

UNL

Department of Psychology

Graduate Student Guidebook

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Disclaimer: This Guidebook is intended to provide useful information for Department of Psychology graduate students. Although efforts are made to keep the Guidebook accurate and up to date, the information contained herein is subject to change and may be superseded by Departmental, programmatic, or University policies.

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## Welcome to Graduate School!

Graduate study begins in a manner that seems similar to undergraduate school. You take courses and strive to do well. But even at the beginning, the differences are apparent. You are invited to work closely with one or more faculty with whom you will develop close working relationships. You will have greater responsibility for self-initiated research and most of you will teach your own classes, while clinical and law/psychology students participate in practica under the guidance of experienced faculty supervisors. In this respect, your experience as a student is changing from classroom-based learning to becoming an independent scholar. As a graduate student, you will participate in the many and varied activities of our department -- brown bag luncheons, colloquia, symposia, and social get-togethers. The relationships that you will develop with faculty and fellow students will be among the most memorable features of these years. We are excited that you are here, and look forward to the talents that you bring to our learning and working together!

This handbook is a reference tool intended to help you make your way through graduate study. Although the handbook is designed to assist you, be aware that program requirements, deadlines, and procedures may change at any time. The goal is to provide you with an overview of what follows in graduate study so you can proceed onward with knowledge and confidence.

You should be aware of the many sources of good information and advice available to you. The Department of Psychology (<http://www.unl.edu/psypage/>) and the Office of Graduate Studies (<http://www.unl.edu/gradstud/index.html>) have websites with information and resources you will find useful. All the forms necessary to document your progress in graduate school is available on those websites.

- The Graduate Studies Bulletin provides considerable information concerning graduate program requirements at UNL, and is the final authority on all formal aspects of graduate study.
- The University of Nebraska web site (at [www.unl.edu](http://www.unl.edu)) is also an excellent source of updated information concerning graduate program requirements, and enables you to download forms that you may need at a moment's notice!

Perhaps the best sources of information and advice, however, are the people around you. Faculty members are happy to answer questions and provide guidance (solicited or unsolicited) on anything you need to know, whether concerning course selection or presenting a paper. Fellow students are also excellent informants, especially about how things "really get done" in graduate school. Just as you will experience the pleasure of offering helpful guidance to junior students in the department when you are an advanced graduate student a few years from now, your fellow students are happy and willing to help you in any way they can. Bon Voyage!

## Graduate Education at the UNL Department of Psychology

The University of Nebraska-Lincoln (UNL) has a deep and significant place in the history of psychology in the United States. If psychology dates its founding to Wilhelm Wundt's laboratory at the University of Leipzig in 1879, and the founding of psychology in the U.S. to William James's laboratory at Harvard several years later, psychology arrived at the UNL not long afterward. Harry K. Wolfe, a Nebraska native, obtained his undergraduate degree at the UNL and then traveled to Leipzig to become one of Wundt's first two doctoral students. At the close of his program, Wolfe returned to the UNL as a faculty member in the Department of Philosophy where, in 1889, he founded the first psychology laboratory in the U.S. devoted primarily to undergraduate instruction. As a consequence, the Department of Psychology at UNL was one of the first in the nation to celebrate its centennial, and the twin themes of research and undergraduate education continue to define our department's mission in the field.

UNL was thus an early center for psychological research because of Wolfe's work, and more presidents of the American Psychological Association (APA) have received their undergraduate education at UNL than from any other institution. The department is nationally prominent also because of the *Nebraska Symposium on Motivation*, the oldest and one of the most visible annual symposia in psychology. The Clinical Psychology program is one of the oldest APA-accredited programs in the country and the Law Psychology Program is one of the first joint degree programs of its kind in the world. As you can tell, your department has a tradition of firsts!

### Description of Each Psychology Program

The UNL Department of Psychology has graduate programs in six areas: clinical, biopsychology, developmental, cognitive, social-personality, and law/psychology. All are research-intensive graduate programs with clinical students supplementing their training with extensive work in therapeutic practice, and law/psychology students obtaining advanced degrees in law as well as psychology. The department endorses a *Mentoring Partnership Model* of graduate training that involves graduate students in a variety of professional activities under the close supervision of faculty members.

#### **Biopsychology Program**

The Ph.D. program in Biopsychology is a highly individualized, research intensive, program of study. Because the Biopsychology program is specifically designed to be flexible in terms of matching specific research interests of a given student, the specific course requirements vary with individuals. Typical course work for an incoming student with a Bachelor's degree includes a two course sequence in research methods and data analysis and several seminars in such areas as comparative and physiological psychology, pharmacology, genetics, learning processes, drug abuse, and related fields. In addition, students will typically take directed readings in their specialty. Students with a Master's degree in a related area will be able to transfer some coursework. Transfer credit is determined by UNL Office of Graduate Studies policy and the Biopsychology faculty. Students in

the Biopsychology program are required to be continuously engaged in research which often includes three semester hours in a research course each semester (e.g., 975, 996).

### **Clinical Psychology**

The Clinical Psychology Training Program is one of the oldest clinical training programs in the country, having had continuous accreditation since 1948. The goal of this program is to produce broadly-trained, scientifically-oriented, doctoral psychologists who have skills in both research and professional roles. The Clinical Psychology Training Program is well-integrated in the surrounding community and many clinical and research activities occur in community settings. At the broadest level, training can be divided into Adult, Child, and Family areas. Within these broad areas a concentration on a variety of specific topics is possible. Examples of program of study emphases include alcohol abuse, clinical and experimental psychopathology, family and relationship violence, forensic psychology, mental health policy, and treatment process and outcome.

### **Cognitive Psychology**

The specialization in cognitive psychology is designed for students who have interests in perception, attention, memory, human learning, decision making, or other aspects of human information processing and cognition. While the cognitive specialization encourages applications from students with a broad range of research interests, current research interests of faculty and students include topics in both basic and applied cognition. These include visual and auditory attention, implicit learning, cross-modal and multimodal pattern recognition and memory, cognitive ergonomics of auditory and visual data displays, cognitive aspects of survey responses, autobiographical memory and eyewitness memory.

### **Developmental Psychology**

The graduate program in Developmental Psychology at UNL focuses on exploring the conditions of children's lives in which development unfolds. Faculty are not only experts in fundamental processes related to infant-parent attachment, cognitive and social development in childhood and adolescence, and moral development, but are also committed to integrating their knowledge with public policy issues concerning child maltreatment and adolescent risk-taking, cultural processes related to morality and self, and the educational contexts of human development. This research-oriented, multidisciplinary program is a collaborative effort with Developmental faculty in the Psychology Department of Educational Psychology at Teachers College.

### **Law/Psychology**

Under the dual sponsorship of the Department of Psychology and the College of Law, the Law/Psychology Program at the UNL has been recognized since its inception in 1974 as a leading program in training scholars who are engaged in basic and applied research and writing on psycho-social issues and problems related to the law. The program is the world's oldest, on-going integrated program in psycholegal studies. The Law/Psychology Program

offers interdisciplinary training in psychology and law. Of particular interest is the specialization in Mental Health and Justice Systems Research. The Law/Psychology Program trains researchers and professionals to identify and evaluate the psychological assumptions underlying laws and court decisions and to apply their psycho-legal expertise to improve understanding of the operation of law in society.

### **Social-Personality Psychology**

There are three areas of emphasis within the social-personality program. First, a student may frame a graduate program in General Social Psychology. This is for students broadly interested in social psychological theory and research, especially those who want a career as an academician-researcher in social psychology. Second, a student may focus on Applied Social Psychology and Evaluation Research during the graduate program. Students emphasizing this area might have academic employment as a goal, but they would also be developing skills that would allow them to obtain employment in non-academic settings. A third potential emphasis is in the area of Personality Theory and Research. Our students who are oriented toward a career as an academician-researcher in personality emphasize this area. While we share a scientific orientation toward the subject of personality, the theoretical viewpoints of the faculty interested in personality are quite diverse, ranging from psychological and social learning orientations to an interest in existential, humanistic and transpersonal psychology.

## **Research**

Coursework acquaints you with the scientific literature and research methods of the field, and enables you to develop other professional skills. But independent research is where your knowledge and skills are applied to advancing understanding of your area of interest.

### **Choose an Advisor**

It is one of the most exciting features of graduate study, and this is why it begins in the first semester of your first year. Early in the first year, graduate students are expected to become better acquainted with all program faculty and their research interests. This is usually accomplished by scheduling individual meetings with faculty members to discuss research interests, and asking them for copies of papers for you to read. After having done so, students ***choose a faculty adviser*** who can provide guidance for the early stages of the student's research program. Many factors enter into choosing an adviser (and fellow students can provide helpful advice also): the faculty member's research interests and background, style of mentoring students, availability, and her or his compatibility with the student are important considerations. There is no expectation that the person you choose to provide early guidance to your research will necessarily guide you throughout your graduate program, and students commonly transition from one mentor to another as their interests and goals develop. Moreover, there is no expectation that you have only one faculty member with whom you are working closely in research, and students commonly work with more than one faculty. Even so, the selection of an initial mentor is an important first step in embarking on research during your first semester.

## **The First Year Project**

This is an important step because your faculty mentor will guide the development of your *first-year ("996") research project* (Also known as the MERP or ROTT project). The purpose of the 996 project (the name derives from the course number under which you register: Psy. 996) is simply to get you started in research. Thus various kinds of projects can be considered. For some students, the 996 project is the student's own, self-initiated research study of a topic of special interest. For others, the 996 project consists of undertaking a portion of a faculty member's ongoing research study, assuming responsibility for developing measures or designing analyses for a particular part of the research. For some, the 996 project is a secondary analysis of a research dataset that has been previously collected. Because the 996 project can be one of many different options, students should consider carefully which option to choose. Undertaking your own study can be challenging, but it provides the rewards of completing a study that is entirely your own, and you can guide the project from start to finish (with the assistance of your faculty mentor). It is easier to get started in collaborative research on a faculty member's ongoing project, or conduct secondary data analysis, although the project is not entirely your own. Different faculty members in the your program might have different ways of guiding graduate students in conducting the 996 project, and this can be one factor in the choice of a faculty adviser.

Once you have decided on a project in consultation with your adviser, write a short proposal that describes the research question(s) you intend to address, the methods you will use for doing so, and the findings you expect will be yielded by your project. If you are inaugurating your own study, this will be a formal research proposal that you will submit for review by the department's Ethics Committee and the university's Institutional Review Board (IRB) to ensure protection of the rights of human participants (you can find information in the Department of Psychology office about how to prepare your proposal for Ethics Committee and IRB review). If you are working on a faculty member's ongoing research or a secondary analysis of an existing dataset, your proposal will probably be less formal. In any case, after your proposal has been read and approved by your adviser, give it to another faculty member for her or his review also. Once your 996 proposal has been approved by two faculty members, you're ready to begin!

