

This handbook was prepared to answer many of the questions often asked about the Psychology Graduate Program and about other aspects of graduate student life at McGill. It should prove useful for all graduate students and faculty. However, procedures and guidelines continually evolve, so this handbook is not meant to be a book of official rules. Rather, it is an interpretation of current practices. When an exact ruling may be critical (e.g., to your standing in the program, your funding, or your career) consult the Graduate Program Director or the Chair. You will find useful the booklet entitled General Information, Faculty Regulations and Research Guidelines from the Faculty of Graduate and Postdoctoral Studies, as well as the Faculty Calendar. Also you could check periodically the web page of the Faculty (<http://www.mcgill.ca/gps/>).

This Handbook was written over the course of many years by Graduate Program Directors and conscientious members of the Graduate Program Committee. Although it is intended to be consistent with regulations of the University, there may be some discrepancies. The Regulations and Guidelines from the Faculty of Graduate and Postdoctoral Studies take precedence if there are any conflicts or errors.

Debra Titone
Graduate Program Director
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1.0 Graduate Program

1.1 General Philosophy

The main aim of the graduate program is to provide an environment in which students are encouraged to develop skills and expertise that will serve them during a professional career of teaching, research, and possibly clinical service. Success in the program depends upon a

student's ability to properly organize and use the available time and resources. In the Experimental Program, lecture courses and examinations are kept to a minimum, so conceiving and conducting research in the student's own area of interest are the most important activities. In the Clinical Program, there is a fairly heavy course load during the first two years, after which the emphasis shifts to research and professional training.

The Experimental and Clinical Programs are described in some detail below. The sections on Research Training, Course Requirements, and Teaching pertain to both programs. A separate section called Additional Clinical Requirements outlines the additional course work and the clinical practica required of clinical students.

Please note: Students who are accepted into the experimental psychology graduate program cannot "transfer" into the clinical program at a later date. Students interested in the clinical program must apply to the clinical program as if they were new students, and their applications will be considered in the same way as the applications of other new applicants. Current experimental graduate students who are interested in applying for admission to the clinical program in this manner should note that the admission process is highly competitive (approximately 8 of more than 200 applicants are accepted each year) and that they would be well-advised to apply concurrently to the clinical programs at several other universities.

1.2 Administration

The Graduate Program is administered by the Graduate Program Director. The Graduate Program Coordinator, handles many of the day-to-day details, e.g., regarding appointment and registration forms, along with the processing of Master's and PhD theses and scheduling oral exams. General policy matters and specific problems are discussed by the Graduate Program Committee, which meets regularly during the academic year. Active graduate student participation on this committee is vital to the success of the Graduate Program, and four student members are chosen each year to represent Clinical and Experimental students at both the Masters and Doctoral levels. However, all graduate students can raise issues at the Graduate Program Committee by discussing them with the Graduate Program Director or with graduate student members on the committee.

1.3 Research Training

Research training refers both to the mastery of a broad base of knowledge in an area of study and to the acquisition of practical skills for conducting and reporting empirical studies. Thus, it includes reading and discussion with relevant faculty to establish the necessary groundwork for the development of a research program, as well as conducting independent research under the supervision and guidance of the thesis supervisor and advisory committee. Students are responsible for seeking supervision for both aspects of research training. Progress in research is monitored each year through the First Year Research Paper, the Research Progress Paper, in subsequent years, the master's thesis or Fast Track/Qualifying Paper (for Experimental students), and the dissertation.

1.3.1 Research Supervisor and Advisory Committee

Every student has an advisory committee (the supervisor and two or three other faculty members) to provide feedback on the students' research. Students should feel free to seek advice and feedback from committee members individually or as a group. Students should provide their committee with copies of the First Year Research Paper, Special Comprehensive, or Research

Progress Paper by April 15 or earlier, i.e. well before the annual student review meeting in May, when each student's progress is considered. Students are strongly encouraged to meet with their committee as a group once a year. At such meetings, students normally give a short oral presentation of the current stage of their thesis research and seek constructive feedback. The meeting will be held when the student and/or the supervisor consider it timely in terms of the student's stage of research. This may be in first year when the student is preparing to write the First Year Research Paper, in subsequent years when a critical study is being planned, or when data have been analyzed and interpreted.

Incoming students and their supervisors should set about promptly to form the committee as follows:

- 1) Every student is accepted by the Department on behalf of a professor who acts as the thesis supervisor. The student, in turn, usually works in the area of the supervisor's research grant. In addition the supervisor, with the help of the student's Program Committee, guides the student in the selection of courses and in the execution of research. Normally, the student and supervisor jointly make major decisions regarding the student's graduate program and research.
- 2) The student, in consultation with the thesis supervisor, chooses two or three departmental faculty members (full or associate members) whom the student asks to serve on the committee. Typically these are people working in the same general research area as the student. A faculty member from outside the department may serve as an additional committee member. The advisory committee usually serves for the student's complete graduate career. However, changes in the composition of the committee can be made when it is deemed desirable by the student and supervisor.

The advisory committee of graduate students who are being supervised by an associate member of the department needs to include two full-time faculty members of the department.

1.3.2 Yearly Objectives

Early each fall, students meet with their supervisor and the other members of their advisory committee (students select the members of their advisory committee in consultation with their supervisor) to map out the objectives for the year. A Graduate Planning Form outlining the agreed upon objectives is submitted to the Graduate Program Director by October. This Graduate Planning Form is designed to evaluate the objectives that he/she had set at the beginning of the year.

The objectives for the year include, among others, research objectives, publication and conference plans, and the following formal milestones:

- 1) Program requirements. The formal course requirements are discussed in Section 1.4.
- 2) First Year Research Paper and Research Progress Paper. These papers are related to the student's research. The First Year Research Paper is completed by all students in their first year (see Section 1.3.3). All other students must submit a Research Progress Paper. The form and content of the Research Progress Paper depends on the stage that a student's research has reached. It might involve the theoretical background, methods and results of a study conducted during the year written like in a normal manuscript, or a manuscript submitted for publication that summarizes the student's progress during the year. No formal credit is given for the Research Progress Paper. These papers are due on April 15 and constitute an integral part of students' annual evaluation.

3) Special Comprehensive exam is normally completed by students in PhD 3 (see 1.3.4). The Clinical Special Comprehensive is a formal exam written in the Fall by all Clinical students. The Experimental Special Comprehensive takes the form of a candidacy examination, i.e. it is an oral examination based on the candidate's written thesis proposal. This should be done by April 15 of the PhD 3 year.

4) Additional activities. This category includes courses or internships you feel would increase your expertise on a topic. Three criteria must be met by such activities: a) Justification must be given for why the activity is necessary or desirable. It is assumed that students will not engage in such activities unless there is a clear rationale for doing so. b) Such activities will not exceed the equivalent of one normal course per term. c) If an activity is worth doing, it should be taken for credit.

Each spring, after courses, Comprehensives, and the Research Progress Paper are completed, the supervisor submits to the Graduate Program Coordinator an evaluation of the student's research progress, taking into account feedback from relevant others. At the annual student review in May, faculty members meet to evaluate the extent to which each student has achieved the year's objectives. The evaluation is reported in writing to the student.

1.3.3 First Year Research Paper (formerly General Comprehensive Examination)

Students in MA/MSc1 and PhD1 write a paper to fulfill the requirement of PSYC 601 (First Year Research Paper). This paper is due at the end of the student's first year in the program (April 15). The content of the First Year Research Paper depends on each student's background and interests. Its purpose is to encourage students to begin their research in the first year. The form and content will be discussed and agreed on by the supervisor and student, and approved by the student's advisory committee. The paper should consist of a broad review of the relevant literature on a topic germane to the student's developing research interests. It may additionally contain a research proposal or the methods and results of a study the student conducted during his or her first year. The paper should be detailed enough to show the depth of the work that the student has accomplished. This can often be achieved by a paper that is around 15 to 20 pages long.

The student submits the finished paper no later than April 15th (by email or hard copy, depending on the professors' preferences) to the supervisor and his/her advisory committee. Students must notify the Graduate Program Coordinator (by email) when the finished paper is submitted. Students who foresee that they will be unable to meet this deadline need to inform the Graduate Program Director (debra.titone@mcgill.ca) before April 15, providing a reason for the delay and the expected date of submission.

Each member of the advisory committee preferably provides written feedback by email directly to the student with a copy to the supervisor. Alternatively, the committee member may contact the student to meet with him/her to discuss the First Year Research Paper. If the student has not received written feedback by May 1st, then the student should take the initiative to meet with the respective committee member(s) to discuss their paper. Students should also meet with committee members if they provided written feedback with which they disagree or that they do not understand.

Based on the feedback from the advisory committee and the supervisor's own evaluation, the supervisor assigns a letter grade and reports it back to the Graduate Program Coordinator

(giovanna.locascio@mcgill.ca) without delay in the beginning of May so that the grade can be submitted to the Faculty of Graduate and Postgraduate Studies on time (i.e. mid May).

The First Year Research Paper may form part of a Fast Track/Qualifying Paper, a Master's Thesis, or a dissertation.

Students who entered the program with an MA/MSc are usually exempt from writing a First Year Research Paper. These students submit a Research Progress Paper instead. However, if they have little or no background in psychology, then they may be asked to submit a First Year Research Paper. Students who entered the program with an MA/MSc are also exempt from the Qualifying Paper.

Research Progress Paper (formerly Annual Interest Paper)

In a year in which a student is not submitting their First Year Research Paper, their Fast Track/Qualifying Paper, their Master's Thesis or their dissertation, they must submit by April 15 (by email or as hardcopy depending on the professors' preferences) a Research Progress Paper to their supervisor, advisory committee members, and the Graduate Program Coordinator (giovanna.locascio@mcgill.ca). Students who foresee that they will be unable to meet this deadline need to inform the Graduate Program Director (debra.titone@mcgill.ca) before April 15, providing a reason for the delay and the expected date of submission.

The form and content of the Research Progress Paper depends on the stage that a student's research has reached during the past year. It might involve the theoretical background, methods and results of a study conducted during the year written like in a normal manuscript, or a manuscript submitted for publication that summarizes the student's progress during the year. The Research Progress Paper may include sections from previous years (e.g. from the First Year Research Paper or the Fast Track/Qualifying Paper) and build upon them (e.g. adding the methods and results of a study that was proposed in the First Year Research Paper). The student must demonstrate in the Research Progress Paper how they made progress in their research beyond what they had submitted in the previous year. This should be done by explicitly stating in a brief paragraph at the beginning of the paper what parts of the research reported in the paper had been completed before the past year and which parts have been completed during the past year, i.e. are new.

The advisory committee provides feedback (e.g. by email) to the student and supervisor by May 15 so that the supervisor can include this information together with his or her own evaluation of the Research Progress Paper into the student's annual progress evaluation.

1.3.4 Special Comprehensive

The Special Comprehensive Examination is completed by students in PhD 3. The **Clinical Special Comprehensive Examination** is a formal exam written in the fall by all clinical students. Please note that clinical students regardless have to submit a Research Progress Paper in PhD 3. Writing the Clinical Special Comprehensive Exam does not exempt clinical students from reporting on their research progress in that year. The **Experimental Special Comprehensive Examination** takes the form of a **candidacy examination**, i.e. it is an oral examination based on the candidate's written thesis proposal. The candidacy examination is a test of the student's ability to recognize, evaluate, plan, and perform original scholarship and to demonstrate that he/she is a suitable candidate for a PhD degree. Because the student's committee will receive an update on the

student's progress in their research through the candidacy examination, experimental students will not have to submit a Research Progress Paper for April 15.

