

Faculty of Health
Department of Psychology
PSYC 1010 6.0 Section A: INTRODUCTION TO PSYCHOLOGY
Course Director: Dr. Kathleen Fortune
Mondays 11:30-2:30pm in ACE 102
Full Year 2024-25

Welcome to PSYC1010, and for most of you, welcome to York! I'm excited to be part of the start of your academic journey.

While this course is designated as an in-person course, and the expectation is that you will attend all or most of the lectures, I've built in some flexibility in case of illness or family care responsibilities. Thus, no formal attendance will be taken, and you will not lose marks if you do not attend lectures. I will also record the lectures and post those to our course page. However, I want to issue some words of warning about this. First, you miss out on a lot of the discussion and the learning experience when you don't attend lectures. I take a Socratic approach to teaching. This means that a lot of our lecture time will involve me posing questions to the class and then discussing them. The in-class recording system only records what is on the screen and what comes through my microphone. It doesn't record what your classmates say. Watching a recording of a lecture is a great option for review, or in the event of illness that forces you to miss a class, but a recording may not inspire the same engagement and deep learning that a live lecture can. Second, the recording system is not flawless, so I'll do my best to set things up properly, but it is not 100% guaranteed every time. Again, as an in-person course, the expectation is that you will attend most or all the lectures. **Moreover, and this is important, you MUST be present in the classroom for the 4 term tests (dates listed on a subsequent page). These dates are non-negotiable, and no online options will be provided.**

Each week, we'll tackle one chapter from the textbook (occasionally we will split up the longer chapters across two weeks). I'll post PowerPoint slides at least 1 week ahead of the lecture, so that you can review them, download, or print them, and come to class ready to actively participate. You should take notes during the lecture, but my slides tend to be a solid start, so you won't need to frantically copy down everything that is being said. Additionally, as noted previously, I will post the recordings of the lectures on eClass for your review.

Given that this is the first year for most of you, I will scaffold this learning process for you. That means I'll start off providing a lot more detail on my slides and progressively include less on the slides as we move through the year. Scaffolding also applies to the assessments. I don't believe in having assessments worth 40 or 60%. For me, that is an unnecessary amount of pressure, and it doesn't give you a chance to learn from your mistakes and improve. Rather, I break assessment up across the year, with 4 term tests worth 15% each, 4 discussion forum posts worth 2% each, two short written assignments worth 10% each, Connect textbook reading quizzes worth 8%, and research participation (URPP) worth 4%. This spreads the marks out across the year, and includes multiple-choice, written, research, and reflection components.

Instructor and T.A. Information

Instructor: Dr. Kathleen Fortune

Office Hours: By appointment

Email: kfortune@yorku.ca

T.A.				
Email				
Office Hours	TBA	TBA	TBA	TBA

What are Office Hours For?

Office hours are an opportunity for you to connect with your assigned teaching assistant or with me. They are a chance to ask clarifying questions about course content or assignments. Your assigned teaching assistant will be responsible for grading your work, so they are best positioned to answer your questions. However, be mindful that each TA has many students to assist, so when you book a visit with them, please keep it focused on specific questions or concerns. I know that visiting with your TA or with me can feel intimidating. I felt the same way when I was an undergraduate student. Please know that we all care about you and your success, and we've all been where you are in your academic journey.

Course Prerequisite(s): Course prerequisites are strictly enforced: None.

Course Credit Exclusions: Refer to [York Courses Website](#) for listings of course credit exclusions.

Course website: eClass

All course materials will be available on eClass. The site will be your central access point for course materials. PowerPoint slides, video lectures, and additional readings or website links will all be posted on the eClass site in advance of each week's lecture topic/chapter.

Course Description

This course introduces students to psychology, the scientific study of behaviour and cognition, by examining the basic principles of psychology and their application to everyday experience. The course surveys some core areas of psychology including research methods, biological bases of behaviour, sensation and perception, memory, and cognition.

Program Learning Outcomes

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

1. Define psychology and explain how it meets the criteria of science.
2. Recognize key concepts, methods, theories and assumptions in psychology.
3. Describe basic characteristics of the scientific method in psychology.
4. Discern differences between personal views and scientific evidence.

