McGill UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

Graduate Student Handbook
2023-2024

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Section 1. INTRODUCTION

Welcome

It is prepared to answer many of the questions often asked about the McGill Psychology Department's Graduate Program and about other aspects of graduate student life. This handbook is not meant to be an arbiter of official rules but is instead an interpretation of best current practices within the Department of Psychology and a guidepost to help students during their time in our department. As such, it should prove useful for graduate students, staff, and faculty members alike.

Although the handbook is intended to be consistent with regulations of McGill University, procedures and guidelines continually evolve because McGill is a dynamic institution. Thus, there may be some discrepancies between the information contained within the handbook and the regulations and guidelines from the Faculty of Graduate and Postdoctoral Studies. In cases of conflicts or errors, the regulations and guidelines from the Faculty of Graduate and Postdoctoral Studies take precedence. Furthermore, when an exact ruling is critical (e.g., when a student has a question about their standing in the program, their funding, or their career), please consult the Graduate Program Director or Coordinator for specific information. The *Graduate Student Handbook* was written, revised, and updated over the course of many decades by Graduate Program Directors and conscientious members of the Graduate Program Planning Committee.

Please note: If there is a discrepancy between the information contained within the handbook and guidelines from the Faculty of Graduate and Postdoctoral Studies, please contact the Graduate Program Coordinator so that the handbook can be updated accordingly.

Statement of Values

The McGill Psychology Department is committed to achieving excellence in research, teaching, and clinical practice. In pursuit of this mission, we embrace the core values of equity, diversity, and inclusivity.

We value a climate of critical thought and rigorous scientific process that recognizes and respects the diversity of human experience. These include the many intersecting ways people differ, such as ethnicity, gender identity, sexual orientation, age, socio-economic status, country of origin, disability, culture and religion, and education experience. We value integrating these and other diverse perspectives into our department's culture and fostering research and mentorship opportunities that support equitable and inclusive outreach and research. To find out more about it, please consult: https://www.mcgill.ca/psychology/about-us/equity-diversity-and-inclusion-0.

Important Contacts

In addition to the *Graduate Student Handbook* and relevant sections of the [Faculty of Graduate and Postdoctoral Studies](#) website and the [McGill Psychology Department](#) website, the following individuals can be contacted for more specific information:

Graduate Student Advising Administrator	Chantale Bousquet
Graduate Student Affairs Coordinator	Nina Pinzarrone

Other members of the department who have responsibility for various aspects of the graduate program and who can be of assistance are:

Department Chair	Dr. Blaine Ditto
Graduate Program Director	Dr. Michael Sullivan
Clinical Program Director	Dr. Richard Koestner
Clinical Internship Director	Dr. Michael Sullivan
Equity, Diversity, and Inclusion Committee	Dr. Rosemary Bagot Dr. Keita Christophe Dr. Eric Hehman Dr. James MacDougall Dr. John Lydon Dr. Kris Onishi
Participant Pool Chair	Dr. Jordan Axt
Administrative Officer	Antonia Di Paola
Administrative Coordinator	Cam Webster

In addition, good sources of information are senior graduate students in the McGill Psychology Department and members of the [Graduate Association of Students in Psychology](#).

A complete list of all faculty members, postdoctoral researchers, graduate students, and staff and support personnel, along with their office numbers, e-mail addresses, and telephone numbers can be found on the [McGill Psychology Department](#) website.

Mailing Address

The McGill Psychology Department is located at 2001 McGill College Avenue. Our full postal address for mail is:

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

Some members have their office and lab space in Stewart Biology Building. Please make sure to use the correct mailing address if your lab is in that building:

Department of Psychology, McGill University
1205 Dr. Penfield Avenue
Montreal, Qc
H3A 1B1

Please note: The Department mail and fax services should not be used for private mail.

Section 2. GRADUATE PROGRAM

The McGill Psychology Department offers both Master's and PhD program tracks across various areas of specialization. They are designed as parts of one whole. Our hope is that in fulfilling the formal rules that we introduce below, graduate students can acquire the competencies and accomplishments needed to pursue their intellectual interests as independent researchers.

General Philosophy

The main aim of McGill Psychology Department's 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 their available time and resources.

The department offers two full-time, research-intensive graduate program tracks – Experimental Psychology and Clinical Psychology. In the Experimental Program track, 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 track, 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 Program tracks are described in some detail below. The sections on [Administration](#), [Research Training](#), [Registration](#), [Course Requirements](#), [Year-End Research Papers](#), [Special Comprehensives](#), [PhD Dissertation](#), [Teaching Experience](#), [Annual Student Review](#), and [Time Limitation](#) pertain to both the Experimental and the Clinical Program tracks. The section on [Additional Clinical Requirements](#) outlines the additional course work and the clinical practica required for the Clinical Program track.

Please note: Students who are accepted into the Experimental Psychology graduate program track cannot "transfer" into the Clinical Psychology program track at a later date. Students interested in the Clinical Program track, must apply to the Clinical Program track 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 track in this manner should note that the admission process is highly competitive (approximately 8-10 of more than 200 applicants are accepted each year) and that they would be well-advised to apply concurrently to clinical programs at several other universities.

Administration

The Graduate Program is administered by the Graduate Program Director. The Graduate Student Advising Administrator and Graduate Student Affairs Coordinator handle many of the day-to-day details, e.g., appointments, registration forms, 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 comprises of the Graduate Program Director, Graduate Student Advising Administrator/Graduate Student Affairs Coordinator, one faculty member from each research area, and four student members chosen each year to represent Clinical and Experimental students at both the Master's and Doctoral levels. The Graduate Program Committee meets regularly during the academic year, and any graduate student can raise issues at the Graduate Program Committee by discussing them with the Graduate Program Director or with graduate student members on the committee.

Research Training

At the McGill Psychology Department, 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 their research training. Progress in research is monitored each year through the Yearly Objectives and assessed during the Annual Student Review.

Thesis Supervisor

Every student is accepted into the McGill Psychology Department on behalf of a professor who acts as their thesis supervisor. The student, in turn, usually works in the area of the supervisor's research grant. The supervisor is tasked with guiding the student in the selection of courses and in the execution of their research. Normally, the student and supervisor jointly make major decisions regarding the student's graduate program and research.

Supervision Letter of Understanding

Every student entering the program must sign a Supervision Letter of Understanding. The primary goal of a Master's and PhD degree is for the student to become an independent researcher; as such, the supervisory relationship will change over time. Setting out mutual expectations between a supervisor and supervisee, and revisiting those regularly (e.g.,

annually), is essential to ensuring the success of a graduate student. This letter must be signed by the student and supervisor. A copy is to be uploaded on myProgress, another one is to be sent to the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator for record keeping.

Advisory Committee

In addition to the thesis supervisor, every student will have an advisory committee, consisting of their supervisor and two other departmental faculty members that the student chooses in consultation with the supervisor. Typically, these are faculty members working in the same general research area as the student. A faculty member from outside the department may also serve as a committee member if one other committee member (in addition to the supervisor) is a full-time faculty member from the department. For any graduate students who are being supervised by an associate faculty member of the department, their advisory committee needs to include two full-time faculty members of the department. For students who are co-supervised by two faculty members, only one other faculty member is needed for the advisory committee. For students who are co-supervised by three faculty members, no additional faculty member is needed. In all above constellations, two of the three faculty members on the advisory committee should be from the department.

Students and supervisors are advised to be thoughtful when selecting advisory committee members because only few members of the dissertation defense committee can have been closely involved with the thesis (see: https://www.mcgill.ca/gps/thesis/thesis-guidelines/oral-defence). In other words, it is advisable to keep faculty members with expertise in one's dissertation area in mind for the dissertation defense committee who have not served on the advisory committee.

The primary role of the advisory committee is to provide formative feedback on the students' research. Students should feel free to seek advice and feedback from committee members individually and they are strongly encouraged to meet with their committee as a group once a year. At such meetings, students typically provide a short oral presentation of the current stage of their thesis research and seek constructive feedback.

Scheduling of this meeting will occur when the student and/or the thesis supervisor consider it timely in terms of the student's stage of research. This may be in the first year when the student is preparing to write their First Year Research Paper, in subsequent years when a critical study is being planned, or in later years when data have been analyzed and interpreted. Incoming students and their supervisors should discuss the formation of their advisory committee in September/October.

Advisory committee members usually serve 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.

Yearly Objectives

At the start of each Fall semester, every student needs to submit a Graduate Planning Form (typically in October). This Graduate Planning Form and other forms can be found here: https://www.mcgill.ca/psychology/graduate/current-students . The form is designed to set the student's objectives for the coming year. Objectives for the year usually include, among others, research objectives, publications, conference plans, and the following graduate milestones:

1) Course Requirements.
2) Year-End Research Paper.
3) Special Comprehensives.

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:
    i. The activity must be justified as necessary or desirable. It is assumed that students will not engage in activities outside of research unless there is a clear rationale for doing so.
    ii. The activity should not exceed the equivalent of one normal course per semester.
    iii. If the activity is worth doing, it should be taken for credit.

Typically, students will meet with their supervisor (and preferably the other members of their advisory committee) at the start of the Fall semester to map out these objectives. After submission of the Graduate Planning Form at the start of the Fall semester, a Graduate Progress Tracking Report is then submitted at the end of the Winter semester to track progress throughout the year. This form is then used at the Annual Student Review during the Summer semester (typically in May).

Research Ethics

All research in the McGill Psychology Department is to be scrutinized by the Research Ethics Board. Forms are available from the Research Ethics Board Office website. In addition, 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 to submit to. All grant applications must bear the approval of the committee and must be renewed annually.