Because the format of the 996 project can vary, the scope and timetable for such a project is different for different students. Nevertheless, students should plan to have chosen a faculty mentor and begun planning the 996 project by the end of their first semester of graduate study. Typically, the project should be underway, during the second year of graduate study (summer is a good time for progressing in research). When the 996 project is completed, the student writes a report of the research questions, methods, results, and conclusions under the guidance of the faculty mentor. The report must then be read and approved by two program faculty members (one of whom can be the faculty mentor) before the 996 project is completed. Many students proceed then to prepare a report of their 996 project to present at a conference and (hopefully) to submit for publication.

## **Other Research Experiences**

The 996 project inaugurates a graduate student's research career. Between the time that the 996 project is completed and the doctoral dissertation is inaugurated, students are typically involved in several other research projects. Some are of the student's own design (perhaps as a follow-up to the 996 study), while for others you participate in a research team. Many students work on several research projects simultaneously. By the time a student begins the dissertation, he or she should have experience with all phases of the research process (e.g., designing a new study, gathering original data, data analysis, writing a report and submitting it for publication). The conclusion of the 996 project provides you with the opportunity to decide whether you want to continue with the research directions inaugurated with this project or move in other directions, perhaps with the assistance of a different faculty adviser. In short, it is all up to you how to proceed. But keeping involved in research is key, because in doing so your skills as a scientist grow and become refined.

## **Teaching and Teaching Assistantships**

If you are planning on an academic career, becoming experienced in teaching is an essential feature of graduate study. But even if you never intend to teach (perhaps because you plan on a research career at a public or private institute), developing teaching skills is important to learning how to communicate complex information clearly and effectively. For this reason, all first-year graduate students who plan to teach or be a teaching assistant are required to participate in the Teaching Methods in Psychology (Psy. 974) seminar during their first semester. The seminar is designed as an introduction and overview of issues of teaching philosophy, methods, and practical challenges.

The seminar on teaching methods is a helpful complement to your role as a ***Graduate Student Teaching Assistant (GSTA)*** when you have a teaching assistantship. Most first-year graduate students are awarded a teaching assistantship as part of their admission package to the program. Your experience as a GSTA hinges critically on the relationship you develop with the faculty member in whose course you are working. Teaching assistants can have many responsibilities: some organize and conduct recitation sections associated with a large lecture course; others contribute by grading papers and exams; many guest lecture in the class; others help to prepare course material, handouts, and exams; some organize internships for the students; most have office hours when they can provide individual assistance to undergraduates. Understanding clearly what is expected of you as a GSTA from the faculty member who is teaching the course is essential. A conversation early in the semester is always wise for clarifying roles and responsibilities. In addition, if you are one of several GSTAs associated with a single course (such as Introduction to Psychology [Psy. 181] or Research Methods and Analysis [Psy. 350]), you will find other teaching assistants to be helpful sources of information and support, especially if they have taught the course previously. Finally, keep in mind that the departmental office staff (including the work-study assistants) can be helpful sources of information about everything from how to copy handouts and exams to what to do with course rosters and class evaluations.

The Department of Psychology expects that graduate students will proceed through several stages in their development as teachers, with each successive stage involving greater responsibility and independence as an instructor. First-year students are most likely to work as a GSTA in a large-lecture course, while more advanced students may co-teach a summer session course together. Like all other experiences of graduate school, becoming an effective teacher can be challenging and time-consuming. Although other graduate students and faculty who have taught the class can often helpfully provide sample syllabi, lecture notes, exams, and textbook recommendations, most of your skill in teaching depends on you. Thus it is wise to plan your teaching experiences carefully. Teaching the same course on several occasions does not necessarily contribute to becoming a better teacher if you are doing the same thing from one semester to the next. Working as a GSTA in many different classes is not necessarily helpful if you are unlikely to teach each of these classes in your future professional career. Teaching your own class -- an opportunity afforded some advanced graduate students -- can be exhilarating, but the time-consuming demands of teaching a class for the first time may make it difficult to accomplish much else during that semester. Summer is often a fantastic time to develop instructional skills by co-teaching a summer session course -- unless you are planning on making significant progress on a research project at the same time. Consequently, it is wise to consider carefully the teaching opportunities available to you and choose carefully among them in consultation with your faculty adviser.

## **What else should I do . . . ?**

### **Read Voraciously**

Anything you can find that is current and important to the field. Consult with faculty about what to read next. Develop your knowledge, especially in the topics that interest you in psychology. Subscribe to the major journals of the field and read them, even if they are challenging to comprehend at the outset to keep up with the latest advances in thinking and methods of the field.

### **Look for Funding Opportunities**

Although the department will support your graduate study as long as you remain a student in good standing in the department, many funding opportunities can provide financial support for you without the responsibilities of a teaching assistantship. One of these opportunities is a university graduate fellowship. Students typically apply for these in the spring semester (an application requires a statement of purpose, your transcript, and three letters of support from faculty), and they are prestigious and can be a valuable source of additional financial support for graduate education. Funding opportunities also exist outside the university, especially in the graduate fellowship programs of federal agencies (such as NSF) and private organizations. Exploring these opportunities early in your graduate career can pay off significantly.

### **Become Professionally Connected**

A student membership is cheap, and enables you to subscribe to the leading research journals of the field. You also will receive newsletters that tell you what is happening in the professional organization with which you are affiliated as a scientist. Attend professional meetings, where you can meet the people who produce the research you read, and contribute your own scholarship in a research poster session. Travel funding to attend professional meetings can be obtained through application to the Warden funds, which offers up to \$500 annually in travel grants when you are the first author of a poster or presentation. In addition, RAC Funds are also available for students in clinical psychology. Be aware of the deadlines for applications, however, so you do not inadvertently miss out.

### **Explore Opportunities Outside UNL**

Many students have used the summer session as an opportunity to gain valuable research or practical experience in fellowship programs outside the UNL. Previous students have traveled nationally or abroad to participate in research projects during the summer or, by special arrangement, the fall or winter semesters. There are many opportunities outside this university that can enhance the education you receive at UNL.

### **Become Involved in the Governance Processes**

A valuable source of experience can be obtained through the Graduate Student Association (GSA). GSA representatives are included in the Department's Executive Committee and participate in faculty meetings, which is important to ensuring that the graduate student voice is heard in decision-making. Consider running as a representative.

### **Talk about your ideas with others**

Do not be hesitant or embarrassed to float a new idea about research or teaching with a graduate student colleague or a faculty member. You may be surprised by their appreciative and positive response.

## **Program Specific Requirements: Courses, Comps, and Dissertations**

All information presented to this point applies to all graduate students. However, each program has their own specific requirements for mandatory courses, comps, and dissertation. The following section briefly summarizes program specific requirements.

### **1. Biopsychology Program Requirements**

The Ph.D. program in Biopsychology is a highly individualized, research intensive, program of study. Because the Biopsychology program is specifically designed to be flexible in terms of matching specific research interests of a given student, the specific course requirements beyond the core requirements of the Ph.D. program, are determined by the students' advisor along with a supervisory committee. In general, students are expected to take the year

sequence of advance statistics offered by the department (941, 942) and any training relevant psychology pro-seminar and seminars offered by the department (e.g., 901, 904, 907, 924). Given the diversity of research and student interests additional course work typically includes specialized reading courses, as well as additional core courses offered in other departments. For example, students specializing in animal behavior might take one or more of the core courses in the School of Biological Sciences program in Ecology, Evolution, and Behavior. Students specializing in behavioral neuroscience might take core course in other departments that teach advanced pharmacology and immunology courses. Students in the Biopsychology program are required to be continuously engaged in research which often includes three semester hours in a research course each semester (e.g., 975, 996).

## **2. Clinical Psychology Program Requirements (See also the CPTP manual)**

The minimum course and credit hour requirements for the Clinical Psychology Training Program are as follows:

Core Clinical courses	18 hrs
Clinical Proseminar	
Psychopathology Proseminar	
Assessment I & II	
Psychotherapy	
Diversity course*	
3 Statistics and research design courses	9 hrs
2 Ethics seminars	2 hrs
1 Teaching Methods	1 hr
Clinical Intervention I & II	6 hrs
Practicum	12-24 hrs
Master's Equivalency Research	8 hrs
APA area courses (listed below), area of concentration, minors or elective courses	24-27 hrs
Dissertation	<u>18-24 hrs</u>
Total hours	Approx. 98-114 hrs

Included in the above minimum course requirements must be at least one course from each of the following areas:

- 1) History and systems
- 2) Biological bases of behavior
- 3) Cognitive and affective bases of behavior
- 4) Social bases of behavior
- 5) Individual behavior

The Department of Psychology provides one or more seminars at the graduate level in each of these areas. Proseminars can be selected from the following: Conditioning and Learning,

Cognitive, Developmental, Personality, Social Behavior, Sensation-Perception, and Physiological. The Clinical, Psychopathology, and History and Philosophy proseminars are required of all clinical students.

\*This is a new requirement in 2001 and is defined as any course that addresses diversity and multicultural issues. The course may be taken through the Psychology Department or through another department within the University. Two common courses students take to fulfill this requirement are: Cultural Diversity in Psychology (Psyc 979) and Multicultural Counseling (Edps 868). Consult your advisor about other possibilities that will fulfill this requirement.

### **Comprehensive Examination**

The Comprehensive exam consists of two components. The first component is supervised by the Clinical Faculty. The official Ph.D. component is under the jurisdiction of the student's Supervisory Committee.

1. The Clinical Comprehensive exam is a process that consists of the following elements:
  - a. The Clinical Oral Exam given at the end of the second year. (This exam also serves as the master's degree oral exam and the final exam of the Clinical Intervention courses.)
  - b. A Capstone Ethics course given prior to the student's departure for internship.
  - c. A review by the Clinical Faculty of all clinical, academic and research training at the time the student requests approval to apply for internship. The Clinical Faculty has the option at this time to require a second advanced oral exam to further evaluate clinical competency, if necessary.
  
2. The Ph.D. comprehensive exam is determined by the student's Supervisory Committee. Usually this exam will consist of the above Clinical Comprehensive components and an additional examination or paper(s) in a research concentration area, or minor areas (or whatever this Committee decides within Department Graduate Committee policy).

### **Doctoral Dissertation**

1. The Supervisory Committee must approve a dissertation proposal.
2. The Dissertation Chair advises the student until an acceptable draft of the dissertation is completed.
3. After the Chair approves the dissertation draft, two Supervisory Committee "readers" must read and approve the draft.
4. The revised draft is then approved by the entire committee.

5. A final Ph.D. oral exam is scheduled and announced to the Department. This exam is officially open to the public.
6. Bound copies of the dissertation should be filed with the Library and copies distributed to each member of the Supervisory Committee as well as a bound copy for the Department Library.

Note: It is critical that the student carefully follows all Graduate College guidelines and deadlines, and file all necessary forms required by the Graduate College. In particular the student should *file for graduation at the beginning of the semester when the student expects to graduate* and contact the Graduate Office for instructions during the semester.

