Studies' Associate Deans

FGS ADs review proposals ensuring they meet FGS minimum requirements. In providing feedback, they specifically look for congruence between the type of research and the methodology indicated in the proposal and on the TD1[1] and TD2[2] forms.

9. Final Review by the Office of Research Ethics

Upon arrival at the ORE, their Research Officer and Chair of the HPRC will review the protocol and communicate directly with the student where changes or additional information is required. Once approved, the ORE will issue a Certificate of Approval to the student, graduate program, and FGS.

10. Congratulations! Now your research begins...

Students must remain registered active (full- or part-time) while data collection is undertaken. Revised ethics paperwork is required should changes to research methodology arise during the research process. Remember, support is just an email away! Contact an RO at **FGSRO@YORKU.CA**.

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FGS Delegated Ethics Review
– Who Does What?

The Student

Conceive the inquiry project, propose it's scope and methods, meet with supervisory committee to revise and finalize, complete TD1 and TD2 & Risk Assessment forms in consultation with supervisor.

The Supervisor

Assist student to develop proposal and ethics forms, ensure input and direction from committee, determine risks, sign off on proposal.

The GPD

Graduate Program Director

Reviews and signs proposal, ensuring it meets programmatic requirements, reviews TD forms ensuring congruence.

The GPA

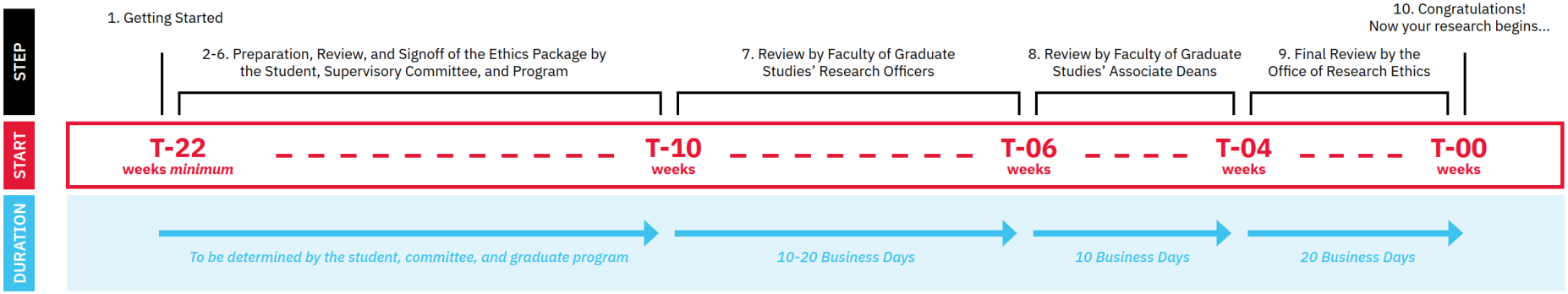
Graduate Program Assistant

Ensures signatures and dates are present, checks Graduate Event Module for congruence with TD1, submits to FGS.

Timeline for Delegated Ethics Review Process

This timeline assumes...

- It will take 3 months for the student, supervisory committee, and graduate program to prepare a file to send to FGS.
- FGS recommends students initiate this process *at least* 22 weeks or 5 months **BEFORE** they intend to **BEGIN** research.



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Advancement in Status from MA to PhD Candidacy

PhD advancement is not automatic. Applications are first considered by the student's Area. Criteria such as quality of the MA Thesis, successfully completing all MA degree requirements, GPA, progressing efficiently through the program, participation in the area and year-end evaluations are considered in the promotion decision. Students must have a supervisor who agrees to supervise them for the PhD.

After all the Area Heads have forwarded their lists of students advancing to PhD, the Graduate Program Office will send the students steps in how to apply.

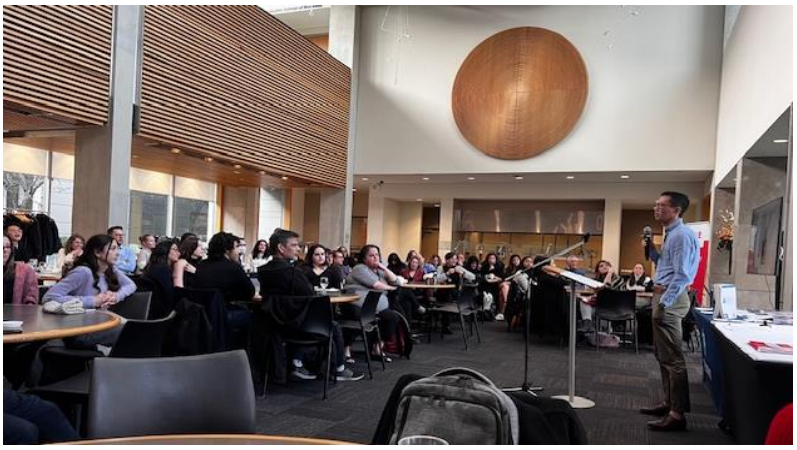
Provisional PhD Status

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

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

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

Provisional PhD students will have to register as full-time PhD students and as part-time MA students until they have successfully defended and completed revisions and pay fees accordingly.



THE PhD DEGREE

Program Requirements

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

AREA	COURSES	PRACTICA AND INTERNSHIP	OTHER REQUIRE-MENTS
Brain, Behaviour, and Cognitive Sciences	• Six credits in quantitative methods from the statistics courses offered in graduate psychology. • Three 3-credit courses or equivalent from those offered at the 6000 level by the Graduate Program in Psychology	One applied or research practicum (6820 6.0 or 6810 6.0); 330 hours	ABC paper to satisfy breadth requirement. Dissertation Oral Defense
Clinical: General Clinical Stream	• Six credits in quantitative methods from the statistics courses offered in graduate psychology. • 6020 3.0 - Historical & Theoretical Foundations of Contemporary Psychology A **OR** 6030 3.0 - Historical & Theoretical Foundations of Contemporary Psychology B • 6441P 6.0 - Psychodiagnostics • 6445P 6.0 - Advanced Intervention • 6490B 3.0 - Ethical Issues in Professional Practice • A minimum of two 3-credit courses, or equivalent, at the 6000 level [Please Note: this is not applicable to students in the Clinical Neuropsychology Stream (CNS)]	Practicum (6440P 6.0) of 660 hours Additional practicum (6460P) strongly encouraged. A one-year full-time clinical internship (6840 6.0) of 1800 hours	ABC paper to satisfy breadth requirement. Clinical Competency examination in assessment and intervention Dissertation Oral Defense

Clinical-Developmental	• 6020 3.0 - Historical and Theoretical Foundations of Contemporary Psychology A OR 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology B • Six credits in quantitative methods from the statistics courses offered in graduate psychology. • 6490B 3.0 – Ethical Issues in Professional Practice • 6970 6.0 – CD Interventions: Advanced Skills • Minimum of two 3-credit elective courses, or equivalent, at the 6000 level [Please Note: this is not applicable to students in the Clinical-Developmental Neuropsychology Stream (CNS)]	Two full-year clinical practica – 6910P 6.0 (Assessment) and 6930P 6.0 (Intervention) – of 330 hours each A one-year full-time clinical internship (6840 6.0) of 1800 hours.	ABC paper to satisfy breadth requirement. Professionalism and Ethical Conduct 30 hours in YUPC including co-supervising one assessment case in PhD3/4 Dissertation & Oral Defense
Clinical/Clinical-Developmental Neuropsychology Stream (CNS)	**Students must complete course requirements from the above Clinical or Clinical-Developmental list in addition to:** • 6325 3.0 Clinical Neuroanatomy (may be completed during MA) • 6320 3.0 Human Neuropsychology: History and Syndromes (may be completed during MA) • 6450 3.0 Principles of Neuropsychological Assessment **OR** 6945 3.0 Applied Pediatric Neuropsychology • 6330 3.0 Cognitive Neurorehabilitation (**requirement for all Clinical students; and required for CD students entering September 2019 or later**)	**Requirements from C/CD list above in addition to:** Two neuropsych assessments at the YUPC clinic. One as a junior student assessor (Junior student can be MA1-2 for CD and PhD 1 for C students), one as a senior student supervisor (PhD-2+) An external practicum in a supervised neuro-psychological assessment setting A one-year full-time CPA-accredited clinical internship (6840 6.0) with specialty	**Requirements from C/CD list above in addition to:** Dissertation on a topic relevant to Clinical Neuropsychology& Oral Defense • Confirmed attendance at Clinical Neuropsychology Rounds seminar series.

		rotation in Clinical Neuropsychology	
Developmental Science	• Six credits in quantitative methods from the statistics courses offered in graduate psychology. • A minimum of two 3-credit courses at the 6000-level, including at least one half-course from the DS course list.	At least two applied or research practica, (6820 6.0 or 6810 6.0); including one in developmental research (330 hours each). Students are encouraged to take the practica in different labs.	ABC paper to satisfy breadth requirement. Dissertation Oral defense Students are also required to attend the DS colloquium series.
Historical, Theoretical, and Critical Studies of Psychology	• 6020 3.0 - Historical & Theoretical Foundations of Contemporary Psychology A • 6030 3.0 - Historical & Theoretical Foundations of Contemporary Psychology B If the above courses have been taken to meet the MA requirements, another two 3-credit courses (or equivalent) must be taken from the Graduate Program in Psychology or another relevant program in consultation with the supervisor and with permission of the Area Coordinator. One 3-credit course in methods from the following list: • Psyc 6061 Historiography of Psyc • Psyc 6474 Qualitative Research Methods Courses on methodology or method from other relevant areas/programs may be taken in consultation with the supervisor and with permission of the Area Coordinator. • Six credits in the advanced study of historical or theoretical subjects, chosen in consultation with the supervisor. Normally this entails registration in two sections of the 6060 series (Advanced History of Psychology) • Two 3-credit 6000-level courses (or equivalent) in psychology or other relevant programs, chosen in consultation with the supervisor.	At least two practica, either applied or research, 330 hours each. Students are encouraged to take one practica outside the Historical, Theoretical, and Critical Studies of Psychology Area.	ABC paper to satisfy breadth requirement. Dissertation Oral Defense

Quantitative Methods	• 6020 3.0 - Historical & Theoretical Foundations of Contemporary Psychology A **OR** 6030 3.0 - Historical & Theoretical Foundations of Contemporary Psychology B* • Five 3-credit courses (or equivalent) in courses specializing in quantitative methods. (See list of QM courses below this chart) • One 3-credit course in any other graduate psychology courses. ***Note:** If PSYC 6020 or PSYC 6030 were taken at the MA level, this requirement can be met by taking one 3-credit elective in any other graduate psychology courses.	At least two of applied or research practica (6820 6.0 or 6810 6.0); 330 hours each	ABC paper to satisfy breadth requirement. Dissertation Oral Defense
Social and Personality	• Six credits in quantitative methods from the statistics courses offered in graduate psychology. • 6410 3.0 - Social Psychology **OR** 6510 3.0 - Personality • One 3-credit course in research methods, chosen from a list of courses approved by the area (6150E 3.0 – Research Methods in the Study of Personality **OR** 6150B 3.0 – Social Methods) • One 3-credit courses, chosen in consultation with their supervisor, from those offered at the 6000 level. **Note:** Each candidate should complete the statistics and research methods requirement by the end of PhD 1 year. The research method requirement can also be fulfilled by completing an alternative course in research methods chosen from a list of courses approved by the area. Please contact the Area Coordinator for more information. The number of reading courses that a student may take for a credit in fulfilment of minimum requirements is	At least two of applied or research practica (6820 6.0 or 6810 6.0); 330 hours each	ABC paper to satisfy breadth requirement. Dissertation Oral Defense

	limited to two 3-credit courses (or equivalent).		

Quantitative Methods/Statistics Courses in Graduate Psychology

- PSYC 6131 (Univariate I) is a pre-requisite for PSYC 6132 (Univariate II)
- PSYC 6132 (Univariate II) is a pre-requisite for ALL other Quantitative Methods/Statistics courses except PSYC 6120 (unless special permission is obtained from the course director, e.g., MA students in the QM Area may take other statistics courses concurrently with 6131 and 6132)

Psychology 6120 3.0: Data Management and Data Cleaning

Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance

Psychology 6132 3.0: Univariate Analysis II: Regression

Psychology 6135 3.0: Psychology of Data Visualization

Psychology 6136 3.0: Categorical Data Analysis

Psychology 6137 3.0: Best Practices in Quantitative Research Methods

Psychology 6138 3.0: Computational Methods for Statistical Modeling

Psychology 6139 3.0: Item Response Theory

Psychology 6140 3.0: Multivariate Analysis

Psychology 6145 3.0: Advanced Linear and Nonlinear Modeling

Psychology 6155 3.0: Statistical Consulting in Psychology

Psychology 6160 3.0: Multilevel Modeling

Psychology 6176 3.0: Structural Equation Modeling

Psychology 6180 3.0: Psychometric Methods

Psychology 6190 3.0: Longitudinal Data Analysis

Psychology 6229 3.0: Statistical Modeling of Perception and Cognition

Psychology 6256 3.0: Computational Neuroscience

Psychology 6273 3.0: Computer Programming for Experimental Psychology

ABC/Dissertation MILESTONES IN YOUR PhD

PhD 1	
SUMMER	Begin thinking about ABC paper. Meet with your ABC supervisor and form your committee. Please note: Both committee members on your ABC paper cannot also be on your Dissertation Committee. That is, at least one of the ABC committee members must be different from the members on the Dissertation Committee. Some Areas have additional constraints on committee membership: • **Clinical Area:** One of the ABC Paper committee members may sit on either the Dissertation Committee or the Clinical Competency Committee, but not on both. • **DS Area**: The student's primary supervisor cannot be on the ABC Committee. DS students: please also note that the ABC paper must be completed and approved before starting your dissertation research.
PhD 2	
FALL	Submit brief ABC Paper Proposal to the Graduate office (with appropriate ethics forms) by end of fall term (Dec 31st) Begin thinking about Dissertation topic and committee members
WINTER	Submit Dissertation Supervisory Committee form and Prospectus to the Graduate Office by end of winter term (April 30th). Supervisor plus 2 other committee members needed.
SUMMER	Research, collect data, and write ABC Paper.
PhD 3	
FALL	Submit final ABC paper to Graduate office by the end of the fall term (Dec. 31st).
WINTER	Submit Dissertation Proposal (with ethics forms) to the Graduate office by end of winter term (April 30th).
SUMMER	Once you have ethics approval for dissertation begin collecting data.
PhD 4	
WINTER	All course work & ABC completed, now writing your dissertation. Dissertation writing should be completed by end of winter term (April 30th).
SUMMER	Schedule your defense (all paperwork must be submitted to Graduate Office at least 5 weeks prior to oral defense) and defend by end of term.

Time Limits

The PhD program requires a minimum of 2 years (6 terms of registration). All requirements for a PhD degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student. Leaves of absence, maternity leave, or parental leave are not included in these time limits.

When ***unusual*** circumstances have prevented timely completion of the degree, PhD candidates nearing the end of year 6 may petition for an extension of the time allotted to complete the requirements of the program. All required documents should be in the office of the Program Director on or before the end of May, so that a decision can be made prior to fall registration. Students will be expected to provide, in writing, grounds for requesting an extension and a realistic timetable for completion along with written agreement from their supervisor. A student granted an extension would be required to enroll as a part-time student and would not be eligible for TA or scholarship support.

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

ABC Paper Guidelines

PhD students from all Areas are required to complete this breadth requirement (in place of the comprehensive exams found in some other programs). The purpose of this requirement is to ensure that PhD candidates have acquired experience of research in a topic area, lab, and/or methodology different from their other work. This requirement can be met by completing either:
a) a comprehensive literature review or theoretical paper, or
b) a piece of empirical research that is in a different topic area and/or methodology from the student's MA thesis and, especially doctoral dissertation.

The paper should, ideally, be submitted in the form of a publication-length manuscript (with student as first, or sole author). In some cases, the Paper may be already published but must meet the other requirements, must have been done while the student was enrolled at York, and there must be a committee of two faculty who agree that the paper is suitable to meet the ABC Paper requirement. The ABC Paper is normally completed before the Dissertation.

Choosing ABC Committee Members:
The ABC Paper is supervised by two graduate faculty members. They can be from the Psychology Graduate Program or from another department. Other committee members, such as a researcher from a hospital or other institution may also be considered but need to be approved by the Graduate Program Director.

Both committee members cannot also be on the student's Dissertation Committee. That is, at least one of the ABC committee members must be different from the people on the Dissertation Committee.
For example: Let S=supervisor, A=professor A, B=professor B. If Dissertation Committee is S, A, and B, the ABC Committee cannot be S & A or S & B or A & B.

Some Areas have additional constraints on committee membership:

- **Clinical Area:** One of the ABC Paper committee members may sit on either the Dissertation Committee or the Clinical Competency Committee, but not on both.
- **DS Area**: The student's primary supervisor cannot be on the ABC Committee. DS students: please also note that the ABC paper must be completed and approved before starting your dissertation research.

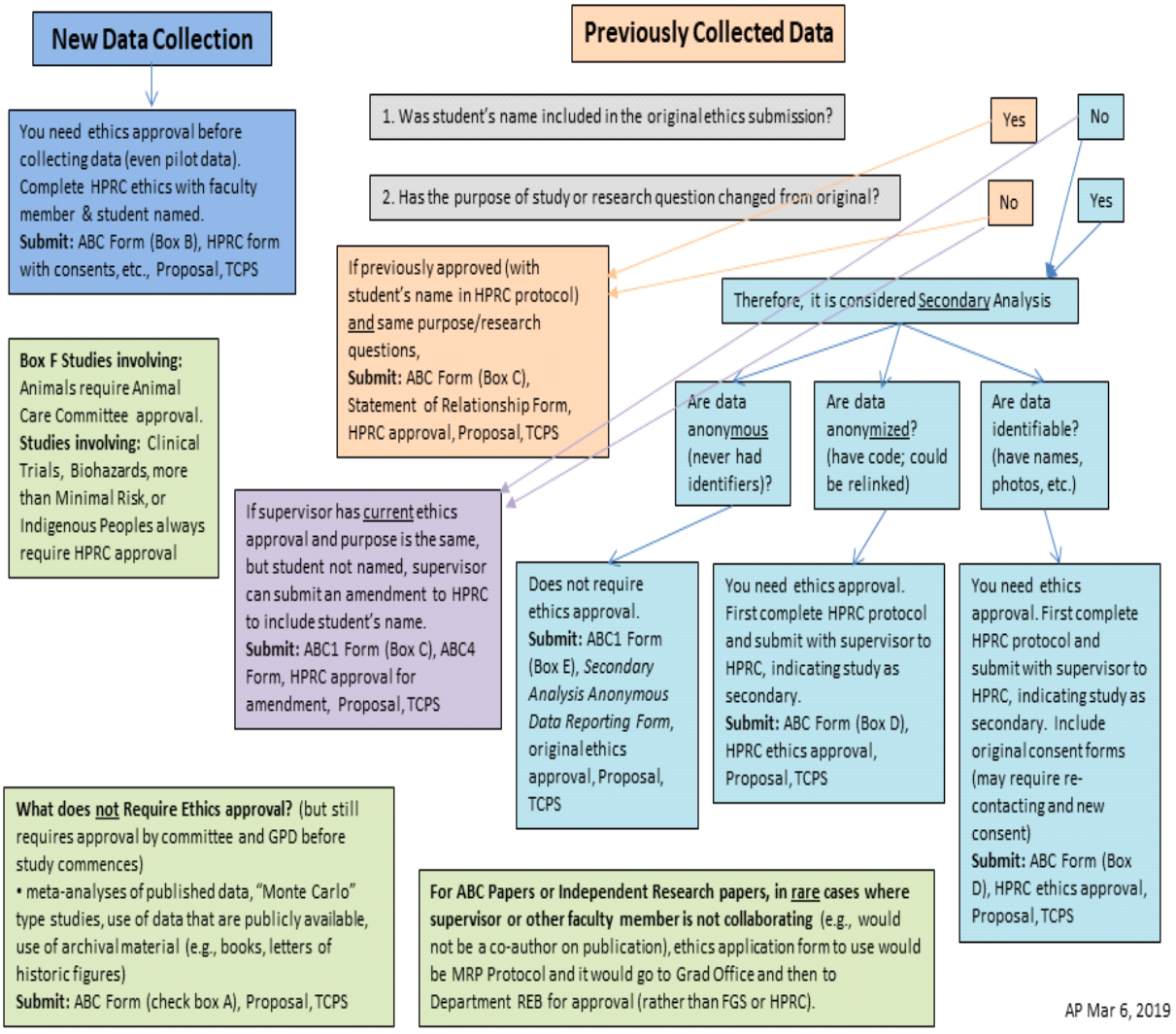
Sequence of events for the ABC Paper:
- By the summer of PhD 1, students should discuss with their supervisor possible ideas for their ABC Paper. The topic and committee members need to be considered in conjunction with planning for the

Dissertation to ensure the topic/methodology and committee members are different enough to meet the criteria above.