Specific Learning Objectives

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

1. Identify basic concepts, research findings, and examples of psychology's integrative themes.
 - a. Psychological science relies on empirical evidence adapting as new data develop.
 - b. Psychology explains general principles that govern behaviour, while recognizing individual differences.
 - c. Psychological, biological, social, and cultural factors influence mental processes and behaviour.
 - d. Our perceptions filter experience of the world through an imperfect personal lens.
 - e. Applying psychological principles can change our lives in positive ways.
2. Apply psychological principles to everyday life.
3. Evaluate misconceptions or flawed claims based on evidence from psychological science.
4. Evaluate basic psychological research.

Commitment to Diversity and a Safe Classroom

It is my intent that students from all backgrounds and perspectives be well served by this course, and that the diversity that you bring to class will be treated as a critical resource. I intend to present course materials that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I will also acknowledge the limitations in finding such material, within a broader conversation about the lack of diversity in the literature and the discipline itself. The topics that we're covering in this class are often difficult, not just intellectually but emotionally. I expect there to be discussion and disagreement during our class discussions, but it is crucial that there be an atmosphere of trust and safety in the classroom. I will attempt to create a classroom environment in which each of us is able to hear and respect one another. It is critical that we all show respect for the lived experiences and worldviews expressed in the class and that we engage in discussion with care and empathy. We can disagree without becoming disagreeable or disrespectful. In this class, we will not shy away from the uncomfortable because critically examining our most basic assumptions and values is a vital part of living an authentic life. I urge you to have the courage to sit with the uncomfortable in this class and I will do my best to create a classroom environment that supports you in doing so. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something I consider to be important and deserving of attention.

Course Textbook

Feldman, R. S., & Cavanaugh, L. (2021). *Essentials of Understanding Psychology* (Seventh Canadian Edition). McGraw Hill Ryerson Limited.

NOTE: Although I can't require you to purchase the textbook, I do strongly encourage you to purchase the Seventh Canadian Edition with Connect. Not only do some of the test questions come directly from textbook material, but Connect includes additional electronic resources, such as Smartbook chapter reading quizzes, that help you test your learning and prepare better for the tests.

Search Fall/Winter term, Psychology, PSYC1010:

https://www.bookstore.yorku.ca/buy_textbooks.asp

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Test 1	October 7, 2024	16%
Test 2	December 2, 2024	16%
Test 3	February 10, 2025	16%
Test 4	March 31, 2025	16%
Written Assignment 1	October 28, 2024	12%
Written Assignment 2	March 3, 2025	12%
Discussion Board Participation	Throughout the year (4 X 2%)	8%
URPP	Throughout the year (2% each term)	4%
OPTIONAL: Connect Chapter Quizzes	Throughout the year	0%
Total		100%

Description of Assignments

I know this looks like a lot of assessments, but keep in mind this is a full year course and that I've done my best to spread the assessment out evenly across the year. Each assessment is worth a relatively small percentage of your overall grade, **and tests are not cumulative**. I hope this keeps you engaged with the course, without feeling like one weaker assignment or test will be your undoing. I've given you all these dates, so put them into your calendars now with reminders a week or two before, so that you are never feeling surprised by a due date!

OPTIONAL Connect Smartbook Quizzes: One of the reasons I chose this textbook was because of the McGraw-Hill Smartbook technology. If you purchase the textbook through the York bookstore, it comes with Connect. This provides you access to the ebook version of the text and access to Smartbook chapter quizzes. These are textbook chapter reading quizzes that test your learning as you read the textbook. They adapt to your answers, so if you get a question wrong on a concept, it will give you another more questions on that concept. If you get those wrong, it will prompt you to revisit that concept in the textbook before being able to continue. **NOTE: This year, I made these OPTIONAL exercises to help you test your knowledge and to prepare for the tests, but I do strongly encourage you to do them!** Last year, my students told me they

found that effortful, but also really useful. You can read more about this technology here: <https://www.mheducation.com/highered/connect/smartbook.html>

Term Tests: You will complete 4 multiple-choice tests, two in each term (see dates in course requirements & assessments table). Each test will be made up of approximately 70 multiple-choice questions and you will have 2 hours to complete the test. To be clear, these are not open-book tests. You will take tests in the classroom with your books, notes, devices put away.