***IMPORTANT:***

*It is very important that students who complete their Ph.D. training help us to maintain necessary records. Please let us know address/phone changes and job changes. E-Mail address updates are useful too. **NETWORKING IS A USEFUL TOOL FOR ALL OF US!!***

### **3. Cognitive Psychology Program Requirements**

**For a typical first-year student entering with a B.A. or equivalent:**

In the fall semester, students typically select

- n Psychometric Methods (PSYC 941)
- n Proseminar in Cognitive Psychology (PSYC 907)
- n Research other than thesis (PSYC 996)
- n Teaching Methods in Psychology (1 hour seminar – PSYC 9??)
- n Optionally, with an advisors approval, one other Proseminar, seminar, or graduate level course in another department that is relevant to a particular students interest. Typically, however, first-year students who are also supported by teaching assistantships are encouraged to restrict there formal course hours to 9-10 per semester.

For the Spring semester of the first year, a typical program could include

- n Psychometric Methods (PSYC 942).
- n A Proseminar (e.g. Perception, PSYC 905, if it is offered during that term.
- n Research other than thesis – another 3 hrs of PSYC 996)
- n The 1 hour Ethics course, or possibly another proseminar, seminar, our other graduate course.

A typical program of study of students pursuing a Ph.D. program in the Cognitive area would include the following:

- n One hour of teaching methods
- n One to two hours of ethics courses
- n 15-18 hours of Statistics – Methods courses. These will include the 941-942-943 sequence, plus other 1 hour modules, and usually a course in another department (e.g. Educational/Psychology, Statistics, SRAM,etc.)
- n 9-12 hours from 3-4 Proseminars, including PSYC 905 and 907.

- n 12 hours or more from advanced seminars or graduate courses in other departments (e.g. Philosophy, Educational Psychology Speech Pathology and Audiology, Industrial Engineering and Management Systems).
- n 6-9 hours of readings courses (PSYC 971-972) in areas related to the particular research interests of the student.
- n 18 hours of research (3 hours each semester, and 3 each summer for the first two years, usually under the PSYC 996 designation.
- n 18-21 hours of Dissertation Research PSYC 999.

The specialty in Cognitive psychology includes a great deal of flexibility and relatively few “core” requirements (the Statistics- methods concentration and the Proseminars in Cognition and Perception are the primary requirements taken by nearly all students in the program). The selection of other coursework, readings courses, and research training is adapted to the particular interests and career goals of students. For instance, students who have undergraduate teaching in a liberal arts setting as a primary objective of the career may choose to select a wider range of proseminars and topical seminars from different areas of Psychology, than a student aiming for a career in applied research in industry or government (who might, for example, select additional coursework in Human Factors and Ergonomics). Students aiming for a career with a strong research component in an academic setting might wish to take a somewhat narrower range of course offerings, and more research hours, and perhaps a larger concentration of methods/ statistics courses.

### **Comprehensive Exams:**

Students have a variety of options for satisfying comprehensive examination requirements for admission to candidacy. We strongly encourage those students who intend to pursue a research oriented career to consider a writing a Career Development Award Proposal via an NIH agency, or an equivalent type of fellowship award from NSF or other federal agencies as a means of satisfying this requirement (and in addition giving themselves an opportunity to receive funding support and professional status that will be useful to them in seeking future employment. On the other hand, it may be useful to a student who is primarily interested in undergraduate teaching at a liberal arts institution to pursue a traditional “sit down and answer essay questions” type of exam to review broad topical areas within psychology that are likely to reflect the breadth of their future teaching requirements. A third option, is to write an extensive review paper (e.g. in the format of a Psychological Bulletin article) in an area related to their dissertation topic. This option can facilitate initiation of the thesis project, and lead to a publishable article. All three of these formats have been used by various students in the past several years. Students are strongly encouraged to discuss their comprehensive exam options with their advisor at the time their supervisory committee is approved (typically the end of the second year in the program), so that the plans for the comprehensive exam can be approved at their initial supervisory committee meeting.

## **4. Developmental Psychology Program Requirements**

### Core Developmental Seminars

Developmental Proseminar A (Psy. 902A*) (3 credits) (theory, methods, psychobiology, cognitive, ethics)	1st or 2nd year
Developmental Proseminar B (Psy. 902B*) (3 credits) (social, emotional, personality, applied development, policy)	1st or 2nd year
Cognitive Development (EDPS 961) (3 credits)	1st or 2nd year

\* Establishment of these specific courses is in progress at this time

### Quantitative Methods

Psychometric Methods I (Psy. 941) (3 credits)	1st year, 1st semester
Psychometric Methods II (Psy. 942) (3 credits)	1st year, 2nd semester
Third psychometrics course (3 credits), such as:	2nd or 3rd year
Factor Analysis (Psy. 943)	
Experimental Methods (EDPS 941)	
Correlational Methods (EDPS 942)	
Multivariate Analysis (EDPS 972)	
Structural Equations Modeling (EDPS 971)	
or statistical modules in Dept. of Psychology	
or statistical methods courses in other departments	

### Advanced Seminars

Two specialized seminars in developmental psychology (Psy. 921) (3 credits each)	2nd or 3rd year
One seminar in cultural foundations of development (such as Psy. 979) (3 credits)	2nd or 3rd year

### Additional Course Requirements

One seminar in research ethics (Psy. 925) (1 credit)	1st or 2nd year
One seminar in teaching methods (Psy. 974) (1 credit)	1st year, 1st semester

### **Comprehensive Examination:**

In general, graduate students plan to take the comprehensive exam when they have completed the large majority of their formal coursework, but before they are ready to begin their dissertation research -- for most, during the third year of graduate study.

In general, developmental program students choose one of three options:

**a) Comprehensive written exam option.** In this format, the student requests a written examination that will satisfy the comprehensive exam requirement. The primary advantage of the comps exam format is that it provides the student with the opportunity to review and integrate knowledge gleaned from courses and other activities throughout the graduate program, and reflect this knowledge in a single written examination. Many students

also enjoy the prospect of knowing that their comprehensive exam requirement will be completed at the moment that the exam has been finished.

A written comprehensive exam must consist of 9 to 12 hours of questions, of which approximately three hours may be in the student's minor area (e.g., quantitative methods), and six or more hours in the major area (i.e., developmental). As the result of discussions with the student, the Chair of the Supervisory Committee asks other Supervisory Committee members, or other faculty in the department, to write questions for the exam based on coursework they have conducted with the student, or research or other independent activities with the student. Questions are expected to be integrative and broad -- a comprehensive exam should not just be a larger type of final exam, but rather an opportunity to demonstrate intellectual competence and depth. Questions are written with the expectation that they will take 1 or more hours to complete (it is rare for a comps exam question to be less than 1 hour in duration), and thus a comprehensive exam can consist of a few questions of longer duration, or a larger number of questions with each lasting an hour. It is common for students anticipating taking a written comps exam to meet beforehand with the faculty who are writing exam questions for guidance about how best to prepare for the exam.

Together with the Chair of the committee, the student identifies several days in which the exam can be administered. Although the Chair of the Graduate Committee of the department schedules a comprehensive exam period during which the department can arrange for the exam to be administered and supervised, it is also appropriate for the Chair of the Supervisory Committee to independently administer the comps exam to the student at a time that is convenient to them both. When the exam is completed, the student's responses are copied and sent to each member of the Supervisory Committee and to other faculty who wrote exam questions. The entire Supervisory Committee participates in this process, even if each member did not contribute a question to the exam. Their evaluations of the exam are sent to the Chair, who prepares a final exam evaluation that is approved by the Supervisory Committee and conveyed formally to the student. If a student does not pass the exam -- or fails to pass a part of it -- it is customary that the student has an opportunity to re-take portions of the exam that were judged unsatisfactory.

**b) Comprehensive literature review option.** In this format, the student writes a review of the research literature on a topic of special interest in consultation with the Supervisory Committee. The primary advantage of this comps exam format is that it enables the student to develop expertise on an important research topic, and portions of the review may provide the basis for the introduction to the dissertation. Students sometimes also rework their literature review as an article to submit for publication (e.g., to a journal like *Developmental Review or Psychological Bulletin*).

Accomplishing this goal successfully requires careful planning, however. Just as for the written comprehensive exam, the student should meet with the Chair of the Supervisory Committee to plan the scope of the proposed literature review to ensure that the area is substantive, but not so large as to make a review unmanageable. Their discussions will eventually result in a proposal for the comprehensive literature review that will be sent to other members of the Supervisory Committee for their approval. After the project is approved and the student begins work, it may be necessary to revise the original plan in light of discoveries about the relevant literature (e.g., it is much larger than expected!) or changes in the student's interests, and these modifications should also be approved by the Supervisory

Committee. Drafts of the student's comps paper are customarily read and reviewed with comments by the Chair, leading to a final draft that is sent to the Supervisory Committee. As with the written exam, each member of the Supervisory Committee reads the literature review, and their evaluations are conveyed to the Chair, who prepares a final evaluation that is approved by the Supervisory Committee and conveyed formally to the student. The Supervisory Committee may request a final redrafting of the paper if portions of it are judged inadequate, and that final draft can be reevaluated by the committee for its final judgment of the comps exam requirement.

**c) Comprehensive grant proposal option.** In this format, the student writes a formal grant proposal that outlines a 5-year program of research on a topic of special interest, using the format and guidelines of NIMH R01-style grant proposals. The primary advantage of this comps exam format is that it enables the student to acquire experience in writing grant proposals, and portions of this proposal may provide the basis for the doctoral dissertation proposal.

A grant proposal typically includes a much briefer, more condensed literature review as the basis for describing a comprehensive 5-year program of research on a topic of special interest. Students choosing this option are advised to consult the package of materials available from NIMH through the National Institutes of Health (NIH) website that provides guidance for applicants for federal grants. (A one-credit "Grant Writing and Management" graduate seminar [GRDC 902] is also available through the Graduate College that provides valuable information for graduate students related to the preparation of grant proposals. Completion of the course also makes students eligible to compete for dissertation grants through the Graduate Studies Office.) Certain elements of a formal grant proposal are not required for this comps exam format (e.g., a budget proposal), but otherwise students should adhere as closely as possible to the federal guidelines in order to have the experience of writing a competitive grant proposal (e.g., length limits for each section of the proposal should be rigorously respected). As with the literature review, this project should be planned in close collaboration with the Chair of the Supervisory Committee to consider the scope and breadth of the proposed program of research.

Although the dissertation project may be the beginning of this proposed research program (and is consequently described in greatest depth in the grant proposal), it is expected that several additional research studies will be outlined that extend significantly beyond the dissertation. As with the literature review, the discussions between the Chair and the student should result in a proposal for this project that will be sent to other members of the Supervisory Committee for their approval. After the project is approved and the student begins work, drafts of the student's grant proposal are customarily read and reviewed with comments by the Chair, leading to a final draft that is sent to the Supervisory Committee. As with the literature review, each member of the Supervisory Committee reads the grant proposal, and their evaluations are conveyed to the Chair, who prepares a final evaluation that is approved by the Supervisory Committee and conveyed formally to the student. The Supervisory Committee may request a final redrafting of the paper if portions of it are judged inadequate, and that a final draft can be reevaluated by the committee for its final judgment of the comps exam requirement.