- Approach the two committee members and draft a brief proposal (3-5 pages). The student or supervisor may approach committee members.
- By the beginning of PhD 2, submit to the Graduate office the ABC Research Paper form and proposal which has been approved by the two members. This includes all required ethics approval forms. See flow chart. The GPD will review and direct to ethics as required.
- Work on the paper or the study, during summer of PhD 2, with drafts to the committee as needed.
- By the beginning of the fall term of PhD 3, submit one copy of the paper suitable for binding, with an email from both committee members stating the work is complete.

PSYCHOLOGY GRAD STUDENT RESEARCH ETHICS PROCESS For ABC Papers

http://psyc.info.yorku.ca/6954-2/#squelch-taas-toggle-shortcode-content-2



AP Mar 6, 2019

GUIDELINES PERTAINING TO THE PhD DISSERTATION

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

By the end of the Winter term of PhD 3, the Dissertation Proposal, approved by the three committee members, should be submitted to the Graduate office, together with ethics forms as needed (see chart).

The following are excerpts from the FGS Policy regarding Dissertations.

Doctoral Dissertation Supervisory Committees

Composition of Committee

A dissertation supervisory committee will consist of a minimum of three members from the Faculty of Graduate Studies, at least two of whom must be members of the graduate program in which the student is enrolled. The principal supervisor must be a Full Member of the graduate program in which the student is enrolled. An Associate Member of the graduate program may serve as a co-supervisor on the condition that the other co-supervisor is a Full Member of the graduate program. In exceptional circumstances and with prior approval of the Dean, the third, or an additional member, may be appointed who is not a member of the Faculty of Graduate Studies.

Approval Timelines

For doctoral students to remain in good academic standing, they must have a supervisor and supervisory committee in place in accordance with program requirements. A supervisory committee must be recommended by the appropriate Graduate Program Director for approval by the Dean of Graduate Studies no later than the end of the eighth term of study (end of second term of PhD III). Students will not be able to register in the tenth term of study (the onset of PhD IV) unless a supervisory committee has been approved.

Approval Process

Recommendation for membership of a doctoral dissertation supervisory committee is formally initiated by the graduate program director via submission of a Supervisory Committee Approval form: https://www.yorku.ca/gradstudies/wp-content/uploads/sites/184/2021/03/supervisor-committee-approval.pdf. The Supervisor & Supervisory Committee Approval is to be used when recommending the establishment of a supervisory committee, to add members to an incomplete committee, and to make changes to an existing committee. Final approval of supervisory committee membership recommendations rests with the Dean of the Faculty of Graduate Studies.

Supervisor's Roles and Responsibilities

A dissertation supervisor (Chair of the supervisory committee) shall: be reasonably accessible to the student, normally meeting once a month and never less than once each term; ensure that a copy of the student's dissertation is sent to each member of the student's dissertation examining committee as far as possible in advance of the date of the student's oral examination, but no later than 25 business days prior to the date set.

Supervisory Committee Roles and Responsibilities

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

Psychology PhD Dissertation Style Guidelines

The dissertation is the pinnacle of the PhD degree. It should represent a substantial research project that is original and that makes a significant contribution to the candidate's field.

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

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

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

- The candidate must be first or sole author for each paper or study included in the dissertation and these must be deemed by the supervisory committee to be appropriate components of a PhD dissertation.
- The candidate must have taken a major role (e.g., in conceptualization, study design, analyses, and writing) on any multi-authored papers, as would be appropriate for a first-authorship designation. More specifically, major sections of the dissertation cannot be written by collaborators, consultants, members of the committee, etc.
- The dissertation document itself is separate from any publications resulting from the dissertation research. This means that published or "in press" versions of manuscripts cannot be included as part of the dissertation, for both copyright and pedagogical reasons, but rather a pre-publication manuscript version or a more extensive write-up of the study than what was contained in the final publication version may be included as part of the dissertation.
- The other authors of any multi-author paper must be aware and approve of the publications being included in the student's dissertation and agree that the student's contribution is commensurate with what would be expected for a dissertation study.
- Each study should include a statement regarding its publication status and proving the complete citation if published or in press.
- There must be a significant effort to weave the papers together into a coherent document, with an Introduction, appropriate transitions between papers, and a comprehensive overall general discussion section.
- When there are similar methods or measures employed across two or more studies, two options could be used to integrate the related papers: a) all subsequent papers could refer to the methods and

measures in study 1, or: b) a general methods section could follow the introduction, and the papers would be comprised of a short introduction, results, and discussion.

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

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

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

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

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

Ethical Considerations

Once the thesis/dissertation proposal is approved by the supervisor and other committee member(s), it should be submitted to the Graduate Program office along with relevant forms, for approval by the GPD and then FGS. All proposals require these approvals, regardless of whether or not ethics approval is required.

Many (but not all) proposals also require ethics approval. If the study involves human participants (or animals), it will require Ethics approval before data collection may proceed. The Tri-Council policy to which York must adhere is available at: http://gradstudies.yorku.ca/current-students/thesis-dissertation/research-ethics/**.** It can be complex figuring out which forms you need to complete, and which type of ethics approval is required. It depends upon the nature of your study, whether there are human participants or not, whether it is minimal risk or not, whether the data are being collected specifically for this project or you are doing secondary analysis. Please see the chart below to help you figure out which forms you need and which boxes to check. In the case of a multiple paper dissertation, you will need to consider each study separately in terms of what ethics approvals is needed and complete forms accordingly (i.e., study 1 may have no human participants, study 2 may be a secondary analysis, and study 3 may involve new data collection. When in doubt, come and talk to the Grad office.

PSYCHOLOGY GRAD STUDENT RESEARCH ETHICS PROCESS For T & D

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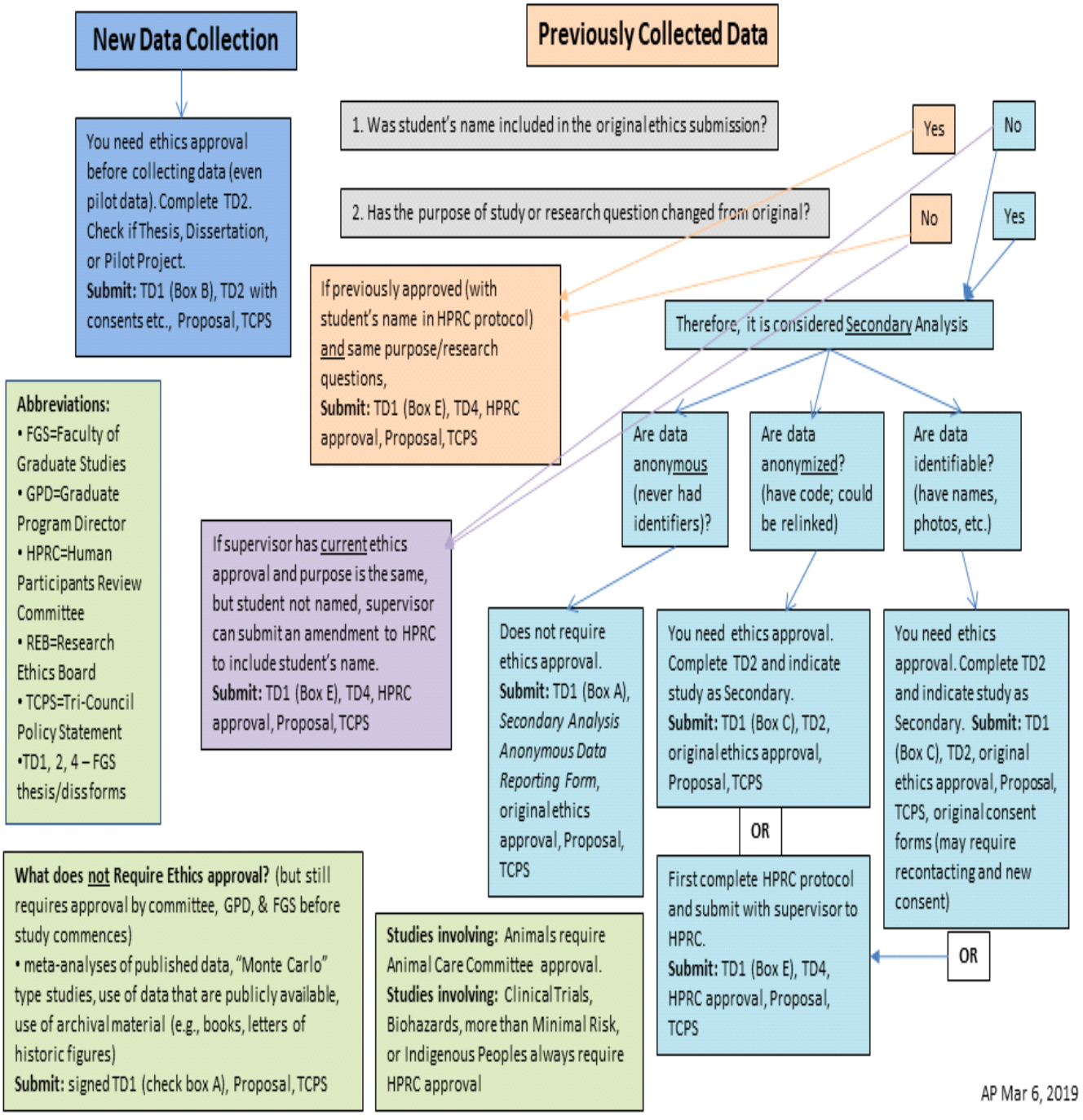

PLANNING YOUR PhD ORAL DEFENSE

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

- **For a PhD oral**, the examining committee usually consists of six people: the supervisor and the two other committee members, all of whom sign off to say the thesis is ready to go to oral defense, plus three additional members: the Chair/Dean's Rep (who may be from Psychology or another department, but who has not been involved in the thesis), one York graduate faculty member from outside Psychology (sometimes called the Outside reader or internal-external), and the External examiner (an expert in the field from a different University). The External examiner must be approved by the GPD prior to the scheduling of the oral defense. *In keeping with FGS requirements, students are not allowed to select or contact (i.e., in order to ask for their participation) members of the examining committee, especially the External Examiner*. This responsibility lies solely with the student's supervisor.

- The following forms must be obtained from the graduate program office (in one package):

  a. Recommendation for Oral Examination form
  b. National Library of Canada form
  c. Name of Diploma form

- It is necessary to fill out and submit the forms to the Program office no later than **5 weeks prior to the date** set for the oral for PhD oral examinations.

- An electronic copy of the thesis/dissertation must be provided to each member of the Examining Committee at least 4 weeks prior to the date of the oral examination. The Grad office will forward an electronic copy of the dissertation to the External examiner.

- Confirmation of the oral examination will be sent from the Office of the Dean, Faculty of Graduate Studies to the interested parties.

- Committee members are canvassed by the Graduate Program office to ensure they believe the thesis/dissertation is examinable.

- External Examiners are to submit their written evaluation to FGS at least one week before the oral. This is shared with the examining committee but is not to be shared with the student prior to the oral defense.

- External Examiners (for PhD dissertation) coming from outside of the Greater Toronto Area typically attend the oral defense via Zoom.

When to Secure Copyright Permission

The following sections provide guidance and suggestions with respect to when and how to secure copyright permission. A student is allowed to use copyrighted material in their thesis/dissertation provided it falls under the Canadian Copyright Act's definition of "fair dealing". Information on York University's Fair Dealing Guidelines can be reviewed at York University – Copyright (http://copyright.info.yorku.ca/). It is, however, the responsibility of the student to confirm that if there is copyrighted material in this or her thesis/dissertation, it either complies with the "fair dealing" provisions of the Canadian Copyright Act (http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) or documented permission has been obtained to use the copyrighted material.

If a thesis/dissertation includes any of the following elements, the student should seek copyright permission. (Please note that this is not an exhaustive list. If you require additional information on York's Copyright Policy or Fair Dealing Guidelines contact the Copyright Office.

- Copyrighted test instruments, questionnaires, etc.

- Material or parts of material written by the thesis/dissertation author which have been previously published in a journal and to which the author has assigned copyright.
- Material co-authored with another author(s) who shares copyright.
- Tables, figures, and all forms of images including photos, ABC papers, graphs, drawings, logos etc. that have been obtained from a copyrighted source, including websites, newspapers, journals, books, brochures, professors' lecture notes, etc.

THE GRAD OFFICE NEEDS ALL PAPERWORK TO SCHEDULE A PHD DEFENSE **AT MINIMIM 5 WEEKS (25 Business days) PRIOR TO YOUR DEFENSE DATE**

Electronic Thesis and Dissertation Submission

After the oral examination and the completion of revisions (if needed), students need to email the Graduate Milestones & Progression Coordinator at gradtd2@yorku.ca to get instructions for submitting your thesis/dissertation prior to a date specified by the Faculty of Graduate Studies.

Students submit the final approved copies of their thesis or dissertation electronically using the Electronic Thesis and Dissertation (ETD) platform. The ETD draws on the capacity of YorkSpace (http://yorkspace.library.yorku.ca/xmlui/), York University's institutional repository of research, to accept, store and disseminate scholarly output.

The ETD platform will allow students to submit their thesis or dissertation from any computer with an internet connection. Depositing York's theses and dissertations in YorkSpace instantly makes our research outputs discoverable to scholars and researchers worldwide.

Once your electronic submission is approved by the Graduate Milestones & Progression Coordinator and all required forms received and fees paid, your thesis/dissertation will be deposited in YorkSpace at the time of conferral of your degree, according to the publication date listed on your ETD record (normally either November 1 or July 1). No hard copies are required, and bound copies are not provided for students or supervisors (but can be arranged at your own expense).

Convocation

Graduate students apply to graduate via the Registar website, http://www.registrar.yorku.ca/
Once a student has completed all their degree requirements; the information is forwarded by the Graduate Office to the Registrar's Office confirming the student's eligibility. There are two walk-through convocation ceremonies per year, June and October. February convocation is in absentia.

STEPS & TIMELINE FOR FINISHING YOUR PhD DISSERTATION – Student & Supervisor to Work Together

Target Date	Step/Stage of Process (some steps might be combined or done in slightly different order in some cases)	Time Allotted, Known Constraints (Vacation, Conferences)
	Hand in Proposal to Graduate Office	
	Graduate Office will notify you when Proposal is FGS Approved	
	Begin Data Collection or Analyzing Data - Meet with Supervisor as Needed	
	Analyses Completed	
	Analyses Reviewed with Supervisor	
	Intro & Method to Supervisor (may only be slightly revised from proposal)	
	Intro & Method returned from Supervisor	
	Results to Supervisor	
	Results returned from Supervisor	
	Whole Thesis to Supervisor (Final Draft #1)	
	Draft #1 returned from Supervisor	
	Revisions	
	Draft #2 to Supervisor	
	Draft #2 returned from Supervisor	
	Further Revisions & Drafts as Needed…	
	Thesis to Supervisory Committee	
	Feedback from Committee	
	Committee to Review Again if Needed/Requested	
	Approval from Committee	
	Decision OK to Book Oral	
	Request Oral Exam package from the Graduate office	
	Consult with Supervisor re: Dean's Rep/Chair, Outside Examiner, External – (Supervisor to do Asking)	
	Supervisor to Negotiate Date with Committee (often takes many emails back & forth)	
	All Forms to Graduate Office with Date & Time 5 Weeks Prior to Defense Date (Freda to book room) Send Freda electronic copy of your dissertation (she will send to external member as student is to have no contact with the external examiner prior to exam)	
	Send Dissertation electronically to other Committee Members (except External) 4 weeks Prior to Defense	
	Prepare Presentation for Oral (approx. 20 min.)	
	Have "Mock defense" or Dry Run 1-2 Weeks before with Lab Group, Friends, etc.	
	Oral Defense!	
	Celebrate!! Then Schedule some R & R!	

FGS Ethics & Proposal Review Process

– A Quick Guide for Students, Faculty & Staff

KEY ROLES

= COMMITTEE = FGS* = GPA* = GPD* = ORE* = STUDENT = SUPERVISOR

**Faculty of Graduate Studies, Graduate Program Assistant, Graduate Program Director, Office of Research Ethics*

1. Getting Started — The Role of the Student

The delegated ethics review process begins with the student, who identifies a proposed area of inquiry and, in communication with their supervisor and supervisory committee, ensures the proposal articulates the goals, questions, methodology, and engagement with existing literature.

2. Putting the Pieces Together — The Role of the Student

A complete proposal demonstrates that all programmatic and FGS criteria are met by answering **all** relevant questions on the TD1[1], TD2[2], and risk assessment forms[3]. These will necessarily require consultation with the supervisor/supervisory committee to discuss the level of risk and develop strategies for managing consent, harm mitigation, and conflicts of interest.

More details about TD1[1] - Thesis and Dissertation Proposal Form...

- This form is required for all research proposals and lists the additional documents to complete based on which of the seven (7) types of research the proposal falls under. Consult the Office of Research Ethics (ORE)[4] for clarification and advice as needed.

3. The Role of the Supervisor

The supervisor meets with the student to guide and oversee the compilation of the required components in developing the proposal. Supervisors must work one-on-one with the student to craft the TD forms and dedicate careful attention to ethical issues to avoid protocols being returned with questions from the ORE.

By signing the TD1[1] form, the supervisor confirms that:

- the proposal methodology and related ethics forms are congruent and meet programmatic expectations, the project is of appropriate scope, and that the proposed research is approved by the committee through discussion and
- all necessary appendices are accurate and attached and dates agree with the student's research (for example, Human Participant Review Committee (HPRC)[5] forms and Animal Care and Biosafety protocols).