The **Clinical Special Comprehensive Examination** is a 4½ hour written exam completed in one day early in the fall of the third year. Questions fall into two sections. The first assesses skills in diagnosis and management of a clinical case. Information about the case will be presented in various forms, including reasons for referral, case history, and test results; students may be asked for an analysis and brief report, as well as an outline of how they would deal with the case. Both an adult and a child case are given and students choose either one. The second section includes academic questions about current issues and problems in clinical psychology relevant to various aspects of psychopathology and intervention procedures. One question must be derived from material specifically covered in a required clinical course. Six questions are presented and students must answer two. Students write the exam in pre-selected rooms with computer facilities so that their answers can be presented in typed form, although written form is accepted. All test answers are identified only by the students' identification number. Grading of each question is accomplished by three staff members selected by the exam coordinator. Letter grades are assigned to each question and then tabulated for the whole exam. Students are then sent a memo describing their status on the exam as well as brief feedback on their performance. Students who fail one or both sections repeat the same within a one year period. A choice is offered to rewrite the exam within one or two months from the date of their failure or to wait until the next class writes in the fall of the following year. Two consecutive failures are seen as a strong indication for dismissal from the clinical program.

The content, format, timing and names of evaluators for the **Clinical Special Comprehensive Examination** will be given in writing to students.

The **Experimental Special Comprehensive Examination** will ordinarily be completed in PhD 3. At the latest, it has to be completed three years after first registering in the PhD program. The oral examination should take place before May 15 of the given year.

The Written Thesis Proposal

The written thesis proposal must provide a concise review of the background literature, and must discuss the proposed problem, its importance, and the methods to be applied to its examination. The proposal shall contain a timetable. The proposal must be well thought-out, carefully written and edited, and finished with appropriate references and illustrations. It should be around 20 double-spaced pages in length, not including figures and bibliography. The student must present a draft proposal to her/his supervisor in a timely fashion, and take account of the supervisor's comments and required revisions before preparing a final draft.

Before the Oral Examination

1. The supervisor and student will create the **candidacy examination committee**. It consists of the supervisor, two members of the student's advisory committee, and one external member (a faculty from another department at McGill or from another university). Serving as a member of the student's advisory committee on the student's candidacy examination committee does not preclude the advisory committee member to later on also serve on the student's oral defense committee. If the external member is not located in Montreal, he or she can participate in the committee through skype or video-link. Serving as external member on the student's candidacy examination committee does not preclude the external member to later on serve as external member of the student's oral defense committee. Only in exceptional circumstances can the external member be a faculty member from the department. One of the advisory committee members will chair the oral examination (the supervisor cannot chair the oral examination).
2. Students will next submit a completed [Candidacy Examination Schedule Form](#) and one copy of the written thesis proposal to the Graduate Program Coordinator. **The form and copy of the thesis proposal must be received at least two weeks prior to the scheduled oral examination.** The Graduate Program Director will examine the proposal and the composition of the examination committee to ensure that both meet graduate program requirements. If all in order, the GPC will then distribute the thesis proposal to the examination committee. If problems are identified, the Graduate Program Director will inform the student and supervisor; if necessary, the oral examination will be postponed until outstanding issues are resolved.

Format of the Oral Examination

1. The oral examination begins with a formal 20-minute presentation by the student that reviews the background and the rationale for the proposed study, the specific hypotheses and objectives, the methodology, results obtained to date and future directions.
2. The candidate will then be asked to respond to questions from the examination committee, including the supervisor. The student will be queried on topics related to the proposed area of research. The goal of the examination committee is to determine that the candidate has sufficient understanding of the background information, rationale, and methodological issues to perform and analyze their research topic. This section of the oral examination will typically last 1-2 hours. The examination chair will act to ensure that the oral examination is conducted in an orderly and constructive manner. The oral presentation and examination are not open to the public.
3. At the end of the oral examination, the chair will ask the candidate to leave and the examination committee will meet in closed session. The examination committee will deliberate and make a judgment of "pass" or "fail". Comments and judgment will be recorded on the [Candidacy Evaluation Form](#) and results will be communicated to the student by the examination chair. The supervisor may remain for the closed session but will act only as a resource allowing the committee to make an informed decision; he/she will not cast a vote to determine whether the performance is a "pass" or a "fail".
4. If the judgment is "fail", the student will be required to re-take the candidacy examination within four months. For a second examination, the composition of the examination committee must remain the same, but needs to contain an additional faculty member from the department.

5. A second “fail” will require withdrawal from the PhD program.

ADDITIONAL OBJECTIVES FOR EXPERIMENTAL PROGRAM

Students admitted as MA 1 / MSc 1: Master’s Thesis or Fast Track Paper

1.3.5 Master's Thesis

Additional Activities. This category includes courses or internships you feel would increase your expertise on a topic. Three criteria must be met by such activities: a) Justification must be given for why the activity is necessary or desirable. It is assumed that students will not engage in such activities unless there is a clear rationale for doing so. b) Such activities will not exceed the equivalent of one normal course per term. c) If an activity is worth doing, it should be taken for credit.

Each spring, after courses, Comprehensives, and the Research Progress Paper are completed, the supervisor submits to the Graduate Program Secretary an evaluation of the student's research progress, taking into account feedback from relevant others. At the annual student review in May, faculty members meet to evaluate the extent to which each student has achieved the year's objectives. The evaluation is reported in writing to the student.

ADDITIONAL OBJECTIVES FOR EXPERIMENTAL PROGRAM

Students admitted as MA 1 / MSc 1: Master’s Thesis or Fast Track Paper

Students admitted as PhD 1: Qualifying Paper

Students in the Experimental Program who were admitted as MA 1 / MSc 1 will select one of two options in their second year: Either to submit a Master’s Thesis or to submit a Fast Track Paper. Students should discuss these options with their supervisor in their first year.

1. Master’s Thesis Option: A Master's Thesis can be submitted after at least three semesters of residency. **It must be submitted by April 15 of MA 2 / MSc 2.** It needs to be submitted at the very latest by August 31st of MA 2 / MSc 2.

A Master’s Thesis should demonstrate good scholarship and research ability. Master’s Theses are frequently publishable, and students are encouraged to publish them. However, publishability and originality are not criteria for passing a Master's Thesis and students should not delay completing their Master's degree to meet unnecessarily high standards that are more appropriate to a dissertation. The MA/MSc thesis course numbers are PSYC 690D1, 690D2 and PSYC 699. **Students who foresee that they will be unable to submit the Master’s Thesis by April 15 of MA 2 / MSc 2 need to inform the Graduate Program Director (debra.titone@mcgill.ca) before this deadline, providing a reason for the delay and the expected date of submission.**

Please consult the thesis preparation and submission website for the thesis submission guidelines: <http://www.mcgill.ca/gps/thesis>. The Master’s Thesis is now submitted electronically to Graduate and Postdoctoral Studies (cc’d to Graduate Program Coordinator).

Forms are required with the initial thesis submission (consult <http://www.mcgill.ca/gps/thesis/guidelines/initial-submission>). At least two weeks before submission (i.e. by April 1st), the student must submit the completed “Nomination of Examiners & Thesis Submission form to the Graduate Program Coordinator for review of form and GPD signature. Please take note that the “external examiner” must be secured by the supervisor (consult <http://www.mcgill.ca/gps/thesis/guidelines/examination>). **Importantly, students are not permitted to contact the external examiner they intend to nominate.**

Students who desire to continue their studies in the PhD program upon completion of their Master’s degree must complete an online application form for promotion to PhD 2. They will receive an email informing them when to submit this application by mid-May from the Graduate Program Coordinator. **Students’ application for promotion into the PhD program will be brought to the department’s evaluation meeting in May, where it will be decided to promote the student to PhD 2 if the following criteria are fulfilled: (1) the formal evaluation of the Master’s Thesis had a positive outcome, (2) the student’s progress in the program is evaluated positively, and (3) the student is evaluated as demonstrating good research potential.**

2. Fast Track Paper Option: Students who opt for the Fast Track Paper option must complete a piece of research that meets the criteria for a Master’s Thesis. However, the paper summarizing this research needs to be written in the form of a manuscript for a journal. The decision to do the Fast Track Paper option is made by the student and his or her supervisor. The advantage of choosing this option is that the Fast Track Paper can become part of the dissertation. In contrast, the Master’s Thesis cannot be included in the dissertation. It can only be seen as a preliminary study, the conclusions of which may provide the basis of doctoral research.

The Fast Track Paper must be submitted to the Graduate Program Coordinator by April 15 of MA 2 / MSc 2. Students who foresee that they will be unable to submit the paper by April 15, need to inform the Graduate Program Director (debra.titone@mcgill.ca) before this deadline, providing a reason for the delay and the expected date of submission. It needs to be submitted at the very latest by August 31st of MA 2 / MSc 2. At the time of submission the student will nominate three professors as readers. One of them will be their supervisor and the other two will usually be professors from the department. One of the nominees may be a professor from outside the department within the Montreal academic community. The paper needs to be submitted in three hardcopies to the Graduate Program Coordinator, who will then distribute them to the nominated readers. If the Fast Track Paper receives a ‘pass’ evaluation from all three readers, the student is required to make a presentation of their research to a research group in the department (the group needs to include at least the advisory committee members and some graduate students). Students will be required to complete an online application form for promotion to PhD 2. They will receive an email informing them when to submit this application by mid-May from the Graduate Program Coordinator.

Students' application for promotion to PhD 2 will be brought to the department's evaluation meeting in May, where it will be decided to promote the student to PhD 2 if the following criteria are fulfilled: (1) the Fast Track Paper received a 'pass' evaluation, (2) the student's progress in the program is evaluated positively, and (3) the student is evaluated as demonstrating good research potential.

If the Fast Track Paper is not submitted by August 31st of MA 2/ MSc 2 students are automatically expected to submit a Master's Thesis within the next year.

3. Qualifying Paper Option: Students admitted as PhD 1 must submit a Qualifying Paper **by April 15 of PhD 2** to be promoted to PhD 3. **The deadlines, procedures and evaluation criteria for submission of a Qualifying Paper are identical with the Fast Track Paper.**

Students admitted as PhD 1 will only submit a Master's Thesis in the **exceptional circumstance** that they and their supervisors are *convinced* that they want to end their studies with a terminal Master's degree. The decision to submit switch from the PhD program to the Master's program and submitting a Master's Thesis implies that the student will not be allowed to apply to continue on to do their PhD (McGill University regulation).

1.3.6 Dissertation

Consult the website of the Faculty of Graduate and Postdoctoral Studies for thesis preparation at <http://www.mcgill.ca/gps/students/thesis/>. At least two weeks before thesis submission, the student must submit the "nomination of examiners form"(consult <http://www.mcgill.ca/gps/students/thesis/programs/forms/>) to the Graduate Program Coordinator for review and Chair/GPD's signature. Please take note that the Nomination of Thesis Examiners Form must indicate the title of the thesis, the name of the internal examiner (not supervisor), and one external examiner which the supervisor has secured. The external examiner is a professor outside McGill who is an expert in the area of the student's research. However, to avoid any conflict of interest, the external examiner may not be someone with whom the supervisor or student have previously collaborated (e.g. co-authored papers or been involved in a student supervisor relation). Importantly, students are not permitted to contact the examiners they intend to nominate. Dissertations undergo a formal evaluation by the internal and external examiner, resulting in a 'pass' or a 'fail'. The dissertation is to be emailed to Faculty of Graduate and Postdoctoral Studies along with appropriate forms.