\*For students with a quantitative minor in the department, the format of the comps exam is modified somewhat. The quantitative minor is typically evaluated in a 3-hour written exam that may be taken at the same time or at a separate time as the rest of the comps exam. Questions for the written quant exam are chosen in consultation between the student and Cal Garbin. If the quantitative minor comps exam is delayed, the student completes the comps exam requirement only when the quant portion of the exam has been completed and judged to be satisfactory.

## **Doctoral Dissertation**

Planning for the dissertation begins, as always, with extensive discussions with your faculty adviser, the Chair of your Supervisory Committee. The dissertation proposal should include detailed information concerning the questions you intend to study, the procedures you will use for investigating them, and the methods of data analysis by which you will answer your questions. By contrast with earlier proposals, however, your committee will expect you to meet and discuss your proposal with them prior to approval. During this meeting, you can benefit from the comments and perspectives of committee members about your research ideas, explain your choice of questions and procedures, and consider whether alternative methods might be preferable. Sometimes dissertation research proposals change significantly as the outcome of these meetings, and sometimes they are not modified at all. If significant changes in your research plan are suggested, it may be advisable to send your Supervisory Committee members a memo following the meeting that describes your understanding of how your research procedures have been revised. By the time that your dissertation proposal is finally approved, it should have benefited from your best thinking, and the good ideas of your Supervisory Committee.

When your thesis is nearly ready to be evaluated by your Supervisory Committee, it is time to begin the other procedures that lead to your doctoral degree. Be sure to obtain a copy of the Doctoral Degree Deadline Dates form from the Office of Graduate Studies or its website ([www.unl.edu/gradstud](http://www.unl.edu/gradstud)). There you will also find their Guidebook for Preparing Theses and Dissertations. The next steps include completing forms (from the Graduate Studies Office) that set the date, time, and location of your oral examination (*Application for Final Oral Exam or Waiver of Examination for the Doctoral Degree*), and that enable you to apply for an advanced degree (*Application for Advanced Degree*). The application for final oral exam must be filed at least three weeks before your oral examination. You must also provide a copy of your dissertation and abstract to the doctoral specialist in the Graduate Studies Office for preliminary review at least three weeks before your oral examination. You will also give your thesis to a two-person Reading Committee at least four weeks prior to the oral examination. They will carefully read your dissertation to ensure that it is acceptable, and that the oral examination may proceed as scheduled. With their approval, you then proceed to the oral examination, during which you will briefly present your study to your Supervisory Committee (and other interested observers), and then engage in an extended, scholarly conversation about your research and its results.

There will be additional things to do after your oral examination (e.g., filing two copies of the dissertation and the abstract with the library, together with various fees). But passing the

oral exam means that you have substantially completed the requirements of the Ph.D. degree, and have completed your graduate program.

## **5. Law/Psychology Course Requirements**

A minimum of 90 credit hours are required for a Ph.D., including the following:

- 5 proseminars (3 credits each for a total of 15 credits) from the following list:  
Comparative, Conditioning and Learning, Developmental, Personality, Physiological, Sensation and Perception, Social, Human Learning and Cognitive Processes, Clinical-Community, Psychopathology, and History and Philosophy of Psychology. (*Note: Other psychology program areas require 6 proseminars.*) The proseminars selected will be based upon the student's program area and interests.
- 9 credits of statistics classes (a "minor" in statistical methods is strongly recommended and can include classes in program evaluation and field methods).  
Completion typically satisfies the language/research tool requirement.  
Psychology 941 is required (3 credits) and is taken during the first semester in the Psychology Department.

To satisfy the remaining 6 credits, students may take statistics courses in the Psychology Department or in other departments (e.g., Sociology, Educational Psychology, etc.). Consult with your advisor and/or committee.

In the Psychology Department, the options are:

- Psychology 942 (3 credits) - Multivariate Statistics. Almost all students take this course.
- Psychology 943 (3 credits) - Test Construction.
- Statistics modules (1 credit each). Choose topics based on research interests.
- Psychology 975 (3 credits) - This is an introduction to research in social psychology and should be taken by students in the social/personality program in the first semester in the Psychology Department.
- Ethics courses (2 credits) including: Introduction to Professional Ethics for Psychologists (1 credit) and Advanced Professional Ethics for Psychologists Law/Psychology (1 credit).
- Core Interdisciplinary Law/Psychology courses (6 courses - 3 credits each - count toward both degrees) These include:
  - Law and Behavioral Science (3 credits). Mental Health Law (3 credits).
  - Topics in Law and Psychology (3 credits - may be taken twice).
  - Psycholegal Research Other Than Thesis (3 credits - may be taken twice). (see -- Core Interdisciplinary Courses in this Handbook).
- Practicum (6 credits) (*see Practicum in this Handbook*).
- Dissertation (18-24 credits). Shall involve the integration of psychological research with analysis of a legal issue. The Graduate College maintains certain specifications to be fulfilled on the format of the dissertation (*see Graduate Studies Bulletin*).

- For Clinical Psychology Ph.D. requirements (108 credits plus internship), see Clinical Psychology Handbook.

## **6. Social-Personality Psychology Course Requirements**

### **A typical first-year schedule of courses for a student entering with a BA:**

In the fall, students typically sign up for

- Statistics (psychometric methods, 941)
- Pro-Seminar in Social (906)
- Research credit (975, a 2-hour course)
- Teaching Methods in Psychology (971A currently, but may be renumbered).
- And another pro-seminar, a course in ethics, or even a seminar (with your advisor's agreement).

The second semester is likely to have you taking

- Statistics (942)
- Pro-Seminar in Personality (903)
- Research (probably 3 hours of 996)
- and usually a 4th course, probably Psychology 991-a research design course offered by Marc. Especially if one of those courses is not offered, options for a 4th course could include another pro-seminar or a special topics course in an area of interest (although these are usually taken later-perhaps 3 hours of 971), or a seminar, or ethics, or even more research hours, or an 800-level course in an area of interest.

### **The typical program**

- 1 hour of teaching methods
- 2 hours of ethics courses
- 15 hours of stat courses (941-943 or subs plus a couple more, or one more and several statistics modules offered in summers by Cal). The minimum you must have in stat is 9 hours, but 15 is required for a stat minor, and a stat minor is highly advisable for S-P students.
- 9-12 hours from 3-4 Prosems (including 903 and 906)
- 6 hours of available research methods courses such as Marc Kiviniemi's 991 course, and one or more of program evaluation (993, often by Brian Wilcox), or survey theory and construction (Bob Belli)
- 18 hours of research, consisting of 3 hours each semester and 3 hours each summer for the first 2 years, to a maximum of 24 hours of 996.
- 12 hours or more from 4 or more seminars (typically with numbers 926 for Personality and 929 for Social seminars)
- 6-9 hours of 971-972 consisting of readings in your most relevant areas to a maximum of 12 hours (total for both).
- 18-20 hours of 999 (dissertation).

Consider other seminars within Psychology such as developmental, physiological, perception, and especially those related to law-psychology. Outside of Psychology, consider courses offered by the Department of Education Psychology (mostly stats, developmental,

and cultural courses), Sociology (including statistics), Management, and Animal Science (e.g., Endocrinology).

### **Comprehensive Examinations**

There are several ways that you can do your comps, and if the options below do not fit your needs, propose new combinations to your advisor and Supervisory Committee (SC). In consultation with your advisor (the Chair of your SC) you decide on the form of your comps. Then you seek the approval of your comps plan from the rest of your SC by either submitting the plan to them in writing (e.g., email is usually ok) or in the context of an SC meeting. The SC will, of course, make the final decision as to the form of your comps. (If you choose the writing route, one of the questions to always ask is whether the individual SC members think a meeting is required instead to discuss the proposed option; if a single member thinks so, then have the meeting.)

### **Statistics minor**

Your first decision is whether you wish to certify that you have taken a stat minor (15 hours). If so, then you take an exam (around 4 hours) prepared by Cal. He gives you the questions ahead of time. You prepare answers in your brain, and write on a subset of those questions (Cal selects) when the time comes for the exam itself. If you are, or if you are not doing a stat minor, all the following choices still apply. The only difference between the “are” or “are not” is that you will be asked to do more exam writing or more extensive paper writing if you do not do the stat minor.

### **Other comps options: Exams**

Your comps can be based on a paper that you write, or a couple of papers that you write, or by your taking exams. Here’s what the exam option looks like: Not including stat option questions, you will be given questions that may take you approximately 10 (if you are taking stat option) to 16 (if not writing stat option exams) hours to complete. You do that across several days. The questions come from faculty from whom you have taken courses and with whom you have done research. Typically when questions are course-based, a one-hour exam question is related to each course covered. Some questions may be very broad in nature, assessing your understanding of your broad field of study rather than a single course, and some questions may focus on your research areas. Thus faculty other than your SC members will often be writing questions for you. You work out the list with your SC Chair. You will therefore usually know exactly which faculty are writing questions for you, and it is fair to ask them individually for as much information as they are willing to give you about the nature of their question(s).

### **Why do exams?**

First: time; the paper option takes most students much more time than the exam option. Since the exams are scheduled well ahead of time, you cannot dither away your time with just a little more studying. Study intensely for a month or two and do it! Second: integration;

studying for exam comps can be a delightful experience of reviewing material from all the relevant courses you have taken, amazing yourself with how much you've learned, and possibly even finding links between material learned in different courses (perhaps taken at different times) and points of integration (and research ideas) that you had not previously seen.

### **The paper option**

Generally you will write one or two papers that review and integrate literature in the area in which you specialize and/or the area in which you plan to do your dissertation. If you do a single paper, it should be more comprehensive than if you do two papers. Generally the expectation is that the paper(s) will be in the style of *Psychological Bulletin* papers (reviews, not to be confused with *Psychological Review*, which publishes major theoretical contributions, although a *Psychological Review* type paper would be acceptable as well). You determine all this in interaction with your SC Chair, write a proposal that need not be more than one page, and seek the approval of your other SC members by mail or in an SC meeting.

### **Why do the paper option when it's so much work?**

With an excellent summary and analysis of literature in an area, you have a potential publication, you have a major head start on writing the introduction to your dissertation, and after being thoroughly immersed in your field, you have some improved ideas for the specific nature of your dissertation. Although this needs to be discussed with your SC Chair, it is permitted to have great overlap between your comps paper and your dissertation. (Other than in this instance, normally a paper written for one purpose (or course) in graduate school ABSOLUTELY may not be used for another purpose (or course). Potential exceptions to this prohibition are using a research proposal developed within a course to be the basis for research done outside of the course. Other potential exceptions to this prohibition need to be discussed with all professors involved.)