Written Assignments: You will complete two short written assignments, one in each term. Details about these assignments will be posted to eClass well in advance of their due dates. Each assignment will focus on the application of core concepts to your own life, because that's one of the key learning objectives of this course. I want you to leave the course with skills that serve you well in your personal lives, as well as a broader understanding of psychology. Each assignment will be approximate 2-3 double-spaced pages in length, and you will submit these written assignments through Turnitin on eClass, which is plagiarism detection software. **Thus, these are independent assignments, and they are not to be completed in pairs or groups. You must NOT use any form of artificial intelligence (AI) technology on these assignments.**

Discussion Board Participation: Every few weeks, I will post a video, podcast, or short reading on eClass and ask you to answer a couple of questions about your thoughts/reactions to it. You will also be asked to post responses to your classmates. The purpose of the discussion boards is to give you an opportunity to interact with your classmates, to expand and apply your understanding of core concepts from the course, **and to assign marks for effort, rather than just correct answers.** So much of your university experience will involve memorization and right/wrong answers. This is one way I break that up, by encouraging and rewarding self-reflection and showing you that I value your lived experiences. This is important to me as an instructor. I want you to feel free to share your perspectives, albeit with consideration and respect for your classmates. The TA's will assign marks for responses that show a significant level of effort and thoughtful consideration. It's important that you read/watch the required piece and then refer to specific ideas in your answers, rather than just making generic statements. You must also answer all the questions asked, and for clarity, you should include question numbers to indicate what part of your response is answering **which question. You will have 2 weeks to post your responses to each forum, but once the next forum opens, you will no longer be able to submit, so put those dates in your calendar early!**

Research Participation: The final part of your grade in PSYC1010 comes from participating in research studies that are conducted by faculty and students from the psychology department. This is known as the **Undergraduate Research Participation Pool (URPP)**. You must complete a certain number of studies each term in order to receive your full 4% for research participation. If you feel strongly about NOT participating, you will be provided with an alternative written assignment. **Please note that this is NOT optional.** Each year, several students fail to complete these studies and miss out on 4% of their course grade because they didn't think the URPP was required. All of this is done under the direction of the URPP coordinator, not the TA's or myself. You will receive an email that explains all aspects of the URPP and your participation in it. **You can contact URPP at urpp@yorku.ca.** If you have concerns regarding URPP participation, email them, not me or TA. The TA's and I will not return any emails asking questions about the URPP.

Class Format and Attendance Policy

As noted on the first page of this course outline, attendance is expected and encouraged, but not mandatory. No attendance will be taken, and no marks will be awarded for attending. That said, I like to think I lead a lively lecture, so you will be missing out on great discussions and debates with your classmates if you choose not to attend! I'll use my PowerPoint slides (and in a few lectures, some demos) to bring the material to life. I'll make use of most of our 3 hours together, giving you a 10–15-minute break midway through the lecture to use the washroom, have a snack, etc. **If you attend, you must sit quietly or participate in the lecture. Students who disrupt the lectures will be asked to leave the room. Don't waste my time, your time, or that of your classmates, who are serious about their education. Show up and engage respectfully, or don't show up. It's that simple.**

Grading as per Senate Policy

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

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2024-2025](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed test or late assignment, **students MUST complete the following online form within 48 hours of the missed test or assessment:**

[HH PSYC: Missed Tests/Exams Form](#)

This form is received and reviewed in the Psychology undergraduate office. Failure to complete the form **within 48 hours of the original deadline will result in a grade of zero for the missed test or assignment.** Due to COVID-19, an Attending Physician's Statement (APS) is not required. However, a reason for missing a test or deadline must be provided. If you miss a test and have notified the instructor within the 48-hour deadline, using the missed test form linked above, you will be eligible to write a make-up test, but that this test may differ from the original test written by the class.