Work on a dissertation is usually begun immediately by students in PhD 2. Students cannot submit a thesis until they complete a total of six semesters of residency at the University. However, dissertations are not typically completed before PhD 4. All requirements for the PhD must be completed by the end of the PhD 7 year. After this point, students will be unable to register again. The purpose of this regulation is to encourage students to complete their theses and qualify for their degree without undue delay. Under exceptional circumstances, if students wish to submit their thesis up to two years after, they may do so by re-applying (online form via MINERVA) for the term they expect to submit their thesis. Student pays the university back fees for the unregistered terms.

Guidelines for writing theses are available on the McGill Graduate and Postdoctoral Studies website <http://www.mcgill.ca/gps/students/thesis/>. In some cases, the thesis will be written in the traditional format. However, if the student has submitted for publication the studies that constitute the thesis, the form of the submitted thesis may be manuscript-based, meaning that it will be a collection of separate studies, written in the form of journal submissions, along with an integrated literature review, connecting text between the manuscripts, and an integrated list of references. Some details about formal thesis requirements are given in Appendix E.

A dissertation must consist of an original contribution to knowledge. Often one large study or several related studies on a single topic are included. In some cases, students, in consultation with their supervisor, may simply decide to stop conducting their ongoing research program and write up the results to date for the degree. In other cases, published papers or submittable manuscripts based on research done in the McGill PhD program can form the core of the thesis. The model of research and the type of dissertation will vary from area to area and from supervisor to supervisor. The student's advisory committee may be helpful in giving advice during the planning and execution of the research, the analysis of data, and the interpretation of results. At most one member might be asked to comment on preliminary drafts of the dissertation.

The Oral Defense Committee usually consists of five members, the thesis supervisor and at most one other person closely involved in the student's supervision (including having read drafts of the thesis). Two other professors from the department will be nominated, along with one person from another department at McGill, or from another university in Montreal, who is knowledgeable in the area of the dissertation (the external member of the Oral Defense Committee). The student should not contact any of the examiners to request their participation; the supervisor or the Graduate Program Coordinator should contact the external member and other committee members to check on his or her willingness to serve at the Oral Defense. Only two members of the Oral Defense Committee, including the supervisor, can have been involved closely in supervising and reading the student's thesis beforehand. In addition, the Faculty of Graduate and Postdoctoral Studies designates a Pro Dean to chair the oral examination. If the student submits a manuscript-based thesis, the supervisor will be on the Oral Defense Committee, but not as the internal examiner; another committee member who has not been involved in supervising the student will sit as the internal examiner. The form to identify who will be on the Oral Defense Committee can be picked up from the Graduate Program Coordinator.

1.4 Required Courses for all Students

1.4.1 PSYC 660 Psychological Theory

All new students to the Graduate Program, whether in the Experimental or the Clinical Program (MA/MSc1, PhD1, or PhD2) must take this seminar in their first year at McGill. Professors representing the various research areas within the Department will discuss critical issues and developments within their own fields of expertise. General readings will be assigned and students will present brief reports on selected research papers.

1.4.2 PSYC 650; PSYC 651 Advanced Statistics

Graduate students in the Psychology Department at McGill are required to take a two-course sequence in statistics and data analysis. The first, 650, emphasizes analysis of variance and other experimental design techniques, while 651 specializes in multiple regression, factor analysis, and other correlational procedures.

All experimental students take these courses in the first year of the program; clinical students take statistics in the second year. Students admitted to the program with a Master's degree from another institution also have to take the courses. If advanced statistics courses have been taken previously, ask the instructor(s) if an exemption is possible. Make sure you obtain a note certifying the exemption and give it to the Graduate Program Coordinator for your record.

It is assumed in these courses that students come prepared with the level of knowledge of introductory statistics which is typically acquired in solid one-semester courses on the subject commonly given in North American universities. Thus, it is expected that students are familiar with the concepts underlying hypothesis testing and estimation of location, dispersion, and correlation at a non-mathematical level and with practical techniques for computing, chi square test, single predictor regression coefficients, and so on. The text, by G. Ferguson and Y. Takane, titled "Statistical Analysis in Psychology and Education", McGraw Hill, Chapters 1 through 13, is an example of the material that instructors in 650 and 651 presume in their courses.

1.4.3 Graduate Area Seminars (see Appendix B for Numbering)

The general purpose of the seminars is to broaden students' knowledge of psychology. This does not preclude students taking lecture, laboratory, or computer courses that will help them acquire additional skills for their research. Each year, six seminars will be offered in the major fields of neuropsychology, science, personality/social, language/development, and quantitative psychology. Students in the Experimental program take four area seminars and those in the Clinical program take two area seminars, at least half of which are from Psychology Department offerings. These include area seminars offered yearly or combined graduate/undergraduate (500 level) courses where graduate students fulfill doctoral requirements (given a 700 level number) with respect to readings and written/oral assignments. The remaining may be taken from graduate course offerings (500 level or higher) in other departments, if the course is considered by the student and supervisor to be important for the student's program. Students submit in writing to the Graduate Program Director their intention to take a non psychology area seminar, along with their supervisor's signature. In the seminars, students will normally produce some substantive evidence of their involvement, in both oral and written form. This may include weekly readings, a series of short written assignments, an oral presentation, and a major paper. The method of evaluation to be used in a seminar must be outlined on a course description distributed early in the term before the end of the drop/add period.

All PhD 2 and PhD 3 students in the Experimental Program are expected to register for one or more area seminars each term until four seminars are completed. This can extend to the PhD 4

year if appropriate. Note that the area seminars are requirements of the PhD program, so most students will not take them for credit until they have completed their Master's degree. Clinical students are required to register for two seminars in non-clinical areas. One of the experimental seminars must be in the area of social psychology and the other in the area of cognitive/affective psychology. It is possible that graduate level course in other departments can fulfill these requirements. A student wishing to take a course in a different department to fulfill one of these requirements should discuss the idea with the Director of Clinical Training. If the course seems suitable, the student will be asked to make a formal written request including a course description to the Clinical Committee. Before registering for area seminars, be sure to read Appendix B, which explains the rather complex numbering system used for these seminars. Additional seminars to those outlined above are optional, but students can obtain academic credits for further seminars if desired. These extra credits are shown on the student's transcript and while they have no effect on obtaining the PhD at McGill, they may be important for students who transfer to another school or who take a position after graduation in a setting, such as the Quebec CEGEP system, that bases salary upon course credits.

1.4.4 Exemptions

Incoming students may be exempted from "technical" courses such as statistics and clinical diagnostics, if they have already completed equivalent graduate courses. In such cases it is not necessary to transfer credits from previous courses. Students may transfer credits for content courses, such as area seminars, if they have taken equivalent courses at the graduate level and if they have not already used the courses for credit toward another degree. A student can be exempted from, or transfer credit for, a course only if the professor of the course agrees that the course material has been covered. Students entering with a Master's degree in Psychology are normally not required to write the First Year Research Paper (PSYC 601), nor the Qualifying Paper. However, if they have little or no background in psychology, the students may be asked to submit the First Year Research Paper. Students who are exempt from submitting the First Year Research Paper are still required to submit a Research Progress Paper (see section 1.3.2). Students should check with the Graduate Program Director as soon as they enter the program in case they have any questions about exemptions or transfers.

However, the policy for exemptions does not apply to Psychological Theory (PSYC 660). The course is deemed essential, because it provides students with the opportunity to become familiar with the way psychology is studied in the department. Therefore, all entering students, even those who have a Master's degree from another university or those who have taken a psychology pro seminar elsewhere, are required to take PSYC 660 during their first year in the program.

1.5 Teaching Experience

Students are encouraged to become involved in the undergraduate teaching activities of the Department because this is the best way to prepare for a teaching position. Teaching a course also helps to consolidate knowledge in the field. There are two ways to gain such experience. One way is to obtain a position as a teaching assistant for remuneration. Selection and job criteria are now regulated according to the contract signed by the University and the TA union. There are several parts of this contract that students should become familiar with. One part concerns criteria for eligibility to become a teaching assistant. A second part concerns workload and qualifications for the job.

Students are notified in their letter of acceptance whether or not they will be offered a teaching assistant position. Students who win external fellowships are often restricted to working less than

the 180 hours required of a TA, and so are normally discouraged from applying. Also priority is given to students in PhD 1 to PhD 4, and Masters 1 and 2. The Department will post courses for which it seeks teaching assistants in March (for fall courses) and in October (for winter courses). You are asked to apply during the following four weeks by stating your preferences for at least three courses. An effort is made to match the teaching assistantships to the background and preferences of the graduate students, although this is not always possible.

Being a teaching assistant usually involves several hours per week meeting groups of students in a conference, and individually during office hours, as well as helping to grade assignments and examinations. Evaluation of your work as a teaching assistant by the professor of the course will be kept in a file separate from your academic file. A non-remunerative 3-credit teaching internship is also offered to students who want more teaching experience. In conjunction with the professor teaching the course, the student will be involved designing the course, developing a novel framework for organizing a portion of the content, and giving some lectures. Interested students are expected to approach the professor of the course at least two months in advance. The first internship is course PSYC 797 and the second is PSYC 798. These are doctoral level courses and do not overlap with TA duties.

Teaching assistants and interns must select convenient days and times when they will be available to undergraduates taking the course for which they are teaching. Usually, four hours are set aside each week for this purpose, called office hours. You should make sure all the students in your undergraduate course know these office hours, and be sure to let them know your room number, telephone number, and e-mail address. Be sure you are indeed available when you say you will be. If it becomes impossible for some reason, leave a note on your office door and let them know when you will be available.

1.6 Additional Clinical Requirements

1) Clinical Course work. Additional courses required of clinical students provide training in diagnostic and therapeutic theory and practice. The required courses are listed under "What to Register for in the Clinical Program" in 1.9.3. Further information about the content of these courses may be obtained from the Director of the Clinical Training Program or from the instructor.

Normally, the first summer in the Clinical Program is devoted to Research PSYC 625. The student does not register for the summer term, however clinical students must add the summer course to their record via MINERVA. This is what we call a continuing course and is included with the courses listed on the registration form in September.

2) Clinical Internships. Students are required to successfully complete one year of full-time internship training in approved settings. Internship training begins when all practica requirements and most other course requirements are completed. It is sometimes initiated during the fourth year of the doctoral program. While students may fulfill the internship requirement during a one year period and may receive their training in other cities, many students choose to divide their training into halves which they complete at two different settings in the Montreal area. Internship performance is evaluated by the internship supervisors and the internship coordinator.

3) Relationship of Clinical Requirements to Licensure in the Province of Quebec. Several graduate programs in the province, including ours, have recently developed an agreement with the Ordre des psychologues du Quebec that allows licensure applications to be processed quickly - though not guaranteed - upon graduation. These programs must ensure that all students fulfill all

requirements listed in the Ordre's Manuel d'agrément. The clinical program has been designed so that students who follow the required curriculum meet these requirements, so it is useful to note that following the procedures described in the Handbook is important not only in relation to graduation but licensure in the province of Quebec. This extends to record keeping. To ensure that all students meet all program requirements, the Director of Clinical Training and Clinical Program Secretary collect information from various sources including students. The issue of licensure is another reason why it is important to respond promptly to requests for information about current and past coursework, etc. As noted above, the program is designed to fulfill these criteria though this is based on the idea that the student has a substantial undergraduate background in Psychology. Extra coursework should only be an issue for students with a very different academic background. More information about licensure in the Province of Quebec can be found at the Ordre's website: www.ordrepsy.qc.ca.