### **Doctoral Dissertation**

**Re-constituting the SC at dissertation time.** After you have taken comps and your dissertation plans solidify, you may wish to add faculty to your SC who have expertise in dissertation-related areas. Your supervisor will probably agree, but it makes no sense to have a large SC, since arranging meetings and getting approvals becomes exponentially more difficult. Ask the new faculty if they would be willing to join, and decide who could be asked off the SC to return it to a leaner (hopefully not meaner) form. While it will undoubtedly make you uncomfortable to ask some faculty member to leave your SC, you just might make their day, as most have far more than enough to keep them out of trouble. Personally, I'd rather get a request to leave than to join.

**Proposal.** By the time you do this, you're going to be so sophisticated that you will not need much advice...but just in case, read on. Propose some research that you really care about, because if it is a topic that is uninteresting to you at the beginning, you will hate it by the end. You decide on a dissertation area (by now that should be obvious) and a specific research issue in cooperation with your SC Chair. If your graduate career has been ideal, you probably have already done some preliminary research that leads directly to your "D," and you probably have written a comps paper and/or done special topics readings (971 and/or 972) that sharpened your ideas. Think about your "D" as the first study or two (or better yet, the 3<sup>rd</sup> and 4<sup>th</sup> study) in your soon-to-be acquired role as an independent research. If you apply for an academic position, chances are you will present this research during your interview. Make sure it reflects your ideas, interests, and personal research agenda.

You need to select a dissertation-sized project. By that I mean that your "D" should be sufficient in scope to show that you are one great (or at least accomplished) researcher. Following proposal approval, typically dissertation projects take two semesters (during which you are probably also doing assistantship duties); one semester is for developing the materials and procedures and data gathering; the second is principally for data analysis and writing. (To stay on track, get the Ethics approval train moving ASAP.) There are times when the logical scope of a project and the requirements for the "D" do not match. Occasionally someone will propose a research project that is just too small in conceptual or analytical scope to call it a "D." Sometimes just adding more sophisticated analyses will save the day there. More often, investigating in a thorough way leads the student to propose much too big a project to do safely in a reasonable 2-semester sequence. In that case, SC's often advise the student to gather all the data, but to limit the actual "D" to a subpart of the total project. Thus the student has more data than is presented in the written "D,"—data that can be used in subsequent pubs, etc.

So after you've figured all this out, sometimes you may wish to run the "D" topic by the rest of the SC committee (consult with your SC Chair), so you do not waste your time developing an elaborate proposal to do research that the SC thinks is nuts. Often you can skip that step or at least accomplish it by email. Then you write a thorough proposal that your SC Chair deems ready to send to the rest of the SC. Give them about a week to read it before the scheduled (by you) SC meeting to approve it. In the proposal, review the literature sufficiently so you can show how your project relates to current knowledge, and be relatively specific concerning materials and procedures. Often you may wish to write your hypotheses in both a theoretical way (e.g., "people with less cognitive complexity will show more prejudice when threatened with social disapproval, in contrast to...") and in a way that reflects your operationalization of variables (e.g., "people who score lower on the Bem cognitive complexity inventory will hurl more coffee at left handed people from Botswana than will..."). However you write your hypotheses, do them very carefully. Be very detailed in your writing of your methods, and write about the kinds of stat analyses you envision for the data.

Here's the good news about proposals. Once approved, you can almost bank on your Ph.D. It does not matter if your hypotheses are not confirmed, nor that someone at K-State published an almost identical study just as yours gets underway. All you must do is what you have "contracted" to do in the approved proposal, with sophisticated analyses and writing, and you've got the Ph.D.

At proposal time ask 2 of your SC members to be dissertation “readers.” Thus if you have a 4-*fellow* SC, you now have a dissertation supervisor (the SC Chair), 2 readers, and one lonely and left-out person. You choose the 2 readers as the people besides the SC Chair who are most knowledgeable about your “D.” (Actually, you can decide on and ask SC members to participate as “readers” later in the process, initially filling in TBA where the candidacy form asks for that information.)

**Writing it up.** Now you are thanking yourself for your thorough work on the proposal, as much of that writing transfers to the “D.” Different SC’s will feel differently about how much detail they wish in the final manuscript. Some will suggest you write a journal-sized basic document (say 40 pages) with details and elaborations in appendices. This is the easiest form, since no one is picky about stuff in appendices, and it is obviously good practice for real academic life. Other SC’s lean toward the more comprehensive style where the detail is packed into the main part of the manuscript. Ask your SC how they want it done, and propose the shorter version (most of us hate the 160 page “D’s” anyway) if that is appealing.

At the time of writing, ask your advisor whether she/he wants to see your work chapter by chapter or all at once. Either way, do not give it to your advisor in draft form unless it is specifically requested that you do so. Give it only after you are happy with it in final form. (Obviously though you can ask lots of questions as you write.) Only after you and your advisor are both satisfied that it seems to be a finished final polished product should it be given to your 2 readers. When they are happy, then the final people on the SC get their copies. Everyone should have it 2 weeks or so prior to the orals. If you must shorten that time, ask your SC members what their minimal time is.

**Post-“D” oral defense.** This should be a time of celebration, not a time of fear. Generally you will be asked interesting questions (e.g., “what’s it really mean?” or “how has your thinking about this area changed” or “had you done this instead, what do you suppose...”), not threatening ones (e.g., “why the hell did you use Kiviniemian rotation instead of Willisian?”).

## Life During Graduate School

Although you may sometimes feel consumed by graduate study, we do not expect that you will do nothing but study during your years with us. We know that developing people do not thrive without time for play.

Fortunately, we are in a wonderful place to play. Lincoln is a city of 225,000 and is home to the state capitol, the state’s most comprehensive university (as well as two private colleges), and an economy based on insurance, banking, manufacturing, and light industry. Because of this, Lincoln offers many of the pleasures of larger communities with few of their problems. Graduate students find a wide variety of activities in which to spend their free time. You can attend performances by internationally acclaimed artists at the Lied Center for Performing Arts, satisfy a taste for Thai, Indian, Mexican, Greek, or almost any other cuisine at local restaurants, stroll in the thriving downtown area near campus or in the Haymarket, a renovated factory district (and home to some of Lincoln’s favorite microbreweries), listen to the latest rock or blues groups at the nationally renowned Zoo Bar or classical music

performed by the Nebraska Orchestra Association, catch a game by the Lincoln Saltdogs at their new baseball park, train for the annual Lincoln Marathon, catch a show at the Lincoln Community Playhouse, view an exhibit on contemporary and modern art at the Sheldon Art Gallery, or (of course!) enjoy Husker sports. The quality of life in Lincoln is further enhanced by excellent public and private schools, an outstanding public transportation system, an extensive network of bike and jogging paths, and a low cost of living that makes these pleasures affordable on graduate student stipends. Enjoy!

### **Nearing The End . . .**

It is likely that you will have considered life after graduate school well before you complete the requirements of your doctoral degree. As you plan your final years of graduate study, conversations with faculty advisers about professional options and job search strategies are likely to color your discussions about coursework, and research and teaching opportunities. If all goes well, by the time you enter the job market you will have proceeded through a well-designed graduate program that prepares you for your desired professional career, with qualifications that are attractive to the search committees that will evaluate your credentials.

The strategies and timetables for searching for academic jobs are different from those in the nonacademic professional world, and conversations with your faculty advisers will help you to become acquainted with these. In each case, however, you will begin to prepare a Curriculum Vitae -- an academic form of a resumé -- that includes your professional publications and presentations, summaries of teaching experience, a description of research interests and current research activities, a list of honors and awards, your educational record, and other information essential to your professional self-presentation. Depending on the type of professional position, you may also prepare a one-page Statement of Research Interests, and a comparable one-page Statement of Teaching Interests, that provide more detailed information about you as a scientist and a teacher. You may also send reprints and preprints of some of your published work and "in press" articles. For some academic jobs, you may also prepare a Teaching Portfolio that summarizes and reflects on your teaching experiences as a graduate student. Your portfolio might include, for example, a statement of teaching philosophy, descriptions of teaching responsibilities in various GSTA positions, summaries of student course evaluations, a description of your efforts to assess and improve your teaching effectiveness, and perhaps samples of some of your teaching-related materials (e.g., course handouts, exams, creative in-class activities) to give readers a sense of what you are like as an instructor. For virtually all professional positions, it will be necessary to ask your advisers to send letters of reference on your behalf to the search committee. Clearly, however, the constellation of credentials you present to any search committee will be based on the nature of the professional position and your unique capabilities and qualifications and, as always, your faculty adviser can be helpful to you in planning your job search.

Deciding when to begin looking for professional positions is also an important consideration to discuss with faculty advisers. It is very important to search committees for academic positions, for example, to ensure that you will have completed your doctoral dissertation by the time you begin to work in their departments -- and thus expectations concerning your research progress can be important influences on when you enter the job market. Although it

is never wise to unnecessarily extend the length of a graduate program, it is also true that taking an extra year of graduate study to complete the dissertation well, and to prepare research materials for publication, can be a wise investment in one's professional development.

## **Checklist of Paperwork Due and Time Table**

### **Fall Semester, First Year**

\_\_\_\_\_ 1. **(Clinical Students ONLY)** Record of Attendance for Research Team Meeting and Completion of Proposal - Due at end of semester - Turned into Director of Clinical Training.

\_\_\_\_\_ 2. Graduate Student Activity Report - Due at end of semester - 1 copy to Graduate Chair, 1 copy to Program Director, and 1 copy to your advisor.

### **Spring Semester, First Year**

\_\_\_\_\_ 1. Memorandum of Courses Required for Candidacy for MA - Due before completion of the semester - Signed by your advisor and Graduate chair.

\_\_\_\_\_ 2. Graduate Student Activity Report - Due at the end of the semester - 1 copy to Graduate Chair, 1 copy to Program Director, and 1 copy to your advisor.

### **Fall Semester, Second Year**

\_\_\_\_\_ 1. Appointment of Supervisory Committee for Doctoral Degree - Organize approximately one month prior to the end of the semester and typically turned in at the end of the fall semester, second year - Signed by Graduate Chair.

\_\_\_\_\_ 2. Graduate Student Activity Report - Due at the end of the semester - 1 copy to Graduate Chair, 1 copy to Program Director, and 1 copy to your advisor.

### **Spring Semester, Second Year**

\_\_\_\_\_ 1. Application for Degree - Due early February (be on the lookout for paperwork)

\_\_\_\_\_ 2. Final Examination Report for MA Degree - Due early February (be on the lookout for paperwork) - Signed by Graduate Chair.

\_\_\_\_\_ 3. Graduate Student Activity Report - Due at the end of the semester - 1 copy to Graduate Chair, 1 copy to Program Director, and 1 copy to your advisor.

### **Other Paperwork**

\_\_\_\_\_ 1. Application for Candidacy for Ph.D. - Completed once comprehensive exam is passed and must be 7 months prior to dissertation defense.

\_\_\_\_\_ 2. **(Clinical Students ONLY)** Petition to Clinical Faculty to Apply for Internship - Early October the year preceding internship

## How To Do Things

**Key Cards:** Key cards are available in the main office. The key card authorizes you to purchase keys at the Key Shop, which is located at 1309 N. 17th. For security purposes, please do not give your key to others. There is a refundable \$5.00 fee for each key (refundable upon key return).