Graduate students and anyone using the participant pool should obtain approval for their own research, whether funded or unfunded, by submitting an application for ethics approval. Completing the ethics application is a useful exercise for learning the criteria for ethical research and it also ensures that you are not violating any conventions. Applications will be emailed to all students by the SONA Pool Teaching Assistant at the start of the Fall, Winter, and Spring semesters. It is recommended that students submit their application early to avoid frustrating delays in starting their study.

For more information concerning research ethics guidelines, please consult the Ethics of Experimentation section.

Employment and Funding Opportunities

Working towards a Master's or PhD is a full-time occupation. Therefore, the McGill Psychology Department ordinarily only accepts students into the Graduate Program with some form of departmental, university, or provincial or federal financial support. There are exceptional cases, but typically students who must seek primary employment outside the department to support themselves cannot be considered.

Please note: Typically, graduate students in the Psychology Department are not allowed to take on employment outside the department that goes beyond 12 hours per week before their PhD dissertation is submitted. Students who are doing TAships cannot take on additional hours of employment outside the department while they TA. It is not advisable or acceptable to take on employment before submission of the PhD dissertation to avoid delays of the completion of the degree. If half-time or full-time employment is being offered prior to the submission of the PhD dissertation, it is essential to contact the Graduate Program Director to discuss the matter.

Please note: The Psychology Department generally tries to roughly equate the support level of all students, at least in the early years of the program. For this reason, it is important that students inform the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator when their financial arrangements change as a result of receiving a fellowship.

Departmental Funding

Departmental support can be provided through Teaching Assistantships. Some students are accepted into the department with teaching assistant positions. Others may obtain a Teaching Assistant position when their existing fellowship finishes. All students who act as teaching assistants receive financial remuneration for this work.

University Funding

University support can be provided through various fellowships and scholarships from the Faculty of Graduate and Postdoctoral Studies, which typically provide support for at least a year. The funding that is offered can be for study and research at McGill, or for international work placements, otherwise unpaid internships, cultural achievements, or study and research abroad.

Provincial or Federal Funding

Provincial and federal support can be provided through external fellowship agencies offered through the Quebec government – [Fonds de la Nature et Technologie](#) (Natural Sciences and Engineering), [Fonds de la Société et Culture](#) (Social Sciences and Humanities and Arts), and [Fonds de la Recherche en Santé du Québec](#) (Health Sciences) – or the Canadian government – [Canadian Institutes of Health Research](#) (CIHR), [Natural Sciences and Engineering Research Council](#) (NSERC), and [Social Sciences and Humanities Research Council](#) (SSHRC). These external fellowships typically provide full support for more than one year.

Application Process

Each departmental, university, and provincial or federal competition varies as to where, when, and how students should submit their application. For a full listing of eligible awards, please consult the [Funding Opportunities](#) website for more information.

Deadlines

Students are responsible for meeting the deadlines on their various application forms, and it is encouraged for students to begin planning their applications (i.e., drawing up a proposed plan of study and research, discussing it with their supervisor, findings two faculty members who can serve as referees) by early in the Fall semester. All students will receive an email from the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator with more information on the application process. However, it is recommended that students independently consult the agency website for specific guidelines.

Registration

The residency requirements for the McGill Psychology Department are three semesters for the Master's degree and four additional semesters for the PhD degree (or six semesters for those who enter directly into the PhD program or those who are international students). All graduate students are required to register via MINERVA during the early registration period from mid-April to mid-August for all semesters that they are in residency. Students are not officially registered in the graduate program until they perform this step, which can be done prior to course selection if these courses have not yet been decided.

The Graduate Student Advising Administrator/Graduate Student Affairs Coordinator will contact all students prior to the start of the semester to explain the registration procedures and program requirements more fully. Please also consult [Registration and Degree Progress](#) at the Faculty of Graduate and Postdoctoral Studies website for more information.

Tuition/Fees

Tuition/fees are typically due by mid to end of August for all semesters that students are in residency. Please consult the Graduate Fee Calculator at the Student Accounts website for more information.

All students, regardless of their source of financial support, pay these tuition/fees. Students are expected to pay their own fees unless they receive notification that their tuition/fees will be waived by the Department as part of a financial support package. For example, if a student has no federal or provincial funding and has received a teaching assistantship from the department, their tuition/fees could be covered by the department. If you have any questions about your funding package, please contact the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator.

If tuition/fees cannot be paid for before the payment deadline, students can apply for a deferral arrangement with the University. Information can be found here: https://www.mcgill.ca/student-accounts/awards-assistance/tuition-fees-payment-deferral#application. If no arrangement is made and outstanding debts do occur, students are severely restricted as they may have a "hold" placed on their accounts. Students may not be able to register or order McGill transcripts if they have a "hold" on their record. For this reason, students are encouraged to apply a payroll fee deduction so that bi-weekly payments can be deducted toward the student's fee account (providing that they are receiving external funding or receiving a stipend).

Please note: Registration has no effect on when tuition/fees are due, though students will be charged a $100 late registration fee if they do not complete registration by the registration deadline.

Course Requirements

All graduate students within the McGill Psychology Department are required to take and pass courses during their time in the program. In addition to the required courses listed below, please consult Appendix A, which provides a template listing of courses to register for depending on whether you are a Master's or PhD student in the Experimental or Clinical Psychology program track. Please also consult the Master of Science and Doctor of Philosophy listing for McGill Psychology Department's program requirements.

PSYC 660 – Psychological Theory

All new students to the Graduate Program, whether in the Experimental or the Clinical Program track (MA 1, MSc 1, PhD 1, or PhD 2) 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. Relevant readings will be assigned and students will present brief reports on selected research.

PSYC 650 & PSYC 651 – Advanced Statistics

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

Graduate Area Seminars

The general purpose of graduate area seminars is to broaden students' knowledge of psychology, though this does not preclude students from also taking lecture, laboratory, or computer courses that will help them acquire additional skills for their research. Given that the area seminars are requirements of the PhD program, most students will not take them for credit until they have completed their Master's degree.

Students in the Experimental program take four area seminars over their PhD program. All students should take these seminars in PhD 2, PhD 3 or Ph.D 4. Students are expected to register for one or more area seminar each semester until four seminars are completed. Students in the Clinical Program track take two area seminars over their PhD program. All Clinical students are required to register for these two seminars in non-clinical areas (see Additional Clinical Requirements for more information). Before registering for an area seminar, please consult Appendix B, which explains the numbering system used to keep track of different seminars offered through the same course number within the McGill Psychology Department.

At least half the area seminars students are required to take should be from the McGill Psychology Department offerings. Within the Psychology Department, six seminars are usually being offered in the major fields of neuropsychology, science, personality/social, language/development, and quantitative psychology each year. These include area seminars (i.e., PSYC 700 level) offered yearly or combined graduate/undergraduate courses (i.e., specific PSYC 500 level) where graduate students fulfill doctoral requirements with respect to readings and written/oral assignments. Doctoral students in 500 level courses will be expected to produce some substantive evidence of their involvement, in both oral and written form, that goes beyond the work required by the undergraduate students taking the same course. This work may include weekly readings, a series of short written assignments, an oral presentation, or a major paper. These doctoral requirements and the percentage by which they count towards the final course grade must be specifically outlined in the course outline distributed early in the semester before the end of the drop/add period.

Outside of the Psychology Department, graduate course offerings (i.e., 500 level or higher) can be taken in other departments if the course is considered by the student and their thesis supervisor to be important for the student's program. If these are 500 level offerings, then students will be expected to produce some substantive evidence of their involvement, in both oral and written form, that goes beyond the work required by the undergraduate students taking the same course. This work may include weekly readings, a series of short written assignments, an oral presentation, or a major paper. These doctoral requirements and the percentage by which they count towards the final grade must be specifically outlined in the course outline distributed early in the semester before the end of the drop/add period. To take a seminar outside of the Psychology Department, students should submit in writing their intention to the Graduate Program Director, along with their supervisor's approval and the course outline.

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 that bases salary upon course credits, such as the Quebec CEGEP system.

Exemptions from Required Courses

It is not possible to receive an exemption for PSYC 660 – Psychological Theory. 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.

However, incoming students may be exempted from "technical" courses such as statistics as well as "content" courses such as graduate area seminars if they have already completed equivalent graduate courses at another university. For technical courses, it is not necessary to transfer credits, but for content courses, students may transfer credits if they have not already used the courses for credit toward another degree.

A student can be exempted from or transfer credit for a required course only if the professor of the course agrees that the course material has been covered. For example, if advanced statistics courses have been taken previously at another university, an exemption may be possible if these courses provided students with the level of knowledge of introductory statistics that is typically acquired in one-semester courses on the subject, i.e., a full understanding of the concepts underlying hypothesis testing and estimation of location, dispersion, and correlation at a non-mathematical level, with practical techniques for computing, chi square test, single predictor regression coefficients, and so on. If students think an exemption or transfer may be possible, it is recommended that they contact the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator and the Graduate Program Director as soon as they enter the program with information about their courses and

record.

Year-End Research Paper

At the end of every Winter semester (i.e., April 15th), students have to submit a research paper that could take the form of a First Year Research Paper, a Master's Thesis or Fast Track Paper, a Qualifying Paper, or a Research Progress Paper. In certain cases, the Special Comprehensives and the PhD Dissertation may be used as a substitute for the research paper submission. Use the following table to determine which paper should be submitted:

On August 31st, I will be:	On April 15th, I will need to submit a:
In MA 1, MSc 1, PhD 1	First Year Research Paper
In MA 2, MSc 2 (only for Experimental students)	Master's Thesis or Fast Track Paper
In PhD 2 (only if previously admitted as PhD 1)	Qualifying Paper
Writing my Special Comprehensives	No paper due
Submitting my PhD dissertation	No paper due
In all other instances	Research Progress Paper

First Year Research Paper

Students who are in the first year of their Master's or PhD program (i.e., MA 1, MSc 1, or PhD 1) must write a First Year Research Paper to fulfill the requirement of PSYC 601 – First Year Research Paper. Its purpose is to encourage students to begin their research in their first year.