1.7 Evaluation of Graduate Students

Students are accepted into the Graduate Program in Psychology at McGill on the basis of their excellent academic record and on the recommendations of respected academics. The Department assumes that they will continue to do well. The pursuit of excellence in an individually tailored program is encouraged at McGill; competition for grades among graduate students is not. You are therefore encouraged to strive toward your own particular career goals, while maintaining the Program's standards of excellence. It is assumed that students will work as many hours as needed to meet these goals and standards, including evenings and weekends. Some form of systematic and regular evaluation is necessary in any academic program. The requirements on which this evaluation is based have been outlined above under each of the major areas of your graduate education. We now discuss the normal evaluation procedure and then present information on how the Department deals with issues arising from that evaluation. The following applies to academic evaluation by the Department of Psychology. The University has additional procedures for dealing with student conduct and discipline, grievances (academic and non academic), and sexual harassment. See the Handbook of Student Rights and Responsibilities, McGill University.

Each Spring, usually the end of May, a faculty meeting is held to review the status of each student in the Graduate Program. Prior to this annual student review meeting, the following (where applicable) will have been submitted to the Graduate Program Director or Coordinator: grades for all courses, results from First Year Research Paper or Special Comprehensive examinations, and reports from the student's advisory committee (e.g. based on the Research Progress Paper). Supervisors and students are responsible for submitting separately and on time the Graduate Student Progress Report forms, which contain at least some of this information. Students are sent the form via e-mail and are expected to complete and return the form by the deadline provided on the form.

The progress of each student is reviewed by the faculty at large. If the student's overall performance is considered satisfactory, the Graduate Program Director informs the student, by letter, of areas in which progress is satisfactory, and points out any areas of concern (e.g., slow progress in getting a research project off the ground). Such areas of concern should be taken seriously by the student, but should not be seen as issues that currently jeopardize the student's standing in the program. The student should discuss the "assessment" letter with his/her supervisor, and if the student is still unclear about the basis and nature of the negative comments

(which we expect would not normally be the case), then the student could request the more extensive evaluation discussed below.

If, at the annual student review meeting in May, a student's progress is seen by the faculty as unsatisfactory (a rare occurrence), the student may ask to meet with his or her advisory committee to present reasons why the evaluation was inaccurate. The student may then request a meeting of the Grievance subcommittee of the Graduate Program Committee to present his or her case.

The following are examples of the kinds of circumstances that might lead to the formation of such a subcommittee: (i) a new student does poorly in several courses (a grade below B is a failure in Graduate Faculty) and/or shows little evidence of research ability. (ii) a PhD student fails to show satisfactory progress in thesis research over an extended period of time. (iii) a student completes a Master's thesis, but shows major difficulties conducting research, and is deemed unlikely to successfully complete the PhD program.

A subcommittee is selected by the Graduate Program Committee from its own members in the fall of each year. Because the relevant student and the student's supervisor must not be a member of the subcommittee, it may be necessary to adjust the subcommittee's membership for a particular case. The Graduate Program Director normally chairs the subcommittee, which in addition consists of one academic staff members and two graduate students (who are all members of the Graduate Program Committee). The subcommittee obtains the information it needs in appropriate ways (e.g., by speaking to the supervisor and the student, receiving written presentations from various staff and students), and reports back to the staff in a timely fashion (usually within 2 weeks) with a summary of its conclusions and their basis and with its recommended actions. Naturally, the final actions agreed upon by the Department will depend on the specific case, but examples of what the Department might decide are: (i) recommend that the student (re)takes certain courses, with the student's final status in the program depending on performance in the course(s); (ii) demand evidence of significant progress in research in a specified period; (iii) recommend that the student changes research area and/or supervisor; (iv) recommend that the student leaves the program. As in all other cases, the student would then receive a letter from the Graduate Program Director stating the Department's specific requirements and, if appropriate, a timetable for satisfying those requirements. Because the student would have had extensive opportunity to present information to the subcommittee, it is hoped that the student would agree to the recommendations. If the student cannot accept the Department's views and recommendations, then there are appropriate University procedures available (e.g. the University Grievance Committee, mentioned previously).

There are sometimes special circumstances that cause difficulties for a student or a supervisor during the year which, although not directly reflecting on the student's academic standing, nonetheless might affect academic performance. For instance, a student or a supervisor may discover that they cannot work together for personal or academic reasons, or a student's personal circumstances may be in turmoil for a period of time. Although we hope that such issues normally can be resolved by informal means, all staff and students should feel free to speak to the Graduate Program Director at any time regarding the possibility of setting up a subcommittee of the type just discussed to deal with any such issue. Thus, the existence of such a subcommittee for a student should not be interpreted as necessarily meaning that the student's academic standing in the Department is in question.

Although it is clearly not possible in this handbook to detail all evaluation circumstances that might arise, Section 1.8.2 (below) gives examples of issues that have arisen in the past. Remember, the student representatives on the Graduate Program Committee are well

informed on Department affairs and welcome your inquiries. Finally, at all times, a graduate student may ask for additional feedback from his/her supervisor, course instructor, and so on. Insisting on clear and detailed feedback is not rude and it will beneficially serve your interests.

1.8 Problems of an Academic Nature

1.8.1 Changing Supervisors

When a professor undertakes to accept a graduate student and support his or her research, it is assumed that this support will continue for three or four years, as long as the student is in good standing, working on research related to the professor's grant, and doing research of acceptable quality.

Occasionally a student or an supervisor may wish to terminate their association. The only specific implication of such an action is that the student requires another supervisor in the Department, if he or she wishes to remain in the program, and must obtain substitute funding. The Department, and in particular the Graduate Program Director, should be consulted regarding such changes. Cases where the change of supervisor does not run smoothly can be handled by a subcommittee of the Graduate Program Committee of the kind discussed in Section 1.7.

1.8.2 Some Issues Regarding Student Standing and Evaluation that have Arisen in the Past

- 1) University regulations state that a graduate student who fails one course is not in good standing, and thus can be required to withdraw from the University. It would be unlikely that a single such failure, in the context of an otherwise excellent record, would be used by the Department as a reason to require a student to leave the program.
- 2) As indicated earlier, student problems sometimes arise because of personality conflict with the supervisor, rather than because of academic weakness. When an evaluation committee is set up, it should ensure that the basis of the student's difficulties is clear and proceed accordingly.
- 3) All graduate students in Psychology are accepted into the program with the expectation that they will complete a PhD. However, there are no university regulations requiring that a student who completes our master's program be carried on to the PhD program. Nonetheless, if a student is to be awarded a terminal master's degree, then every effort should be made to give the student reasonable warning of this fact and an opportunity to make use of the evaluation process presented earlier.
- 4) While a graduate student is in good standing, the University as a whole is required to supervise that student's work to the fullest extent possible. This does not mean that an individual department is obliged to supervise the student's research if appropriate staff cannot be found within the department.

1.8.3 Grades of Incomplete

A student can receive an "incomplete" (K) in a course if the requirements have not all been met for legitimate reasons. The professor should advise the student that a "K" will be submitted. Both the student and professor must agree on a date of completion. The student is obliged to submit the required work by the agreed date. Failing that, a "KF" (failure) will be submitted.

1.8.4 Reread Policy

The student has the right to an impartial and competent review of any mark subject to reasonable administrative arrangements. It is expected that the student will first meet with the faculty member to discuss the mark. The reread conducted by a second reader is a review of the original mark to determine whether it is fair and reasonable. It cannot be conducted unless the student has made a copy to ensure that it has not been changed after the original grading. Conditions and procedures for a reread are described in the Faculty Regulations.

1.9 Registration

Registration of returning graduate students in Psychology will take place during the early registration period (via MINERVA) from mid April to mid-August. This has no effect on when fees are due, although payment is required by mid to end of August. You will be charged a \$100 late registration fee if you do not complete registration by then, because the University wastes unnecessary time and effort following up late students. Regardless, you are not officially registered until you access MINERVA to register (see 1.9.1), and this can be done without including the courses you plan to take, if you have not yet decided. The Graduate Program Coordinator will be available to explain the registration procedures and program requirements more fully.

The Faculty of Graduate Studies and Research has a time limitation for Masters and Doctoral programs. Candidates for the Master's degree must complete the degree within three years of initial registration. Most masters theses will be completed in a shorter period of time, namely within two years. A student will be requested to withdraw from the program if the thesis is not completed within three years.

Candidates for the doctoral degree must complete the degree at the end of PhD5. They must complete the degree within four years after completing the three years required residency, i.e. at the end of PhD 7. After this point, the student will be unable to register again. The purpose of this regulation is to encourage students to complete their theses and qualify for their degree without undue delay. The time limits will be strictly enforced. Under exceptional circumstances, if students wish to submit their thesis after this time, they have two years in which to do it. They may submit the thesis only if the department recommends in writing that they be reinstated, and only if the student pays the university back fees for the unregistered terms.

A leave of absence may be granted by the Faculty of Graduate and Postdoctoral Studies for parenting or health reasons. Students must make such a request in writing to the department along with a medical certificate if the leave is for health reasons. The request must be made on a term by term basis, for up to 52 weeks. Once approved by the department, the student completes an online form requesting approval from GPS.

1.9.1 How to Register

Registration is done through the MINERVA website. To ensure a successful registration on MINERVA, refer to the detailed information and Step-by-Step Instructions on the web at <http://www.mcgill.ca/minerva/course-selection-students/> and is also available from the Graduate Program Coordinator.

- 1) Meet with your thesis supervisor to check the study plan with the list of the courses you plan to take in both the fall and winter terms; and get the supervisor's signature on the form (as well as your own!).
- 2) Return the completed form to the Graduate Program Coordinator for signature.

4) You must register for the Registration Confirmation course “REGN RCGR” in both the fall and winter sessions, in addition to any other regular courses, in order to initiate the registration for each session.

If you have external funding or receive no funds from the department, you must pay your own tuition fees. Payment is required by August. However, if you have no external funding and receive a teaching assistantship from the Department, the Canadian equivalent of your fees will normally be covered by the Department. If you have any questions please ask the Graduate Program Coordinator.

1.9.2 What to Register for in the Experimental Program

ADMITTED AS MA/MSc 1			CREDIT WEIGHT
Masters 1 (Year 1)	PSYC 690 D1, D2 (Fall/Winter)	Master’s Research I (<u>only</u> if submitting MA/MSc thesis)	15
	PSYC 601 (Winter)	First Year Research Paper Literature review and research proposal	6
	PSYC 650 (Fall)	Advanced Statistics I	3
	PSYC 651 (Winter)	Advanced Statistics II	3
	PSYC 660 D1, D2 (Fall/Winter)	Psychological Theory: A seminar covering a range of topics	6
End of Masters 1: Submit First Year Research Paper (April 15)			
Masters 2 (Year 2)	No course number PSYC 699 (Fall)	Fast-Track Paper Master’s Research II (<u>only</u> if submitting MA/MSc thesis)	12
End of Masters 2: Submit MA/MSc Thesis or Fast-Track Paper (April 15)			
PhD 2 (Year 3)	Research PSYC 710 - 758	Two Area Seminars	6
End of PhD 2: Submit Research Progress Paper (April 15)			
PhD 3 (Year 4)	Research PSYC 710 - 758	One Area Seminar	3
	PSYC 701 (Fall or Winter)	Special Comprehensive (Candidacy Examination)	6

Register for the term you are doing the Special Comprehensive [candidacy examination]

End of PhD 3: Take Special Comprehensive Exam [candidacy examination] (by April 15)

PhD 4 (Year 5)	Research PSYC 710 - 758	One Area Seminar	3
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End of PhD 4: Submit Research Progress Paper (April 15)

PhD 5 (Year 6)	Research PSYC 797	Teaching Methods [Teaching Internship] for Psychology I (optional) Development of teaching skills for graduate students in psychology under the supervision of academic staff.	3
	PSYC 798	Teaching Methods [Teaching Internship] for Psychology II (optional) Development of teaching skills for graduate students in psychology under the supervision of academic staff.	3

End of PhD 5: Submit PhD Thesis

Students admitted at the Master's level, must register in Masters 1 and take the courses listed. The First Year Research Paper (PSYC 601) is due on April 15. It usually consists of a review of the student's research area along with a research proposal. Evaluation of performance in the first year is based primarily on research progress, and on performance in courses and the First Year Research Paper.