4. The Role of the Supervisory Committee

The committee discusses all aspects of the student's proposed area of inquiry including scope, goals, and methods. It is best practice for all committee members to discuss the proposal with the student in a committee meeting. All members must see and approve the proposal.

Committee members' names are **always** required on the TD1[1] form. If the supervisor selects the attestation box, indicating that all committee members have seen and approved the proposal, committee members' signatures are not required. If this box is not selected, committee members must also sign the TD1[1] form.

5. The Role of the Graduate Program Director (GPD)

By signing the TD1[1] form, the GPD confirms:

- the proposal meets programmatic and FGS requirements for a quality proposal,
- the research type (A-D) selected on the TD1[1] form matches the project described in the proposal,
- that the supervisor and supervisory committee have reviewed and recommended the proposal for approval.

The GPD is **not the primary advisor to the student on the specifics of the ethics review and requirements.*

6. The Role of the Graduate Program Assistant (GPA)

The GPA plays an important role in ensuring the Proposal and Ethics are not returned for additional work at a later stage in the delegated ethics review process by:

- ensuring all signatures and dates are present in the appropriate places OR e-mail confirmation is appended,
- checking Graduate Event Module (GEM) to ensure committee members listed on the TD1[1] form are the same as those on file for the student and that each member is appointed to FGS,
- submitting a Supervisory Committee Approval form with the package if there is a discrepancy between GEM and the committee as reflected on the TD1[1] form.

7. Review by Faculty of Graduate Studies' Research Officers

FGS Research Officers (RO) review the full proposal (TD forms and associated appendices including necessary approvals from external institutions) and include direction for the student. ROs will communicate with the student if aspects are missing or unclear, as the file must be complete before it is reviewed by FGS Associate Deans (AD).

8. Review by Faculty of Graduate Studies' Associate Deans

FGS ADs review proposals ensuring they meet FGS minimum requirements. In providing feedback, they specifically look for congruence between the type of research and the methodology indicated in the proposal and on the TD1[1] and TD2[2] forms.

9. Final Review by the Office of Research Ethics

Upon arrival at the ORE, their Research Officer and Chair of the HPRC will review the protocol and communicate directly with the student where changes or additional information is required. Once approved, the ORE will issue a Certificate of Approval to the student, graduate program, and FGS.

10. Congratulations! Now your research begins...

Students must remain registered active (full- or part-time) while data collection is undertaken. Revised ethics paperwork is required should changes to research methodology arise during the research process. Remember, support is just an email away! Contact an RO at **FGSRO@YORKU.CA**.

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FGS Delegated Ethics Review
– Who Does What?

The Student

Conceive the inquiry project, propose it's scope and methods, meet with supervisory committee to revise and finalize, complete TD1 and TD2 & Risk Assessment forms in consultation with supervisor.

The Supervisor

Assist student to develop proposal and ethics forms, ensure input and direction from committee, determine risks, sign off on proposal.

The GPD

Graduate Program Director

Reviews and signs proposal, ensuring it meets programmatic requirements, reviews TD forms ensuring congruence.

The GPA

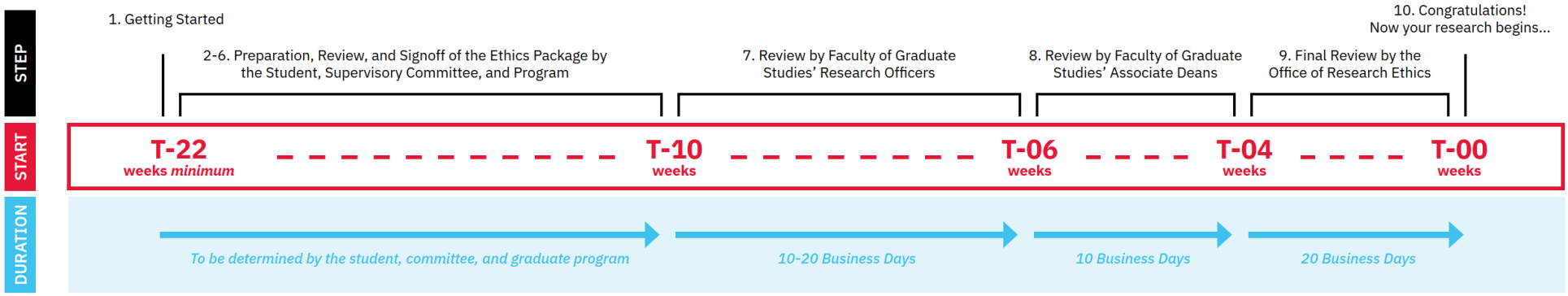
Graduate Program Assistant

Ensures signatures and dates are present, checks Graduate Event Module for congruence with TD1, submits to FGS.

Timeline for Delegated Ethics Review Process

This timeline assumes...

- It will take 3 months for the student, supervisory committee, and graduate program to prepare a file to send to FGS.
- FGS recommends students initiate this process *at least* 22 weeks or 5 months **BEFORE** they intend to **BEGIN** research.



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Graduate Diplomas

Health Psychology Diploma Program Requirements

The study of psychological factors in health and illness is a growing field of research both at York University and worldwide. Health psychology research at York University covers a broad range of topics across the human lifespan, including cancer care; cardiovascular disease; diabetes; eating disorders; HIV/AIDS; pain; drug misuse, abuse, and addiction; problem gambling and video gaming; and stress and coping. Health psychology researchers at York University are also active in the promotion of health psychology at Canadian and international professional associations. Note that while the Diploma is awarded at the Doctoral level, entering MA students can complete coursework and attend the weekly seminar both of which can be applied to the Diploma's requirements.

- Completion of a PhD dissertation in a health psychology topic.
- Two major health psychology research projects outside of the PhD dissertation.
- Coursework:
  (a) At least two graduate level health psychology half courses or one full year course
  (b) At least one biomedical half course relevant to the student's research (e.g., anatomy, physiology, neuroscience)
- Health Psychology Seminar – attend a weekly seminar in which invited speakers address a variety of topics in the area of health psychology. It is called the Graduate Diploma in Heath Seminar, and you must enroll in 6456 1.5 and 6457 1.5, taking one course per year, and graded as Pass/Fail. There is no evaluation in this seminar. The Health Psychology Seminar must be attended for any two years over the course of one's graduate student career.
- For students in the Clinical or Clinical-Developmental Areas of the Psychology Graduate Program only, accrual of clinical training in health psychology must be conducted during the student's internship year.

For more information regarding the Health Psychology Graduate Diploma, please contact **Dr. Joel Katz** at jkatz@yorku.ca.

Neuroscience Diploma Program Requirements

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

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

For more information regarding the Neuroscience Graduate Diploma, please contact **Dr. Denise Henriques** at deniseh@yorku.ca.

https://www.yorku.ca/gradstudies/neuroscience/future-students/#requirements

Quantitative Methods Diploma in Psychology Requirements

The Quantitative Methods (QM) Area in the Department of Psychology offers a formal diploma program in quantitative methods for graduate students within the Graduate Program in Psychology, Kinesiology, Nursing, and other areas. This diploma program is developed to promote competency in the application and communication of advanced quantitative methods to psychological and social science data and is intended to be complementary to students' course of study in Psychology or other related graduate programs.

- **Students must complete 18.0 credits of coursework specializing in Quantitative Methods at the graduate level** (there are no specific courses required). The courses could include graduate quantitative methods classes offered by the Departments of Psychology, Kinesiology, or Nursing, as well as graduate classes offered by the Department of Mathematics and Statistics. However, other York or non-York courses might also be applied to the requirements of the diploma. All courses that the student would like to apply towards the requirements of the diplomas must first be approved by the student's Diploma Program Advisor. Courses counting toward the diploma program may also count towards the student's graduate degree requirements, but some part of the graduate diploma program course requirements shall be additional to degree requirements. Additionally, every course counting toward the diploma must have a minimum grade of A-.
- **Presenting at least once in the Quantitative Methods Forum**. The presentation could either focus on a specific quantitative method or could highlight the student's application of an advanced quantitative method in an ongoing research project.
- **Attend at least a minimum of eight Quantitative Methods Forums.** The eight QM forums need not be in the same year, and although a minimum number is specified, it is recommended that students attend as many forums as possible.
- **Completion of an Academic Breadth Comprehensive Paper, Review Paper, or Research/Applied Practicum with a focus on quantitative methods.** The Academic Breadth Comprehensive paper or review paper should be at least 4,000 words (excluding tables, figures, and references) on a topic related to the analysis of data in the behavioural sciences. The review paper should be written in a format acceptable for submission to a peer-reviewed journal, and to count towards the diploma it must be approved by the Quantitative Methods area. Alternatively, the research/applied practicum will be worth six credits and should be related to the analysis of data in the behavioural sciences. A letter from the practicum supervisor outlining the nature of the practicum and indicating successful completion of the practicum will be required in order for the practicum to count towards the diploma.

For more information regarding the Quantitative Methods Graduate Diploma, please contact **Dr. Robert Cribbie** at cribbie@yorku.ca**.**

Course Evaluation and Evaluation of Student's Coursework

Research and Applied Practicum supervisors submit to the Graduate Program Office grades and written comments on the work of their students in January and May each year. These reports are placed in the student's file. Course directors submit grades and comments at the end of each course. Clinical Practicum supervisors submit evaluation forms specific to the Clinical or Clinical-Developmental areas to the Graduate Program Office and faculty members associated with these courses or the DCT assign a pass/fail grade.

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

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

For students evaluating their courses: We welcome students' evaluations. Routinely, at the end of each graduate course the course director will be sent notifications that the course evaluations are available online. Students access the course evaluations after logging on through Passport York. The instructor never sees any course evaluation results or comments until after they submit final grades, and they never see who wrote what.

GRADES

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

	Grades Due	Removal of Incomplete Grades
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

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 includes Fall and Winter.

Once grades have been submitted, students can view them via their student record at: **http://www.registrar.yorku.ca**

Grading of courses

Grades are always recorded as "letter grades", but some instructors like to assign a numerical grade for each part of the final grade and then convert the total to the appropriate letter grade. The following grading scale will be used:

90+ = A+ (Exceptional): exceptional work, detailed, thorough; clearly exceeds parameters of task; particularly insightful or innovative; cognitively and communicatively laudable

85-89 = A (Excellent): excellent work; detailed, complete; task fully achieved with demonstrated insight; cognitively and communicatively exacting

80-84 = A- (High): extremely good work; clear, complete; task full and effectively achieved; cognitively and communicatively satisfactory

75-79 = B+ (Highly Satisfactory): very good work; task satisfactorily achieved; may be slightly lacking in cognitive or communicative rigor

70-74 = B (Satisfactory): good work; task achieved; demonstrably lacking in cognitive or communicative rigor

60-69 = C (Conditional): unsatisfactory work; purpose of task only partially achieved; significantly lacking in cognitive or communicative rigor

0-59 = F (Failure): unsatisfactory work; purpose of task not achieved; completely lacking in cognitive or communicative rigor

Incomplete Grades

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

In extenuating circumstances, if the I grade cannot be removed before the deadline, the student may petition for an extension and provide a rationale and a timeline. In that case, the course director must agree to the revised plan; the student's supervisor and Area Coordinator will be notified and consulted; and the petition must be approved by the Graduate Director before being sent to FGS for final approval. **Thus, 6.0 course has 4 months to complete extension; if further time is required, a petition MUST be completed by the student with a rationale, and the course director must approve.**

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

Students who receive any combinations of C grades or combination of C and F grades will not be allowed to continue in the program, as per FGS regulations. Please note: In no case will grades be averaged.

Examples are:

Two C grades for 6.0 credit courses; or,
One C grade for a 6.0 course and one C grade for a 3.0 credit course; or
A total of three C grades for 3.0 credit (or equivalent) courses; or
One F grade for a 6.0 credit course, or two F grades in 3.0 credit courses; or
One F grade for a 3.0 credit course and one C grade for a 6.0 or 3.0 course.

COURSE SYLLABI

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

GUIDELINE FOR PRACTICA COURSES

Practica are COURSES that require you to enroll online, and you MUST submit the agreement form, interim evaluation form, and final evaluation form to the Graduate Program Office to indicate your completion of the practicum and obtain a grade for your practicum.

Practica Forms can be found at this link or obtained from the Graduate Program Office:
https://www.yorku.ca/gradstudies/psychology/current-students/guidelines-policies-forms/

Practica Course List:

Applied Practica:

PSYC 6810A	Applied Practicum I
PSYC 6810B	Applied Practicum II
PSYC 6810C	Applied Practicum III

Research Practica:

PSYC 6820A	Research Practicum I
PSYC 6820B	Research Practicum II
PSYC 6820C	Research Practicum III

Clinical Practica:

PSYC 6430P 6.0	Clinical Practicum I (MA Students) – Clinical area (***forms given in class***)
PSYC 6440P 6.0	Clinical Practicum II (PhD Students) – Clinical area
PSYC 6460P 6.0	Clinical Practicum III (PhD Students) – Clinical or Clinical Developmental area
PSYC 6910P 6.0	Introduction to the Psychological Assessment of Children Practicum (PhD Students) – clinical developmental area
PSYC 6930P 6.0	CD Intervention: Practicum (PhD Students)- clinical developmental area

Internship:

PSYC 6840 6.0	Clinical Internship

Practica Timeline

If you are taking any of these courses, you MUST follow this timeline to enroll in the course and complete it:

1, Before enrollment: Put the course in your advising worksheet
2, Enrollment: Enroll in the courses online.
3, At the start of your practicum: submit an agreement form to the Graduate Program Office
4, Midway and at the end of your practicum: submit interim and final evaluation forms to the Graduate Program Office

Again, please keep in mind if you do not officially enroll in these courses, you will not receive a grade, and it will not show on your transcript.

Practicum Agreement Form:

Students intending to enroll in the practica courses must obtain a **Practicum Agreement Form** from the Graduate Program Office and complete it with their Practicum Supervisor.

Please keep a copy of your original agreement for your own reference, as well as noting the start and finish dates of your practicum. Please give your supervisor a copy of the agreement as well.

The completed form must be returned **within two weeks of the commencement of the term** .

Interim and Final Evaluation:

An **Interim** and **Final Evaluation** will be required at the half-way and end point of the course, respectively, completed by both the student and their practicum supervisor. You will receive the interim and final evaluation form from the Graduate Program Office according to the timeline of your practicum. You can also ask the evaluation forms from the Graduate Program Office whenever you need them. Please only use YORK forms, except for 6840. For 6840 Internship, you have the option to use either the provided York forms or the forms from your internship site. **When completing the 6840 forms, be sure to include contact information for supervisors, including mailing address, telephone, and email.**

PLEASE NOTE:

1, If the practicum indicates that it needs DCT's approval, when returning copies of agreement, interim or final evaluations, please cc your DCT as well. This way the DCT can approve the forms and contact the Graduate Program Office.

2, **If you are taking two or more similar practicums, you should not enroll in the same course section** (section means: section A, section B, and etc.) more than once. This is because the section of the practicum is used to distinguish different practicums you have done over through your study.

For example, if you are planning to take two 3.0 credit research practicum, you should enroll in 6820A 3.0 AND 6820B 3.0 to distinguish them as two separate practicums. You cannot enroll in two 6820A 3.0. Otherwise, it inaccurately indicates that you have taken the same practicum twice on your transcript. Students should be aware of this and are responsible for their practicum course enrollment.

3**, If you are unable to complete this by the deadline, please inform the Graduate Program Office immediately.** If an extension of the practicum course is needed, students should follow the instruction provided by the Graduate Program Office to request an extension, such as submitting the CTF form, etc. If there is an excessive delay in returning paperwork, reminders will be cc'd to your supervisor, the area head, and the Graduate Program Director.

4, **Please note that all practicum students are expected to submit the agreement form, interim evaluation form, and final evaluation form for their practicum.** These documents constitute a vital part of your course completion record. Failure to submit them will prevent the graduate office from processing your practicum grade.

5, When saving forms to send to the Graduate Office, please use this pattern for saving as .doc or .pdf:

LAST NAME, First Name - Course, Section, Credits, Form Type, Course Term. (any additional info)

Examples:

SANTOS, Lori 6820A 6.0 Agreement Y2024-2025
SANTOS, Lori 6810B 3.0 Interim Evaluation FA2024

SANTOS, Lori 6910P 6.0 Final Evaluation WI2024

This way we can always find your files immediately, by last name, course, and term it was taken.

GUIDELINES FOR READING COURSES

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

Students can apply to take a Reading Course with a faculty member, provided it does not overlap significantly with an available course or with a course taken previously; you MUST enroll in this course and give the paperwork to the Graduate Office with title of course and readings. In order to obtain permission to enroll, the student needs to fill out a Reading Course form (available from the Program office), with the following information:

- **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). **Do not exceed this limit otherwise the exceeding characters will be cut automatically.**

- **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.

- **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.

- **Signature** of both your **Course Director** as well as **yourself** must be on the outline. Make sure your **Area Coordinator** has also approved it before submitting it to the Program Office.

FALL, WINTER, AND SUMMER REGISTRATION

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

- Students must be registered for ***all three terms*** during the academic year, even if you are not enrolling into courses, **beginning in June for the Fall and Winter terms** and **March** for the **summer term**. **Think of it as buying an all-year pass to a buffet – you can have year-round access to courses, unlike in undergraduate where you pay per meal (or course).** Please refer to this website for Registration Procedures: https://gradstudies.yorku.ca/current-students/student-status/enrolment/. Please refer to the FGS website (http://gradstudies.yorku.ca/current-students/student-status/important-dates/) for the last day to register **without paying the $200 late fee**.

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

FACULTY AND PROGRAM REGULATIONS

Petitions

Please use FGS' petitions portal to submit petitions for issues such as extension of program time limits, substitute degree requirements, transfer credits, change to part-time status, leave of absence, family care leave.

Please contact Lori Santos, prior to submitting petition to discuss your best option.

Graduate Psychology students are entitled to several types of leaves.

https://www.yorku.ca/gradstudies/students/current-students/regulations/graduate-academic-petitions

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.

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

a. Hold an external or internal scholarship,
b. Receive an FGS bursary,
c. Hold an RA/GA/TA,
d.

Withdrawal from the Program

If the student has not completed all program requirements within the 6-year (PhD) time limit, it may become necessary for a student to "withdraw in good standing" from the Program. Students considering this action should obtain the support of their supervisor, and then discuss it with the Graduate Program Director. Program Withdrawal Form can be found here:

https://www.yorku.ca/gradstudies/students/current-students/registration-enrolment/fgs-forms/#registration

Please contact Lori Santos, prior to discuss your best option.

Reinstatement vs. Re-admission

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

Reinstatement

Students previously registered in a graduate program at York who did not complete their requirements and who wish to return to the same program may petition for reinstatement, if:

- They have not undertaken further studies during their absence from the Program; and
- They were in "good standing" at the time of withdrawal from the Program; and
- They have not been withdrawn for more than 3 terms (only applies to those who are not ABD)
- They would require one term only to complete requirements (this usually means that they are returning solely to defend a thesis or dissertation); and
- They have their supervisor's support; and
- They obtain the approval of the Graduate Program in Psychology.

Re-admission

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

- They will require more than one term to complete: or
- They were not in "good standing" at the time of withdrawal from the Program.
- They were not ABD and away from the program more then 3 terms.