The form and content of the First Year Research Paper depends on each student's background and interests. This will be discussed and agreed on by the thesis supervisor and the 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 that the student conducted during their 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 should submit (by email) their First Year Research Paper no later than April 15th to their thesis supervisor and their advisory committee members, with copy to the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator. Students who foresee that they will be unable to meet the April 15th deadline need to inform the Graduate Program Director before this deadline, providing a reason for the delay and the expected date of submission.

After submission, each member of the advisory committee preferably provides written feedback on the paper directly to the student and their thesis supervisor. Alternatively, advisory committee members may contact the student to meet with them to discuss the paper. If the student has not received written feedback by May 1st, then the student should take the initiative to contact their respective committee member(s) to discuss their paper. Students should also meet with committee members if they have received written feedback that they disagree with or that they do not understand.

The thesis supervisor, based on the feedback from the advisory committee and their own evaluation, will then assign a letter grade and report this to the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator by the beginning of May so that the grade can be submitted to the Faculty of Graduate and Postgraduate Studies on time (typically in mid-May).

> Please note: Students who enter the program with a Master's degree (i.e., students entering into the PhD program as PhD 2) are usually exempt from writing a First Year Research Paper. These students submit a [Research Progress Paper](#) instead. However, if students have little or no background in psychology, then they may be asked to submit a First Year Research Paper.

Master's Thesis or Fast Track Paper

Students in the Experimental Program who are in the first year of their Master's (i.e., MA 1 / MSc 1) will select one of two options to submit in their second year (i.e., MA 2 / MSc 2): either a Master's Thesis or a Fast Track Paper.

1. Master's Thesis

A Master's thesis is based on the research area of the student, and should demonstrate good scholarship, research ability, organization, and literary style. Although Master's theses are frequently publishable, and students are encouraged to publish them, publishability and originality are not criteria for passing a Master's thesis. As such, students should not delay completing their Master's degree to meet unnecessarily high standards that are more appropriate to a PhD dissertation.

A Master's thesis can be submitted after at least three semesters of residency. Please consult the Faculty of Graduate and Postdoctoral Studies website for more information on [thesis preparation](#) and [initial thesis submission guidelines](#). Please also consult the [Faculty of Graduate and Postdoctoral Studies website](#) for the required forms that should be completed prior to the initial thesis submission.

> Please note: Consult the thesis guidelines (http://www.mcgill.ca/gps/thesis/guidelines) for preparation and initial e-thesis submission. Should you have any questions during this process, please contact Chantale Bousquet by email at chantale.bousquet@mcgill.ca.
>
> Students must go on myThesis and complete the form called "Intent to submit my thesis" approximately two months prior to the submission of the thesis. Please read carefully all instructions including the ones for the nomination of examiners. https://www.mcgill.ca/gps/thesis/thesis-guidelines/examination/thesis-examiners.

Master's theses undergo a formal evaluation by a single examiner, resulting in a "pass" or a "fail". Please consult the Faculty of Graduate and Postdoctoral Studies website for more information on the [thesis examination](#).

2. Fast Track Paper

A Fast Track Paper is a piece of research that meets the criteria for a Master's thesis, except the paper will summarize the student's research in the form of a manuscript for a journal. The advantage of choosing this option is that the Fast Track Paper can become part of the student's PhD dissertation. In contrast, the Master's thesis research cannot be included in the PhD dissertation.

When the Fast Track Paper is ready to be submitted, the student should submit a copy of the paper to the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator and they should nominate three faculty members as readers. One of these readers will be their thesis supervisor and the other two will typically be faculty members from the department. However, one of the readers may be a faculty member from outside the department but within the Montreal academic community. Once the paper has been submitted, the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator will distribute it 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 (at minimum, the group needs to include the student's advisory committee members and some graduate students).

> Please note: If the Fast Track Paper is not submitted by August 31st of the second year of the Master's program (i.e., MA 2/ MSc 2), students are automatically expected to submit a Master's thesis within the next year.

Students should discuss the option of a Master's thesis or Fast Track Paper with their thesis supervisor in their first year.

Students typically submit either their Master's thesis or Fast Track Paper by April 15th of the second year of their Master's program (i.e., MA 2 / MSc 2). Students who foresee that they will be unable to meet the April 15th deadline need to inform the Graduate Program Director before this deadline, providing a reason for the delay and the expected date of submission. Under special circumstances, the Master's thesis or Fast Track Paper can be submitted at the very latest by August 31st of the second year of the Master's program.

Upon successful completion of the Master's thesis or Fast Track Paper, students who desire to continue their studies in the PhD program 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 Student Advising Administrator/Graduate Student Affairs Coordinator. Students' application for promotion for PhD 2 will then be brought to the Annual Student Review in May. Promotion of students to PhD 2 are based on the following criteria being fulfilled:

- The student's Master's thesis had a positive outcome or the student's Fast Track Paper received a "pass" evaluation
- The student's progress in the program is evaluated positively
- The student is evaluated as demonstrating good research potential

Please note: The student's First Year Research Paper may form part of their Master's thesis or Fast Track Paper.

Qualifying Paper

Students who are admitted to the first year of their PhD (i.e., PhD 1) must submit a Qualifying Paper by April 15th of their second year (i.e., PhD 2) to be promoted to PhD 3. The deadlines, procedures, and evaluation criteria for submission of a Qualifying Paper are identical to 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 switch from the PhD program to the Master's program and submit a Master's thesis implies that the student will not be allowed to apply to continue on to do their PhD (McGill University regulation).

Please note: Students who enter the program with a Master's degree (i.e., students entering into the PhD program as PhD 2) are exempt from writing the Qualifying Paper. These students submit a Research Progress Paper instead. However, if students have little

or no background in psychology, then they may be asked to submit a Qualifying Paper.

Research Progress Paper

All students who are not submitting their First Year Research Paper, their Master's Thesis or Fast Track Paper, or their Qualifying Paper (and in certain cases, their Special Comprehensives or their PhD Dissertation) 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 during the past year. The paper might comprise of the theoretical background, methods, and results of a study that was conducted during the year, written in the format of a manuscript to be submitted to a journal, or it might be a manuscript that the student has submitted or will be submitting for publication that summarizes the student's research during the year. The paper may include sections from previous years (e.g., from their First Year Research Paper, Fast Track Paper, or Qualifying Paper) and build upon them (e.g., by adding the methods and results of a study that was previously proposed).

In the Research Progress Paper, the student must demonstrate 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 which 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.

The student should submit their Research Progress Paper no later than April 15th to their thesis supervisor and their advisory committee members (by email or hard copy, depending on the professors' preferences). Students must also notify the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator when the paper is submitted. Students who foresee that they will be unable to meet the April 15th deadline need to inform the Graduate Program Director before this deadline, providing a reason for the delay and the expected date of submission.

After submission, the advisory committee provides feedback to the student and the thesis supervisor by May 15th so that the supervisor can include this information together with their own evaluation of the paper for the Annual Student Review during the Summer semester.

Special Comprehensive Examination

The Special Comprehensive Examination takes the form of an oral examination based on the candidate's written thesis proposal. The examination will ordinarily be completed in the third year of the PhD program (PhD 3), ideally before May 15th of the given year, but at the latest, it has to be completed three years after first registering in the PhD program. The examination is a test of the student's ability to recognize, evaluate, plan, and perform original scholarship

and to demonstrate that they are a suitable candidate for a PhD degree.

1. The Written Thesis Proposal

The written thesis proposal provides a concise review of the background literature, and must discuss the proposed problem, its importance, and the methods to be applied to its examination (i.e., the proposed studies). The proposal should be around 20-30 pages long. The proposal should also contain a timetable. The proposal must be well thought-out, carefully written and edited, and finished with appropriate references and illustrations. The proposal can include already finalized (and potentially submitted/published) manuscripts. These manuscripts should be placed into the appendix of the proposal. The student must present a draft proposal to their thesis supervisor in a timely fashion and take into account the supervisor's comments and required revisions before the written thesis proposal is ready to be submitted.

2. The Candidacy Examination Committee

Once the written thesis proposal is complete, the student and the thesis supervisor will create a *Candidacy Examination Committee*. The goal of the candidacy examination committee is to determine that the student, i.e., the 'candidate', has a sufficient understanding of the background information, rationale, and methodological issues to perform and analyze their research topic. The candidacy examination committee consists of the thesis supervisor, two members of the student's advisory committee, and one external member (a faculty member from another department at McGill or from another university). If the external member is not located in Montreal, they can participate in the committee through secure virtual means. One of the advisory committee members will chair the oral examination (the supervisor cannot chair the oral examination).

> Please note: If a member of the student's advisory committee serves on the student's candidacy examination committee, this does not preclude the advisory committee member from also later serving on the student's oral defense committee. Serving as an external member on the student's candidacy examination committee also does not preclude the external member to later serve as external member on the student's oral defense committee.
>
> However, an external member on the student's candidacy examination committee cannot later serve as external **examiner** for the student's dissertation and oral defense committee

Once the candidacy examination committee has been formed, the student will submit a completed "Candidacy Examination Schedule Form" and a copy of their written thesis proposal to the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator. The form and thesis proposal must be received at least two weeks prior to the scheduled oral examination date. The Graduate Student Advising Administrator/Graduate Student Affairs Coordinator along with the Graduate Program Director will examine the proposal and the composition of the candidacy examination committee to ensure that both meet graduate program requirements.