Late Assignments: Both written assignments have a 2-day grace period where students can submit after the deadline at no penalty. Assignments submitted beyond this 2-day grace period will receive a 10% per day penalty up to a total of 3 days (i.e., up to 5 days after original deadline). No assignments will be accepted 5 days beyond their due date; assignments more than 5 days late will receive a grade of 0. Note that submitting assignments late may delay the teaching team's ability to provide feedback on your work.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2024-2025 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 18	Sept 18	Jan 20
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct 2	Oct 16	Jan 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov 8	Feb 7	Mar 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov 9 – Dec 3	Feb 8-Apr 4	Mar 15-Apr 4

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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

Information on Plagiarism Detection

To promote academic integrity in this course, students will be required to submit their written assignments to Turnitin (via the course eClass page). Turnitin is a plagiarism detection tool used to assist faculty members in determining the similarity between student work and the work of others. This includes published work in books and journals, Internet sources, and papers submitted by other students at York and other universities, among others. Turnitin conducts a

review of textual similarity between the work you submit and the work of others. **However, no decisions about plagiarism are made by the service itself. Rather, it generates an “originality report” which is evaluated by TA’s and faculty, to determine the probability that a piece of work has been plagiarized.** By submitting work to Turnitin on eClass, you allow your material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website.

As noted above in the assignment section of this course outline, students must NOT use any form of artificial intelligence (AI) to complete their assignments. I design these assignments to be short and applied specifically to your own individual lives/experiences. Use of AI to complete these assignments undermines your learning experiences and the integrity of this course. Please refer to York University’s recent communication on the use of artificial intelligence as it pertains to academic integrity: [Artificial Intelligence and Academic Integrity](#)

Electronic Device Policy

Electronic devices are permitted during class time for course-related purposes. However, if you are using these devices for non-course-related purposes and in a manner that is distracting to your classmates, I will ask you to put them away or to leave. If you come to the lecture hall, I expect that you’ve come there to learn and to be respectful of your classmates who are also there to learn. On test dates, all electronic devices must be turned off or to silent and put out of reach during the test.

Academic Integrity for Students

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

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

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

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their

accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary.

Please let me know as early as possible if you anticipate requiring academic accommodation so that we can discuss your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC1010 course at York University and are the property of the instructor unless otherwise stated. This includes my video recordings, PowerPoint slides, and assignments. **These must not be shared on websites like CourseHero, as this is a violation of my intellectual property rights. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.** Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

[Intellectual Property Rights Statement](#).

Email Policy

Writing an email to your professor or your teaching assistant is not the same as writing an email to a friend. It's important to be mindful of the impression that you wish to make and to be respectful of your professor and/or TA's time. I know that sending a more formal email may be new to you, so below are some helpful tips to review before sending an email.

1. Any emails sent to the professor or teaching assistant **MUST** indicate the course number and section in the subject line of the email. Our course and section are **PSYC1010, SEC A**. This allows us to respond efficiently, rather than searching our inboxes to figure out which class you're in.
2. Make sure to **include your full name and student # in the body of your email**. If your preferred name differs from the name listed on the course roster, please let your professor know and we'll be happy to note that for our records and future interactions.

3. Before sending an email, **make sure you've done a thorough job of trying to find the answer to your question in the course materials posted on eClass.** That means carefully reading through the course syllabus and other pieces of information posted on eClass to see if the answer is already provided. The professor and TA's receive a high volume of email and will not respond to emails asking questions that are clearly addressed in the posted course materials.

4. A proper email begins by properly addressing the recipient by their name and/or title. I'll ask that you address me as **Dr. Fortune or Professor Fortune, not Kathleen, Ms., or Mrs.** This is a real pet peeve of mine. I won't respond to emails that don't adhere to this structure. You can address emails to your TAs by their first name. The body of your email should be written in a polite tone. Respect goes both ways, and you should treat your professor and TAs with the same respect with which you would like to be treated.

5. Send emails well in advance of when a response is required. While the volume of emails received will vary over the year, you should expect to receive a **response with 2-3 days.**

Discussion Board Etiquette

One of the aspects of this course that I'm most excited about are the discussion board posts, which will allow you to share your thoughts, feelings, and questions about interesting aspects of the course with one another. However, this only works when everyone understands some general rules around appropriate behaviour on these boards. They must be a safe space for everyone, and the TA's and myself will ensure that they remain so. Read through the guidelines below, to familiarize yourself with our expectations around discussion board behaviour.