Note: Students who reapply for re-admission are not guaranteed admission and the Area will consider the application using their usual criteria, including the requirement that there be a supervisor who wishes to take the student.

Note * In cases where it is not readily obvious what percentage of the program has been completed, the Graduate Program Director shall be consulted.
Note 2: Students who reapply for re-admission are not guaranteed admission and the Area will consider the application using their usual criteria, including the requirement that there be a supervisor who wishes to take the student.

Adding and Dropping Courses

Course enrolments are done via the Registrar's Office website: http://www.registrar.yorku.ca/

Enrolment Procedures

1) Courses must be added to your schedule utilizing catalogue numbers.
2) Log onto the Registrar's website and follow the web registration and enrolment link.
3) Passport York log in screen will appear. As a new student, if you have not already done so, you must create a Passport York account before the system will allow you to proceed with enrolment (located on the right-hand side of the screen). Please note that the username you create will be linked to your YorkU email address, for example, a username of puppy will translate to puppy@yorku.ca so pick wisely.
4) Graduate enrolment is captured under the "Graduate / Law Students" menu choice.
5) You must enroll in both your Fall and Winter term courses as it is easier to drop a course than to try to enroll in a course once it is full.

Please note that as a full-time graduate student you are required to register in each term of your program (Fall, Winter, Summer). You do not, however, need to be enrolled in courses each term. Registration and enrollment are two separate processes even though they are handled together in the Fall and Winter terms. During the summer term students not enrolled in classes are still expected to register for the term by logging onto the system, acknowledging their student status and acknowledging payment of their tuition fees.

Students may add and drop courses using Passport York if they are within the appropriate Add/Drop dates. Once those dates have passed to add or drop courses online, the student needs to fill out a Course Transaction Form found here: https://www.yorku.ca/gradstudies/students/current-students/registration-enrolment/fgs-forms/#registration

Important – In every instance when a student drops or adds a course, the Graduate Program Office **must be informed** (by email); where necessary, appropriate forms must be completed. We need to keep correct updated records of all your courses and grades. It is to your advantage to keep us well-informed of courses taken.

Auditing Courses

For an audited course to appear on a student's transcript, they must officially enroll in the course, speak to the professor regarding their intentions, and complete the necessary request-to-audit form. At the end of the term, the professor then submits a grade of "AU". Please note that a student cannot utilize the audit option for a degree requirement course.

Courses in Other Programs and Other Institutions

Students may, under certain circumstances, obtain permission to take courses in other graduate programs at York, or at other institutions. The student should first discuss the matter with their supervisor. The Graduate Program Office has the forms, which must be filled out if courses outside the Program or at other institutions are to be taken. Courses taken at another Ontario University must be at the graduate level; not available at York; and required for the degree program. This is known as the Ontario Visiting Graduate Scholars (OVGS) program, and you would have your supervisor provide a statement indicating why the course is necessary. Once you complete your OVGS course, it is **incumbent upon the student to obtain an official transcript** from the university where the course was taken and forward it to Nisa Lawson at FGS: nisal@yorku.ca

https://www.yorku.ca/gradstudies/wp-content/uploads/sites/184/2021/03/ovgs-application.pdf

https://www.yorku.ca/gradstudies/wp-content/uploads/sites/184/2021/03/ovgs-withdrawal.pdf

To apply for an OVGS course, please check with the Graduate Office first.

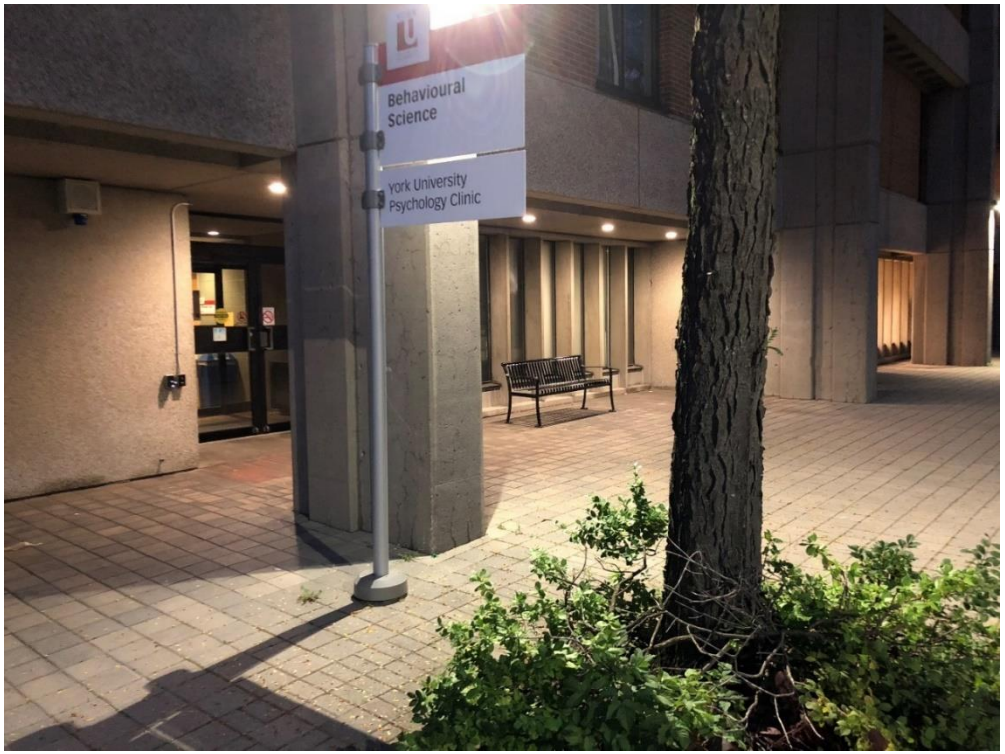
Intellectual Property and the Graduate Student

There is a document entitled *Intellectual Property and the Graduate Student at York University* that uses a question-and-answer format to cover a number of topics dealing with the ownership of intellectual property. The document is here: http://gradstudies.yorku.ca/current-students/thesis-dissertation/intellectual-property/.

Academic Honesty

Students should be aware that the offences against the standard of academic honesty have been broadened to include activities that are related to the research enterprise. Although most students would not be surprised to find that behaviours such as fabricating results and falsifying results constitute academic dishonesty, some might not know that actions such as misrepresenting research results or the methods used, failing to give credit to collaborators as joint authors, or the listing as authors of others who have not contributed to the work, and submitting data collected with other students or faculty members for publication without their permission all constitute examples of academic dishonesty.

All graduate students should read the section on academic honesty in the Faculty of Graduate Studies Calendar: http://gradstudies.yorku.ca/current-students/regulations/academic-honesty/ so that they are familiar with the Faculty's policy on this topic. The Graduate Program in Psychology will take a strong stand on academic honesty cases.



USEFUL CONTACT INFORMATION

YORK UNIVERSITY MAIN PHONE NUMBER: (416) 736-2100

Graduate Program in Psychology, Room 297, Behavioural Science Building, (416) 736-5290

Dr. Adrienne Perry– Director, ext. 66226, psycgpd@yorku.ca

Lori Santos - Administrative Assistant, ext. 66225, lsantos@yorku.ca (Advising; Withdrawals/ Petitions /Leaves /Reinstatements; Courses; Internal Awards, Finances.)

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

Yuting (Alice) Liu – Graduate Program Support Assistant, ext. 55290, yuting2@yorku.ca (Admissions, Grades; Practica/Internship agreement and evaluations forms, adding or dropping courses)

Olaide Onalaja – C, CD, and CNS Support, olaide@yorku.ca (Accreditation, C, CD, and CNS Records)

Undergraduate Program in Psychology, Room 291, Behavioural Science Building 416 736-5117

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

Dr. Jodi Martin - Undergraduate Program Director, ext. 30036 updpsyc@yorku.ca

Chooi-Ling Cheng- Administrative Assistant, Undergraduate Program, ext. 66227

Dept. of Psychology, Faculty of Health, Room 296, Behavioural Science Building

Dr. Alistair Mapp - Chair, psychair@yorku.ca

Dr. John D Eastwood – Associate Chair, psychair@yorku.ca

Brianna Baird- Administrative Assistant to the Chair, Keys, and Room Bookings for BSB, psychairadmin@yorku.ca

Keisha Russell – TA Applications and contracts, krussel@yorku.ca

Dr. Jessica Sutherland - TA Coordinator, jesuther@yorku.ca

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

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

York Security GoSAFE Service: 416-736-5454 [service is free; highly recommended and very useful if students are working late on campus]

Department of Psychology, Glendon College,

Dr. Josée Rivest – Chair, York Hall, COE – A001, ext. 88116**,** jrivest@glendon.yorku.ca

Faculty of Graduate Studies, Room 230, York Lanes

http://gradstudies.yorku.ca/

CUPE 3903

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

Important Web Sites

Faculty of Graduate Studies: http://www.yorku.ca/grads/

Important Dates: http://gradstudies.yorku.ca/current-students/student-status/important-dates/

Office of the Registrar: http://www.registrar.yorku.ca

Ontario Student Loan Program (OSAP): http://osap.gov.on.ca/

Scott Library: http://www.library.yorku.ca/

Student Account Statements On-Line: http://sfs.yorku.ca/fees/your-student-account/

Student Housing: https://www.yorku.ca/housing/

York University's Main Page: http://www.yorku.ca

Transcripts

To order an undergraduate or graduate transcript from York, go online to: http://www.registrar.yorku.ca/transcripts or visit in person at the Bennett Centre for Student Services.

DEPARTMENT OF PSYCHOLOGY KEY POLICY

Lost keys will be subject to a $15.00 replacement fee.

If you lose your keys, it is a serious matter as it can compromise the security of your lab, office, equipment, data, etc. If you happen to lose your keys, please contact the Chair's Office immediately to assess the situation.

Useful information from the Undergraduate Office

PSYC Course-Related Room Request
This form is for course related room request outside of your regularly assigned classroom. The request should be sent at least 7-10 days in advance.
Should you need to submit multiple dates for the same type of request for the same course, please list this information in the 'Additional Comments' section.
Should you wish the course TAs to have a copy of the room booking sent to them, please include their email address in the 'Additional Comments' section.
Link to make a PSYC Course Related Room Request:
http://psychology.apps01.yorku.ca/machform/view.php?id=23108

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

FOR MORE THAN 4 ENTRIES

1. Click the link and fill out the form again, OR
2. Write a detailed request in the 'Additional Comments' box.

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

_____
SUGGESTED EXAM MONITORS GUIDELINES

1 to 25 students enrolled should have 1 exam monitor or TA
26 to 50 students enrolled should have 2 exam monitors or TAs
51 to 100 students enrolled should have 3 exam monitors or TAs
101 to 200 students enrolled should have 4 exam monitors or TAs
201 to 250 students enrolled should have 5 exam monitors or TAs
251 to 300 students enrolled should have 6 exam monitors or TAs.
Link to make a Request for Extra Exam Monitors:
http://psychology.apps01.yorku.ca/machform/view.php?id=52959

Exam Monitoring Opportunities Throughout the Academic Term

The Department of Psychology frequently has exam monitoring opportunities available throughout the term. If you are already on the Psychology Graduate listserv, then you will receive notification of these opportunities as they become available. Please follow the instructions in the email notification to submit a request to be considered. Some things to note about exam monitoring:

- Exam monitoring rate is $16.55/hour.
- Exam monitors **MUST be available for the entire duration listed on the schedule** and must **arrive 15 minutes prior to the exam start time** and **stay 15 minutes after the exam end time**. This time will be considered paid time.
- The use of mobile devices by exam monitors during the exam are not permitted.
- Exam monitoring opportunities are assigned on a first come, first served basis.

- Due to the volume of submissions, we cannot follow-up with every exam monitor who submits a request. Thus, we kindly ask you not to call or email the office to inquire as to whether you have been assigned an opportunity.
  Selected individuals will be sent a confirmation email for their assigned opportunity. Please take note of the date, time, location and Course Director information.

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

Phone: 416.736.5117
Email: psyc@yorku.ca
Office: 291 BSB

Useful Bits and Pieces of Info:

- Is your toner empty, and you would like to recycle it? Both empty toners, and dead batteries may be disposed of in the loading dock area by the garage door, behind the first-floor elevator. There is a white bucket for batteries, where they will be disposed of properly.

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

- Emails not going through to York? You should ONLY be using your @yorku.ca (or @my.yorku.ca) email for communication with the Graduate Office.

- Notice a maintenance issue? (Flooding in bathroom; lightbulb out?) Call 22401 for the Physical Plant office, and maintenance will fix it. Even easier: Email facilities@yorku.ca.

- TA confidential disposal of exams and essays, and any paperwork with student numbers on it: These items must be kept for one full year after they have been handed in, as undergraduate students have one year to petition the grade. You should dispose of paperwork in the confidential disposal bin outside of Raj's duplicating office in 271 BSB or in the Grad office. It is of paramount important to always protect the confidentiality of student numbers.

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

Clinical and Clinical Developmental students: Please note you have a C & CD Handbook with specific requirements as a member of these two Areas.

Clinical Link:
https://www.yorku.ca/gradstudies/psychology/wp-content/uploads/sites/347/2023/09/Clinical_Area_Handbook-Sept2023-York-University.pdf

CD Link:
https://www.yorku.ca/gradstudies/psychology/wp-content/uploads/sites/347/2023/09/cd-student-handbook-2023-24-Aug-2023.pdf

2024/2025 COURSE SCHEDULE

(Updates to course schedules will be posted on website)

Course	Term	Title	Day	Time	Instructor	Email	Max. Enrol	Room	Catalogue Number
HH PSYC 6020 CR= 3.0	F24	Historical and Theoretical Foundations of Contemporary Psychology (A)	T	11:30-14:30	Green, Christopher	christo@yorku.ca	18	BSB 203	E21G01
HH PSYC 6030 CR= 3.0	W25	Historical and Theoretical Foundations of Contemporary Psychology (B)	R	14:30-17:30	Teo, Thomas	tteo@yorku.ca	18	BSB 207	U68Z01
HH PSYC 6060B CR= 3.0 (XL STS)	F24	History Of Psychological Practice	R	11:30-14:30	Brown Jr, Donald V	dvbrown@yorku.ca	15	BSB 207	A00U01
HH PSYC 6063 CR= 3.0 (with PSYC 4051)	W25	Mental Health: History, Culture, and Critique	R	11:30-14:30	Rutherford, Alexandra	alexr@yorku.ca	5 GRAD	FC 109	N71C01
HH PSYC 6063 CR= 3.0 (with PSYC 4051)	F24	Mental Health: History, Culture, and Critique	R	11:30-14:30	Pettit, Michael	mpettit@yorku.ca	5 GRAD	FC 109	U24Q01
HH PSYC 6066 CR = 3.0	W25	Critical Methods in and for Psychological Research	T	11:30-14:30	Brown Jr, Donald V	dvbrown@yorku.ca	12	BSB 328A	B55U01
HH PSYC 6120 CR=3.0	F24	Strategies for Data Management and Data Cleaning	T	14:30-17:30	Mar, Raymond	mar@yorku.ca	12	BSB 203	D77X01
HH PSYC 6131A CR= 3.0	F24	Univariate Analysis I: Analysis of Variance A	F	8:30-11:30	Flora, David B.	dflora@yorku.ca	20	BSB 159	Z73H01
HH PSYC 6131B CR= 3.0	F24	Univariate Analysis I: Analysis of Variance B	T	8:30-11:30	Cribbie Rob	cribbie@yorku.ca	20	BSB 159	X20Q01
HH PSYC 6132M CR= 3.0	W25	Univariate Analysis II: Regression M	R	14:30-17:30	Zhang, Xijuan	xijuan@yorku.ca	20	BSB 159	B67C01
HH PSYC 6132N CR= 3.0	W25	Univariate Analysis II: Regression N	W	14:30-17:30	Flora, David B.	dflora@yorku.ca	20	BSB 159	S14K01

HH PSYC 6135 CR= 3.0	W25	Psychology of Data Visualization	R	14:30-17:30	Friendly, Michael	friendly@yorku.ca	18	BSB 203	V26V01
HH PSYC 6136 CR= 3.0	F24	Categorical Data Analysis	R	14:30-17:30	Friendly, Michael	friendly@yorku.ca	18	BSB 203	B84M01
HH PSYC 6150B CR= 3.0	W25	Experimental Research Methods in Social -Personality Psychology	M	14:30-17:30	Cheng, Joey	chengjt@yorku.ca	12	BSB 203	P96Z01
HH PSYC 6160 CR= 3.0	F24	Multilevel Modeling	T	14:30-17:30	Flora, David B.	dflora@yorku.ca	18	BSB 159	T08C01
HH PSYC 6171 CR= 3.0	F24	The Psychology of Interpersonal Relationships	T	11:30-14:30	Muise, Amy	muiseamy@yorku.ca	12	Ross South 202	H11S01
HH PSYC 6180 CR= 3.0	W25	Psychometric Methods	F	13:00 -16:00	Barranti, Max	barranti@yorku.ca	18	BSB 159	D41A01
HH PSYC 6235 CR= 3.0 (XL KAHS 6150/BIOL 5137)	W24	Brain Mechanisms of Movement in Health & Disease	M	11:30-14:30	Lauren Sergio	lsergio@yorku.ca	25	TBD	D75A01
HH PSYC 6240 CR= 3.0	F24	Technology's role in healthy aging	NA	NA	Murtha, Susan	smurtha@yorku.ca	10	Online	Y49Z01
HH PSYC 6253 CR= 3.0 (xl KAHS 6156/BIOL 5147)	W25	Fundamentals of Neuroscience II: Circuits, Systems and Behaviour	R	11:30-14:30	TBD	TBD	24	SHR 1015	X78A01
HH PSYC 6257 CR = 3.0 (XL KAHS 6155 /BIOL)	F24	Fundamentals of Neuroscience I: Structures, Neurons and Synapses	W	11:30-14:30	Dorota Crawford	dakc@yorku.ca	24	ACE010	Y38J01
HH PSYC 6273 CR= 3.0	F24	Computer Programming for Experimental Psychology	R	11:30-14:30	Murray, Richard F	rfm@yorku.ca	15	BSB 159	H91B01
HH PSYC 6277 CR=	F24	Shaping Action: The Role of Sensory Information	R	14:30-17:30	Denise Henriques	deniseh@yorku.ca	30	DB 0004	S85P01