- If all is in order, the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator will then distribute the thesis proposal to the candidacy examination committee.
- If any problems are identified, then the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator will inform the student and the thesis supervisor; if necessary, the oral examination will be postponed until the outstanding issues are resolved.

3. The Oral Examination

On the scheduled oral examination date, the oral examination will begin with a formal 20-minute presentation by the student that reviews the background and the rationale for the proposed studies, the specific hypotheses and objectives, the methodology, results obtained to date, and future directions. The student will then be asked to respond to questions from the candidacy examination committee and they will be queried on topics related to the proposed area of research. 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.

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". The thesis supervisor may remain for the closed session but will act only as a resource allowing the committee to make an informed decision; they will not cast a vote to determine whether the student's performance is a "pass" or a "fail". Comments and judgment will be recorded on the Candidacy Evaluation Form and the results will be communicated to the student by the examination chair. If the judgment is "fail", the student will be required to re-take the Experimental Special Comprehensive Examination again within four months. For the second examination, the composition of the candidacy examination committee must remain the same, but needs to contain an additional faculty member from the department. A second failure will require withdrawal from the PhD program.

PhD Dissertation

A PhD dissertation consists of an original contribution to knowledge in the student's research area that often includes one large study or several related studies on a single topic. 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 of the advisory committee can be asked to comment on preliminary drafts of the dissertation.

Work on a dissertation is usually begun immediately by students in PhD 2. Students cannot submit their dissertation until they complete a total of six semesters of residency. 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 for the semester they expect to submit their thesis.

Please consult the Faculty of Graduate and Postdoctoral Studies website for more information on thesis preparation and initial thesis submission guidelines. Please also consult the Faculty of Graduate and Postdoctoral Studies website for the required forms that should be completed prior to the initial thesis submission.

Please note: Please consult the thesis guidelines (http://www.mcgill.ca/gps/thesis/guidelines) for preparation and initial e-thesis submission. Should you have any questions during this process, please contact Chantale Bousquet by email at chantale.bousquet@mcgill.ca.

Students must go on myThesis and complete the form called "Intent to submit my thesis" approximately two months prior to the submission of the thesis. Please read carefully all instructions including the ones for the nomination of examiners. https://www.mcgill.ca/gps/thesis/thesis-guidelines/examination/thesis-examiners.

PhD dissertations undergo a formal evaluation by two examiners, one internal and one external, resulting in a "pass" or a "fail", followed by an oral defence. Please consult the Faculty of Graduate and Postdoctoral Studies website for more information on the dissertation examination and oral defence.

Teaching Experience

Students are encouraged to become involved in the undergraduate teaching activities of the McGill Psychology Department because this is the best way to prepare for a teaching position and because it helps to consolidate knowledge in the field. There are two ways to gain such experience: through teaching assistantships or through a teaching internship.

In both cases, students are responsible for ensuring that they will have time available in their schedule for their teaching responsibilities, which will occur in addition to their research and/or clinical requirements. Teaching positions are contractual responsibilities and should be treated as such.

Teaching Assistantship

Teaching assistantships are positions that can be applied to for remuneration. Selection and job criteria for these positions are 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 in terms of the criteria for eligibility to become a teaching assistant and workload and qualifications for the job.

Students will receive an offer letter through Workday if an offer is extended. Students who win external fellowships are often restricted to work less than the 180 hours required of a TA, and so they are normally discouraged from applying for teaching assistantships. Priority is also given to students in PhD 1 to PhD 4 and MSc/MA 1 and 2. Typically, the Psychology Department will post courses on the department website and on Workday for which it seeks teaching assistants in April (for the Fall semester) and in October (for the Winter semester). Students are asked to apply during the following four weeks by stating their 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. At the end of the teaching assistantship, an evaluation of the graduate students' TA abilities and work is made by the faculty member of the course, and will be kept in a file for documentation of teaching abilities. This file is separate from the student's academic file.

Teaching Internship

A non-remunerative 3-credit teaching internship is also offered to students who want more teaching experience. The first internship is PSYC 797 and the second is PSYC 798. These are doctoral level courses and do not overlap with TA duties.

In conjunction with the faculty member teaching the course, the student will be involved in designing an undergraduate course, developing a novel framework for organizing a portion of the content, and giving some lectures. Interested students are expected to speak with their supervisor and then approach the faculty member of the course at least two months in advance. The internship has to be approved by the Graduate Program Director.

Additional Clinical Requirements

In addition to the sections on Administration, Research Training, Registration, Course Requirements, Year-End Research Papers, Special Comprehensives, PhD Dissertation, Teaching Experience, Annual Student Review, and Time Limitation, students in the Clinical Program must also complete the following additional requirements:

Clinical Coursework

Additional courses required of clinical students provide training in diagnostic and therapeutic theory and practice. Further information about the content of these courses may be obtained from the Clinical Program or from the instructor or by consulting Appendix A.

The first summer in the Clinical Program is devoted to PSYC 625 Research. Students in the Clinical Program do not register for the Summer semester but they must add the summer course to their record on MINERVA, which will include it as a continuing course.

Additionally, students in the Clinical Program are required to take two graduate area seminars that are in non-clinical areas. These seminars should be taken in Years 2, 3, or 4 of the program. Any 700-level course outside of the clinical area offered by the Department of Psychology will fulfill this requirement. Students should consult with their supervisor and select seminars that are the best fit with their training goals.

At least one of the two seminars must be a 700-level course taught in the Department of Psychology. A list of courses being offered will be sent to students each year. It is possible to take one of the two seminars in a different department. To do so, students must submit a course outline and a description of how taking this course will help them to achieve their training goals to the Graduate Student Advising Administrator by the deadline specified at the start of each semester. A committee of faculty members will review these requests.

Please consult the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator if you have any questions.

Clinical Internships

Students are required to successfully complete two half-time internships or 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 receive their training in other cities, many students choose to divide their training into halves that they complete at two different settings in the Montreal area. Internship performance is evaluated by the internship supervisors and the internship coordinator.

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. As such, these programs must ensure that all clinical students fulfill all requirements listed in the Ordre's Manuel d'agrement. Thus, the Clinical Program has been designed such that students who follow the required curriculum meet these requirements. It is therefore useful to note that following the procedures described in this graduate handbook is important not only for graduation, but also for licensure in the province of Quebec. This also extends to record keeping.

To ensure that all clinical students meet all program requirements, the Clinical Program Director and the Graduate Student Affairs Coordinator collect information from various sources, including students.

Please note: Although the program is designed to fulfill these licensure criteria, it is based on the assumption that students have a substantial undergraduate background in psychology. For those with very different academic backgrounds, extra coursework may be needed. This is why it is important to respond promptly to requests for information about current and past coursework, etc.

Annual Student Review

Students are accepted into the McGill Psychology Department Graduate Program on the basis of their excellent academic record and on the recommendations of respected academics. The Department assumes that students will work the necessary hours needed to meet their goals and standards and assumes that they will continue to do well within the Program. As such, the pursuit of excellence in an individually tailored program is encouraged; however, competition for grades among graduate students is not. Students are encouraged to strive toward their own particular career goals, while maintaining the Program's standards of excellence.

To ensure that these career goals and standards of excellence are met, 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 the sections on Research Training, Registration, Course Requirements, Year-End Research Papers, Special Comprehensives, and PhD Dissertation. Each student's completion of these requirements are then subject to a formal academic evaluation by the McGill Psychology Department.

To do so, at the end of Winter semester (i.e., end of April), the following pieces of information will be submitted to the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator:
- the Graduate Progress Tracking Report for yearly objectives
- grades for all courses
- results from the Year-End Research Paper or Special Comprehensive examinations

- reports from the student's [advisory committee](#).

Students are responsible for ensuring that all documents and materials are registered and/or submitted on time. The Graduate Student Advising Administrator/Graduate Student Affairs Coordinator will contact students with more information closer to the deadline dates.

Then, each Spring (i.e., end of May), 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 signs the GPS Progress Tracking Form. The student then uploads it on MyProgress.

- If the student's overall performance is considered satisfactory, the student should make note of any areas of concern that are detailed in the Progress Tracking Form (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.
- If the student's overall performance is seen by the faculty as unsatisfactory, a follow-up meeting must occur no later than 6 months after the review. Two unsatisfactory review reports (not necessarily successive) constitute unsatisfactory progress towards the degree and, if recommended by the Psychology Department, the student will be withdrawn from the University.

In both cases, students should discuss their letter and the contents within with their supervisor. Students may also ask for additional feedback from their course instructors and any other involved party. Insisting on clear and detailed feedback will beneficially serve the student's interests.

If the student is still unclear about the basis and nature of any areas of concern or issues and they believe the evaluation is inaccurate, the student may request a more extensive formal evaluation. The following are examples of the kinds of circumstances that might lead to a student requesting a formal evaluation:

- A new student does poorly in several courses (i.e., a grade below B, which is considered a failure in the Graduate Faculty) and/or shows little evidence of research ability
- A PhD student fails to show satisfactory progress in thesis research over an extended period of time
- A student completes a Master's thesis, but shows major difficulties conducting research, and is deemed unlikely to successfully complete the PhD program.

In such cases, the student may ask to meet with their 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 their case. Some examples of what the subcommittee might decide are:
- Recommend that the student (re)takes certain courses, with the student's final status in the program dependent on performance in the course(s)
- Ask for evidence of significant progress in research within a specified period

- Recommend that the student changes research area and/or supervisors
- Recommend that the student leaves the program

If the student cannot accept the Grievance Subcommittee's views and recommendations, then there are appropriate University procedures available. Please consult the University Committee on Student Grievance website for more information.