- **Respect others.** It is important to remember that you, your peers, and the teaching team are real people who are affected by what you write. It is important to be mindful of the feelings and opinions of others, even if they differ from your own. As a general rule of thumb: If you wouldn't say it to someone's face, don't say it online either. Your intention may not be to offend or harm, but that may be the consequence of your words, so always do your best to keep this in mind.
- **Avoid strong language, all caps, and excessive exclamation points.** It is easy for written text to be misread and misunderstood. Have you ever sent a text or email message with good intent, but the recipient thought you were being rude or condescending? If so, then you have experienced this firsthand.
- **Pick the right tone, be careful with humour or sarcasm.** Since your communication will be in a written format then it is very important to choose the right words when you are trying to get your meaning across. Be cautious when using humour or sarcasm as tone is often lost in an email or discussion and your message might be taken seriously or sound offensive.
- **Personal information and confidentiality.** Do not post confidential information about yourself or others in the discussion boards. You are, of course, free to share some personal anecdotes about your life if they are relevant to the question being posed, but keep in mind that the board is viewed by your classmates and potentially others.

- **Don't post or share, publicly or privately, inappropriate material.** Posting or sharing this type of information will go against the code of conduct expected of students at York.

Course Schedule

DATE	TOPICS	REQUIRED READINGS
SEPT 9	Introduction, history of psychology, pseudoscience, research methods	Chapter 1: Introduction to Psychology
SEPT 16	Neuronal communication, structure & function of the brain, neuroplasticity	Chapter 2: Neuroscience and Behaviour
SEPT 23	Processes of sensation & perception, vision, perceptual organization.	Chapter 3: Sensation and Perception
SEPT 30	Sleep, dreams, and drugs	Chapter 4: States of Consciousness
OCT 7	TEST #1	Covers Chapters 1-4 & accompanying lecture slides
OCT 14	READING WEEK	NO ASSIGNED READING
OCT 21	Classical & operant conditioning, latent learning, observational learning	Chapter 5: Learning
OCT 28	Memory Part 1: what are memories? Foundations of memory (sensory, short-term, and long-term) Written Assignment 1 Due!	Chapter 6: Memory
NOV 4	Memory Part 2: Levels of processing, retrieval cues, why we forget & why we remember things inaccurately	Chapter 6: Memory
NOV 11	Thinking and reasoning processes, language development	Chapter 7: Thinking, Language & Intelligence
NOV 18	What is intelligence? How do we measure it? What helps and what hinders intellectual development?	Chapter 7: Thinking, Language & Intelligence

NOV 25	Catch-up day & test review!	No new readings
Dec 2	TEST #2	Covers Chapter 5-7 & accompanying lectures
JAN 6	What is motivation? Theories of what motivates us. Need for affiliation.	Chapter 8: Motivation & Emotion
JAN 13	What are emotions? Do we control them, or do they control us? What functions do they serve?	Chapter 8: Motivation and Emotion
JAN 20	Nature and nurture – what makes us who we are? From prenatal development to older adulthood!	Chapter 9: Lifespan Development
JAN 27	What makes you – you! Theories of personality development. Personality science/measurement of personality.	Chapter 10: Personality
FEB 3	What causes us stress? How does stress impact our body & brain? Coping strategies. The science of happiness.	Chapter 11: Health Psychology: Stress, Coping, and Well-Being
FEB 10	Test #3	Covers chapters 8-11 & accompanying lectures
FEB 17	READING WEEK BREAK	NO ASSIGNED READING
FEB 24	Social Psych Part 1: Attitudes & behaviour, social influence, group dynamics, conformity	Chapter 14: Social Psychology
MAR 3	Social Psych Part 2: Altruism & aggression, stereotypes, prejudice, and discrimination. Written Assignment 2 due!	Chapter 14: Social Psychology
MAR 10	Normal as existing on a continuum, the history of mental illness & the stigma around it, major categories of psychological disorders.	Chapter 12: Psychological Disorders
MAR 17	Psychotherapy, biomedical therapies & social prescribing.	Chapter 13: Treatment of Psychological Disorders

March 24	Catch-up day and final test review!	No new readings
March 31	Test #4	Covers chapters 12-14 & accompanying lectures

Calumet and Stong Colleges' Student Success Programming:

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

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [Awards & Recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about [Calumet and Strong Colleges Student Success Programs](#), please consult our websites ([Calumet College](#); [Stong College](#)), email us at scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), X (formerly Twitter: [Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our **weekly email** (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.
- Feel free to consult [additional resources and student supports at York University](#)