On April 15 of the Masters 2 year students submit a Fast-Track Paper (if not submitting a Master's Thesis). This is a report of research conducted to date, written in the style of a journal article. If this paper is evaluated as acceptable the student proceeds directly to PhD 2. If a student chooses not to submit a Fast-Track Paper or if a submitted paper is not acceptable, then a MA/MSc thesis must be submitted, normally around the end of the second year.

During the PhD 2 and PhD 3 years students take four seminars in different research areas (710-758).

Note that a student who submits an acceptable Fast-Track Paper has the option of using the research described in that paper as part of his or her PhD thesis. In contrast, a student who submits a MA/MSc thesis cannot use research described in the MA/MSc thesis in his or her PhD thesis. Thus, the fast-track option should accelerate completion of the PhD.

By April 15 of PhD 3, all students, both fast-tracked and Masters, take the Special Comprehensive Exam (PSYC 701). The Special Comprehensive Exam takes the form of a candidacy examination, i.e. it is an oral examination based on the candidate's written thesis proposal. The candidacy examination is a test of the student's ability to recognize, evaluate, plan, and perform original scholarship and to demonstrate that he/she is a suitable candidate for a PhD degree.

CREDIT WEIGHT

ADMITTED AS PhD 2 (entering with MA/MSc degree)

PhD 2 (Year 1)	PSYC 601* (Winter)	First Year Research Paper Literature review and research proposal	6
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	PSYC 650 (Fall)	Advanced Statistics I	3
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(Students who entered the program with a Master's may be exempt – contact instructor)

	PSYC 651 (Winter)	Advanced Statistics II (Students who entered the program with a Master's may be exempt – contact instructor)	3
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	PSYC 660 D1, D2 (Fall/Winter)	Psychological Theory: A seminar covering a range of topics	6
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End of PhD 2: Submit First Year Research Paper (April 15) if no or limited background in psychology

* Students who entered the program with an MA/MSc are usually exempt from writing a First Year Research Paper. These students submit a Research Progress Paper instead. However, if they have little or no background in psychology, then they may be asked to submit a First Year Research Paper (April 15).

PhD 3 (Year 2)	Research PSYC 701 Special Comprehensive Exam (Candidacy Exam) (Fall or Winter)		6
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	PSYC 710 - 758	Two Area Seminars	6
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Register for the term you are taking the Special Comprehensive Exam [candidacy examination]

End of PhD 3: Take Special Comprehensive Exam [candidacy examination] (by April 15)

PhD 4 (Year 3)	Research PSYC 710 - 758	Two Area Seminars	6
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End of PhD 4: Submit Research Progress Paper (April 15)

PhD 5 (Year 4)	Research PSYC 797	Teaching Methods [Teaching Internship] for Psychology I (optional) Development of teaching skills for graduate students in psychology under the supervision of academic staff.	3
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	PSYC 798	Teaching Methods [Teaching Internship] for Psychology II (optional) Development of teaching skills for graduate students in psychology under the supervision of academic staff.	3
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End of PhD 5: Submit PhD Thesis

Experimental students if no or limited background in psychology must submit the First Year Research Paper. If not the First Year Research paper, then the Research Progress Paper must be submitted. Evaluation of performance in the first year is based primarily on research progress, and on performance in courses and the First Year Research Paper/Research Progress Paper.

During the PhD 3 and PhD 4 years students take four seminars in different research areas (710-758).

By April 15 of PhD 3, all Experimental students take the Special Comprehensive Exam (PSYC 701). The Special Comprehensive Exam takes the form of a candidacy examination, i.e. it is an oral examination based on the candidate's written thesis proposal. The candidacy examination is a test of the student's ability to recognize, evaluate, plan, and perform original scholarship and to demonstrate that he/she is a suitable candidate to continue towards the PhD degree.

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1.9.3 What to Register for in the Clinical Program

Year One Weight	Course Title	Credit
PSYC 601* (Winter)	First Year Research Paper Literature review and research proposal	6
PSYC 615 D1, D2 (Fall/Winter)	Diagnostic Methods (Children) A review of major assessment strategies for children.	3
PSYC 616 D1, D2 (Fall/Winter)	Practicum Child Diagnostics	3
PSYC 617 D1, D2 (Fall/Winter)	Diagnostic Methods (Adult) A review of major assessment strategies for adults.	3
PSYC 618 D1, D2 (Fall/Winter)	Practicum Adult Diagnostics	3
PSYC 630 (Fall)	Psychopathology: A review of the major types of psychopathology with an emphasis on current research findings.	
PSYC 660 D1, D2 (Fall/Winter)	Psychological Theory: A seminar covering a range of topics A general course taken by all new clinical and experimental students in the department. Covers the development of and major current theoretical ideas about broad areas of psychology in light of experimental and clinical evidence.	6
PSYC 728 (Fall)	Ethics and Professional Issues: An introduction to the field. History, ethics, methodology, and professional issues.	3
PSYC 780 (Winter)	Special Topics in Clinical Psychology: Fundamentals of Interviewing and Intervention	3

End of PhD 1: Submit First Year Research Paper (April 15)

*Students who entered the program with an MA/MSc are usually exempt from writing a First Year Research Paper. These students submit a Research Progress Paper instead. However, if they have little or no background in psychology, then they may be asked to submit a First Year Research Paper **(April 15)**

Summer

PSYC 625	Research in Clinical Psychology	3
PSYC 706	Clinical Practicum 1: This course provides 450 hours of clinical experience. Usually it is taken as a full-time 3-4 month experience during the summer. It is also possible to arrange to take the course as a 9 hour per week experience spread across 50 weeks. Other arrangements are also possible depending upon the placement. Students pursue the Clinical Practicum in a placement approved by the Department through the Clinical Committee. A list of placements which have been "pre-approved" by the Department is available from the Clinical Secretary and the Internship Director. Placements in other settings may be undertaken with permission.	

Year Two

PSYC 620 D1, D2 (Fall/Winter)	Practicum 2: in Psychotherapy: Supervised experience in psychotherapy. Taken concurrently with the case conference @ course, 204-752D.	
PSYC 641 D1, D2 (Fall/Winter)	Psychotherapy: Theory and Research Conceptual foundations of individual, family, and group treatment modalities, especially empirically validated techniques; review of empirical evidence concerning treatment effectiveness and individual differences and cultural differences that affect outcome; political and organizational influences and constraints on mental health service delivery.	6
PSYC 650 (Fall)	Advanced Statistics I	3
(Students who entered the program with a Master's may be exempt – contact instructor)		
PSYC 651 (Winter)	Advanced Statistics II	3
(Students who entered the program with a Master's may be exempt – contact instructor)		
PSYC 752 D1, D2 (Fall/Winter)	Psychotherapy & Behavior Change - A case conference course and an associated practicum in psychotherapy. The case conference course includes case formulation, discussion of treatment effectiveness, and consideration of issues around supervision.	6

PSYC 729 Theory of Assessment 3
(Winter) Major issues and related research findings in clinical psychology relevant to test construction, measurement, and assessment are reviewed.

PSYC 7XX, Students take two experimental seminars in years 2, 3, or 4
PSYC 7YY One of the experimental seminars must be in an area relevant to social psychology and interpersonal relationships. This course must be drawn from courses with the numbering Psyc 722 to Psyc 727. The other experimental seminar must be in the area of one of the following topics: cognition, learning, sensation, perception, thinking, motivation, or emotion. This course must be drawn from the following course numbers: Psyc 532, Psyc 716 to 721, or Psyc 740 to Psyc 745. It is possible that Psychology courses with other course numbers could fulfill these requirements. A student wishing to take a course with a different course number to fulfill one of these requirements should discuss the appropriateness of the course to fulfill the requirement with the Director of Clinical Training; if the course seems suitable, the student will be asked to make a formal written request including a course description to the Clinical Committee.

End of PhD 2: Submit Research Progress Paper (April 15)

Year Three Experimental area seminars as needed and/or PhD thesis and/or internship
PSYC 701 Doctoral Comprehensive Examination (Special Comp) 6
(Fall)

PSYC 730 Clinical Psychology: Biological Methods 3
(not offered this year) The focus of this seminar is on the biological bases of psychopathology. Students learn about techniques used to investigate the biological bases of behaviour (e.g., neuroimaging, genetics, psychophysiology, psychopharmacology).

PSYC 732 Practicum 3: Practicum 3 is typically completed as a half-day clinical placement 3
that spans 51 weeks. As in Practica 1 and 2, students agree on specific training goals with the clinical supervisors, and training is provided in relation to the students' interests and developing skill set.

End of PhD 3: Submit Research Progress Paper (April 15)

Year Four Experimental area seminars as needed and/or PhD thesis and/or internship
(Fall/winter)

PSYC 707 D1, D2 The student may also undertake his/her internship (which can be undertaken
(Fall/Winter) as one full-year full-time experience or two full-year half-time segments)

The course number for the first half is 204-707D/H. Internships must be completed at sites approved by the Clinical Committee. It is common for students to undertake their internships in year 4 and/or 5. 15

PSYC 708 D1, D2
(Fall/Winter) Internship (which can be undertaken as one full-year full-time experience or two full-year half-time segments) is 204-707D/H. The course number for the second half is 204-708D/H. Practica and internships must be completed at sites approved by the Clinical Committee. 15

End of PhD 4: Submit Research Progress Paper (April 15)

Year Five **End of PhD 5: Submit PhD Thesis**
(Fall/Winter)

2.0 Administrative

2.1 Location of Department, Correct Postal Address and Phone Number

The Department of Psychology is relocated to 2001 McGill College Avenue. The correct form of postal address for any mail sent to the Department is the following:

Individual's name
Department of Psychology
McGill University
2001 McGill College Avenue
Montreal, QC
H3A 1G1

Phone Number: (514) 398-6100

Fax Number: (514) 398-4896

The Department mail and fax service should not be used for private mail.

2.2 Academic Staff

The Chair of the Department is Professor John Lydon. The Chair's office is 714. Requests for appointments should be made through Martha Bwititi, his secretary. Complete lists of professors, graduate students and support personnel with their rooms, e-mail addresses and telephone numbers are distributed every fall.

2.3 Administrative Staff

Mrs. Antonia DiPaola-Belleveau is the Department Administrative Officer. Her office is in 713, telephone is 398-6101, e-mail is antonia.dipaola@mcgill.ca. Ms. Martha Bwititi is the Chair's Secretary. Her office is in 715, telephone is 398-4671, e-mail is martha.bwititi@mcgill.ca.

2.4 Desk Space, Telephones, E-mail, Keys, Laboratory Space, Stationery

Every effort is made to assign each graduate student a desk in one of the students' rooms or laboratories. Problems should be taken up with Martha Bwititi, Room 715.