Leave of Absence & Vacation Policy

A leave of absence may be granted by the Faculty of Graduate and Postdoctoral Studies for reasons such as maternity or parenting, personal or family health, professional development, required military service, or employment that precludes progress towards the degree. The request must be made on a term-by-term basis, and may be granted for a period of up to 52 weeks. If a student requires a leave of absence, they must make such a request in writing to the department along with any appropriate documentation. Once approved by the department, the student must complete an online form requesting approval from the Faculty of Graduate and Postdoctoral Studies. Please consult the leave of absence policy at the Faculty of Graduate and Postdoctoral Studies website for more information.

Graduate students are normally entitled to vacation leave equivalent to university holidays and an additional total of fifteen working days in the year. We recommend that students discuss time off with their thesis supervisor as needed.

Time Limitation

The Faculty of Graduate and Postdoctoral Studies has a time limitation for Master's and Doctoral programs. Candidates for the Master's degree must complete the degree within three years of initial registration, and students 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 within four years after completing the three years required residency, i.e., by the end of PhD 7, otherwise the student will be unable to register again. Please consult the timeline policy at the Faculty of Graduate and Postdoctoral Studies website for more information.

Section 3. Problems of an Academic Nature

Although the McGill Psychology Department's Graduate Program has been structured in a manner to minimize problems, occasionally they do arise. There are sometimes special circumstances that cause difficulties for a student or a supervisor, which, although not directly reflecting on the student's academic standing, nonetheless might affect academic performance. For instance, a student's personal circumstances may be challenging for a period of time, or a student or a supervisor may discover that they cannot work together for personal or academic reasons. Although we hope that such issues can be resolved by informal means, students have a variety of options available to them to help resolve such issues.

Please note: The problems listed in this section are typical of individual one-to-one problems. If more collective concerns arise about any aspect of the McGill Psychology Department's Graduate Program, students are certainly encouraged to voice these issues as a group. Suggestions, proposals, initiatives, and complaints by graduate students can initiate small or large reforms in the way the program is run. Please contact members of the Graduate Association of Students in Psychology and the Graduate Program Director with your input.

Possible Options to Resolve Issues

Within the Psychology Department, the thesis supervisor is ideally the first person to reach out to when issues arise. Course instructors or members of the student's advisory committee can be helpful in this regard as well. Student representatives on the Graduate Program Committee are also well informed on Department affairs and welcome inquiries. Additionally, members of the Graduate Association of Students in Psychology and fellow graduate students within the program are likely also able to advise as necessary. Any of these individuals should be able to offer help or re-direct the student to someone who can help.

At all times, students should also feel free to speak to the Graduate Program Director to discuss and work on options for dealing with any such issue that arises. Students can be assured that whatever issue is being raised with the Graduate Program Director will be considered seriously and in confidence.

Should the student's issue not be satisfactorily resolved within the department, then the student can access resources outside of the department: The Office of the Ombudsperson for Students offers confidential, informal, independent, and impartial dispute resolution services to all members of the student community by providing information, advice, intervention, and referrals. Their mandate is to intervene at any point and attempt to resolve issues informally before proceeding to more formal processes.

Utilizing a Grievance Subcommittee

If the student believes that a more formal evaluation is necessary, then the student can request for the matter to be handled by the Grievance Committee of the Graduate Program Committee of the department.

The Grievance Subcommittee normally consists of one faculty members and two graduate students who are members of the Graduate Program Committee, along with the Graduate Program Director who normally acts as the Chair. The Grievance Subcommittee is typically selected in the Fall semester of each year. Because the relevant student and their supervisor cannot be a member of the Grievance Subcommittee, it may be necessary to adjust the subcommittee's membership for a particular case.

Once a student requests a meeting of the Grievance Subcommittee, the subcommittee obtains the information it needs in appropriate ways (e.g., speaking to the student and the supervisor, receiving written presentations from various staff and students), meets and discusses the information, and concludes their evaluation in a timely fashion (usually within 2 weeks) with a summary of its conclusions, their basis, and recommended actions. Naturally, the final actions agreed upon by the Grievance Subcommittee will depend on the specific case.

Students would then receive a letter from the Graduate Program Director stating the Grievance Subcommittee'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 Grievance Subcommittee's views and recommendations, then there are appropriate University procedures available. Please consult the University Committee on Student Grievance website for more information.

> Please note: The use of the Grievance Subcommittee for a student should not be interpreted as necessarily meaning that the student's academic standing in the Department is in question. Instead, the student may think of the subcommittee as a means of ensuring a full and thorough evaluation is performed in order to ensure that a fair and effective resolution can be achieved.

Academic Issues that have Arisen in the Past

Although it is clearly not possible to detail all problems that might arise, some of the more conventional examples of issues that have arisen in the past and potential means of resolution are listed here.

Grades of Incomplete

A student can receive an "incomplete" (i.e., a "K" grade) in a course if all of the requirements of the course have not been met for legitimate reasons. Typically, course instructors will advise the student that a "K" will be submitted.

If a "K" grade is given, both the student and the course instructor must agree on a date of completion for the student to finish the requirements of the course. The student is obliged to submit the required work by the agreed date. Failure to do so will result in a "failure" (i.e., a "KF" grade) being submitted.

Reread Policy

Students have the right to an impartial and competent review of any marks, subject to reasonable administrative arrangements. It is expected that the student will first meet with the course instructor to discuss their mark. If the student still wishes to have a reread after this meeting, the reread conducted by a second reader will be a review of the original mark to determine whether it is fair and reasonable. The reread cannot be conducted unless the student has saved a copy of the specific paper or assignment in question to ensure that it has not been changed after the original grading.

Conditions and procedures for a reread are described in the Graduate studies reread policy at the Faculty of Graduate and Postdoctoral Studies website.

Failure in a Course

University regulations state that a student who fails one course is no longer considered in good standing, and thus can be required to withdraw from the University. In the context of an otherwise excellent record, it would be unlikely that a single such failure would be used by the Psychology Department as a reason to require a student to leave the program. Failure in a single course may be noted in the student's Annual Student Review as unsatisfactory progress, with recommendations for improvements for the following year.

In such cases, the student is advised to consult with their supervisor and the Graduate Program Director to note their options moving forward.

Awarding a Terminal Master's Degree

All graduate students in the McGill Psychology Department 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 the Master's program be carried on to the PhD program.

If a student decides to leave the program with a Terminal Master's degree, the student must inform their supervisor and the Graduate Program Director of this in writing as soon as possible. If a student is asked to submit a Terminal Master's degree and not continue on to their PhD, then every effort will be made to give the student reasonable warning of this fact along with the rationale that accompanies this decision. Students will have an opportunity to make use of the Grievance Subcommittee of the Graduate Program Committee if they require a more formal evaluation of the process.

Changing Supervisors

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

Occasionally a student or a 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 (assuming they wish to remain in the Psychology Graduate Program) and the student must obtain substitute funding. While a graduate student is in good standing, in the event that a change in supervisor is required, the University as a whole is obliged to make reasonable efforts to identify a supervisor, with due regard to the preference of the student; however, it is important to recognize that this does not mean that an individual department is obliged to supervise the student's research if appropriate supervisory faculty members cannot be found within the department. As such, the Graduate Program Director should be consulted regarding such changes and can advise the student of their options moving forward.

Cases for which a change of supervisor results in difficulties can be handled by the Grievance Subcommittee of the Graduate Program Committee.

Section 4. ETHICAL ISSUES

The [Faculty of Graduate and Postdoctoral Studies](#) at McGill University administers the procedures, programs, and rules and regulations for all graduate students. Students should consult the [Charter of Student's Rights](#) and the [Code of Student Conduct and Disciplinary Procedures](#) from the [Office of the Dean of Students](#) for more detailed descriptions of rules and regulations. It is the student's responsibility to be aware of and follow these regulations and all students are expected to conduct themselves according to the ethical and behavioural standards that promote an environment of respect, trust, and inclusion, where academic excellence can flourish.

In this section, we reprint several important policy notes that are important for students to be aware of. This section is not meant to be comprehensive regarding all rules and regulations in place, but is rather meant to be a starting guide to reference further information. All students are required to familiarize themselves with these policies in their entirety.

Plagiarism

Section 16-19 of the [Code of Student Conduct and Disciplinary Procedures](#) outlines McGill University's definitions of and procedures for dealing with both academic and non-academic offences of plagiarism and cheating. Attention is drawn in particular to Section 16, which is reproduced in full below:

a) *No student shall represent another person's work, published or unpublished, as their own in any writing, such as an essay, thesis, research report, project or assignment submitted in a course or a program of study, or represent as their own the work of another, whether the material so represented constitutes a part or the entirety of the work submitted.*

b) *No student shall contribute any work to another student with the knowledge that the latter may submit the work in part or whole as their own. Receipt of payment or other forms of compensation for work contributed shall be cause for presumption that the student had such knowledge.*

These rules are adhered to very strictly in our Graduate Program and pertain to all written and oral presentations. If a student has any doubts as to the correct way to acknowledge other people's ideas or to quote from other's work, it is recommended to ask the thesis supervisor or course instructor for advice before handing in a paper, thesis, and such. Ignorance of the definition of plagiarism is not a defense.

Ethics of Authorship

Frequently, students and faculty members publish papers on jointly conducted research. Sometimes, questions arise regarding authorship (e.g., who is senior author, who is an author

at all). The best policy is to of course not let such questions develop. Both students and supervisors are advised to have explicit conversations about the expectations and contingencies with respect to publication. In this manner, conflicts about authorship can usually be avoided.