3.0 (XL KAHS 6152)									
HH PSYC 6400 CR= 3.0	F24	Contemporary Issues in Personality and Social Psychology	F	11:30-14:30	Muise, Amy	muiseamy@yorku.ca	10	BSB 203	K74U01
HH PSYC 6421 CR= 3.0	W25	Foundations of Clinical Psychology: Biopsychosocial formulations	R	8:30-11:30	Goldberg, Joel	jgoldber@yorku.ca	15	BSB 203	M55Y01
HH PSYC 6422 CR= 3.0	F24	Foundations of Clinical Psychology: Psychopathology and Personality	T	11:30-14:30	Fitzpatrick, Skye	skyefitz@yorku.ca	15	BSB 328A	G02U01
HH PSYC 6430P CR= 6.0	F24-W25	Clinical Practicum I	T	11:30-14:30	Boritz, Tali Westra, Henny	tboritz@yorku.ca; hwestra@yorku.ca	10	BSB 207	H33R01
HH PSYC 6431 CR= 3.0	F24	Cognitive Assessment	R	8:30-11:30	TBD		10	BSB 328A	Z51X01
HH PSYC 6432 CR= 3.0	W25	Personality Assessment	T	11:30-14:30	Mills, Jennifer	jsmills@yorku.ca	10	BSB 203	H98R01
HH PSYC 6436 CR= 3.0	F24	Evidence Based Principles of Psychotherapy	W	14:30-17:30	TBD		12	BSB 203	Q76U01
HH PSYC 6437 CR= 3.0	W25	Approaches to Psychotherapy: Advanced Study	W	14:30-17:30			8	BSB 203	K23G01
HH PSYC 6440P CR= 6.0	F24-W25	Clinical Practicum II					10		Y90Y01
HH PSYC 6441P CR= 6.0	F24-W25	Psychodiagnostics	R	11:30-14:30	Goldberg, Joel Rodrigo, A	jgoldber@yorku.ca; achala@yorku.ca	18	BSB 204	V55N01
HH PSYC 6445P CR= 6.0	F24-W25	"Advanced Psychological Intervention" as a practicum Supervision Times: Tues 2:30 -5:30 and Fri 8:30 -11:30	T	11:30-14:30	Eastwood, John D Fergus, Karen D	johneast@yorku.ca; kfergus@yorku.ca	8	BSB 204	A22T01
HH PSYC 6450 CR= 3.0	W25	Principles of Neuropsychological Assessment	T	8:30-11:30	Magdalena Wojtowicz	magdawoj@yorku.ca	12	BSB 204	E83Y01

HH PSYC 6453 CR= 3.0	W25	Substance Use and Addiction	T	14:30-17:30	Wardell, Jeffrey	jwardell@yorku.ca	10	BSB 204	W49F01
HH PSYC 6456 CR= 1.5 (xl KAHS)	F24-W25	Health Psychology Seminar 1	M	11:00-12:00	Katz, Joel D	jkatz@yorku.ca	10	BSB 203	N35R01
HH PSYC 6457 CR= 1.5 (XL KAHS)	F24-W25	Health Psychology Seminar 2	M	11:00-12:00	Katz, Joel D	jkatz@yorku.ca	10	BSB 203	G82D01
HH PSYC 6460P CR= 3.0	F24	Clinical Practicum III (Optional)					10		E50V01
HH PSYC 6460P CR= 3.0	W25	Clinical Practicum III (Optional)					10		Y03M01
HH PSYC 6460P A CR= 6.0	F24-W25	Clinical Practicum III (Optional)					10		H62J01
HH PSYC 6460P B CR= 6.0	F24-W25	Clinical Practicum III (Optional)					10		B09S01
HH PSYC 6460P C CR= 6.0	F24-W25	Clinical Practicum III (Optional)					10		R56D01
HH PSYC 6470 CR= 3.0	F24	Family Therapy	R	11:30-14:30	Bohr, Yvonne	bohry@yorku.ca	12	BSB 328A	S31U01
HH PSYC 6474 CR= 3.0	F24	Introduction to Qualitative Research	F	11:30-14:30	Fergus, Karen D	kfergus@yorku.ca	8	BSB 204	Q47F01
HH PSYC 6490B CR= 3.0	W25	Ethical Issues in Professional Practice	T	8:30-11:30	Perry, Adrienne	perry@yorku.ca	18	BSB 203	G53Y01
HH PSYC 6510 CR= 3.0	W25	Personality	W	11:30-14:30	Barranti, M	barranti@yorku.ca	12	BSB 203	Z15A01
HH PSYC 6520 CR = 3.0	F24	Program Evaluation	T	14:30-17:30	Pepler, Debra	pepler@yorku.ca	12	DB 4	S72R01

HH PSYC 6610 CR= 3.0	F24	Social and Emotional Bases of Development	T	11:30-14:30	Pepler, Debra	pepler@yorku.ca	15	DB 4	Z44P01
HH PSYC 6664 CR=3.0	W25	Developmental Cognitive Neuroscience	T	11:30-2:30	Pathman, Jeni	tpathman@yorku.ca	10	Online (synchronous)	E96A01
HH PSYC 6710 CR= 3.0	F24	Readings					5		T59Q01
HH PSYC 6710 CR= 3.0	W25	Readings					5		N06C01
HH PSYC 6710 CR= 6.0	F24-W25	Readings					5		J65W01
HH PSYC 6810 A CR= 3.0	F24	Applied Practicum I					5		A80D01
HH PSYC 6810 A CR= 3.0	W25	Applied Practicum I					5		R27Y01
HH PSYC 6810 A CR= 6.0	F24-W25	Applied Practicum I					5		W71E01
HH PSYC 6810 B CR= 3.0	F24	Applied Practicum II					5		N57Q01
HH PSYC 6810 B CR= 3.0	W25	Applied Practicum II					5		H04C01
HH PSYC 6810 B CR= 6.0	F24-W25	Applied Practicum II					5		D12X01
HH PSYC 6810 C CR= 6.0	F24-W25	Applied Practicum III					5		Q18N01
HH PSYC 6820 A CR= 3.0	F24	Research Practicum I					5		A51Y01
HH PSYC 6820 A CR= 3.0	W25	Research Practicum I					5		Q98T01

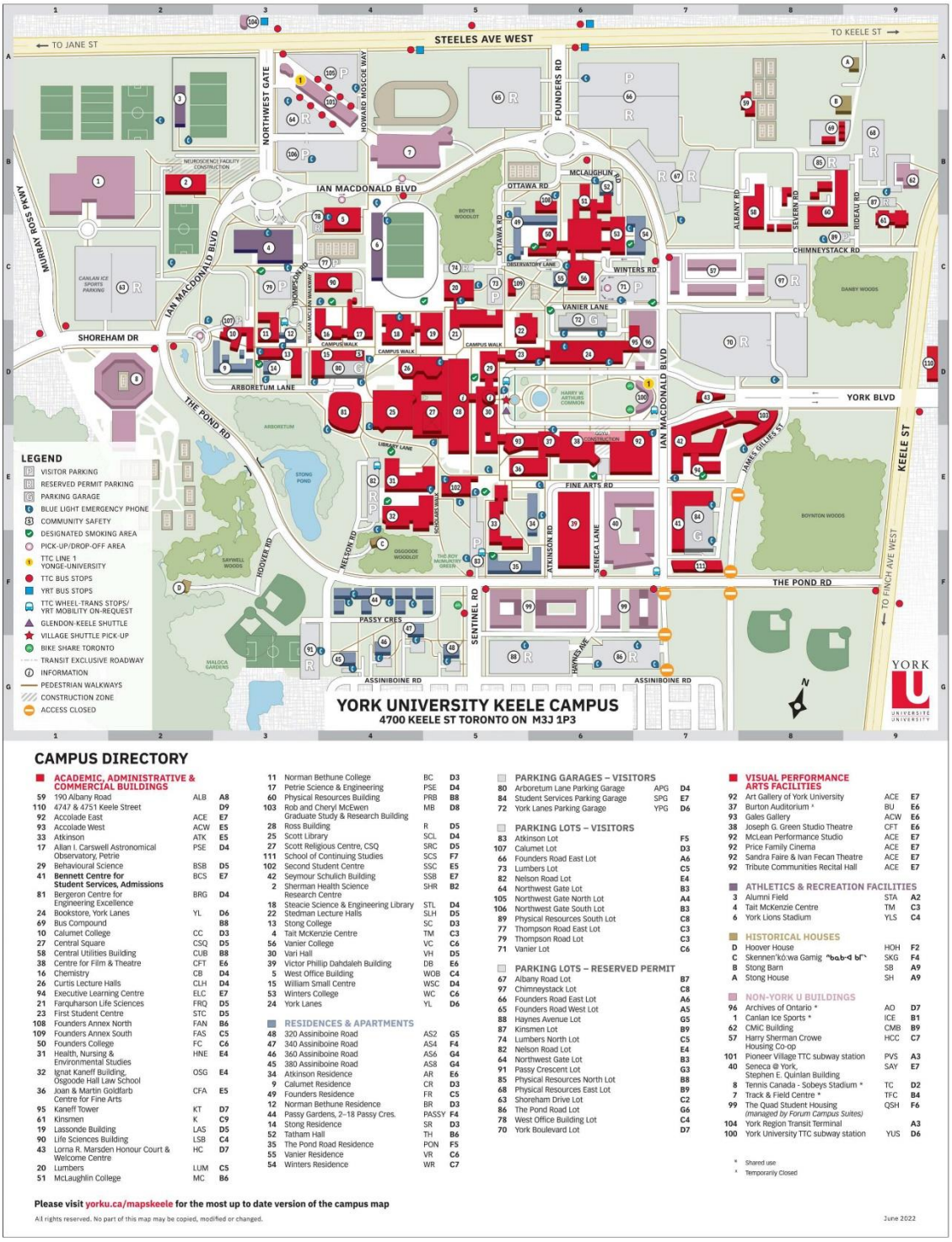
HH PSYC 6820 A CR= 6.0	F24-W25	Research Practicum I					35		G24T01
HH PSYC 6820 B CR= 3.0	F24	Research Practicum II					5		K45F01
HH PSYC 6820 B CR= 3.0	W25	Research Practicum II					5		D92Z01
HH PSYC 6820 B CR= 6.0	F24-W25	Research Practicum II					25		T30B01
HH PSYC 6820 C CR= 3.0	F24	Research Practicum III					5		U39W01
HH PSYC 6820 C CR= 3.0	W25	Research Practicum III					5		N86X01
HH PSYC 6820 C CR= 6.0	F24-W25	Research Practicum III					10		M77K01
HH PSYC 6840 CR= 6.0	F24-W25	Clinical Internship					20		B96R01
HH PSYC 6840 A CR= 3.0	F24-W25	Clinical Internship I					5		S43C01
HH PSYC 6840 B CR= 3.0	F24-W25	Clinical Internship II					5		X49X01
HH PSYC 6900 CR= 3.0	F24	Issues in CD Psychology: A Proseminar in Ethics, Practice and Research	T	8:30-11:30	Weiss, Jonathan	jonweiss@yorku.ca	10	BSB 203	C25J01
HH PSYC 6905 CR= 3.0	W25	Biological and Cognitive Bases of Development	T	14:30-17:30	Desrocher, Mary E	mdesroch@yorku.ca	15	BSB 203	F37U01
HH PSYC 6910 CR= 3.0	W25	Psychoeducational Assessment of Children and Adolescents	R	11:30-14:30	Till, Christine	ctill@yorku.ca	10	BSB 207	V84F01
HH PSYC 6910P CR= 6.0	F24-W25	Introduction to the Psychological Assessment of Children	M	14:30-17:30	Till, Christine	ctill@yorku.ca	12	BSB 204	J94Z01

HH PSYC 6920 CR= 3.0	F24	Clinical and Diagnostic Assessment of Children and Adolescents	W	11:30-14:30	Rawana, Jennine	rawana@yorku.ca	12	BSB 204	P31Z01
HH PSYC 6930 CR= .3.0	W25	Clinical Developmental Interventions: Foundations	R	14:30-17:30	Weiss, Jonathan	jonweiss@yorku.ca	12	BSB 204	P02W01
HH PSYC 6930P CR= 6.0	F24-W25	Clinical Developmental Interventions Practicum	M	14:30-17:30	Aitken, Madison	aitken@yorku.ca	10	BSB 207	Y78G01
HH PSYC 6955 CR= 3.0	W25	Developmental Psychopathology of Childhood and Adolescence	R	11:30-14:30	Prime, Heather	hprime@yorku.ca	10	BSB 328A	T88X01
HH PSYC 6970 CR= 6.0	F24-W25	Clinical Developmental Interventions: Advanced Skills	M	11:30-14:30	Bohr, Yvonne M	bohry@yorku.ca	10	BSB 204	B52T01

ACE	Accolade East	LSB	Life Sciences Building
ACW	Accolade West	LUM	Lumbers Building
ATK	Atkinson	MC	McLaughlin College
BSB	Behavioural Sciences Building	PSE	Petrie Science & Engineering Building
BCSS	Bennett Centre for Student Services	RN	Ross Building – North
BC	Bethune College	RS	Ross Building – South
BU	Burton Auditorium	SCL	Scott Library
CC	Calumet College	SSTC	Second Student Centre
CSQ	Central Square	SHR	Sherman Health Science Research Centre
CLH	Curtis Lecture Halls	STL	Steacie Science & Engineering Library
DB	Victor Phillip Dahdaleh Building (previously Learning (TEL)	SLH	Stedman Lecture Halls
FRQ	Farquharson Life Sciences Building	SC	Stong College
FSTC	First Student Centre	VC	Vanier College
FC	Founders College	VH	Vari Hall
HNES	Health, Nursing & Environmental Studies Building	WC	Winters College
KT	Kaneff Tower	WOB	West Office Building
K	Kinsmen Building	WSC	William Small Centre
LAS	Lassonde Building (formerly CSE)	YL	York Lanes

York University Campus Map (Keele)

http://www.yorku.ca/yorkweb/maps/keele.htm



CAMPUS DIRECTORY

ACADEMIC, ADMINISTRATIVE & COMMERCIAL BUILDINGS

59	190 Albany Road	ALB	A8
110	4747 & 4751 Keele Street		D9
92	Accolade East	ACE	E7
93	Accolade West	ACW	E5
33	Atkinson	ATK	E5
17	Allan I. Carswell Astronomical Observatory, Petrie	PSE	D4
29	Behavioural Science	BSB	D5
41	**Bennett Centre for Student Services, Admissions**	BCS	E7
81	Bergeron Centre for Engineering Excellence	BRG	D4
24	Bookstore, York Lanes	YL	D6
69	Bus Compound		B8
10	Calumet College	CC	D3
27	Central Square	CSQ	D5
58	Central Utilities Building	CUB	B8
38	Centre for Film & Theatre	CFT	E6
16	Chemistry	CB	D4
26	Curtis Lecture Halls	CLH	D4
94	Executive Learning Centre	ELC	E7
21	Farquharson Life Sciences	FRQ	D5
23	First Student Centre	STC	D5
108	Founders Annex North	FAN	B6
109	Founders Annex South	FAS	C5
50	Founders College	FC	C6
31	Health, Nursing & Environmental Studies	HNE	E4
32	Ignat Kaneff Building, Osgoode Hall Law School	OSG	E4
36	Joan & Martin Goldfarb Centre for Fine Arts	CFA	E5
95	Kaneff Tower	KT	D7
61	Kinsmen	K	C9
19	Lassonde Building	LAS	D5
90	Life Sciences Building	LSB	C4
43	Lorna R. Marsden Honour Court & Welcome Centre	HC	D7
20	Lumbers	LUM	C5
51	McLaughlin College	MC	B6
11	Norman Bethune College	BC	D3
17	Petrie Science & Engineering	PSE	D4
60	Physical Resources Building	PRB	B8
103	Rob and Cheryl McEwen Graduate Study & Research Building	MB	D8
28	Ross Building	R	D5
25	Scott Library	SCL	D4
27	Scott Religious Centre, CSQ	SRC	D5
111	School of Continuing Studies	SCS	F7
102	Second Student Centre	SSC	E5
42	Seymour Schulich Building	SSB	E7
2	Sherman Health Science Research Centre	SHR	B2
18	Steacie Science & Engineering Library	STL	D4
22	Stedman Lecture Halls	SLH	D5
13	Stong College	SC	D3
4	Tait McKenzie Centre	TM	C3
56	Vanier College	VC	C6
30	Vari Hall	VH	D5
39	Victor Phillip Dahdaleh Building	DB	E6
5	West Office Building	WOB	C4
15	William Small Centre	WSC	D4
53	Winters College	WC	C6
24	York Lanes	YL	D6

RESIDENCES & APARTMENTS

48	320 Assiniboine Road	AS2	G5
47	340 Assiniboine Road	AS4	F4
46	360 Assiniboine Road	AS6	G4
45	380 Assiniboine Road	AS8	G4
34	Atkinson Residence	AR	E6
9	Calumet Residence	CR	D3
49	Founders Residence	FR	C5
12	Norman Bethune Residence	BR	D3
44	Passy Gardens, 2–18 Passy Cres.	PASSY	F4
14	Stong Residence	SR	D3
52	Tatham Hall	TH	B6
35	The Pond Road Residence	PON	F5
55	Vanier Residence	VR	C6
54	Winters Residence	WR	C7

PARKING GARAGES – VISITORS

80	Arboretum Lane Parking Garage	APG	D4
84	Student Services Parking Garage	SPG	E7
72	York Lanes Parking Garage	YPG	D6

PARKING LOTS – VISITORS

83	Atkinson Lot	F5
107	Calumet Lot	D3
66	Founders Road East Lot	A6
73	Lumbers Lot	C5
82	Nelson Road Lot	E4
64	Northwest Gate Lot	B3
105	Northwest Gate North Lot	A4
106	Northwest Gate South Lot	B3
89	Physical Resources South Lot	C8
77	Thompson Road East Lot	C3
79	Thompson Road Lot	C3
71	Vanier Lot	C6

PARKING LOTS – RESERVED PERMIT

67	Albany Road Lot	B7
97	Chimneystack Lot	C8
66	Founders Road East Lot	A6
65	Founders Road West Lot	A5
88	Haynes Avenue Lot	G5
87	Kinsmen Lot	B9
74	Lumbers North Lot	C5
82	Nelson Road Lot	E4
64	Northwest Gate Lot	B3
91	Passy Crescent Lot	G3
85	Physical Resources North Lot	B8
68	Physical Resources East Lot	B9
63	Shoreham Drive Lot	C2
86	The Pond Road Lot	G6
78	West Office Building Lot	C4
70	York Boulevard Lot	D7

VISUAL PERFORMANCE ARTS FACILITIES

92	Art Gallery of York University	ACE	E7
37	Burton Auditorium *	BU	E6
93	Gales Gallery	ACW	E6
38	Joseph G. Green Studio Theatre	CFT	E6
92	McLean Performance Studio	ACE	E7
92	Price Family Cinema	ACE	E7
92	Sandra Faire & Ivan Fecan Theatre	ACE	E7
92	Tribute Communities Recital Hall	ACE	E7

ATHLETICS & RECREATION FACILITIES

3	Alumni Field	STA	A2
4	Tait McKenzie Centre	TM	C3
6	York Lions Stadium	YLS	C4

HISTORICAL HOUSES

D	Hoover House	HOH	F2
C	Skennen'kó:wa Gamig ᐢᓂᐧᑲᐣ ᑲᒦᒃᐢ	SKG	F4
B	Stong Barn	SB	A9
A	Stong House	SH	A9

NON-YORK U BUILDINGS

96	Archives of Ontario *	AO	D7
1	Canlan Ice Sports *	ICE	B1
62	CMIC Building	CMB	B9
57	Harry Sherman Crowe Housing Co-op	HCC	C7
101	Pioneer Village TTC subway station	PVS	A3
40	Seneca @ York, Stephen E. Quinlan Building	SAY	E7
8	Tennis Canada - Sobeys Stadium *	TC	D2
7	Track & Field Centre *	TFC	B4
99	The Quad Student Housing *(managed by Forum Campus Suites)*	QSH	F6
104	York Region Transit Terminal		A3
100	York University TTC subway station	YUS	D6

* Shared use
^ Temporarily Closed

Please visit yorku.ca/mapskeele for the most up to date version of the campus map

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June 2022

COURSE DESCRIPTIONS

Historical and Theoretical Foundations of Contemporary Psychology (A)

Psychology 6020 3.0 (F)

Enrolment is limited to 20 students.