Keys for graduate offices should be requested from Nina Pinzarrone, Room 703. A \$25.00 key deposit is required per key and will be refunded when your key is returned. Supervisors' labs usually have different keys.

Make sure you receive an e-mail address. You are responsible for reading your e-mail frequently, as most departmental information is transmitted weekly by e-mail.

Students generally have access to their supervisor's laboratory space. Additional space may be available for students who need short-term space for research. See the Space Committee Chairperson.

Students are expected to supply their own stationery needs. Supplies and materials required in connection with teaching assistantships may be obtained from the Department. Under no circumstances should students open desk drawers in the offices or any of the stationery cupboards. Students are not to ask the secretarial staff to type letters, manuscripts, or anything else, for them. Typewriters and computers in secretarial offices are not available for student use. Students should not enter staff offices to use typewriters or computers at any time.

2.5 Equipment Available for Use by Graduate Students

2.5.1 In the Psychology Department

Undergraduate Pool. There is a pool of equipment available for undergraduate experiments, maintained by the lab technician, Morris Eichler (Room 773). This can be used by graduate students in the summer. Other equipment for research is usually the responsibility of the supervisor, but often temporary loans of equipment can be made from other professors. Some equipment is bought by the Department for general use.

The General Access Laboratory is located in Room TBA 2001 McGill College Avenue. This lab provides word processing, statistical and spreadsheet programs on a variety of IBM Compatible PC's and Macintosh computers. All of the computers are connected to the Department's computer network and provide e-mail and Internet access. Laser printing is available at a minimum charge.

The lab is open to all Psychology and Biology students from 9:00 to 4:00 Monday to Thursday and 9:00 to 3:00 on Friday. The Department's Systems Manager (Mehrdad Khosraviani, 708), and Computer Lab Technician (Morris Eichler, 773), are responsible for the day to day operations of the Lab.

The Teaching Lab is located in Room TBA, and consists of IBM Compatible PCs running commercial and locally developed programs as well as provides Internet and laser printing access for laboratory courses.

This equipment should be kept clean and in the same order as you found it. Although these are the facilities most often used by graduate students, they should remember that undergraduate students have priority if they are using the computers for course work.

Duplicating Equipment. There are Xerox photocopying machines in 740. Specific password codes are used to operate these machines. Graduate students can obtain a password from Ms. Laura Pritchett, and make arrangements to pay her each month for the copies they have made. Individual professors have their own codes for grant funded research, for their courses, and for Department administrative work. Graduate students will have access to the teaching code for a course only if they are a Teaching Assistant and receive permission from the professor in charge of the course.

Equipment care. It is essential when you use any "public" equipment, such as the operating or histology equipment or the workshop, that you leave it as neat as when you found it. A good way to be excluded from the lab is to disregard this rule. Under no circumstances should instruments or equipment be removed from the operating or histology rooms. Before using any piece of equipment have your supervisor or an experienced graduate student or technician show you how to use it. Misuse of delicate equipment leads to costly repair. In general, equipment that is broken should be reported immediately so that it can be fixed, even if the person noticing the breakage does not need the equipment. This will ensure that equipment is usable when needed. Report it to the undergraduate laboratory technician, Morris Eichler (W8/9).

2.5.2 Outside the Department

Libraries. A large system of libraries is also available to graduate students. Please pick up information leaflets in the McLennan Library. Libraries which contain material relevant to some areas of Psychology include: McLennan (main library), Health Sciences (McIntyre Bldg., 3rd floor), Blacker Wood (animal behavior; Redpath Library, 2nd floor), Education (child development, Education Bldg.), MNI (neurology, MNI, 6th floor), Mathematics (quantitative, Burnside Hall), and Physical Sciences and Engineering (artificial intelligence, main campus). Workshops are frequently available at the McLennan Library on how to use PERUSE the computer literature search program.

Bookstores. The main university bookstore is located on McTavish Street near Sherbrooke. The store sells course texts and stationery supplies as well as a good selection of general interest books, magazines, McGill souvenirs, sweatshirts, and such.

2.5.3 Purchase of Materials

Purchase of Materials. In all cases authorization of the research director must be obtained before any order is placed or a purchase made. Purchases may be reimbursed through an expense report; it is important to get a sales slip, and have your research supervisor initial it, then turn it in to the secretary immediately for payment.

Purchase of Equipment for teaching or general Department use is handled by the Equipment Committee (see Appendix A).

2.6 Human Subjects for Research

Students must first obtain ethical approval for their research (see website - <http://www.mcgill.ca/researchoffice/compliance>) for the Ethics Application form, see 3.2.3). Information regarding the SUBJECT POOL forthcoming.

2.7 Student Employment and Financial Aid

2.7.1 Types: Teaching and Research Assistantships, and Fellowships

Working towards a PhD is a full time occupation. Therefore, the Department ordinarily accepts only students with some form of financial support. (There are exceptional cases, but students who must seek employment outside the Department to support themselves cannot be considered.) The Department can provide support for some students. University Scholarships are available which provide full support. External agencies are also common sources of support. The Department generally tries to equate roughly the support level of students, at least in the early years of the program. For this reason, it is important that students inform the Graduate Program Coordinator when their financial arrangements change as a result of receiving a fellowship. The following is a list of some sources of support with the various considerations that apply to each:

A. Teaching Assistantships: Some students are accepted into the Department with teaching assistant positions, or they may obtain a position when their fellowship finishes. All students who act as teaching assistants receive financial remuneration. They may or may not also receive a departmental award.

B. Graduate Student Research Assistantships: Sometimes the professor will provide financial support for the student in the form of an assistantship, funds for research equipment, and so on. These are funds paid to a student from his or her supervisor's research grant. Students are not "employed" to work on a staff member's research under this arrangement, but are "supported" in order to work on any research of their own which contributes to the purpose for which the grant was awarded. This distinction is discussed below (Section 2.7.2).

C. External funding

(see Appendix D): External fellowships include all fellowships for graduate study funded and administered from outside McGill.

Eligibility. An **external scholarship** is an umbrella term for any source of funding for students (e.g. award, grant, fellowship) that comes from an organization or association outside of McGill. The funding that is offered can be for study and research at McGill, or for international work placements, unpaid internships, cultural achievements, study & research abroad, etc. This site focuses on "external" funding opportunities, which are offered and awarded by federal/provincial government agencies—and some private agencies—**who rely on McGill to recommend candidates**. The application process is usually held one academic year in advance of receipt of the award.

Each external competition varies as to where, when and how you submit your application. For a full listing of external awards for which you may be eligible, please refer to [Student funding opportunities](#) or [Postdoctoral funding opportunities](#), depending on your status.

Deadlines. The deadline for applications to CIHR, NSERC and SSHRC, is mid-September. These are to be submitted to the Department. CIHR doctoral applications are submitted online. Provincial fellowships (FRSQ, FQRNT and FQRSC) are submitted directly to the agency. The student is responsible for meeting the deadlines on the various application forms for the current year. Students should begin planning their external applications in September by drawing up a proposed plan of study and research, and discussing it with two faculty members who can then serve as referees. The Graduate Program Coordinator normally

informs students of deadlines and application process, however, you should consult the agency website for information and guide.

Transcripts for external awards. Students should request transcripts via MINERVA. The registrar's office sends transcripts directly to departments (or may be picked up) for the three external award programs: NSERC, SSHRC, and CIHR. The Graduate Program Coordinator will then ensure that the transcripts are submitted with your application if applying through the department.

2.7.2 Policy on Graduate Student Employment

A student who is "supported" by research funds, rather than being "employed" to do specific work, is not entirely free to undertake other means of earning money. As an employed student you are paid to work certain hours, or to do certain specific things such as testing subjects. When you have done the job for which you are paid, your employer has no concern with how you spend the balance of your time. As a supported student, you have no such specific assignments. You are paid to pursue graduate studies on a full-time basis, part of the reward being the establishment of a reputation for yourself. You are responsible for deciding when you work and at what; if you decide to take the day off you can do so, the presumption being that the rest will make you more productive when you return. However, you are not free ethically to do work that would detract from your progress as a graduate student.

As a matter of policy, therefore, the "supported" student, in the sense defined above, can earn other income only with the consent of the Department. Apart from small temporary jobs, such extra work can be justified only by exceptional financial need or by special requirements of the Department itself.

Working towards a master's and PhD degree is a full time occupation. It is therefore not allowed to take on employment outside the department that goes beyond 10 hours per week before the dissertation is submitted. If half or full time employment is being offered to you, but you have not yet submitted your dissertation, it is essential that you see the Graduate Program Director to discuss the matter. It is not advisable or acceptable that taking on employment before submission of the dissertation delays the completion of the degree.

2.7.3 Payroll Procedure

Students who have not been on McGill payroll previously must submit completed income tax and personal data forms (available on-line via MINERVA). If you do not have a Social Insurance number you must apply for one. If you are paid as a teaching or research assistant you will receive your first cheque the end of September. Payments are made on a bi-weekly basis.

2.8 Fees and Residence Requirements

The residence requirements, for which full fees are paid, are three terms for the Master's degree and four additional terms for the PhD, or six terms for those who enter directly into the PhD program or who are international students. Reduced fees are paid for additional sessions at either the MA or PhD level. All students, regardless of their source of support, pay these fees (see Appendix C or General Information, Faculty Regulations and Research Guidelines, for this year's fees). Students are expected to pay their own fees unless they receive notification that their fees

will be waived by the Department, as part of a financial support package. Payment is due before the end of August unless the student has a deferral arrangement with the University. Students are severely restricted if they have outstanding debts. Students may not be able to register or order McGill transcripts if they have a "hold" on their record. Students are encouraged to submit the "payroll fee deduction" form to payroll and student fee account office to deduct bi-weekly payments toward the student's fee account (providing that you are receiving external funding or receiving a stipend).

2.9 Transcripts and Records

Official McGill transcripts should be requested via MINERVA, for applying for jobs or for any reason other than fellowship application. Incoming graduate students must make sure that two copies of the final, official transcript from their undergraduate college, showing the BA/BSc degree granted and the date, are sent to the Graduate Coordinator this is vitally important! These Students are required to inform the Graduate Faculty of any change of address or marital status.

2.10 Pets, Smoking

Pet animals are not to be brought into the building at any time as this poses a serious health hazard for laboratory animals. This is a university regulation and must be adhered to. No laboratory animals should be taken as pets. Smoking is also forbidden in the building.

3.0 Ethical Issues

3.1 Sexual Harassment and Teacher-Student Dating

The Department supports University regulations concerning sexual harassment and expects its professors, graduate students, teaching assistants, and undergraduates to comply with both the letter and the spirit of the regulations. Sexual harassment is defined in the University Regulations Concerning Complaints of Sexual Harassment as "a display, by word or deed, of sexual attentions towards another individual or group of individuals of a nature which may reasonably be considered to be vexatious or abusive." Any instance of sexual harassment may be reported to the University sexual harassment assessors whose names and telephone numbers are distributed at the departmental orientation.

It is also important to be aware that serious problems and misunderstandings may arise if a teacher dates a student. Therefore, academic staff and teaching assistants are expected to comply with the McGill University Policy on Conflicts of Interest in Academic Supervision and Evaluation found in the Handbook on Student Rights and Responsibilities. The policy states that whenever a professor or teaching assistant is involved in a close personal relationship with a student (e.g. family or amorous relationship), the professor/assistant must terminate the supervisory or evaluative role with respect to that student, and make alternative arrangements for the student's supervision and evaluation.