In the absence of such discussions, the official policy of McGill University is published in Section 6.2-6.5 in the [Regulation on the Conduct of Research](#) and attention should be paid to Section 6.2.3, which is reproduced in full below:

> 6.2.3 *In the absence of an agreement between research collaborators, the following rules shall govern the order of attribution of authorship:*
> *(i) authorship shall be attributed to all those researchers who have made significant scholarly contributions to the work and who share responsibility and accountability for the results;*
> *(ii) attribution of authorship shall be determined according to:*
> > *(a) the quality and quantity of a researcher's contribution;*
> > *(b) the extent of a researcher's responsibility and accountability for the results;*
> > *(c) the best practices of the discipline;*
> *(iii) the order of attribution of authorship shall not be affected by whether a researcher was paid for their contribution or by their employment status.*

The McGill Psychology Department offers the following statement, representing the Department's general practice, as a guideline for students.

- 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.
- In many cases, the student and supervisor will co-author a submitted manuscript. As per University regulations, 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. It would be inappropriate to include the names of people who have not made a scholarly contribution.
  - A "significant scholarly contribution" to the student's research, justifying joint authorship, may be considered to have been made when the supervisor (or another person) took some part in: (i) developing the hypotheses or objectives, (ii) designing the research, and (iii) writing the report. This is a point on which judgment has to be exercised, and no rigorous criteria can be laid down; but it seems that joint authorship would not be justified if the supervisor (or another person) did not make a genuine contribution in all these functions.
  - If the student writes and submits the manuscript (e.g., for most work arising from doctoral thesis research), they would normally be first author, with the supervisor as second or last author.
  - If, after several years, the student has not written up the research for publication, and if the supervisor feels the research is timely, they may write and submit the manuscript, with the student as first or second author, after a reasonable attempt to obtain the student's consent.
  - However, when the supervisor feels that, though they may have initiated the work and guided the research and writing, their role was no more than that of a teacher and that the thought and work are largely the student's, they should leave the student to publish alone.

- 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 their name in an authorship position 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, they then wrote the paper themselves, they should take senior authorship. Cases that fall in between can usually be decided by agreement between the supervisor and student.

Ethics of Experimentation

Section 8-15 of the Regulation on the Conduct of Research outlines McGill University's rules and procedures for dealing with ethics in experimentation, with the Regulations Concerning the Investigation of Research Misconduct establishing a procedural framework for when misconduct is suspected or occurs. It is expected that all research at McGill University shall be conducted in accordance with the highest ethical standards, while respecting the legal and moral rights of those involved in the research and complying with the regulatory framework that governs said work.

Animal Welfare

All students working with animals must exercise the greatest care for the welfare and comfort of their animals. All animals must be housed in the animal quarters. All cages in the animal quarters must be labelled with the student's name. Do not bring strays or foundlings into the laboratory, or any new experimental animals without permission. Do not pet or interfere with others' animals.

Given that McGill University has been a target of animal liberation activists in the past, 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. Visitors are not allowed into the animal rooms. If a student encounters someone they do not recognize in the animal quarters, they can question their reason for being in the space, and if they are not authorized to be there, then they have full authority to ask them to leave immediately. Any incidents of this sort should be reported to the Chair of the Animal Care Committee.

For procedures for obtaining animals, see your research supervisor.

Experiments involving any unpleasantness for animals are not to be undertaken unless there is no other way of gaining the information and an agreement is reached that the information is scientifically important. In addition, unpleasantness is to be minimized by gentle handling, careful use of anesthesia, and proper medical care and hygiene. All proposed animal experimentation must be approved by the Departmental and University Animal Care Committees.

Human Experimentation

In addition to the [Regulation on the Conduct of Research](#), McGill University outlines more specific information on rules and procedures when experimentation involves human participants in the [Policy on the Ethical Conduct of Research involving Human Participants](#).

In order to maintain the privilege of doing research on human participants, psychologists must exercise great concern for their rights. The three major granting agencies in Canada – the [Canadian Institutes of Health Research](#) (CIHR), the [Natural Sciences and Engineering Research Council](#) (NSERC), and the [Social Sciences and Humanities Research Council](#) (SSHRC) – developed a [Tri-Council Code of Ethical Conduct for Research Involving Humans](#), with which all researchers must become familiar. To summarize a few main items:

- Free and informed consent from the participant or an authorized third party must be obtained in writing. The University's Research Ethics Board can decide whether consent procedures that alter these elements are justified. For example, participants may be told that they are not supposed to know the exact hypotheses of the experiment or their assigned condition until afterwards. Participants have the right to know the purpose and nature of the experiment.
- If there is to be any unpleasantness (physical or mental) for the participant, they are 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).
- Ensure privacy and confidentiality of information provided by participants, for example, by using codes instead of names on data sheets, and by keeping questionnaire and interview information in a secure place.

Responsibility of Researchers

In addition to the points listed above, 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.

Ethics of Privacy and Records Management

As a researcher or teaching assistant, students may have access to private information through their working responsibilities (e.g., student names, ID numbers, email addresses). All students are responsible for safeguarding this information and understanding how to securely store and/or transmit it. Some basic responsibilities include ensuring that devices used for McGill University work are encrypted, that personal information is not stored outside of Canada (i.e., Dropbox), and that any paper records containing personal information are stored securely.

Please contact the Administrative Coordinator if you have any questions about private information or records management.

Ethics on Intimate Relationships between Teaching Staff and Students

Every member of McGill University's teaching staff (e.g., faculty member, teaching assistant, postdoctoral and graduate supervisor) is expected to conduct themselves with integrity and professionalism in all communications and interactions with students. This relationship is one of trust, power, and authority. Thus, it is important to be aware that serious problems and misunderstandings may arise if a member of teaching staff is involved in an intimate relationship with a student.

Therefore, teaching staff are expected to comply with the McGill University's Regulation on Conflict of Interest and Guidelines on Intimate Relationships Between Teaching Staff and Students, which state that whenever a teaching staff is involved in a close personal relationship with a student (e.g., family or amorous relationship), the teaching staff must terminate the supervisory or evaluative role with respect to that student and make alternative arrangements for the student's supervision and evaluation.

Please consult the guidelines above for additional recommendations on disclosures of the relationship to academic units and adherence to conflict management plans.

Sexual Harassment and Violence

McGill University's Policy Against Sexual Violence applies to all members of the McGill community, and specifically details that the University does not tolerate sexual harassment and violence in any form. The University relies on the Code of Student Conduct and Disciplinary Procedures, the Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff, the Policy on Harassment and Discrimination Prohibited by Law, and the Regulation on Conflict of Interest as procedural and administrative tools by which a survivor of sexual violence can pursue a formal report against a McGill student, staff, or faculty member.

The McGill Psychology Department supports University regulations concerning sexual harassment and violence, and expects its faculty members, graduate students, teaching assistants, and undergraduates to comply with both the letter and the spirit of the regulations. Any instance of sexual harassment and violence may be reported to the Senior Equity and Inclusion Advisor. More information can be found at Reporting Harassment, Discrimination, and Sexual Violence website.

Additional resources focused on support and education for survivors of sexual harassment and violence can be found at the Office for Sexual Violence, Response, Support, and Education (OSVRSE) and the Sexual Assault Center of the McGill Students' Society (SACOMSS).

Section 5. ADMINISTRATIVE INFORMATION

Orientation for New Graduate Students

The McGill Psychology Department is always excited to welcome a new cohort every Fall semester, and together with the Graduate Association of Students in Psychology, our faculty members, staff, postdoctoral fellows, and graduate students celebrate 'Psychology Orientation Week' during the first week of classes in September. During the week-long event, we host a Welcome BBQ, with food and drinks for all, a Research Colloquium, where 3-4 current graduate students give brief talks on the great research happening in the department, and a Wine & Cheese Reception, where the new cohort can meet and mingle with the entire department. More information will be provided by the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator closer to the date.

New graduate students are also advised to consult the First Year at McGill handbook at the Campus Life & Engagement website for more useful information.

McGill Accounts

Graduate students at McGill University use three main platforms and knowing how to use all three of these will help ensure continued success at McGill:

- McGill email account: All students are automatically given an official McGill email address and mailbox when they confirm their acceptance to the program. Students are responsible for reading their email frequently, as most departmental announcements and information regarding courses, deadlines, funding, and workshops are transmitted weekly by email.
- Minerva: As McGill's web-based administrative interface, Minerva contains personal, student, employee, financial, and scholarship information. Ensure that this information is kept up to date.
- myCourses: As McGill's learning management system for online teaching and learning, myCourses is a virtual space where course instructors will post announcements, class notes, syllabus, and any other important information for their classes. Students should ensure that they have access to any courses they are currently registered for on myCourses.

Laboratory and Desk Space

Students generally have access to their supervisor's laboratory space. Additional research space may be available for students who need short-term space for work. Every effort is also made to assign each graduate student a desk either in their supervisor's laboratory or in one of the shared students' office spaces. These room assignments are typically announced at the

start of the Fall semester.

As the case with all on-campus spaces, it is important to be respectful and maintain all laboratory and desk spaces in good order. Please contact the Administrative Coordinator for more information. Any problems should be taken up with the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator.

Key, Fob, and Card Access

All key, fob, and card access requests for laboratories and offices require approval by a faculty member. Access for laboratory spaces and assigned graduate offices should be requested from the Administrative Coordinator. A $25.00 deposit is typically required per key and will be refunded when your key is returned. A deposit of $20.00 will be requested for the fob. The fob is used to access the elevators after hours.