**Accessing Burnett after hours and on weekends:** Burnett Hall is locked Monday through Friday at 10:00 P.M. and on weekends beginning at noon Saturday through Monday morning. In order to gain access to the building you must have a current Student Identification card. These cards can be obtained at the ID Card Office located in the University Bookstore. As a student, you must be enrolled in classes and present an application form at the ID office before a card will be issued. After you get your ID card please bring it to the office so information can be taken from it to get you in the system that will allow you access into the building.

Your ID card serves as your “key” to Burnett. Outside of the east and west entrance doors there are card-swipe devices. Swipe your card through the reader and it will unlock the door for you. If for any reason your card does not allow you access into the building during off hours, go to the nearest telephone and contact the UNL Police Department at 472-3555 and they should be able to allow you access into the building. You may be required to show your ID.

It is imperative that we maintain high security in Burnett in order to protect ourselves, our equipment, and our valuables. Therefore, please do not ever prop open the outside doors for any reason. If you are running research and have participants coming to the building, arrange to meet them at the door. Doors that are propped open sound an alarm at the Police Department and officers will be dispatched to the building.

On another note, please be sure to lock your office door when leaving the office, even for a moment, as there have been problems in the past with thefts. If you have a purse or other valuable belongings, please keep them in a secure place such as a locked drawer or cabinet.

**Opening Doors in Burnett during the day:** Obviously keys are not issued to every door in Burnett but there are ways to access doors to labs and/or other rooms which you may need to utilize during the day.

We have a wide array of keys in the main office that can be checked out for a minimal amount of time to gain access into the rooms.

They are:	the Yardstick	fits basement and 1st floors
	the Bowling Pin	fits 2nd Floor
	the Ski Pole	fits 3rd Floor

In order to check out a key you must write your name on the white board (located above the trash can), the time you took the key, the door you are opening and the time that you checked

the key in after use. **There is a five (5) minute limit on key checkout due to the high demand for these keys.**

**Doors that have combination locks:** There are five doors in Burnett that have combination locks on them. To obtain the combinations please come to the main office. These combinations are changed periodically during the semester for security reasons.

**Email accounts:** Email accounts may be requested by filling out paperwork located in the main office. It is imperative that you update the staff if your email address changes so that we can change our records accordingly. The Psychology Department communicates almost exclusively via email so having an email account is extremely important.

**Address and Phone Changes:** You should always keep the main office informed of any changes of address or phone numbers. We distribute a directory of names, addresses and phone numbers for all faculty, staff and students **only**. This information is not given to non-department folks. **If you have a phone number which is unlisted and do not wish to have it distributed on the department directory, please let us know when we request that information.**

**Typewriter Use:** There are three typewriters in the Department. The typewriter in the main office is strictly for staff and office workers use only. Faculty and students may use the typewriters provided in Room 237 (faculty lounge) or in Room 201 (Graduate Student Lounge). Ribbons and correction tape for these typewriters can be obtained in the main office.

**Mail Pick-up and Delivery:** Mail is picked up and delivered in Burnett Hall once daily between 10:A.M.and 11:00 A.M. Therefore if you have mail to be picked up, please allow time for it to be taken downstairs. There are four labeled mail trays located in Room 237 for outgoing mail. The pickup schedule is 8:00 AM so please be sure to place sorted mail in the bins before this time to meet the daily delivery schedule. **All outgoing mail (with the exception of inter-campus mail) must include a Psychology Department return address.**

If you have inter-campus mail please be sure to use the extended campus zip code on the envelope as mail is routed this way. Do not however put a return address on any campus mail. It confuses the Postal Services and this can delay outgoing mail. Used envelopes are appropriate for inter-campus mailings. If you need envelopes please contact someone in the main office. In the event you are using Business Reply envelopes (for a research project) you must put some type of identifying information in the upper left hand corner (perhaps your initials). Be certain to inform the staff so that when those envelopes are returned in the mail, we will know to whom they belong.

If you are mailing research material, please contact the office for mailing supplies and postage information. We can arrange a special pickup with Mail Services if it is a large or bulky quantity. If you are sending a large number of letters that should be charged off a

grant (e.g., faculty grant, Warden/RAC funds, etc.) please alert the staff before mailing them as these types of mailings must be bundled separately.

We encourage you to pick up your mail from the Faculty Lounge side (237 Burnett) rather than the office to help keep traffic in the main office down. If you have an item that is too large for your mailbox, we will put a notice in your mailbox and place it in the credenza under the outgoing mail.

NOTE: The University of Nebraska Mail Services does not process personal mail, even with a stamp. There is an area in the Nebraska Union by the bookstore for purchasing stamps and mailing personal mail.

**Federal Express:** Federal Express mailings can be put in the regular outgoing mail and will be picked up at the same time as the regular mail. If you are unable to get a Fed Ex package ready for the 8:00 AM pickup, we will schedule a pickup in the afternoon. To save time, we prefer to have the Federal Express courier come once a day for our pickups whenever possible. Please bring your Fed Ex packages to the main office before 3:30 PM so a Federal Express courier pickup can be scheduled. Come to the main office for packaging materials. Should you need to send a personal Fed Ex you will be asked to reimburse the department for the expense.

**Faxing:** There is a fax machine located in Room 242 Burnett just inside of the main office. Faxes that are job-related may be sent free of charge. If you have a personal fax to send you may do so at a cost of \$1.00 per page. There is no charge for receiving faxes. There are fax cover pages on the file cabinet beside the fax machine.

**Copying materials for class and/or research:** There are several copiers located in the Department.

**Riso Copier:** The Riso copier in room 236 and is the workhorse of our operation. It is best suited for more than 10 copies and can do two-sided copying as well.

**Graduate Student Lounge Copier:** The copier in 201 Burnett (Student Lounge) is available for everyone's use and can collate, reduce, enlarge, two-sided copy and staple. This machine operates by copy cards that are purchased in the main office for \$5.00 (100 copies), \$10.00 (200 copies), \$20.00 (400 copies), and \$30.00 (600 copies) increments (cash only). Once your card is used up please return it to the office so it can be recharged.

**Desk Top Copier:** Located in 238, the desktop copier in the main office **is for staff and faculty use only.**

**Copy Requests:** If you are teaching a course in Psychology you may request that materials are run off for your class by office assistants or you may run them on the Riso copier yourself. It is office policy that requests for course materials be submitted at least 24 hours in advance. This is especially critical during busy times such as the beginning of the

semester, midterms and finals, in which a 48-hour notice is a reasonable turnaround time for busy times. If you have a last-minute request, you may need to copy them yourself. However, we will certainly do our best to accommodate every request. Copies we make for course material are generally put in your mailbox. If the copies are too large for your mailbox, or if it's an exam, a notice will be put in your mailbox directing you to where the copies are stored.

**Copying materials for research:** If you request copies for research, there is a copying charge of \$.37 for each original and three cents for additional copies if you do not have funding to cover costs (such as Warden or RAC).

**Transparencies** are available in the Joy's office for class use. Photocopies make the best transparencies, as materials generated by computer printers do not work. A charge of \$.40 is applied for each transparency for personal use. Transparencies should, **under NO circumstances**, be used in any of the copiers or computer printers as severe and expensive damage (\$400 - \$1000) often occur.

**Faculty may not send an undergraduate or a graduate student to do their copying without making special arrangements with the office staff. Our office staff does not know every undergraduate who wanders into the office. If you want one of your students to make copies, you need to inform the office ahead of time and ensure they know what grant account/other account will be paying for the copies.**

**RAC/Warden Funding:** Approximately three times during the year the RAC/Warden committee solicits requests from graduate students to apply for funds that can be used for travel and/or research costs. See description and dates on page 28. **NOTE: These funds may be expended during the year, but any balances received are not transferable to another student or to any other year other than the one in which the award was granted.**

**Travel:** If you are planning a trip that involves spending University funds you must complete a Travel Authorization (TA) form that can be obtained in the main office. The TA form should be completed **prior to** the trip. This allows a number to be assigned to you. After you have returned from your trip, you must submit all of your original receipts and fill out an Expense Voucher in order to get reimbursed. The staff will be happy to show you how to prepare the forms for both travel and reimbursement.

**All UNL travelers must make their travel arrangements solely through Travel and Transport.** In the event that you find a more affordable fare through another source, you must complete an airfare situation report (which you can get either on line or from the office staff) and fax it to Travel and Transport. Although you are encouraged to book the air reservation to ensure the airfare, you must not purchase the ticket until Travel and Transport has verified your information. They will advise you within an hour of the original contact with the other booking source to give approval for booking the fare. **If you book the fare**

**without authorization from Travel and Transport, it will result in a non-reimbursement for the trip.**

***Book Orders:*** At some point during the semester a book order form will be distributed to you if you are teaching a course. In most cases the form lists the book that was ordered for the course the last time it was taught. If you do not wish to order the same book, mark “Do Not Order” in the right-hand box and indicate the book you wish to order. **It is imperative that all information be completed on the form.** If you wish to have a desk copy ordered there is a space provided for that information. Please be aware of the deadlines for ordering books stated on the form.

***Course Rosters:*** Course rosters listing the enrolled students are typically distributed in the instructor’s mailbox the first day of classes. If you teach a night course affiliated with the Division of Continuing Studies, they will post the roster on the classroom door instead of via mailboxes.

***Grade Rosters:*** Grade Rosters are distributed two times each semester. The first roster you receive will be a “Degree Roster”. These rosters list students who are “graduating” to allow for Registration and Records to obtain a preliminary indication as to how that student is doing in the class. These grades are extremely important and must be turned in by the deadlines stated on the roster. The department will also send out an email regarding Independent Study grades for graduating seniors. The office would be happy to put in the appropriate grade if you send them the information via email.

***Final Grade Rosters*** are distributed toward the end of the semester and have a due date imprinted on the top of the page. Again it is **imperative** that grade rosters be turned in by the deadline. Please ensure that all information regarding the final grade is complete (e.g., all grades must be written and a checkmark is needed beside the appropriate grade). Only pencils may be used on the form. **A copy of final grade rosters must be filed in the main office.** If you require a copy for your records, please let the office know and they will be happy to make one for you. If you are teaching a Division of Continuing Studies course, the yellow copy must be sent to that office. However, the main office will need a copy of your grade roster before you send it. **Since final grade rosters are no longer carboned, it is imperative that you bring them to the main office so they can make a copy for their records.**

***Change of Grade Forms*** are available in the main office. Please do not send students to pick up these forms as they will not be given, nor should students be sent to the Records Office with a change of grade form. Bring the completed form to 238 and they will send it to the Records office for you. In addition, ensure the multi-part change of grades form is included when sent to the Records Office.