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

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

Course Format: Seminar discussion, with instructor and student presentations

Evaluation: Assessment will consist of seminar presentation leadership, weekly contributions to the seminar discussion, an end of term "conference" presentation.

Readings: Articles and book chapters selected by the instructor.

Historical and Theoretical Foundations of Contemporary Psychology (B)

Psychology 6030 3.0 (W)

Enrolment is limited to 20 students.

Purpose: This seminar focuses on foundational issues of psychology as a science, profession, and social practice from theoretical and historical points of view. The aim of the seminar is to discuss the ontological, epistemological, ethical-practical, aesthetic as well as metatheoretical and substantive (e.g., subjectivity) reflections that have developed in the subdiscipline of theoretical psychology. Particular attention will be paid to a critical assessment of psychological worldviews, theories, concepts, methods, and practices as they have developed in specific cultural, historical, and geopolitical contexts. The relevance of theoretical psychology for research, knowledge, and application will be elaborated. Emphasis will be placed on developing students' capacities for critical reflexivity.

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

Course Format: Seminar discussion, with instructor and student presentations

Evaluation: Participation, presentation, paper, commentaries.

History of Psychological Practices

Psychology 6060 B 3.0 (F)

Enrollment is Limited to 15 students

Purpose: Intersectionality remains a popular analytic framework for use in social, critical, and feminist sciences. This course will expose students to the history of intersectional research in psychological science through examination of research methods, experimental practices, and theoretical developments in the recent history of psychology. This course will also provide a foundation for the conduct of contemporary intersectional research in psychology, with a primary (though not exclusive) focus on qualitative research.

Pre-requisites: Undergraduate preparation in psychology, gender studies, or related area(s)

Course format: Weekly student-facilitated discussion(s). Each week students should be prepared for class discussion through close reading of assigned texts. Students will be assigned weeks to assist the instructor with facilitating class discussion(s).

Text /Readings: Assigned empirical and theoretical journal articles.

Basis of evaluation: Short papers/reading reflections and student facilitation, term paper, class participation

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Mental Health: History, Culture, and Critique

Psychology 6063 3.0 (W)

ENROLLMENT IS LIMITED TO 5 STUDENTS

Purpose: This course examines the experience of mental health and distress from a historical and cultural perspective. It focuses on how understandings of mental well-being and illness vary across time and place, looking at changes to theories about etiology alongside alterations to the arrangements of institutionalization, management, and care.

Co- or pre-requisites: 6020 OR 6030 as co- or pre-

Background of students: Intended for HTC area graduate students.

Course format: Instructor presentations, facilitated discussion, student reports and presentations.

Requirements of students: Students must be prepared to read a variety of materials in advance of seminar meetings and participate in discussions.

Text/Readings: Readings include scholarly articles and chapters available electronically through the York library, as well as film/video/web resources.

Basis of evaluation: Exams, papers, oral presentations, participation in class discussions

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Critical Methods in and for Psychological Research

Psychology 6066 3.0 (W)

ENROLLMENT IS LIMITED TO 12

Purpose: This course examines the development, use, and integration of critical theory with research methods in psychology. This course will explore the epistemic foundations of methods development in addition to addressing the ontological assumptions inherent in the choice of particular modes of research currently utilized in psychological science. This course will explore visual, critical qualitative, and participatory orientations to research in addition to looking specifically at feminist, critical race, decolonial, and queer research methods on their own terms. The course will then evaluate their usefulness for inquiry in psychology and the production of psychological evidence. Methods will be examined for their use in science as well as the potential for broader societal impact (e.g. critical consciousness raising). Specific topics to be covered in this course include survey marginalia, use of filmmaking and photovoice, oral history, the integration of social structure and the study of lives, and the use of ethnography (broadly defined) in psychology. This course will also provide the opportunity to explore the integration of critical theoretical and methodological perspectives with students' own intended research proposals across all areas of psychology.

Pre-requisites: Undergraduate preparation in psychology or related discipline

Background of students: Some experience with development and execution of independent research is preferred (i.e., developing questions, choosing methods, analyzing data)

Course format: Weekly student-facilitated discussion(s). Each week students should be prepared for class discussion through close reading of assigned texts. Students will be assigned weeks to assist the instructor with facilitating class discussion(s)

Text /Readings: Assigned book chapters, theoretical and empirical articles

Basis of evaluation: Reading and practice reflections, methods critiques, class participation, research proposal(s)

Strategies for Data Management and Data Cleaning

Psychology 6120 3.0

ENROLLMENT IS LIMITED TO 12 STUDENTS

Purpose: How data is managed as it is collected and how these data are treated before conducting inferential analyses are two key aspects of research. If data is mis-handled in any way before analysis, or if data are not appropriately cleaned, then the results of any hypothesis tests will be severely compromised. As the old adage says, "garbage in, garbage out." In this course, we will learn to

prevent garbage from entering our final dataset that we analyze to test our key hypotheses. Although the details of what is covered will differ slightly each year based on the class composition—with the techniques covered tailored to suit the research being done by students each year—several core principles will always be covered. Specifically, we will start by discussing issues related to sampling: from whom our data will be collected. Then we will learn to develop a proper data management plan so that there is always a good record of how data was moved and treated at each step (e.g., from servers for online survey services [like Qualtrics] to the Open Science Framework), and how it will be stored and preserved. This is followed by an examination of how data is entered into a spreadsheet and subsequently loaded into software for analysis. The next major step involves understanding our data and ensuring it is of high quality and appropriate for analysis. This means visualizing data to look for potentially problematic patterns, identifying inattentive responders, excluding participants based on principled criteria (e.g., treatment of outliers), transforming data when necessary, and handling missing data (e.g., imputation). Hands-on assignments using real or generated datasets will be used to illustrate core concepts and practice the techniques required.

Co- or pre-requisites:
All students are expected to be familiar with R, as all assignments will be completed using this software.

Background of students:
Admission to either the Master's or Doctoral program in Psychology at York. This course counts towards the requirements for the Quantitative Methods diploma.

Course format:
The course will entail seminar discussion, completion of assignments, and peer-grading.

Requirements of students:
Students are required to attend the seminar each week, complete the weekly assignments, and participate in peer-grading for these assignments.

Text /Readings:
Readings will be supplied by the instructor each year. No textbook is required.

Basis of evaluation:
Evaluation will be based upon seminar attendance and participation, completion of assignments, and quality of peer-grading.

Univariate Analysis I: Analysis of Variance

Psychology 6131A 3.0

ENROLMENT IS LIMITED TO 18 STUDENTS

Course Description: Much of this course is a review of basic statistical principles for psychological research as covered in a typical undergraduate statistics course for psychology majors. The tone and perspective may be a little different, however, as this course is also designed to serve as an introduction to statistical *modeling*, using the General Linear Model in particular, which will then prepare students for more advanced graduate-level courses in quantitative methods for psychological research. The main content of the course addresses general linear models with categorical predictors or independent variables, that is, models traditionally referred to as analysis-of-variance (ANOVA) models.

Course Textbook: There is **no** required text. Material from the in-class lectures and lab exercises will be sufficient for successful performance on all assignments, lab exercises, and quizzes.

Evaluation:

1) Four equally weighted assignments (19% each)
2) Lab exercise completion (4%)
3) Midterm quiz (10%)
4) End-of-term quiz (10%)

Univariate Analysis I: Analysis of Variance

Psychology 6131B 3.0

ENROLMENT IS LIMITED TO 18 STUDENTS

Course Description: Much of this course is a review of basic statistical principles for psychological research as covered in a typical undergraduate statistics course for psychology majors. The tone and perspective may be a little different, however, as this course is also designed to serve as an introduction to statistical *modeling*, using the General Linear Model in particular, which will then prepare students for more advanced graduate-level courses in quantitative methods for psychological research. The main content of the course addresses general linear models with categorical predictors or independent variables, that is, models traditionally referred to as analysis-of-variance (ANOVA) models.

Course Textbook: There is **no** required text. Material from the in-class lectures and lab exercises will be sufficient for successful performance on all assignments, lab exercises, and quizzes.

Evaluation:

1) Tests (2 x 20% = 40%)
2) Assignment (2 x 15% = 30%)
3) Written Paper (20%)
4) Presentation from Written Paper (10%)

Univariate Analysis II : Regression

Psychology 6132 M 3.0

Enrolment is limited to 18 students.

Purpose: This course is designed to provide the student with foundational skills in analyzing data for a single outcome variable (univariate analysis) using the general linear model (GLM). Topics include correlation, simple linear regression, multiple linear regression, interaction effects, evaluating model assumptions and regression diagnostics. The course

places emphasis on properly fitting the GLM to empirical data, including making informed decisions about analytic strategies, understanding, and reporting results.

Co- or pre-requisites: Psychology 6131, or permission from the instructor.

Student Background: MA1 students in Psychology.

Course Format: TBA

Text /Readings: TBA

Evaluation: TBA

Univariate Analysis II: Regression

Psychology 6132 N 3.0

Enrolment is limited to 18 students.

Purpose: This course is designed to provide the student with foundational skills in analyzing data for a single outcome variable (univariate analysis) using the general linear model (GLM). Topics include correlation, simple linear regression, multiple linear regression, interaction effects, evaluating model assumptions and regression diagnostics. The course places emphasis on properly fitting the GLM to empirical data, including making informed decisions about analytic strategies, understanding, and reporting results.

Co- or pre-requisites: Psychology 6131, or permission from the instructor.

Student Background: MA1 students in Psychology.

Course Format: TBA

Text /Readings: TBA

Evaluation: TBA

Psychology of Data Visualization

Psychology 6135 3.0 (W)

ENROLMENT IS LIMITED TO 16 STUDENTS

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

This course will examine a variety of issues related to data visualization from a largely psychological perspective, but also touch upon other related communities of research and practice related to this topic (computer science, visual design, human factors). We will

consider visualization methods for a wide range of types of data from the points of view of both the viewer and designer/producer of graphic displays.

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

Background of students: Information Not Available

Course format: Information Not Available
Requirements: Information Not Available

Text /Readings: Information Not Available

See course website: https://friendly.github.io/6135/

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

CATEGORICAL DATA ANALYSIS

Psychology 6136 3.0

ENROLMENT IS LIMITED TO 15 STUDENTS

Purpose: This course is designed as a broad, applied introduction to the statistical analysis of categorical (or discrete) data, such as counts, proportions, nominal variables, ordinal variables, discrete variables with few values, continuous variables grouped into a small number of categories, etc. The course begins with methods designed for cross-classified table of counts, (i.e., contingency tables), using simple chi square-based methods. It progresses to generalized linear models, for which log-linear models provide a natural extension of simple chi square-based methods. This framework is then extended to comprise logit and logistic regression models for binary responses and generalizations of these models for polytomous (multicategory) outcomes.

Throughout, there is a strong emphasis on associated graphical methods for visualizing categorical data, checking model assumptions, etc. Lab sessions will familiarize the student with software using R for carrying out these analyses.

Pre-requisites: PSYC 6130 (Univariate Statistics) or equivalent course

Text /Readings: TBA

Evaluation: Information Not Available

Experimental Research Methods in Social -Personality Psychology

Psychology 6150 B 3.0

ENROLMENT IS LIMITED TO 12 STUDENTS

Purpose: The goal of this course is to provide students with skills to design and carry out high quality, reproducible empirical research in social psychology, with a particular focus on the experimental method. Each week, we will explore a different aspect essential to conducting and evaluating empirical research. We begin with discussions on the standard of evidence in social psychological science, and fundamental concepts in experimental design (such as validity, sample size, power). We then examine how to evaluate whether a study design is robust, discussing the role of researcher degrees of freedom, replication, preregistration, and open science. Subsequently, we will discuss broader methodological considerations when designing studies, such as whether and how best to measure behavior, sample online participants, and issues of generalizability. Synthesizing across these issues in experimentation, we finish by discussing how to conduct scientific peer reviews and the future of social psychological inquiry.

Student Background: Information Not Available

Course Format: Information Not Available

Requirements: Information Not Available

Evaluation: Grading will be based on seminar participation, seminar leading, and a final paper.

Text and Readings: To be assigned**.**

Multilevel Modeling

Psychology 6160 3.0

ENROLMENT IS LIMITED TO 16 STUDENTS

Purpose: This course will familiarize students with the basic concepts and skills for analyzing dependent data structures using multilevel modeling (MLM), which is also known as mixed modeling or hierarchical linear modeling (HLM). These methods are useful for modeling cross-sectional data with non-independent observations, repeated-measures experimental data, and longitudinal data. Topics include random-effects ANOVA, intraclass correlations, random-intercept and random-slope models, cross-level interactions, and growth curve models. Additionally, the course will cover model assumptions, model diagnostics, and (time-permitting) models for categorical outcome variables.

Co- or pre-requisites: Pre-requisite: Psychology 6132 or permission from the instructor.

Student Background: Students should be very familiar and comfortable with multiple linear regression.

Course Format : Lectures and computer lab exercices.

Text /Readings: To be determined.

Interpersonal Relationships

Psychology 6171 B 3.0

Enrolment is limited to 12 students.

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

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

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

Requirements: Class attendance, participation, weekly readings
Evaluation: Participation, class facilitation, written research proposal
Text and Readings: Readings will include chapters, review papers, and empirical papers to be assigned by the instructor.

Psychometric Methods

Psychology 6180 3.0

Enrolment is limited to 16 students.

Purpose: This course will familiarize students with the basic concepts and data analytic techniques in psychometric theory, which is the study of the construction, validation, and use of measurement instruments for unobservable psychological constructs. Topics include validity theory, classical test theory, exploratory and confirmatory factor analysis, and item response theory.

Prerequisite: Psychology 6132 (Univariate Analysis II: Regression) OR instructor permission (e.g., for MA1 students in the Quantitative Methods area)

Student Background: Students should be very comfortable with multiple regression. Some familiarity with basic matrix algebra is also beneficial, as is experience with the R statistical software package.

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

Text /Readings: T.B.D.

Evaluation: T.B.D.

Technology's role in healthy aging

PSYC 6240 3.00

ENROLLMENT IS LIMITED TO 10

Purpose: To provide students with exposure to the psychological factors (cognitive, social, aging, motivational, etc.) impacting technology use among older adults (OA) with an emphasis on equity, diversity, and inclusion (EDI). Students will delve into topics such as: 1) life-span, cognitive, motivational, and gerontechnological theories informing the use of technology in healthy aging; 2) factors impacting adoption, usage, and acceptance (e.g., individual cognitive/physical changes, as a need to address social isolation, barriers such as lack of training and ageist attitudes, and ethical/privacy considerations); 3) explore how technology and learning about using technology, can be used to facilitate social interaction and digital literacy, respectively; and 4) convey how technologies can impact health, wellness, and quality of life. Students gain insight into the unique challenges and opportunities, and emerging trends and innovations that arise with technology solutions. We will emphasize equity and inclusion through, for example, the interaction/interview assignment where OA will be actively engaged in decision making around their technological needs and with the development of tailored short training sessions for an OA - students will address the unique challenges and needs that come with being older and wanting to learn how to use technology. We will emphasize diversity through, for example, the creation of a hypothetical diverse perspective workshop showcasing how technological needs may vary depending on the lived experiences of OA from different cultures, social economic status, etc.

Co- or pre-requisites: None

Background of students: Open to psychology graduate students but also available to students from other programs upon request.

Course format: Fully online and asynchronous

Requirements of students: To have access to a laptop/desktop with high-speed internet connection.

Text /Readings: TBA

Basis of evaluation:

Assessment Strategy	Weight (% of Final Grade)
Ethical Dilemma discussion	10%
Design and implement as a team a hypothetical "diverse perspectives about aging and technology" workshop (Part A), individual action plan (Part B)	30% (Part A) 10% (Part B)
Interaction/interview with an older adult (OA) about what the OA wants to learn about their technology followed by OA short training and evaluation of impact.	40%
Mini quizzes/concept map/thought expt. (for participation grades)	10%

Fundamentals of Neuroscience II: Circuits, Systems and Behaviour

PSYC 6253 3.0

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 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: In addition to the textbook, selected readings from peer-reviewed journal articles will be assigned for each class.

Evaluation: Students will be evaluated based on three quizzes, facilitating a journal article discussion, weekly reading reports, and class participation.
Final mark will be based on:

Presentations	30%
Weekly Reading reports	35%
Class discussions and attendance	15%
Reviewer reports	20 %

Text: Eric R. Kandel, James Schwartz, and Thomas Jessell, "Principles of Neural Science", 5th Edition (Elsevier).

Computer Programming for Experimental Psychology

PSYC 6273 3.0

Enrolment is limited to 15 students.

Purpose: This graduate course covers computer programming methods that are useful for running experiments and analyzing data in experimental psychology. Students will learn Python, a general-purpose programming language. Topics include basic programming methods and data structures, data files, curve fitting, device calibration, data visualization, statistical tests, model simulations, and interfacing to external devices.

Prerequisite: The course assumes no previous programming experience and brings students to the point where they can write useful programs to advance their own research.

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

Evaluation: Six quizzes (10%), two problem sets (40%), term project (50%).

Course Website: github.com/rfmurray/psyc6273

Contemporary Issues in Social and Personality Psychology

Psychology 6400 3.0

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: This course has been designed to introduce students to current research being conducted in the field of social and personality psychology and to foster professional development. Students will participate in a series of seminars led by our core faculty members who specialize in a diverse array of areas within social and personality psychology including health, culture, media, intergroup relations and prejudice, motivation, romantic relationships, and leadership. Seminars will also involve readings and discussion of professional development topics, such as publishing, writing productivity, best practices in open science, and navigating challenges in academia. By the end of this course, it is anticipated that students will have an increased familiarity with the research and methodologies used in the social/personality area as well as tools and resources to adjust to and succeed in graduate school.

Evaluation: Grades will be based on a series of short papers or assignments due each week and class participation.

Text /Readings: Students should anticipate being assigned two to four empirical journal articles to read each week. The exact content will be set by the faculty member leading the discussion for the week.

Foundations of Clinical Psychology: Biopsychosocial formulations

Psychology 6421 3.0

Enrolment is limited to 15 students.

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

Student Background: Psych 6421 3.0 is designed and intended for students in the Doctoral Program in Clinical Psychology at York University. Depending on enrolment other students may enroll in the course with permission of the course instructors up to a class size maximum of 15.

Course Format: The course will be in seminar format, comprising lectures and discussions and integrating case studies with theory and research. Instructor and students will participate actively in course presentations.

Evaluation: Details of course requirements may vary from year to year. Normally, however, the course will combine lecture and seminar format and focus on discussion of readings and associated issues. Students will normally prepare/lead at least 2 class discussions and be evaluated on these (30% each), be responsible for active participation in all seminars (e.g., 10%), and complete a written paper due within the time frame of the course (30%).

Text: American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition- Text Revision (DSM-5- TR).* Washington, DC: American Psychiatric Association. Additional readings will be distributed in class.