Mailboxes

Official mail for graduate students can be picked up in the mailroom, organized by Supervisor labs, between the hours of 9am and 5pm on weekdays. It is important to note that the Department's mail services should not be used for private mail. Please contact the Administrative Coordinator to request card access to the mailroom.

Supplies and Materials

Supplies and materials required in connection with the student's research (e.g., computer workstations, technical equipment) should already be or will be available to them from their supervisor's laboratory space. Supplies and materials required in connection with teaching assistantships (e.g., software, exam booklets) may be obtained from the McGill Psychology Department. However, apart from research and teaching assistantship needs, students are expected to supply their own stationery and materials for their personal needs.

Under no circumstances should students open desk drawers in the offices or any of the stationery cupboards. Computers in staff offices are not available for student use. Students should not enter staff offices to use computers at any time.

Purchase of Supplies and Materials

Authorization of the supervisor or research director must be obtained before any order is placed or a purchase made for McGill-related supplies and materials. With the authorization of the thesis supervisor, purchases may be reimbursed through an expense report. In such cases, it is important to get a detailed sales receipt and to contact the Accounts Administrator for more information on applying for reimbursements.

Equipment Available for Use

It is essential that when students use any "public" equipment, such as the computer resources or operating or histology equipment, that they leave it as neat as they found it. Disregarding this rule will lead to loss of privileges in equipment use.

Under no circumstances should instruments or equipment be removed from the original rooms that they reside in. Before using any piece of equipment, ensure that the supervisor, an experienced graduate student, or a technician has correctly demonstrated how to use it. Misuse of delicate equipment leads to costly repairs. Any 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 any problems to the Science IT Services by email at science.it@mcgill.ca.

Photocopying Equipment

There are photocopy machines in Room 740 at 2001 McGill College Avenue. Students can use these copiers for personal use by swiping their student card. The charges will go directly onto their fee accounts.

Individual professors have their own passcodes for grant funded research, for their courses, and for Departmental administrative work. Graduate students will have access to the teaching passcode for a course only if they are the assigned Teaching Assistant and receive permission from the course instructor in charge.

Research Equipment

Typically, most of the equipment that a student requires for their research is the responsibility of the supervisor. Often, temporary loans of equipment can be made from other faculty members on an individual basis. Some equipment has also been bought by the Psychology Department for general use. There is equipment available for undergraduate experiments, maintained by the Psychology Department's Science IT Services.

Transcripts and Records

Official McGill transcripts should be requested via Minerva. New graduate students must also make sure that an official final transcript of all degrees listed in uAapply be sent directly from that University to the following email address: officialschooldocs@mcgill.ca.

Travel Awards

The McGill Psychology Department and the Faculty of Graduate and Postdoctoral Studies offer travel support (i.e., typically up to $500 - $1,000) for both Master's and PhD students to help defray the expenses of graduates who will be traveling to an academic conference for the purpose of presenting a paper or poster, or to attend an advanced training or statistical workshop. Travel awards can usually only be claimed once over the course of students' graduate education.

Information about departmental travel awards will be sent via email by the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator. Please consult the Funding for Travel website of the Faculty of Graduate and Postdoctoral Studies for university-specific travel awards.

Pets

As a McGill University Building Policy, pet animals are not to be brought into McGill campus buildings at any time. This restriction does not apply to trained and certified working service dogs of people who have a documented disability. Please contact the Administrative Coordinator with your documentation to inform them of such an accommodation.

Additionally, no laboratory animals should be taken as pets. This is a university regulation and must be adhered to.

Smoking

McGill is a smoke-free campus, and outside of designated outdoor smoking areas, smoking is prohibited within McGill campus buildings.

Section 6. STUDENT AFFAIRS & SERVICES

Graduate Association of Students in Psychology

The Graduate Association of Students in Psychology or gasp is the McGill Psychology Department's graduate association under McGill's Post Graduate Students' Society (PGSS). They represent psychology graduate students' concerns to committees within the Department and to the PGSS, and they function as a liaison between graduate students and the department.

Gasp welcomes all psychology graduate students as members. Each Spring semester, they elect four students to make up a Steering Committee. They organize the selection of students for various committees, such as the Graduate Program Committee, the Association of Graduate Students Employed at McGill, and the Post Graduate Student Society. They also organize the Psychology Orientation Week for new graduate students and additional extracurricular activities.

Departmental Committees

In collaboration with the McGill Psychology Department, the Colloquium Committee is responsible for organizing 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 research areas in the department and a staff liaison member. The Committee members are responsible for inviting speakers and making all arrangements for their visits.

Libraries

A large system of libraries is available to all graduate students, which contain material relevant to some areas of Psychology: McLennan (main library), Health Sciences (McIntyre Building, 3rd floor), Blacker Wood (Redpath Library, 2nd floor; information on animal behaviour), Education (Education Building; information on child development), Montreal Neurological Institute (MNI, 6th floor; information on neurology), Mathematics (Burnside Hall; quantitative information), and Physical Sciences and Engineering (main campus; information on artificial intelligence). Workshops are frequently available at the McLennan Library on how to use and make best use of the libraries' vast resources.

Bookstores

The main university bookstore, Le James, 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.

Student Health and Wellness Services

McGill University offers a wide variety of services to support student success and well-being. The [Student Wellness Hub](#) at the Brown Student Services Building, 3600 McTavish Street at the corner of Dr. Penfield and Peel, offers access to basic physical and mental health services, as well as health promotion and peer support programs. They offer specialized programming related to issues that have a major impact on academic performance for students, such as stress, anxiety, depression, addictive behaviours, and sleep issues.

Please consult the Post-Graduate Students' Society [Health and Wellness Resources](#) webpage for a comprehensive list of on- and off-campus services.

Insurance

To access health and wellness services, students must bring their student ID card and their Healthcare, Medicare, or equivalent card. Please consult the [Insurance Access](#) webpage (or the [McGill International Health Insurance](#) webpage for international students) to determine what type of health insurance is covered.

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 of your documents and you may be able to renew your student visa painlessly through the [Office of International Student Services](#) at the Brown Student Services Building, 3600 McTavish Street.

If you have any questions about immigration issues as they pertain to the Psychology Department (e.g., funding for international students, confirmation letters), please contact the Graduate Student Advising Administrator/Graduate Student Affairs Coordinator.

Housing

The [Off Campus Housing Service](#) 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. The English newspaper [The Montreal Gazette](#) and the French newspaper [La Presse](#) also contain classified ads for rentals.

Traditionally, 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 that contain moderate to inexpensive housing are Côte des Neiges, St-Henri, and the Plateau. Apartment prices in these areas range from about $700-900 for a one-bedroom studio apartment, with each additional room adding about $100 to the base price. Students are advised to look for an apartment early in June as students from the three other Universities in the Montreal area are also looking for apartments at this time. Most leases in Montreal begin July 1st.

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 and fridge) are sometimes charged to the tenant. So, before signing a lease, make sure that the lease states clearly who pays for what and what is included in the rent. For more helpful tips when searching for housing, please consult the Useful Information section of the Off Campus Housing Service webpage.

Parking

Limited parking facilities are available in McIntyre Garage adjacent to the Stewart-Biology building or at the corner of Dr. Penfield and Drummond at a charge of about $200 per month. Parking permits are available from Parking and Transportation Services.

Because of limited parking space, students are not often given permits. Therefore, alternative parking may be available at the Elgin apartments across the road from the Stewart-Biology Building.

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. Student 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 every semester, and students are advised to register early.

And finally, Thomson House

All graduate students automatically belong to Thomson House, the graduate student center at 3650 McTavish Street. This is the spot for celebrating the victories and drowning the sorrows of graduate school. Graduate students can bring a guest, and postdoctoral researchers and faculty members can buy associate memberships.

APPENDIX A – WHAT TO REGISTER FOR

When Admitted as MSc 1

Stage	Course Number	Description	Credit
Masters 1 (Year 1)	PSYC 690 D1, D2 (Fall / Winter)	Master's Research I: <u>only</u> if submitting MA/MSc thesis	15
	PSYC 660 D1, D2 (Fall / Winter)	Psychological Theory: *A seminar covering a range of topics*	6
	PSYC 650 (Fall)	Advanced Statistics I	3
	PSYC 651 (Winter)	Advanced Statistics II	3
	PSYC 601 (Winter)	First Year Research Paper: *Literature review and research proposal*	6
	End of Masters 1: Submit First Year Research Paper (April 15)		
Masters 2 (Year 2)	PSYC 699 (Fall)	Master's Research II: <u>only</u> if submitting MA/MSc thesis	12
	No course number	Fast-Track Paper	
	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): Register for the term that you will be doing the Special Comprehensive exam [candidacy examination]	6
	End of PhD 3: Take Special Comprehensive Exam (April 15)		
PhD 4 (Year 5)	Research PSYC 710 - 758	One Area Seminar	3
	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
	Research 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

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.

Students in the Experimental program take four area seminars over their PhD program. All students should take these seminars in PhD 2, PhD 3 or Ph.D 4. Students are expected to register for one or more area seminar each semester until four seminars are completed. At least half the area seminars students are required to take should be from the McGill Psychology Department offerings.

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.