Forms are also available in the main office and must be filled out **for undergraduates receiving an Incomplete in a course.** The white copy must be attached to the final grade

roster and the colored copies can be distributed as described on the form. **Incomplete form for any graduate student enrolled in a Psych course are not necessary.**

**Course Evaluations:** A standard departmental course evaluation form can be obtained from the main office for each instructor to use. You may add additional questions if you have other criteria that are not addressed in the standard form. This form is designed for scantron (bubble) sheets that can be send to the Teaching and Learning Center for tabulation. Instructors should not have access to the completed evaluations until final grade rosters are turned in to the main office. One of the students taking the class should collect completed course evaluations, put them in a manila envelope with you name on it, the course number and semester for them to bring to the main office. Please return them to the main office when you are finished reviewing them. Course evaluations should be kept by both faculty & graduate students.

**Class Readings:** Occasionally there may be a need to leave course reading materials for students to pick up for copying. There is a shelving unit in the main office for leaving these materials. If you have a need for this, please let someone in the office know the course number so we can prepare a label and designate a shelf for your class. The office staff does not monitor the reading material, so please impress upon the students in your class to take and return them in a timely manner. You may wish to leave a sign-out sheet with your materials that can be placed on top of the information left in the box.

**Supplies:** Graduate students should request items by phone or written request. The office staff will ensure that items are placed in your mailbox or at the reception desk for pick-up.

**Videos/TVs/VCRs:** There is a cabinet in the main office with numerous videos for use in your class. Please note the video checkout information on the top of the cabinet. Most classrooms in Burnett are equipped with video capabilities. However, in instances where classrooms are not equipped, there are TVs and VCRs that can be checked out. All equipment must be reserved for use in the main office. Please **do not** keep videos in your office. Return them promptly so they may be used by other Instructors.

**Research Rooms:** There are several spaces available for you to conduct research. There is a schedule in the Faculty Lounge (237 Burnett). If you have research assistants who are running your research, please inform them of the checkout procedure for keys and ensure they lock the rooms after use.

**Emergencies:** Any time there is an emergency the alarms will sound in Burnett. Everyone is expected to evacuate to the appropriate place (this includes classes). You will hear a voice with the alarm instructing you of the emergency type.

In the event of a tornado, (usually March-September), everyone is expected to vacate quickly to the basement rooms and hallways. If you are in another building when the tornado warning sounds, go to the designated safe place for that building (notice the orange tornado posters posted in the buildings).

In case of a medical emergency, please contact the office immediately so the appropriate measures may be made.

Classes are rarely cancelled during severe weather, including snowstorms. In the unlikely event they are canceled it will be announced over local television and radio stations.

**Recycling:** The University is involved in an extensive recycling program. There are two types of trash cans in Burnett, the plastic rectangular ones designated for recycling office paper and regular wastebaskets. Other items that are recyclable are plastic soda/water bottles, aluminum cans, and newspapers (recycling containers are located on first floor for these items). There is a gentleman who comes through Burnett after 4:00 to pick up aluminum cans. You may put your aluminum cans outside your office door if you wish to help him. If you have materials (e.g., old exams, etc.) that need to be shredded, contact Dale Ekart at 472-6099. He will arrange a time to pick up your materials. They must be boxed and taped with the words “Shred” on them.

**Lost and Found:** If items are left in your classroom or around the building please bring them to the main office and they will be put in the Lost and Found.

**Parking:** Parking passes can be purchased at Parking Services located in the multilevel parking garage west of the football stadium. You are also eligible for a year-long bus pass for **free** that allows you to use the city buses. Bus passes can be obtained at the information desk in the City Campus Union.

**Computer Lab:** There is a computer lab in 227 Burnett for your use.

**Building and Classroom Information:** If there are spills on the floor or carpet, you have a problem with the room temperature (please **don't** open the windows), light bulbs are burnt out, or anything else, please advise someone in the main office and the appropriate persons will be contacted. We discourage eating and drinking in the classroom areas since they are carpeted.

**\*Never, ever tape, nail or stick anything on hallway or office walls** as it will pull the paint off the plaster. There are tack strips on the outside of the doors for notes to students and/or other materials. If you have other needs, please speak with someone in the main office and we will try to accommodate you.

## **Directions for Applying for Money to Present at Conferences**

1. If you are a first author on a paper/poster you should apply for RAC and Warden money. Warden money can be received by eligible students from all areas of psychology. Additionally, clinical students may apply for RAC funds if they are a first author on a paper/poster. If you are a second author and a clinical student, only RAC money is available.

2. Warden will only provide money for one trip per academic year. RAC provides a maximum amount of money (described below) and you can determine how to distribute it across trips during the academic year (September 1 to August 31).
3. To apply for travel money, complete the following steps:
  - A. Complete the RAC/Warden application form (form with 4 carbon copies).  
**\*\*The following information must be included on your application (if there is not enough room on the form, add additional pages):**
    1. Date of the conference and your travel dates
    2. Name of the conference
    3. Names of all authors in order listed on the paper
    4. Title of the paper
    5. Location of the conference (i.e., destination)
    6. All previous funding awarded during same academic year
    7. Faculty signature
  - B. Complete the Travel Budget Justification Form  
**\*\*List only those expenses here and on the application which will be reimbursed by RAC and Warden (i.e., required registration cost, most economical airfare, and most economical lodging-not to exceed \$100 per night)**
  - C. Attach a copy of your approved abstract (i.e., abstract submitted and accepted by conference)
  - D. Attach a copy of a letter or other formal notification of acceptance of your paper to the conference
  - E. Submit completed application (everything listed in steps A through D) **plus 3 copies** of the entire application (again, everything listed in steps A through D- you must include 3 copies of the application form as well.
  - F. Applications with incomplete information or missing copies will not be funded.
4. **Submission Date Deadlines: (These dates are subject to change. If applying for money, please ensure you speak with staff concerning deadlines before the dates listed below).**

<u>Conference being attended between</u>	<u>Submission dates</u>
September 30- January 30	August 30
February 1 - June 30	January 15
July 1- September 30	May 15

Note: If you have a paper that has been accepted after one of these deadlines (example, in July you have a paper that has been accepted for a conference to be held in September), you may still submit a RAC form and we will do our best to accommodate your needs. You will be asked to submit your letter of acceptance for verification of notification date.

#### 5. **Award Amounts and Reward System:**

Both Warden and RAC allow a \$500 maximum per academic year (i.e., September 1- August 31). In addition, Clinical students (RAC) can apply for \$250 more based on the reward system delineated below. Students will be allowed to determine how to distribute this amount over several conferences (e.g., \$300 for one conference and \$200 for another) with the restriction that no more than a total of \$500 will be awarded for any one trip. Money awarded for a specific conference must be used within 3 months of attending the conference. Reward money may be carried over from one academic year to another. All monies must be used by end of internship year or will no longer be available.

#### **Reward System (for earning additional maximum of \$250)**

\$250	- For submission of a grant worth at least \$10,000
\$100	- For every publication <u>submitted</u> to a peer reviewed journal as first author. - For every first authored invited chapter upon final acceptance with editors. For any other <u>external</u> grant or financial award received
\$50	- For every <u>accepted</u> publication as a first author-this means all revisions done and "in press" - For every publication <u>submitted</u> to a peer reviewed journal as second author

**\*\*Your faculty advisor is required to submit a letter with his/her signature attesting to your accomplishment of the above to receive the monies.**

## **Directions For Applying For Research Money**

RAC funds are available for Clinical students only. Warden funds are available to all students.

1. Complete RAC/Warden application (can be obtained from the main office and the department website) and submit completed application plus three copies of everything (the three copies includes copies of the application form).

2. The following information must be included on your application (if there is not enough room on the form, add additional pages). Applications with incomplete information or missing copies will not be funded.
  - a. Title of project and name/signature of faculty sponsor
  - b. 2-page description of the project, including a description and rationale for each budgeted item
  - c. Complete itemized budget

**Note:** In general, RAC will only provide money for duplicating expenses (on the Riso machine for it is the least expensive means of duplicating materials), equipment, and tests. RAC **does not** typically provide money for subject remuneration unless the subject population is a special one which is relatively inaccessible without such remuneration. If you request subject remuneration expenses, you must attach a statement regarding why such remuneration should be considered given the criteria listed above. Furthermore, RAC **will not** provide funds for key punching, data processing, or any other computer media. In addition, any equipment which is purchased with RAC funds will become the property of the program once the research project is completed.

3. An IRB approval letter must be shown prior to your receiving any of the awarded money that is approved for your research project.

## **Fellowship and Scholarship Opportunities**

### ***Fellowships at the University of Nebraska-Lincoln***

[http://www.unl.edu/gradstud/Funding/Funding\\_Sub.html](http://www.unl.edu/gradstud/Funding/Funding_Sub.html)

### ***Funding opportunities outside the University of Nebraska-Lincoln***

#### **1. American Psychological Association**

##### ***APA Dissertation Research Awards***

The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The purpose of the Dissertation Research Award program is to assist science-oriented doctoral students of psychology with research costs. In 2002, the Science Directorate will grant this \$1000 award to approximately 50 students whose dissertation research reflects excellence in scientific psychology. The dissertation research may be in any area of psychological research. Applications are typically due in September and award decisions are typically made in late December for the Dissertation Awards.

##### ***APF/Todd E. Husted Memorial Award***

Additionally, the Directorate is pleased to announce that it will administer on behalf of the American Psychological Foundation the fifth annual APF/Todd E. Husted Memorial Award. This is a single award in the amount of \$1,000 for the dissertation research that demonstrates the potential to contribute toward the development and improvement of mental illness services for those with severe and persistent mental illness. Applicants for the Husted Award must meet the same eligibility requirements as the Dissertation Research Awards. A panel of experts on the serious mental illnesses will select the awardees. The dissertation must focus on mental illness services research. Applications are typically due in late January for the APF/Todd E. Husted Memorial Award.

#### **ELIGIBILITY:**

1. Applicants must be enrolled full-time and be in good standing in a graduate program in psychology at a regionally accredited university or college located in the United States or Canada.
2. Applicants must be student affiliates or associate members of the American Psychological Association.
3. Applicants must have had their dissertation proposals approved by their dissertation committees prior to application.
4. Each psychology department (i.e., not individual programs within a department) may endorse no more than three (3) students per year, per program. If more than three students from a department wish to apply for these funds, the department must perform an initial screening and forward only three applications.

##### **American Psychological Association Minority Fellowship Program (MFP) Mental Health and Substance Abuse Services Fellowship**

[A federally funded program to support doctoral training in mental health and substance abuse services](#)

- To promote culturally competent mental health and substance abuse services provided to ethnic minority populations
- To increase the number of ethnic minority psychologists delivering mental health and substance abuse services to ethnic minority populations

- To increase the general knowledge and research of issues related to ethnic minority mental health and substance abuse treatment

### **About the Minority Fellowship Program**

The American Psychological Association MFP's mission is to increase the knowledge of, and research related to ethnic minority mental health and to improve the quality of mental health and substance abuse services delivered to ethnic minority populations. We do this by providing financial support, professional development activities, and professional guidance to students pursuing doctoral degrees in psychology. Our mission is consistent with *Health People 2010*, the Surgeon General's Report on Mental Health, and other federal initiatives to reduce health disparities.