Foundations of Clinical Psychology: Psychopathology and Personality

Psychology 6422 3.0

Enrolment is limited to 15 students.

Purpose: This course is an introduction to a knowledge base underlying the theory and practice of clinical psychology. It focuses on diagnostic and descriptive components of psychopathology with an emphasis on evidence-based cognitive-affective, social learning, and developmental theories of their etiology and maintenance. It specifically comprises an integrative and critical review of theory and research on mental disorders including depressive, anxiety, obsessive-compulsive, substance, trauma and stress-related, eating, and borderline personality disorders. The course format will involve lectures, student presentation, and group discussion about the readings and course content. This course also includes a practical component wherein students receive training in DSM-based diagnostic decision making. Learning objectives include gaining critical thinking skills, an appreciation of the complexity of mental illnesses, evidence-based formulations of mental illnesses, and understanding challenges to psychological diagnosis and effective treatment.

Student Background: Psych 6422 is designed and intended for students in the Graduate Program in Clinical Psychology at York University. Depending on enrolment other students may enroll in the course with permission of the course instructors up to a class size maximum of 15.

Course Format: The course will be in seminar format, comprising lectures, debates, presentations, and case studies. The instructor and the students will participate actively in teaching the course.

Evaluation: Students will complete in-class tests/exercises to demonstrate their diagnostic decision-making skills, present orally to the class, and contribute to class discussion. Specific requirements and weightings related to final grade will be provided by instructors at the beginning of the course.

Text: American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition- Text Revision (DSM-5- TR).* Washington, DC: American Psychiatric Association. Additional readings will be distributed in class.

Clinical Practicum l

Psychology 6430P 6.0

Enrolment is limited to 8 students.

Course Schedule: **Seminar:** Tuesday 11:30-2:30.
2-hour time blocks for students are required for clinical supervision meetings.
These time blocks will be determined at the start of the course.

Purpose: The purpose of this course is to provide an introduction to the integration of theory, research and practice in psychological intervention, focusing mainly on adults. Students will learn about case formulation and mechanisms of change as these may apply to the clients they are working with.

Pre-requisites: Psychology 6420 6.0
Psychology 6130 6.0 ou 6140 6.0
Psychology 6810A 6.0

Co-requisites: Psychology 6431 3.0 and 6432 3.0 and Psychology 6436 3.0 and 6437 3.0

Course Format: The emphasis will be on practical skill development. This is meant to serve as a beginning exposure to the application of assessment/intervention skills acquired from other courses you have/are taking. While there will be a didactic portion to each class, the main thrust will be on experiential exercises and actual application of principal concepts in psychotherapeutic intervention. In-class time will consist of role-plays and other experiential exercises, discussion of key concepts, video examples of psychotherapy with a view to skill acquisition.

We will stress a 'common factors' approach in this course with a focus on empirically supported core elements of effective psychotherapy. While technical expertise is one component of successful practice, this course will place greater emphasis on core and common elements of effective practice. In terms of content, we will focus on the following topics: empathy & the therapeutic alliance, diagnostic assessment, case conceptualization, client factors (including hope & expectancy, motivation, resistance, client as common factor), self-awareness of the clinician and reflective practice. The practical and legal aspects of conducting a clinical practice such as the informed consent process, confidentiality, file maintenance, and record keeping will also be addressed in this course. Special Topics may be used to supplement these (e.g., management of suicidal ideation, boundary issues).

The course will also provide students with skill training in case formulation. The case formulation permits an integration of conceptualizations and approaches to intervention from various models of psychotherapy. Toward the end of the first term, each student will begin undertaking therapy with a client, and this course of psychotherapy will generally coincide with the Fall-Winter term. Supervision of each student therapist is provided by the course instructors in both group and individual formats. It is expected that each student will devote 10 hours per week to the practicum. In addition to conducting psychotherapy, the time will be spent on reading, skill training, corresponding with/about clients where necessary, progress notes, analysis of therapy process notes, and audio/video recorded therapy sessions, individual and group supervision, and report writing.

Evaluation:

- Participation (15%) reflects amount and quality of class participation.
- Clinical skill development (50%)
- File Maintenance, Administration, Weekly Progress Notes (15%).
- Reflection Papers (20% total)

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

Cognitive Assessment

Psychology 6431 3.0

Enrolment is limited to 10 students.

Purpose: The course is designed to provide students with the theoretical and practical foundations of cognitive assessment. It will focus on (a) the history and evolution of measuring individual differences in cognitive abilities, with an emphasis on intelligence; (b) scale development and its relation to cognitive constructs; (c) understanding and evaluating psychometric properties; (d) ethical, cultural, and psychosocial issues related to cognitive assessment; (e) developing foundational skills in test administration, interpretation, and report writing using the WAIS-IV.

Co- or pre-requisites: None

Background of students: This is a core course in the Clinical curriculum and is required for first-year M.A. students in the Clinical program.

Course format: One three-hour session per week during the Fall term. Instructor led seminar presentations on the history and theories of intelligence testing, psychometrics, and scale development. Role play and assessment instrument administration exercises. Students will also learn and demonstrate how to administer, score, interpret, and write reports using the WAIS-IV. Several other commonly used cognitive tests will be critically reviewed and discussed and will involve student-led presentations.

Requirements of students: Details of course requirements may vary from year to year depending on which professor is the course director. Normally, however, the course will combine instruction (lecture and seminar format) and focus on discussion of readings and associated issues.

Text /Readings: Individual readings assigned at the beginning of each term.

Basis of evaluation: Students will normally complete an assessment and report (e.g., 50%), a critical review presentation (e.g., 20%), a short quiz (e.g., 20%), and be graded on participation (e.g., 10%).

Personality Assessment

PSYC 6432 3.0

Enrolment is limited to 10 students.

Purpose: This course is designed to train students in the psychometric foundations and applied aspects of personality assessment. Tests commonly used in clinical practice are examined at a theoretical and practical level with emphasis on procedures of test score interpretation, profile analysis, and report writing. Clinical and professional issues surrounding psychological assessment are discussed. And cross-cultural implications and diversity issues are discussed throughout the course.

Co- or pre-requisites: There are no specific pre-requisites for this course. However, it is expected that students will have completed at least one undergraduate level course in personality and/or assessment. If you do not have this background preparation, please speak to the instructor about some recommended background reading.

Background of students: This is a core course in the Clinical Area curriculum and is required for first-year M.A. students in the Clinical Psychology program.

Format: The format of the course is one 3-hour seminar per week. This course involves student reading, instructor presentation, and group discussion about the readings. This course also includes a practical component wherein students will receive basic training in the assessment of commonly used personality assessment inventories (i.e., NEO, PAI, BFI, SCID-PD). This training takes place through in-class demonstrations, observation, hands-on administration of tests, and role-play exercises. We discuss how evidence-based projective personality assessment techniques (i.e., R-PAS) inform case conceptualization.

Requirements of students: Details of course requirements may vary from year to year depending on the course director. Normally, however, the course will combine instruction (lecture and seminar format) and focus on discussion of readings and associated issues. Students are also required to administer, score, and interpret commonly used personality assessment instruments.

Text /Readings: Individual readings will be assigned at the beginning of the term.

Basis of evaluation: Students will complete a self-assessment and report (30%) and a student assessment and report (60%) and will be graded on participation (10%).

Evidence-Based Principles of Psychotherapy

Psychology 6436 3.0

Enrolment is limited to 12 students.

Purpose: This course provides students with a grounding in empirically supported principles of psychotherapy. Students will be exposed to the four major pillars of psychotherapy theories of intervention: psychodynamic, cognitive-behavioural, person-centered/experiential and systemic/postmodern narrative. It also draws from the latest research in the study of psychotherapy that identifies common core processes of effective therapy, regardless of particular school of therapy or approach. As such, students are provided with a grounding in common factors of effective care including the therapeutic alliance and alliance ruptures, empathy, awareness & experiencing, emotion and emotion regulation, culture, and other client & therapist factors known to influence psychotherapy process and outcomes. Students will be exposed to the latest research in each of these domains. In addition, the course is intended to provide a solid foundation for students intending to engage in psychotherapy as a part of their future practice as clinical psychologists. Students will engage with a variety of learning modes in order to facilitate these objectives including lecture, discussion, and review of videotape. Students will also learn by leading a discussion on a selected topic, engaging in a self-reflection exercise designed to enhance their awareness and development as therapists, participating with class discussions, and completing an exercise designed to hone therapy observational skills.

Text /Readings: Original readings TBA.

Evaluation: TBD

Approaches to Psychotherapy: Advanced Study

Psychology 6437 3.0

Enrolment is limited to 8 students.

Purpose: This course will provide students with advanced study of major components relevant to models of psychotherapy, from traditional to contemporary including psychodynamic, cognitive-behavioral, person-centered/experiential, systemic, emotion-focused, motivational, and acceptance-based (e.g., mindfulness, DBT) models. Evidence-based case formulation will be emphasized throughout as a strategy for mapping intervention selection to clinical targets. We will discuss the theory underpinning these models, their empirical support, strategies for their implementation, and various cultural, racial/ethnic, sexual orientation, gender, and class diversities that may inform their efficacy and implementation. Advanced common factors in psychotherapy will also be explored in relation to each treatment model. We will integrate information across these models to inform an evidence-based approach to case formulation, treatment selection, integration, and planning.

Evaluation: Students will write a clinically relevant paper that integrates knowledge related to case formulation, intervention selection, and consumption of treatment research literature. They will also present orally to the class and contribute to class discussion. Specific requirements and weightings related to final grade will be provided by instructors at the beginning of the course.

Text: Abramowitz, J. S., Beacon, B. L., & Whiteside, S. P. H. (2019). Exposure therapy for anxiety: Principles and Practice (2nd edition). New York, NY: Guilford Press. Additional readings will be distributed in class.

Psychodiagnostics

PSYC 6441P 6.0

Enrolment is limited to 20 students.

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

Prerequisites : Psychology 6421 3.0, Psychology 6422 3.0, Psychology 6431 3.0 and 6432 3.0, and Psychology 6430P 6.0

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

Course Format: This course consists of a mix of lectures, demonstration and hands-on practice/administration of psychological tests and procedures. Working in teams of two or three, students will conduct a comprehensive assessment in each term that includes all phases of the assessment process from initial referral to final report. In class discussion will be encouraged.

Evaluation:
Final assessment reports (one per term) 80%
Preparation for and execution of all phases of the assessment process 10%
Class participation 10%

Text & Readings: A list of readings will be circulated; the following are key textbook resources:
Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition – Text Revision
Essentials of PAI Assessment by Leslie Morey
Essentials of WAIS-IV Assessment
Personality Assessment, Second Edition, by Smith and Archer

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

Advanced Psychological Intervention as a Practicum

Psychology 6445P 6.0

Enrolment is limited to 8 students.

CLINICAL SUPERVISION SESSIONS WILL BE SCHEDULED ON
Tues 2:30-5:30 PM and Fri 8:30 - 11:30 AM

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

Prerequisites: Master's degree in clinical psychology

Evaluation:

Case conceptualization and formulation

Active participation in supervision sessions

Case formulation and therapy process presentations

Principles of Neuropsychological Assessment

Psychology 6450 3.0

ENROLMENT IS LIMITED TO 12 STUDENTS

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

Co- or prerequisite: There is no formal prerequisite, but Psych. 6320 3.0 or equivalent provides relevant background.

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

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

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

Texts and Readings: TBA

Substance Use and Addiction

Psychology 6453 3.0

ENROLLMENT IS LIMITED TO 15 STUDENTS (10 PSYCOHOLOGY, 5 NURSING)

Purpose: This graduate seminar provides an in-depth examination of the interdisciplinary field of substance use and addiction studies. A biopsychosocial lens will be used to explore the physiological, psychological, and social/ecological underpinnings of substance use disorders. Topics will include the epidemiology and public health impact of substance use, major theories of the etiology of substance misuse among adolescents and adults, assessment and diagnosis of substance use disorders, prevention of substance-related harms (including public health approaches, health systems approaches, drug policy, and school- and community-based programs), and treatment of substance use disorders among adolescents and adults (including pharmacological and psychosocial interventions). Students will gain exposure to a variety of research methods in the addiction sciences, including population surveys, experimental psychopharmacology, observational and ecological methods, and clinical trials. Students will learn to think critically about research informing contemporary debates in the addictions field, including drug legalization, harm reduction, stigma, and health disparities in relation to substance use disorders, and the role of industry (e.g., pharmaceutical, tobacco/alcohol) in substance use behaviour and policy. Addiction to medications commonly prescribed in mental health and other healthcare settings (e.g., sedatives, stimulants, opioids) will be explored with an emphasis on screening and brief intervention approaches for addressing these issues in clinical practice.

Co- or pre-requisites: None

Background of students: Intended for graduate students in Psychology (any area) and Nursing (cross-listed). Prior undergraduate courses related to clinical psychology strongly recommended, as is familiarity with behavioural research methods. No background in pharmacology or neuroscience required.

Course format: Seminar format, including lectures, class discussion, and student presentations. Class will be held in-person.

Requirements of students: Attendance at weekly, in-person classes required.

Text /Readings: Weekly assigned readings available on e-class or through York library

Basis of evaluation: Participation, discussion facilitation, student presentation, and written assignment

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Graduate Diploma in Health Psychology - Seminar 1

PSYC 6456 1.5 (Y)

Enrolment is limited to 10 students.

Purpose: This seminar is open to all graduate students in Psychology. However, students who plan to enroll in the Health Psychology Graduate Diploma Program are required to take two seminar courses, PSYC 6456 1.5 and PSYC 6457 1.5 during any two years of their training. The seminars are intended to support students in their general degree program and to provide the basics of a broad and systemic training in health psychology. The seminars are not only intended to be educational but also a supportive environment for students both instrumentally and emotionally as they progress through their graduate training. The topics covered in the weekly seminar include research training and lectures, dissertation preparation, clinically oriented subjects, and other student-focused concerns.

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

Co- or pre-requisites: None

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

Course format: Instructor presentation, student reports

Requirements: Participation, attendance and written reflection

Text /Readings: To be assigned.

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

Graduate Diploma in Health Psychology - Seminar 2

PSYC 6457 1.5 (Y)

Enrolment is limited to 10 students.

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

The topics covered in the weekly seminar include research training and lectures, dissertation preparation, clinically oriented subjects, and other student-focused concerns. Examples of research training and lectures include: 1) current research being conducted

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

Co- or pre-requisites: None

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

Course format: Instructor presentation, student presentations

Text /Readings: To be assigned.

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

Family Therapy

PSYC 6470 3.0

Enrolment is limited to 8 students.

Purpose: The purpose of this introductory course is to familiarize students with the clinical principles of systemic family assessment and intervention. Students will be introduced to classic theories and models of family systems approaches, and existing empirical evidence on the effectiveness of those approaches. The clinical component of the course will be focused on the practice of Structural Family Therapy (SFT) and Cognitive Behavioural Family Therapy (CBFT). A special emphasis will be placed on issues of ethics and culture-sensitive practice. Students will have a chance to acquire and practice rudimentary clinical skills and become proficient in building a systemic component into

their developing assessment and treatment repertoire. Please note that this course is, however, not designed to prepare students for independent family therapy practice.

Co- or pre-requisites: Any graduate level Intervention course (e.g., Psychology 6930, 6970) AND at least one intervention practicum OR permission of the instructor.

Background of students: CD or C

Course format: This course consists of two components: I) theory and case study and II) clinic-based supervised practice in the York University Psychology Clinic (YUPC). Depending on the prevailing guidelines at the time of the course starting date, in-class and in-Clinic components may be delivered virtually. Classes will consist of lectures, video case analysis, role play analysis and student–led exercises. In the course's Clinic-based component, students will be working with the instructor to provide assessment and intervention to a family in the YUPC or other community-based treatment facility. Students should be prepared to spend 1-2 hours per week in clinical supervision/observation of a live case, in addition to regular class time. Clinic sessions will occur after class and/or at the convenience of YUPC clients. The e-class platform will be used for dissemination of course communications, readings, notes and presentation summaries.

Basis of evaluation: 1) Active class participation
2) Analysis of, and comprehensive case conceptualization for a fictional family system accompanied by a class role play practice
3) Participation in clinical activities (case conceptualization, treatment planning, progress recording) related to a demonstration YUPC-based clinical case

Text /Readings:

Nichols, M.P. & Davis, S. (2021). Family Therapy: Concepts and Methods, 12th Edition, Pearson.
You can rent this text (e-textbook subscription) for about $40 for 4 months, see: https://www.pearson.com/en-us/subject-catalog/p/family-therapy-concepts-and-methods/P200000001566/9780136911814 (11th or 10th Edition will work also, but there may be some glitches re. references to specific chapters).
Weekly Readings will be provided in e-class by the instructor.

Introduction to Qualitative Research

PSYC 6474 3.0

Enrolment is limited to 8 students.

Purpose: This course will provide an introduction to the use of qualitative methods in Psychology. A range of approaches to conducting qualitative research will be covered. In addition to practical applications and procedures (e.g., interview techniques, management and analysis of qualitative data), the philosophical underpinnings of qualitative approaches to research will be examined.
Co- or pre-requisites: N/A
Background of students: Enrollment in a graduate program.
Course format: Seminar
Basis of evaluation: Comparative Deconstruction Paper; Interview Reflection Paper; Workshop Presentation; Qualitative Analysis Assignment; Class Participation

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Ethical Issues in Professional Practice

Psychology 6490B 3.0

Enrolment is limited to 18 students: Limited to C and CD Area students.

Purpose: This course is an introduction to legal, ethical, and professional issues in the practice of psychology. The course is intended to familiarize students with the statutes, regulations, practice standards and ethical codes relevant to psychological practice in Ontario. This will include issues in practice in a variety of settings and with various populations, and the relationship between ethical and legal issues. In addition to knowledge building, an important purpose of the course is to facilitate the development of skills that will allow students to anticipate and prevent ethical dilemmas, and to resolve ethical difficulties that may arise in the course of professional work.

Learning Objectives: By the end of this course, students will be able to:

- describe the steps and implement an ethical decision-making approach to ethical dilemmas that could arise.
- describe an ethical dilemma they have encountered and managed.
- correctly answer questions regarding Ontario standards of practice regarding topics such as consent, privacy, limits of confidentiality, and related jurisprudence
- prepare and deliver an in-depth interactive presentation on a topic related to ethical and professional issues in a specific area of psychology practice.
- articulate personal growth and self-awareness of their own learning, strengths and vulnerabilities with respect to ethical practice.

Student Background: The course is intended (and is a requirement) for doctoral students in Clinical and Clinical/Developmental Psychology.

Course Format: The format will be lectures and seminar discussion with a strong emphasis on active participation.

Evaluation: Evaluation will be based on regular, active, and constructive seminar participation, a quiz on jurisprudence and ethics, presentation/facilitation of a discussion topic, and a reflection paper.

Readings: Truscott, D., & Crook, K.H. (2021). ***Ethics for the practice of psychology in Canada*** (3rd. ed.). University of Alberta Press.