3.2 Ethics of Experimentation

3.2.1 Responsibility

In addition to the points given below, the following point, stressed by the Canadian and American Psychological Associations should be noted: All investigators, including the research director, collaborators, students and assistants incur parallel responsibility for the ethical treatment of participants.

3.2.2 Animal Welfare

All students working with animals must exercise the greatest care for the welfare and comfort of their animals. Do not bring strays or foundlings into the laboratory, or any new experimental animals without permission. Do not pet or interfere with others' animals and do not take visitors into the animal rooms. As McGill has been a target of "animal liberation" activists, security in the animal quarters is of great importance. Animal rooms are to be kept locked at all times when the animal care staff is not on duty. If you encounter someone you don't recognize in the animal quarters, challenge them and if they aren't authorized to be there, ask them to leave at once. Report any incidents of this sort to the Chair of the Animal Care Committee, Professor Jonathan Britt. For procedures for obtaining animals, see your research supervisor.

All animals must be housed in the animal quarters. Permission must be obtained for putting animals on a water deprivation schedule, and the cage must be marked. Other animals must have water at all times. Cages must be labelled with your name.

Experiments involving any unpleasantness for animals are not to be undertaken unless there is no other way of gaining the information and agreement is reached that the information is scientifically important. In addition, unpleasantness is to be minimized by gentle handling, careful use of anaesthesia, and proper medical care and hygiene. All proposed animal experimentation must be approved by the Department and University Animal Care Committees (see Professor Keith Franklin or his secretary, Ping Yang for forms and details). While your supervisor's project approval may cover much of your research, any new surgical or drug related procedures that you intend to use, even on a pilot basis, must be approved separately.

3.2.3 Human Experimentation

In order to maintain the privilege of doing research on human subjects, psychologists must exercise great concern for the rights of the subject. The three major granting agencies in Canada recently developed a Tri Council Code of Ethical Conduct for Research Involving Humans, with which all researchers must become familiar. It can be found on the web page of all three agencies. To summarize a few of the items:

1. Free and informed consent from the subject or an authorized third party must be obtained in writing. The REB can decide whether consent procedures that alter these elements are justified. For example, subjects may be told that they are not supposed to know the exact hypotheses of the experiment, or their assigned condition, until afterwards. Subjects have the right to know, at least after participating, the purpose and nature of the experiment.
2. If there is to be any unpleasantness (physical or mental) for the participant, he or she is to be told in advance and allowed to withdraw without social pressure. After the experiment, all efforts must be made to eliminate harmful after-effects (e.g., lowered self esteem, false beliefs).
3. Insure privacy and confidentiality of information provided by subjects, for example, by using codes instead of names on data sheets, and by keeping questionnaire and interview information in a secure place.

All human research in the Department is to be scrutinized by the Research Ethics Board. Forms are available from the website - (<http://www.mcgill.ca/researchoffice/compliance/human/>). All grant applications must bear the approval of the committee and must be renewed annually. In

addition, graduate students and anyone using the subject pool should obtain approval for their own research, whether funded or unfunded, by submitting an Application for Ethics Approval. Make sure you submit your application early, to avoid frustrating delays in starting your study. Completing the ethics application is a useful exercise for learning the criteria for ethical research, and it also ensures that you have not violated any conventions. Professors are also responsible for ensuring that students do not use unauthorized methods. Students conducting research in one of the McGill Hospitals should contact the Faculty of Medicine Ethics Committee, to see if that would be a more appropriate committee.

3.3 Ethics of Authorship

Frequently students and professors publish papers on jointly done research. Sometimes questions arise as to who is senior author, or who is an author at all. The Department has considered the question of the authorship of papers for publication arising from work done in the Department. A statement, representing the current Department practice, is reproduced here for the guidance of students. The ultimate policy is that of the University, published in the Handbook of Student Rights and Responsibilities.

1. There is a long academic tradition that establishes the right of the director of a student's research to publish the research jointly with the student. There was a time (and it may be so still, in some places) when research directors could claim the work as their own and publish under their own names only; but, this is not accepted practice in psychology in North America.
2. In many cases, the student and supervisor will co-author a submitted manuscript. The important criterion for authorship is that the person has made a significant scholarly contribution to the work, and shares responsibility and accountability for the results. Thus, for most doctoral thesis research, the student will be first author and the supervisor second author.
3. A "significant scholarly contribution" to the student's research, justifying joint authorship, may be considered to have been made when the supervisor took some part in (a) developing the hypotheses or objectives, and (b) designing the research, and (c) writing the report. This is a point on which judgment has to be exercised (see below), and no rigorous criteria can be laid down; but it seems that joint authorship would not be justified if the supervisor did not make a genuine contribution in all these functions. If the student writes and submits the manuscript, he or she would normally be first author, with the supervisor as second author. If, after several years, the student has not written up the research for publication, and if the supervisor feels the research is timely, he or she may write and submit the manuscript, with the student as first or second author, after a reasonable attempt to obtain the student's consent.
4. However, when the supervisor feels that, though he or she may have initiated the work and guided the research and writing, his or her role was no more than that of a teacher and that the thought and work are largely the student's, he or she should leave the student to publish alone. It would be inappropriate to include the names of people who have not made a scholarly contribution.
5. As to senior vs. junior authorship, if the student has shared in making decisions throughout the work, and has prepared the paper with no more than the usual amount of guidance in writing, the supervisor should put his or her name after the student's. If instead the supervisor originated the problem and essentially determined the course of the research, or if having had something to do with the research, he or she then wrote the paper, he or she should take senior authorship. In between cases can usually be decided by agreement between supervisor and student.

6. Experience shows that the student is sometimes quite unaware of how much stimulation, guidance and direct help is provided by the supervisor; thus, in the case of disagreement between the supervisor and student, the decision of the supervisor will have to be accepted. No one else is really in a position to make the judgment.

3.4 Plagiarism and Other Academic Offences

The Handbook of Student Rights and Responsibilities outlines the University's definitions of and procedures for dealing with both academic and nonacademic offences. Your attention is drawn in particular to the section on plagiarism (in the section on Code of Student Conduct) which is reproduced in full below:

- a) No student shall, with intent to deceive, represent the work of another person as his or her own in any academic writing, essay, thesis, research report, project or assignment submitted in a course or program of study or represent as his or her own an entire essay or work of another, whether the material so represented constitutes a part or the entirety of the work submitted.
- b) Upon demonstration that the student has represented another person's work as his or her own, it shall be presumed that the student intended to deceive; the student will bear the burden of rebutting this presumption by evidence satisfying the person or body hearing the case that no such intent existed.
- c) No student shall contribute any work to another student with the knowledge that the latter may submit the work in part or whole as his or her own. Receipt of payment for work contributed shall be cause for presumption that the student had such knowledge; the student shall bear the burden of rebutting this presumption by evidence satisfying the person or body hearing the case that no such intent existed.

These rules are adhered to very strictly in our Graduate Program, and pertain to all written and oral presentations. If you have any doubts as to the correct way to acknowledge other people's ideas or quotations from other's work, ask your supervisor or course instructor for advice before handing in your paper, thesis, and such. Ignorance of the definition of plagiarism is not a defense. Copies of the Code are available from the Graduate Program Coordinator and the Dean of Students (Brown Building). The Dean of Students can also provide information about the current Student Disciplinary and Grievance procedure.

4.0 Student Affairs and Services

4.1 Graduate Association of Students in Psychology and Department Committees

Gasp. or Graduate Association of Students in Psychology, welcomes all psychology graduate students as members. Each spring they elect four students to make up a Steering Committee. The major function of GASP is to provide a liaison between students and the Department. They organize the selection of students for various committees, such as the Graduate Program Committee, the Association of Graduate Students Employed at McGill, the Post Graduate Student Society. They also organize the Welcome Orientation for new students, the Graduate Student Colloquium and Poster session, and extracurricular activities.

The Colloquium Committee is responsible for organizing, in collaboration with the Department, our Hebb and Macnamara Lecture series held on Friday afternoons about once a month. All students are expected to attend these seminars. The Colloquium Committee consists of several graduate students representing the major areas in the Department and a staff liaison

member. The Committee members are responsible for inviting speakers and making all the arrangements for their visits.

4.2 Health Services and Insurance

The Students Services Center (Brown Building, 3600 McTavish Street at the corner of Dr. Penfield) offers mental and physical health services. Students must bring their ID card and their Medicare card or equivalent. Canadian residents from provinces other than Quebec are not covered by Quebec Medicare while at McGill and so should consult with the medicare offices in their own province before coming to McGill.

International students on student visas are usually ineligible for Quebec Medicare. McGill requires such students to participate in a compulsory Health Insurance Plan. These fees are included in the fee structure for international students. International students acting as teaching assistants and holding work permits are entitled to Quebec Medicare. The Office of the Dean of Students can provide clarification as to your status. If you are eligible for Medicare, you must apply for a Medicare card (application forms available from the Brown Student Services Building).

4.3 Student Housing

The Off Campus Housing Service (<http://www.mcgill.ca/students/housing/offcampus>) is located at 3641 University Street (398-6010), maintains a list of available apartments in the McGill owned apartment buildings and in areas around McGill University. Bulletin boards in various places around the campus offer sublet and apartment sharing. Finally, the English newspaper The Gazette and the French newspaper La Presse contain classified ads for rentals.

Apartment prices range from \$600-\$800 for a one bedroom studio apartment. Each additional room adds about \$50 to the basic price. Apartments are usually advertised as having a certain number of rooms plus 1/2 (one half); this refers to the bathroom. What you get for the price of the apartment is not always clear, as some costs (like water tax, heating, gas or electricity, washer/dryer, garage, stove & fridge) are sometimes charged to the tenant. So, before you sign a lease, make sure that the lease states clearly who pays what. In Quebec it is illegal to demand more than the monthly rent as a deposit (that sum has to be applied as the first month rent). Postdated cheques and "possible damage to the apartment" deposits are also illegal. However, some landlords might still try to do it.

Traditionally, McGill students live in an area bordered by Guy (to the west), Pine Avenue (north), Sherbrooke Street (south) and Park Avenue (east). This area contains some inexpensive rentals and more moderate to expensive rentals. Three other areas which contain moderate to inexpensive housing are Côte des Neiges, St-Henri and the Plateau.

Students are best advised to look for an apartment early in June as students from three other Universities are also looking for apartments at this time. Most leases in Montreal begin July 1st.

4.4 Parking

Limited parking facilities are available in McIntyre Garage adjacent to our building or at the corner of Dr. Penfield and Drummond at a charge of about \$200 per month. Parking permits are available from the Parking and Security Office, James Ferrier Building, 840 Dr. Penfield Avenue, tel. 398-4559. Because of limited parking space, students are not often given permits. An

alternative parking at the Elgin apartments across the road charges approximately \$200 per month.

4.5 Immigration

If you are an international student, it is important to note that you only have to go through the bureaucratic red tape at the Immigration Office once. Keep all your documents and you may be able to renew your student visa painlessly through the International Students Advisor's Office (<http://www.mcgill.ca/internationalstudents/>) at the Brown Student Services Building, 3600 McTavish Street, (398-6013).

4.6 Athletic Facilities

The Sir Arthur Currie Memorial Gymnasium is located at 475 Pine Avenue West. This complex which includes Molson Stadium and Fieldhouse has facilities for squash, basketball, badminton, volleyball, swimming, weight training, jogging, soccer, and field hockey. Your tuition fees include athletic membership; facilities such as the pool may be used without additional charge. An extensive program of instructional athletics (squash, swimming, aerobic dance, and so on) is offered at moderate additional charge. Registration day for these courses is early each term: you are advised to go early. You must register in person take your ID card and money or cheque.