When Admitted as PhD 1 (Experimental Program)

Stage	Course Number	Description	Credit
PhD 1 (Year 1)	PSYC 660 D1, D2 (Fall / Winter)	Psychological Theory: *A seminar covering a range of topics*	6
	PSYC 650 (Fall)	Advanced Statistics I	3
	PSYC 651 (Winter)	Advanced Statistics II	3
	PSYC 601 (Winter)	First Year Research Paper: *Literature review and research proposal*	6
	End of PhD 1: Submit First Year Research Paper (April 15)		
PhD 2 (Year 2)	No course number	Qualifying Paper	
	End of PhD 2: Submit Qualifying Paper (April 15)		
PhD 3 (Year 3)	Research PSYC 710 - 758	Two Area Seminars	6
	PSYC 701 (Fall or Winter)	Special Comprehensive (Candidacy Examination): Register for the term that you will be doing the Special Comprehensive exam	6
	End of PhD 3: Take Special Comprehensive Exam (April 15)		
PhD 4 (Year 5)	Research PSYC 710 - 758	Two Area Seminars	6
	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
	Research 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 Research Progress Paper (April 15)		
	Submit PhD Thesis		

Experimental students admitted at the PhD level, must register in PhD 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.

Students in the Experimental program take four area seminars over their PhD program. All students should take these seminars in PhD 2, PhD 3 or Ph.D 4. Students are expected to register for one or more area seminar each semester until four seminars are completed. At least half the area seminars students are required to take should be from the McGill Psychology Department offerings.

When Admitted as PhD 2 (Experimental Program)

Stage	Course Number	Description	Credit
PhD 2 (Year 1)	PSYC 660 D1, D2 (Fall / Winter)	Psychological Theory: *A seminar covering a range of topics*	6
	PSYC 650** (Fall)	Advanced Statistics I	3
	PSYC 651** (Winter)	Advanced Statistics II	3
	PSYC 601* (Winter)	First Year Research Paper (April 15) if no or limited background in psychology	6
	End of PhD 2: Submit First Year Research Paper (if no or limited background in psychology (April 15)		
PhD 2 (Year 2)	No course number	Qualifying Paper	
	End of PhD 2: Submit Qualifying Paper (April 15)		
PhD 3 (Year 3)	Research PSYC 710 - 758	Two Area Seminars	6
	PSYC 701 (Fall or Winter)	Special Comprehensive (Candidacy Examination): Register for the term that you will be doing the Special Comprehensive exam	6
	End of PhD 3: Take Special Comprehensive Exam (April 15)		
PhD 4 (Year 5)	Research PSYC 710 - 758	Two Area Seminars	6
	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
	Research 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 Research Progress Paper (April 15)		
	Submit PhD Thesis		

* 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).

** Students who entered the program with an MA/MSc may be exempt from the stats courses. Please consult with the instructor.

Students in the Experimental program take four area seminars over their PhD program. All students should take these seminars in PhD 2, PhD 3 or Ph.D 4. Students are expected to register for one or more area seminar each semester until four seminars are completed. At least half the area seminars students are required to take should be from the McGill Psychology Department offerings.

When Admitted as PhD 1 (Clinical Program)

Stage	Course Number	Description	Credit
PhD 1 (Year 1)	PSYC 660 D1, D2 (Fall / Winter)	Psychological Theory: *A seminar covering a range of topics*	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 children*	3
	PSYC 618 D1, D2 (Fall / Winter)	Practicum Adult Diagnostics	3
	PSYC 650* (Fall)	Advanced Statistics I	3
	PSYC 630 (Fall)	Psychopathology: *A review of the major types of psychopathology with an emphasis on current research findings*	3
	PSYC 728 (Fall)	Ethics and Professional Issues: *History, ethics, and professional issues in clinical psychology*	3
	PSYC 651* (Winter)	Advanced Statistics II	3
	PSYC 601** (Winter)	First Year Research Paper: *Literature review and research proposal*	6
	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)		
PhD 2 (Year 2)	PSYC 620 D1, D2 (Fall / Winter)	Practicum 2: *128 hours (equivalent of 0.5 days / week for 32 weeks, September-April) of supervised psychotherapy experience. Taken concurrently with the case conference course, PSYC 752.*	6
	PSYC 641 (Fall)	Behavior Deviations 1 – Theory and Research evidence pertaining to process and outcome in individual psychotherapy, including humanistic, psychodynamic, and cognitive-behavior approaches.	3
	PSYC 642 (Winter)	Behavior Deviations 2 – Theory and research evidence pertaining to process and outcome in couple, family and group psychotherapy.	3
	PSYC 752 D1, D2 (Fall / Winter)	Psychotherapy & Behavior Change: *A case conference course with an associated practicum in psychotherapy, PSYC 620. Topics includes case formulation, effectiveness, consultation and supervision.*	6

PSYC 729 (Winter)	Theory of Assessment: *Major issues and related research findings in clinical psychology relevant to test construction, measurement, and assessment are reviewed.*		6
PSYC 730 (Winter)	Clinical Psychology: Biological Methods – The focus of this seminar is on the biological bases of psychotherapy. Students learn about techniques used to investigave the biological bases of behaviour (e.g. neuroimaging, genetics, psychophysiology, psychopharmacology).		3

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

PhD 3 (Year 3)	PSYC 706 (Fall / Winter)	Practicum 2: *384 hours (equivalent of 1.5 days / week for 32 weeks, September-April) of supervised psychotherapy experience, typically in a more specialized setting selected in collaboration with the Practicum/Internship Director in relation to the student's interests and developing skill set.*	3
	PSYC 701 (Fall)	Special Comprehensive (Candidacy Examination)	6
	PSYC 7XX *** PSYC 7YY ***	Area Seminars	3 3

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

PhD 4 (Year 4)	PSYC 707 D1, D2 (Fall/Winter)	Clinical Internship 1: *The student may undertake their internship (which can be done as one full-year full-time experience or two full-year half-time segments) during year 4. All practica and Internships must be completed at sites approved by the Clinical Committee. It is common for students to undertake their internship in years 4 and 5.*	15
	PSYC 708 D1, D2 (Fall/Winter)	Clinical Internship 2: *The student may undertake his/her internship (which can be done as one full-year full-time experience or two full-year half-time segments) during year 4. All practica and Internships must be completed at sites approved by the Clinical Committee. It is common for students to undertake their internship in years 4 and 5.*	15
	PSYC 732 D1, D2	Practicum 3: 256 hours (equivalent of 1.0 days/week for 32 weeks, September-April) of supervised psychotherapy experience, typically in a more specialized setting selected in collaboration with the Practicum/Internship Director in relation to the student's interests and developing skill set.	3
	PSYC 733 D1, D2 (Fall/Winter)	Optional Practicum (if not on internship): *256 hours (equivalent of 1.0 days/week for 32 weeks, September-April) of supervised psychotherapy experience, typically in a more specialized setting selected in collaboration with the Practicum/Internship Director in relation to the student's interests and developing skill set.*	
	PSYC 7XX *** PSYC 7YY ***	Area Seminars (as needed)	

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

PhD 5	PSYC 7XX ***	Area Seminars (as needed)
(Year 5)	PSYC 7YY ***	
	PSYC 70X	Clinical Internship (as needed)

End of PhD 5: Submit [PhD Thesis](#)

* Students who entered the program with a Master's may be exempt from the course if they have already completed equivalent graduate courses at another university. See [Course Requirements](#) for more information.

** Students who entered the program with a Master's 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. See [First Year Research Paper](#) for more information.

*** Students in the Clinical Program typically take two graduate area seminars in Years 3 or 4 that are in non-clinical areas. See [Additional Clinical Requirements](#) for more information.

When Admitted as PhD 2 (Experimental Program)

Stage	Course Number	Description	Credit
PhD 2 (Year 1)	PSYC 660 D1, D2 (Fall / Winter)	Psychological Theory: *A seminar covering a range of topics*	6
	PSYC 650* (Fall)	Advanced Statistics I	3
	PSYC 651* (Winter)	Advanced Statistics II	3
	PSYC 601** (Winter)	First Year Research Paper: *Literature review and research proposal*	6
	End of PhD 2: Submit [First Year Research Paper](#) (April 15)		
PhD 3 (Year 2)	Research PSYC 710 - 758	Two Area Seminars	6
	PSYC 701 (Fall or Winter)	Special Comprehensive (Candidacy Examination): Register for the term that you will be doing the Special Comprehensive exam	6
	End of PhD 3: Take [Special Comprehensive Exam](#) (April 15)		
PhD 4 (Year 3)	Research PSYC 710 - 758	Two Area Seminars	6
	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
	Research 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 who entered the program with a Master's may be exempt from the course if they have already completed equivalent graduate courses at another university. See [Course Requirements](#) for more information.

** Students who entered the program with a Master's 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. See [First Year Research Paper](#) for more information.

Students in the Experimental program take four area seminars over their PhD program. All students should take these seminars in PhD 2, PhD 3 or Ph.D 4. Students are expected to register for one or more area seminar each semester until four seminars are completed. At least half the area seminars students are required to take should be from the McGill Psychology Department offerings.

APPENDIX B – COURSE NUMBERING FOR GRADUATE AREA SEMINARS

The McGill Psychology Department will try to hold graduate area seminars each term in at least 3 of the 7 areas listed below. Over multiple years, course numbers for seminars may repeat, even though subsequent seminars deal with different topics in the area and/or be given by different professors, e.g., the actual content of the area seminar 'Special Topics in Cognition' changes every year, but the overall title and designation remains the same. In this case, if a student has already taken a graduate area seminar under a specific course number, they can take that graduate area seminar more than once.

However, because students can only register for a specific course number once, they need to be able to use an alternate course number than the one that was previously registered. The numbering system given below takes this need into account. The first time a student takes a graduate area seminar under one of these course numbers, they register using the course numbers labelled "1st time"; the second time that area seminar is taken, the student uses the number listed under "2nd time"; etc. This numbering system allows academic credit to be given each time a student takes a seminar in a particular area. This system also implies that students sitting in the same seminar could be registered under different course numbers, depending on whether or not they have taken a seminar with the same course number before.

	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	