Canadian Psychological Association Code of Ethics for Psychologists (2017). https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

College of Psychologists of Ontario (2017, rev. 2021) Standards of Conduct

https://cpo.on.ca/members/professional-practice/standards-of-professional-conduct/

Personality

Psychology 6510 3.0

ENROLMENT IS LIMITED TO 10 STUDENTS

Purpose: The purpose of this course is to provide students with an in-depth, and partially self-guided, exploration of topics related to personality and individual differences research. To some degree, the structure and content of the course will be determined through discussion between the instructor and students. We will select topics within personality psychology based upon class interest. These topics will then be investigated through discussion, debate, and presentation. Example topics include self-enhancement and well-being, personality disorders, current trait models (e.g., two-factor models, the Big Five, the Hexaco Model, facet-level models), the stability and plasticity of personality, and the accuracy of personality judgements.

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

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

Texts Required: TBD

Program Evaluation and Research

Psychology 6520B (F)

ENROLLMENT IS LIMITED TO: 12 STUDENTS

Purpose: Program evaluation is now considered an area of competence for registration with the College of Psychologists of Ontario and an area of competence for CPA accreditation.

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

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. 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 committed to an evidence-based approach. We will consider the implementation process and dissemination of established programs. For evaluations, we will discuss the staging and designs, the criteria and measurement, ethical issues, and the range of methods and statistical approaches to evaluating change through treatment. Students will be involved firsthand in planning an evaluation for a mental health

program, in partnership with a mental health provider. 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 diversity, cultural, ethical, and professional issues related to conducting evaluation research in community settings. Throughout the term, we will workshop the proposals to guide students through the process of writing a grant proposal to evaluate an intervention. Students may work alone or in pairs on the project.

Course Objectives

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

Course Requirements

1. Proposal 50%
2. Proposal Presentations 30%
3. Class Participation and Constructive feedback 20%

Course Reading Readings for the course will be assigned at least a week in advance and uploaded to e-class.

Evaluation Criteria

To support the strategic objectives of this funding opportunity, the following evaluation criteria will be used.

1. Applicant
2. Research Approach
3. Originality of the Proposal
4. Impact of the Research

Social and Emotional Bases of Development

Psychology 6610 3.0

Enrolment is limited to 12 students.

Welcome to York and to this course! The course is highly interactive, and I am hoping that you will participate in every class because grad classes are about learning together. As we start the term, classes will be in person but that might change to virtual depending on the COVID situation. We'll figure this out together.

Purpose: The course provides an introduction to current issues in social and emotional development. It is such an exciting time to study social and emotional development as research is beginning to elucidate how experiences become embedded in biology and shape gene expression, brain development, social and emotional development, and wellbeing across the lifespan. The seminars will focus on changing theories of development and developmental

psychopathology, recent research on social and emotional development, developmental research methods, issues of diversity in development, and the implications of emerging perspectives for research, practice, and policy. We will consider challenges to healthy social and emotional development including disadvantage, culture and ethnicity, minority status, and diversities. Students will present their own research interests as they take shape through discussions with their academic supervisors and through the seminar discussions.

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

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

Requirements:

1. To participate actively in class discussions. Students are expected to come prepared, having read the assigned material, and to support others' developing research ideas with constructive comments.
2. To present your developing research proposal to the class in a step-by-step way during the workshopping sessions of the class, with a final presentation during the last class. This will be a gradual process with short presentations on the sequential development of a proposal using a framework that I developed to guide you in considering: the critical questions, theoretical foundation, evidence from research literature, key constructs, hypotheses, methods and measures, and analyses, and relevance.
3. To write an initial draft of a proposal for your potential MA thesis. The proposal will comprise:

- Introduction stating problem and general aim (approx ½ page)
- Theoretical framework (1page)
- Research Literature review (2 pages)
- Specific questions or hypotheses (½ page)
- Methods (2½ pages)
- Analysis Plan (2 pages)
- Ethical considerations (½ page)
- Limitations (1/3 page)
- Knowledge mobilization (1/3 page)
- Relevance (1/3 page)
- Reference list

Evaluation:

Class participation	20%
Class presentations	30%
Draft proposal	50%

Readings: To be assigned and available on e-class website.

Developmental Cognitive Neuroscience

Psychology 6664 3.0 W

ENROLLMENT IS LIMITED TO 5 (INTEGRATED) OR 10 (NOT INTEGRATED)

Purpose: This course is designed for graduate students in the Developmental Science area, but other graduate students within and outside Psychology are encouraged to enroll.

The purpose of the course is to introduce students to Developmental Cognitive Neuroscience, an interdisciplinary field of study that combines developmental psychology, cognitive development, and cognitive neuroscience. This field has emerged and expanded quickly in the past few decades, due to various factors including the development of new technologies and analysis techniques. In this course we will cover theoretical issues, methodologies, and research in developmental cognitive neuroscience. Focus is on childhood (infants, children, adolescents) and typical development, although some discussions will include atypical development. Methods that will be highlighted throughout the course include Electroencephalography (EEG; ERP), neuroimaging (structural: MRI; functional: fMRI; fNIRS), and comparative approaches.

Class topics will include an introduction to methods and populations, genes and epigenetics, prenatal and postnatal brain development, perceiving and acting on the world, the social world, memory, language, executive function, all through the lens of developmental cognitive neuroscience.

Co- or pre-requisites: None

Background of students: MA and PhD students in Psychology. MA/PhD students outside Psychology will be considered on case-by-case basis. Highly recommended: completion of developmental psychology and/or research methods courses during undergraduate degree.

Course format: Online with synchronous meeting time. Course may be integrated with 4th year undergraduate course (depends on term).

Text /Readings: Textbook: De Haan, M., Dumonthell, I., & Johnson, M.H. (2023). Developmental Cognitive Neuroscience: An Introduction, 5th Edition. Wiley Blackwell.

Journal articles, digital media posted on eClass.

Basis of evaluation: Participation, presentations, paper

Issues in CD Psychology: A Proseminar in Ethics, Practice and Research

Psychology 6900 3.0

Enrolment is limited to 10 students.

Course Description: This course will introduce first year Clinical-Developmental graduate students to practice, ethical, and professional issues related to clinical work with children, youth, and families. In this course, we will talk about the elements that form the foundation of our program – understanding biological, social, cognitive and emotional development as the ecological developmental context for understanding atypical development. The course will include introductory ethics and professional practice standards. It will also provide some hands-

on training in basic clinical skills such as interviewing. This course will involve seminars and discussions to highlight CD's scientist-practitioner model and prepare students for the ethical and professional issues that they will encounter in their work in our clinic and throughout their professional careers.

By the end of this course, students will:

- Gain an understanding of the Clinical-Developmental training approach and the program structure and sequence.
- Be able to articulate the application of the Scientist-Practitioner approach to their own research area.
- Correctly answer questions regarding basic professional requirements and ethical principles relevant to child and family practice
- Gain introductory level skills in consent conversations with clients (including articulating the limits of confidentiality)
- Gain introductory level skills in interviewing children and/or parents.

Biological and Cognitive Bases of Development

Psychology 6905 3.0

Enrolment is limited to 15 students.

Purpose: This course will focus on the biological and cognitive correlates of normative development. We will begin by reviewing the basic research on neural development, structures of the brain, neurotransmitters, psychopharmacology, and interactions of the brain with the body and environment. This will be followed by an exploration of the circuitry underlying various behavioural, emotional, and cognitive functions in children and adults, with consideration of the biological correlates of several disorders. Throughout the course, we will discuss theoretical, methodological, and clinical-ethical issues relevant to study in the area of neurobehavioural development, and a lifespan approach to understanding the brain will be one of the main approaches to presentation of the brain-behaviour links.

Course Format: Lectures and student presentations.

Co- or pre-requisites: N/A

Evaluation:

Assignment	Proportion of Grade
Grant: Literature review, presentation, final grant draft (single spaced within template)	70% overall; 20% literature review, 20% presentation, 30% final grant
Topic Reflection – 2-3 pages single spaced	20%
Participation	10%

Recommended Text: Ward, J. (2019). The Student's Guide to Cognitive Neuroscience: Fourth Edition. New York: Psychology Press

Background of students: This course is intended for incoming MA 1, and PhD Entry Students in the Clinical Developmental Area, and is open to any students who wish to learn about biological and cognitive bases of development.

Requirements of students: Students will be required to achieve these learning objectives:

- Acquire knowledge of parts of the brain and their functions.
- Acquire knowledge of psychopharmacology in relation to neurotransmitter functioning.
- Learn about different aspects of cognition, basic processes and how these are measured in experimental and clinical settings.
- Prepare weekly reflections to gauge the take home messages from readings and lectures.
- Write a grant proposal, with feedback throughout the formulation stages through assignments and presentations.

Psychoeducational Assessment of Children and Adolescents

Psychology 6910 3.0

Enrolment is limited to 10 students.

Purpose: This course is a critical foundation course for the practice of evidence-based assessment in clinical psychology. The course will focus on competency-based training in the administration, scoring, and interpretation of standardized measures of intellectual ability and academic achievement. The course is designed to help students develop functional competencies to critically evaluate psychometrics of commonly used assessment measures. Students will learn about the history of intellectual testing, theories of intelligence, and contemporary assessment approaches for conducting a psycho-educational assessment. Diversity issues as they pertain to best practices in assessment and test bias/fairness will be a theme throughout the course. Students will receive direct instruction and supervision on the administration and interpretation of the following measures of intelligence and academic achievement: The Wechsler Intelligence Scale for Children - 5th edition (WISC-V), Wechsler Adult Intelligence Scale – 4th edition (WAIS-IV), and Wechsler Individual Achievement Test – 4th edition (WIAT-4). Students will gain a basic foundation to clinical report writing, although this is not the focus of the course.

Course Format: This course will consist of didactic lecture, in-class demonstrations, role playing, discussion of readings, and oral presentations. Experiential education is a critical component of the course. Students will put into practice their test administration skills with school-aged volunteers. Students are expected to be prepared to discuss the week's topic and to share reflections related to the course.

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

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

Text & Readings: Sattler, J. (2023). *Assessment of children: Cognitive foundations (7th edition).* La Mesa, CA: Jerome M. Sattler, Publisher, Inc. Journal articles and book chapters will be assigned each week.

Introduction to the Psychological Assessment of Children Practicum

Psychology 6910P 6.0

Enrolment is limited to 10 students.

The Practicum Course accompanies and forms part of the Assessment Practicum. Students will complete a 2 day/week field placement in a pre-approved practicum setting and participate in class meetings (3 per term) as well as individual meetings with the course director (1 per term or as needed). The course director will provide faculty oversight of the practicum placement, liaison with the on-site supervisor, and integration of the CD academic program with the external clinical training. Classes will include group discussion of types of assessments done in various settings, issues that may arise in the practicum setting, and general ethical and professional standards and issues. Students will give a case presentation of one of their clients in the second term.

Pre-requisites: Psychology 6910 3.0, Psychology 6920 3.0, YUPC assesment experience

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

Clinical and Diagnostic Assessment of Children and Adolescents

Psychology 6920 3.0

Enrolment is limited to 12 students

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

Prerequisite: Successful completion of PSYC 6910.

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

American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth edition, text revision (DSM-5-TR), Washington, DC: American Psychiatric Association, 2022. Electronic version: https://dsm-psychiatryonline-org.ezproxy.library.yorku.ca/doi/book/10.1176/appi.books.9780890425787

Course Format: This course will consist of didactic lecture, in-class demonstrations, role playing, discussion of case presentations and readings, and student oral presentations. The instructor will strive to create an environment for students to feel comfortable supporting, critiquing, and challenging each other's opinions to the highest standards of rigor. Students are expected to come to class prepared to discuss the week's topic.

Evaluation:

- Discussion leader for assessment and formulation on a specific referral issue (Oral, 20%; Critical reflection, 10%)
- Report writing (30%)
- Summary assessment information (10%)
- Formulations and recommendations (20%)
- Case study diagnostic assignment – quiz (20%)
- Self-reflection (10%)
- Participation and professionalism (10%)

CD Interventions: Foundations

Psychology 6930 3.0 (W)

Enrolment is limited to 12 students.

Purpose: This course will introduce students to evidence-based practice with children, adolescents and families by providing an overview of interventions available for a range of psychological disorders. Students will have an opportunity to learn about developmentally and relationally appropriate, empirically supported disorder-specific treatment modalities. They will acquire knowledge and skills in trans-diagnostic therapeutic principles and strategies. Students will also practice case conceptualization and theory-driven treatment planning. Last, students will gain an appreciation of the importance of systemic and cultural factors in the context of clinical work with their young clients and their families.

Pre-requisite: Psychology 6610 3.0, Psychology 6905 3.0 and Psychology 6910 3.0 or permission of the Clinical-Developmental Area and the instructor.

Course Format: This will be a seminar course in which students will actively participate. Classes will consist of lectures in theory, case-based and video-based learning, guest lectures and student presentations.

Requirements: Student evaluation will be based on1) A clinical case conceptualization (35%), 2) preparation of a summary and workshop on an evidence-based approach (35%), 3) class participation (30%).

Text and Readings: Readings will comprise articles and book chapters that will be made available to students throughout the course. Students should ensure that they have access to up-to-date books on evidence-based interventions for children, youth, and their families. The following book is an excellent general reference text, although there are others too.

Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). *Evidence-based psychotherapies for children and adolescents*. Guilford Press

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CD Interventions: Practicum

Psychology 6930P 6.0 A

Enrolment is limited to 10 students

Purpose: The Practicum Course accompanies and forms part of the Clinical Developmental Interventions Practicum. Students will complete a 2 day/week field placement in a pre-approved practicum setting and participate in class meetings as well as individual meetings with the course director. The course director will provide faculty oversight of the practicum placement, liaison with the on-site supervisor, and integration of the CD academic program with the external clinical training. Classes will include group discussion of intervention approaches in various settings, clinical and/or supervision issues that may arise in the practicum setting, and general ethical and professional standards and issues. Students will give a case presentation about one of their clients.

Pre-requisite: Psychology 6930 3.0 and 6970 6.0

Class Format: The class will meet 3 times per term and will be seminar-based. In addition, each student will have 1-2 individual meetings per term with the course director.

Evaluation: Pass/Fail evaluation will be derived from reports by Practicum Supervisors based on students' performance in their practicum, and impressions from the Course Director based on course participation and the case presentation.

Developmental Psychopathology of Childhood and Adolescence

Psychology 6955 3.0

Enrolment is limited to 12 students.

Purpose: Developmental psychopathology is a broad-based, integrative framework for understanding the emergence of maladaptation in childhood and pathways of continuity or discontinuity across the lifespan. The study of developmental psychopathology provides the underlying framework for our taxonomies that are used to diagnose mental health disorders in children and youth. In this course we will examine taxonomies of mental health conditions in children and adolescents **in conjunction with** contemporary theories and key concepts in the study of developmental psychopathology. We will cover genetic, cognitive, neuropsychological and emotional characteristics of the individual in combination with environmental contexts – families, peers, schools, and communities. Throughout, we will consider varied cultural and social identities and perspectives. The course has clinical applications, in that we will apply principles and empirical research of developmental psychopathology to clinical science. This course will be offered IN PERSON.

Evaluation: TBA

Readings: TBA

CD Interventions: Advanced Skills

Psychology 6970 6.0 (Y)

Enrolment is limited to 12 students.

Purpose: This course offers an overview of evidence-based intervention with adults, families and children. It provides students with basic skills and practice in theory-informed case conceptualization, treatment planning and implementation within a systems-driven model. The primary focus is on Cognitive Behavioural Therapy (CBT) supplemented with Dialectical Behaviour Therapy (DBT) skills. Special issues pertaining to the use of CBT with children are highlighted, as is its applicability to diverse cultural groups. This is a *skills*-oriented, clinical case-based seminar course.

Course Format: This course consists of two modules: the first (Fall term) will be twelve seminar sessions, each consisting of a combination of lecture, presentations, demonstration & role play practice activities, case study, self-reflection and discussion. Students will have the opportunity to design a comprehensive assessment and treatment plan for a client or family. Moreover, they will be asked to contribute to the seminar through a role play/staged mock session based on a specific aspect of CBT, and through active participation in class discussion. The second module (Winter term) will allow students to engage in more discussion, and to practice what they have learned in the Fall term. Class members will participate (as therapists, observers or note takers) in more extensive role plays, mock interviewing, and intervention sessions in the York University Psychology Clinic (YUPC). They will also participate in monthly intensive workshops (during class hours) that will provide basic knowledge and skills in additional clinical approaches, for example Brief Solution Focused Therapy; Single-session family intervention; Attachment Focused Family Therapy; Infant Mental Health interventions; Narrative Exposure Therapy.

In module 2 (Winter term,) class participants should be available to spend 1 to 2 hours per week in Clinic related activities in addition to time spent in class to participate in clinic sessions as clients may not always be available during class time.

The e Class platform will be used for dissemination of course communications, readings, videos, notes and presentation summaries.

Pre-requisites: It is expected that students will have taken courses in Abnormal Psychology, Developmental Psychopathology, Counselling Psychology and Atypical Development, and at least one graduate level Assessment and one graduate level Intervention course.

Evaluation: Participation in class discussions.
Case studies and analyses; Preparation of a CBT treatment plan.
Presentation of a specifically tailored CBT session for an assigned client with a specified presenting problem.
Participation in all workshops and clinic-based activities.

Text and Readings: Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond. Guilford Press.
Greenberger, D., & Padesky, C. A. (2015). Mind over mood: Change how you feel by changing the way you think. Guilford Publications.
Chorpita, B. F., & Weisz, J. R. (2009). MATCH-ADTC: Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems. PracticeWise.
Additional readings will be provided weekly on EClass.

SESSIONAL/IMPORTANT DATES

Important dates will be updated on: https://www.yorku.ca/gradstudies/students/current-students/registration-enrolment/important-dates/)

FALL REGISTRATION & ENROLMENT BEGINS	Wednesday, June 26, 2024
CANADA DAY–University Closed	Monday, July 1, 2024
CIVIC HOLIDAY – University Closed	Monday, August 5, 2024
FINAL DATE FOR REGISTRATION – Fall Term; Late Fees added afterwards	Tuesday, August 20, 2024
LABOUR DAY - University Closed	Monday, September 2, 2024
RESEARCH & APPLIED PRACTICA BEGIN	Tuesday, September 3, 2024
CLASSES BEGIN - Fall Term	Wednesday, September 4, 2024
DEADLINE FOR PRACTICUM AGREEMENTS	Monday, September 15, 2024
THANKSGIVING - University Closed	Monday, October 14, 2024
FALL READING WEEK - No Classes	October 12-18, 2024
GRADUATE CLASSES END - Fall Term	Tuesday, December 3, 2024
STUDY DAY - no classes	Wednesday, December 4, 2024

FALL EXAM PERIOD	December 5-20, 2024
FINAL DATE FOR REGISTRATION – Winter Term; Late Fees added afterwards	Friday, December 20, 2025
Winter BREAK – University Closed	December 21, 2024 - January 5, 2025
CLASSES BEGIN - Winter Term	Monday, January 6, 2025
WINTER READING WEEK - No Classes	February 15-21, 2025
FAMILY DAY – University Closed	Monday, February 17, 2025
GOOD FRIDAY – University Closed	Friday, April 18, 2025
EASTER SUNDAY	Sunday, April 20, 2025
GRADUATE CLASSES END	Friday, April 4, 2025
STUDY DAY	Monday, April 7, 2025
WINTER EXAM PERIOD	April 8-25, 2025
VICTORIA DAY – University Closed	Monday, May 19, 2025

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.