4.7 And Finally, Thomson House

All graduate students automatically belong to Thomson House, the graduate student center at 3650 McTavish (just ask any graduate student where it is). This is the spot for celebrating the victories and drowning the sorrows of graduate school. Members can bring a guest, and postdocs and faculty can buy associate memberships.

Appendix A Course Numbering for PhD Area Seminars

The Department will try to hold seminars each term in at least 3 of the 7 areas listed below. Students are encouraged to take seminars outside of their own research areas. Within each area, subsequent seminars will deal with different topics in the area and be given by different professors, so that a student can take that area seminar more than once. The numbering system given below takes this need into account. The first time a student takes a seminar in one of these areas, he or she registers using one of the pair of course numbers labelled "first time" (if the seminar is taken in the fall term use the A number; if in the spring term use the B number). The second time that area seminar is taken, the student uses one of the numbers for it listed under "2nd time" etc. This system implies that students sitting in the same seminar could be registered under different numbers, depending on whether or not they had taken a seminar in that area before. This numbering system allows academic credit to be given each time a student takes a seminar in a particular area. (The numbering system is necessary because each year the actual content of the area seminar changes but the overall designation remains the same, so you might want to take the same area seminar, e.g. Cognition, for two years. Because you can only take a

course once, you need to be able to use a different course number from the one you previously used.)

	Behavioural Neuroscience Comparative & Physiological	Developmental and Language
1st time	PSYC 710	PSYC 734
2nd time	PSYC 711	PSYC 735
3rd time	PSYC 712	PSYC 736
4th time	PSYC 713	PSYC 737
5th time	PSYC 714	PSYC 738
6th time	PSYC 715	PSYC 739

	Learning and Motivation	Perception and Cognition
1st time	PSYC 716	PSYC 740
2nd time	PSYC 717	PSYC 741
3rd time	PSYC 718	PSYC 742
4th time	PSYC 719	PSYC 743
5th time	PSYC 720	PSYC 744
6th time	PSYC 721	PSYC 745

	Personality & Social	Quantitative & Modelling
1st time	PSYC 722	PSYC 746
2nd time	PSYC 723	PSYC 747
3rd time	PSYC 724	PSYC 748

4th time	PSYC 725	PSYC 749
5th time	PSYC 726	PSYC 750
6th time	PSYC 727	PSYC 751

	Health Psychology	AdHoc Clinical for Additional Credits
1st time	PSYC 753	PSYC 732
2nd time	PSYC 754	PSYC 733
3rd time	PSYC 755	
4th time	PSYC 756	
5th time	PSYC 757	
6th time	PSYC 758	

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Appendix B Graduate Faculty Fees for 2015-2016

Tuition fees - 2015-2016

	Fall	Winter	Summer	Total
Quebec Cdn (MSc/PhD)	2209	1745		4028
non-Quebec Cdn (MSc)	4601	4138		8739
International MSc	9606	8479		18085
International PhD	8801	7674		16475
Additional Session -				
International MSc	2118	1036	873	4027
International PhD	2118	1036	873	4027

Additional Session -

non-Quebec Cdn (MSc)	1455	1036	873	3364
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Appendix C External Fellowships

Applications and guidelines for the various fellowships are available from the Graduate or from web sites such as the one of the Faculty of Graduate and Postdoctoral Studies (<http://www.mcgill.ca/gps/>) in early September. The Graduate Program Coordinator will try to answer any questions you have about applying for fellowships. The completed application must be returned to the Coordinator by the end of September in order to be included in the departmental ranking. The ranked applications are then sent to the University committee, and from there to the external agency. See the section on Financing Graduate Education in the Faculty's Calendar. The Graduate Coordinator will inform you via e-mail with more details when information regarding fellowships become available.

1. Department support: Students who do not obtain outside fellowships are supported by the Department through teaching assistantships for a limited number of years. Students should not rely solely on this as their expected source of support, and MUST apply for other awards for which they are eligible.
2. Some Faculty Fellowships are reserved for newly admitted and current students in the program; McGill Recruitment Fellowships are given to new students.
3. Government Agencies:
 - a) Natural Sciences and Engineering Research Council (NSERC). Post Graduate Scholarships for full support are awarded to Canadian citizens or landed immigrants residing in Canada. These awards are for students in physiological, cognitive, language, perception, and learning psychology. The deadline for applications to be handed in is the end of September of the year prior to that for which support is sought (<http://www.nserc-crsng.gc.ca/>).
 - b) Social Sciences and Humanities Research Council (SSHRC) offers doctoral fellowships to Canadian citizens or landed immigrants who are already enrolled in, or have completed at least 1 year of, graduate studies. They are intended to support study in social, personality, developmental, language and clinical psychology. The deadline for applications to be handed in is the end of September of the year prior to that for which support is sought (<http://www.sshrc-crsh.gc.ca/>).
 - c) Canadian (CIHR). Studentships are awarded to students who have completed at least 12 months and not more than 36 months of a graduate program in health related fields. Students must be registered in a doctoral program at the time of tenure. Many areas of research in clinical psychology qualify. The deadline for these awards is early October. Applicants are responsible for completing and submitting the application form directly to CIHR if applying to the doctoral competition. Applications are submitted on-line directly to the agency in early October. Consult the CIHR website (<http://www.cihr.ca>). For CIHR master's competition, the deadline for applications to be handed in is end of November of the year prior to that for which support is sought.

d) Fonds Quebecoise de la Recherche (FQRNT/FQRSC). Master's and doctoral awards are offered in all disciplines to Canadian citizens and permanent residents who are also residents of Quebec (i.e. hold a Quebec Medicare card and are not covered by the health plan of another province). Applications are submitted on-line directly to FQRNT/FQRSC by early October of the year prior to that for which support is sought. Check the web site <http://www.frqnt.qc.ca> and <http://www.frqsc.qc.ca>.

e) Fonds de la Recherche en Santé du Québec (FRQS - <http://www.frqs.gouv.qc.ca/>) studentships are awarded to students studying for the MSc or PhD in health related fields. Many areas of research in Clinical Psychology qualify. Applications are submitted on-line directly to FQRNT/FQRSC by early October of the year prior to that for which support is sought. Check the web site <http://www.frsq.qc.ca>. The agency offers support for graduate study under the National Health Research and Development Program in the fields of epidemiology and biostatistics.

4. Other Awards. A number of students are also eligible for certain additional awards. Lists and descriptions of these can be found in the back of the Calendar of the Faculty of Graduate Studies and Research. For example, the Association of Universities and Colleges of Canada administers several fellowships as part of the AUCC National Fellowships Program for graduate study at universities across Canada. In most cases the applicant must be a Canadian citizen or a permanent resident for at least one year prior to application. Applications can be obtained from a common mailing address:

Canadian Awards Program
Association of Universities and Colleges of Canada
350 Albert Street, Suite 600
Ottawa, Ontario K1R 1B1

Appendix D Information Concerning Theses

Dates of Disposition

For graduation (Master's and PhD) consult the link - <http://www.mcgill.ca/gps/thesis/deadlines>
Due to unforeseen delays with examiners, an absolute guarantee cannot be given that all procedures will be complete in time for Convocation, even when the deadlines are met. Every effort will be made, however, and incidents of this kind of delay are rare.

Procedures after Deposition

After a doctoral thesis has been handed in, it is submitted to the examiners. The oral defense is not held until after the examiners have reported favourably, usually about six to eight weeks after deposition. After all the requirements have been met, and if the next Convocation is some time away, the Dean will issue (on request) a certificate stating that the candidate will be recommended to Faculty Council for the award of the degree at the next convocation. The procedures are similar but simpler for the master's thesis and there is no final oral defense.

Registration and Fees

A thesis can only be submitted by a student registered for the degree in question. If all requirements are met, including the deposition of the thesis, by the registration date in September, then no registration fee will be charged. Otherwise the full year tuition fee will be assessed (if you convocate in February, you can inform the Faculty in writing that you have graduated and wish to cancel your winter registration). Fuller information about fees is given in the Calendar - http://www.mcgill.ca/study/2015-2016/university_regulations_and_resources/graduate/gi_fees

Notice of Deposition of Theses

Initial Submission

The thesis must be checked before submission for spelling, grammar, etc. It is very important to ensure that all copies of the thesis have been photocopied correctly. Once theses have been submitted to Faculty of Graduate and Postdoctoral Studies, changes cannot be made to the thesis during the examination process.

1. Thesis

For the initial submission, copies should be double-sided and may include colored illustrations.

For both Master's and Doctoral theses, initial submission is to be submitted to GPS electronically with a copy to the supervisor and Graduate Program Coordinator. Should an examiner or defense committee member request a hardcopy of the thesis, you would be responsible to print a copy of the thesis and submit to the GPC.

2. Accompanying Documents

The following must be submitted to Graduate and Postdoctoral Studies along with the thesis:

1. Nomination of Examiners forms must show complete addresses, phone and fax numbers, email addresses and full names for all examiners (including supervisor and internal examiners) and be signed by the student, supervisor and the Chair or GPD. This form must be given to the GPC at least two weeks prior to thesis submission for review and degree audit.
2. Thesis Submission Form, completed and signed by the student, supervisor and unit* head.
3. Library Waiver Forms (Library and Archives Canada, UMI, and McGill) including copyright/co-author permissions, if applicable. Please note that these permissions are **NOT** to be included in the actual thesis; they are to be submitted separately.
4. If the research for the thesis involved human participants, animal subjects, microorganisms, living cells, other biohazards, and/or radioactive materials, the appropriate compliance certificates must be included with the library waivers. These certificates can be obtained from the [Research Grants Office](#). An on-line tutorial is available on our [Research Ethics site](#). Please note that these certificates are **NOT** to be included in the actual thesis; they are to be submitted separately.
5. Thesis Submission Checklist, completed and signed by the student.

No subsequent change of title will be accepted unless the change is officially requested by the department at least one month before the thesis is deposited. The appointment of the examiners, and communication with them, is the duty of the Dean. The external examiner selected by the Dean will remain anonymous.

The guidelines for writing theses and form submissions are available through the Graduate and Postdoctoral Studies website at <http://www.mcgill.ca/gps/students/thesis/>.

Resubmission

If a thesis is failed it cannot be submitted again in revised form without the permission of Faculty Council. Full instructions on how to proceed will be sent to the candidate, the supervisor and department. In the case of an unfavourable judgment at the doctoral oral defense, refer to the "Guidelines for Doctoral Oral Examinations" for further information.

Final submission - The final e-thesis submission is mandatory via Minerva.

Final e-Thesis submission is required for the final, corrected copy of the thesis to GPS. **Please note:** A final e-thesis will NOT be considered submitted to GPS until it has been approved online by the supervisor(s). Students are strongly encouraged to upload their final e-theses for online supervisor approval well in advance of the [Deadline for Submission of Final Copies](#); otherwise the final e-thesis may be approved too late for the intended date of graduation - <http://www.mcgill.ca/gps/thesis/deadlines>

Please note: an e-thesis will NOT be considered submitted to GPS until it has been approved online by the supervisor(s). Students are strongly encouraged to upload their e-theses for online supervisor approval well in advance of the [Deadline for Submission of Final Copies](#), otherwise the e-thesis may be approved too late for the intended date of graduation.

[Style-sheets](#) may be used for layout. The e-thesis must, however, be submitted as a PDF/a file which requires Adobe Acrobat version 7 (minimum). If they wish, students can purchase an Adobe Acrobat license through the [McGill Computer Store](#) at a substantially reduced cost.