An MFP fellowship is more than a simple scholarship that only provides financial support. An MFP fellowship is a professional training appointment into a community of other students and professionals who hold similar professional interests. Indeed, the MFP provides stipends, or living allowances, to students who hold the fellowships. However, we also facilitate professional development and provide professional guidance with the aim of moving students towards high achievement in areas related to ethnic minority mental health research or services.

### **Basic Eligibility**

- Applicants must be American citizens or permanent resident aliens with an alien registration card (I-151 or I-551). Individuals on temporary or student visas are not eligible.
- Applicants must demonstrate a strong commitment to a career in ethnic minority mental health and substance abuse services. This commitment must be demonstrated in the application essays, graduate school curriculum or training plan, practicum and internship training experiences, and thesis and dissertation topics developed.
- Applicants should be enrolled full-time in an **APA-accredited** doctoral program. Students not currently enrolled in an APA-accredited doctoral program may apply as long as they gain acceptance into an APA-accredited doctoral program for the fall term immediately following the application deadline.
- African American, Alaskan Native, American Indian, Asian American, Hispanic/Latino, Native Hawaiian, and Pacific Islander students are especially encouraged to apply.
- This fellowship is aimed at students specializing in clinical, counseling, school, or other programs associated with the delivery of mental health services.

Applications are accepted September 1st until January 15th of the year in which support is being sought. For an online application, go to <http://www.apa.org/mfp/services.html>.

### **To request an application, contact:**

APA/MFP Fellowship Application  
750 First Street, NE  
Washington, DC 20002-4242  
Phone: (202) 336-6127  
Fax: (202) 336-6012

Also visit [www.apa.org](http://www.apa.org) for more information.

## 2. Department of Education

Guide to U.S. Department of Education Programs and Resources

<http://web99.ed.gov/GTEP/Program2.nsf>

*The Guide to U.S. Department of Education Programs and Resources*, commonly referred to as the *Guide to ED Programs*, describes programs authorized and funded under federal law as well as any applicable competitions made possible by these programs. It includes information on funding for laboratories, centers and other facilities that provide important resources for education.

Seven principal offices in the Department are responsible for program administration. Each office is responsible for overseeing a portion of the programs established by Congress and administered by the Department. These principal offices are:

- Federal Student Aid (FSA).
- Office of Educational Research and Improvement (OERI).
- Office of Elementary and Secondary Education (OESE).
- Office of English Language Acquisition (OELA).
- Office of Postsecondary Education (OPE).
- Office of Special Education and Rehabilitative Services (OSERS).
- Office of Vocational and Adult Education (OVAE).

## 3. James S. McDonnell Foundation 21st Century Science Initiative

<http://www.jsmf.org/>

In 2000, following a period of reflection and evaluation, the James S. McDonnell Foundation announced new grant making guidelines under the title, the 21st Century Science Initiative. Public funding for scientific research has increased significantly over the past 5 years and is expected to continue to increase at least through the remainder of this decade. Most scientists, particularly those working in the life sciences, have adequate funding for ongoing research. This situation creates the opportunity for private funders to use their resources to support and encourage researchers pursuing projects likely to advance our current state of knowledge. Projects awarded funding through the 21st Century Science Initiative are expected to meet highly selective intellectual standards.

The 21st Century Science Initiative supports research in three topics:

- Bridging Brain, Mind, and Behavior <http://www.jsmf.org/pages/programs/bmb/bmb.htm>
- Studying Complex Systems  
[http://www.jsmf.org/pages/programs/complex\\_systems/complex\\_systems.htm](http://www.jsmf.org/pages/programs/complex_systems/complex_systems.htm)
- Brain Cancer Research [http://www.jsmf.org/pages/programs/brain\\_cancer/brain\\_cancer.htm](http://www.jsmf.org/pages/programs/brain_cancer/brain_cancer.htm)

**The 21st Century Science Initiative** awards two types of grants:

**21st Century Research Awards** (Pre-proposals due March 14, 2003) provide adequate, flexible funding over a sufficient time period to allow investigators to pursue and develop innovative directions to their research programs.

A maximum of \$450,000 total costs can be requested and the funds can be expended over a minimum of 3 years or a maximum of 6 years. **Please Note: Smaller amounts of money to help investigators pursue pilot projects or test the feasibility of an experimental approach are welcome.**

The applicant can apply the grant funds towards any research-based expense, including travel, equipment, and supplies. Funds can be used to support collaborative projects. A percentage of the funds can also be used to support small workshops organized by the applicant where the goal of the workshop is gather expertise in support of the research objective. Awards will be announced in late June following the application deadline.

The Foundation will also make a small number of **Collaborative Activity Awards**. The collaborative activity awards category formalizes a funding mechanism the Foundation has used over the past decade to support study panels and research networks. This has proven to be an effective way to encourage cross-disciplinary thinking and research on fundamental questions that cannot be tackled via the usual Research Award mechanism. Furthermore the work carried out by such panels contributes to the development of funding programs both at the foundation and at other funding agencies. Collaborative activity awards proposals will be expected to undergo rigorous review.

**Collaborative activity awards should not be confused with “program project” style grants.** Researchers seeking funds to support collaborative research projects involving several laboratories should consider submitting to the 21st Century Research Awards. If the \$450,000 maximum budget is not adequate for the scope of the proposed projects investigators can submit "bundled" proposals that will be reviewed as an inseparable unit.

#### ***4. National Institutes of Health***

**[www.nih.gov](http://www.nih.gov)**

#### **Ruth L. Kirschstein National Research Service Award (NRSA) Research Training Grants and Fellowships**

##### Individual Fellowships

- Individual Predoctoral Kirschstein - National Research Service Awards For M.D./PH.D. Fellowships
- Individual Predoctoral Kirschstein - NRSA Fellowships for Minority Students (F31)
- Individual Predoctoral Kirschstein - NRSA Fellowships for Students with Disabilities (F31)
- Individual Kirschstein - NRSA Fellowships for Graduate Students in Neuro-, Behavioral, Addiction, and Communication Sciences (F31)
- Individual Kirschstein
- NRSA Postdoctoral Fellowships (F32)
- Senior Kirschstein - NRSA Fellowships (F33)

National Center for Research Resources

**<http://www.ncrr.nih.gov/>**

*National Eye Institute*

**<http://www.nei.nih.gov/>**

*National Institute of Child Health and Human Development*

**<http://www.nichd.nih.gov/>**

*National Institute of Mental Health*

**<http://www.nimh.nih.gov/>**

*National Institute of Neurological Disorders and Stroke*

**<http://www.ninds.nih.gov/>**

*National Institute on Aging*  
<http://www.nih.gov/nia>

*National Institute on Alcohol Abuse and Alcoholism*  
<http://www.niaaa.nih.gov/>

*National Institute on Deafness and Other Communication Disorders* <http://www.nidcd.nih.gov/>

*National Institute on Drug Abuse*  
<http://www.nida.nih.gov/>

## **5. National Science Foundation**

<http://www.nsf.gov/start.htm>

NSF funds research and education in most fields of science and engineering. It does this through grants to and cooperative agreements with more than 2,000 colleges, universities, K-12 school systems, businesses, informal science organizations, and other research institutions throughout the U.S. NSF accounts for about ¼ of all Federal support to academic institutions for basic research.

**Unaffiliated Individuals**—Scientists, engineers, and educators in the United States and U.S. citizens may be eligible for support, provided that the individual is not employed by or affiliated with an organization, and

- the proposed project is sufficiently meritorious and otherwise complies with the conditions of any applicable proposal-generating document;
- the proposer has demonstrated the capability and has access to any necessary facilities to carry out the project; and
- the proposer agrees to fiscal arrangements that, in the opinion of the NSF Grants Office, ensure responsible management of Federal funds.

Unaffiliated individuals should contact the appropriate program before they prepare a proposal for submission.

## **6. Office of Naval Research**

<http://www.onr.navy.mil/>

### **DOD National Defense Science & Engineering Graduate Fellowship Program**

Submission Date: January of each year; see application materials for exact date.

#### **Program Description**

The NDSEG Fellowship Program is a joint program of the United States Army, Navy and Air Force within the University Research Initiative (URI), designed to increase the number of U.S. citizens trained in disciplines of science and engineering important to defense goals. DoD awards approximately 100-150 new three-year graduate fellowships each year to individuals for study and research leading to doctoral degrees in, or closely related to, the disciplines of aeronautical and astronautical engineering; biosciences, chemical engineering; chemistry; cognitive, neural, and behavioral sciences; computer science, electrical engineering; geosciences; manufacturing sciences and engineering; materials science and engineering; mathematics; mechanical engineering; naval architecture and ocean engineering; oceanography; and physics.

**Eligibility**

Applicants must be citizens or nationals of the United States who intend to pursue a Ph.D. in one of the designated fields. The Fellowships are intended for students at or near the beginning of graduate study. Applications are encouraged from women, underrepresented minorities and persons with disabilities. NDSEG Fellows may enroll in any appropriate nonprofit United States institution of higher education offering a Ph.D. degree in science or engineering. Fellows are eligible to participate in research at Navy laboratories during the summer.

**Tenure**

The tenure of an NDSEG Fellowship is 36 months. Recipients of new three-year fellowships must begin tenure not later than the fall following award.

**Conditions of Appointment**

Fellows are required to enroll in full-time programs leading to graduate degrees in one of the designated fields in order to pursue a Ph.D. degree. The availability of funds for the second and third years of a three-year award is contingent upon certification to DOD that the Fellow has made satisfactory academic progress.

**Points of Contact** (and Application Materials)

NDSEG Fellowship Program  
 American Society for Engineering Education  
 1818 N Street, N.W. #600  
 Washington, DC 20036  
 Phone: 202-331-3516,  
 Fax: 202-265-8504  
 E-mail: [ndseg@asee.org](mailto:ndseg@asee.org)  
 Web site: <http://www.asee.org/ndseg>

**7. American Psychological Foundation**

<http://www.apa.org/apf>

*APF/COGDOP Graduate Research Scholarships*

APF and COGDOP provide up to \$16,000 for graduate research scholarships. This includes \$1,000 awards for up to eleven individuals; \$3,000 for the top applicant, who will receive the Ruth G. and Joseph D. Matarazzo Scholarship; and the \$2,000 Clarence J. Rosecrans Scholarship. The scholarships will be given directly to the individual graduate students. The APA Science Directorate administers this program. For further information or to submit applications, please contact the APA Science Directorate, 750 First Street, NE, Washington, D.C., 20002-4242. (telephone: 202/336-6000).

*Elizabeth Munsterberg Koppitz Child Psychology Graduate Fellowships*

Nurturance of excellent scholars in the broad area of the psychology of the child (e.g., developmental, child-clinical, pediatric, school psychology, education psychology, and developmental psychopathology). \$20,000 stipend plus travel fund to attend the APA Convention, and possible relevant conferences. Students must be advanced to doctoral candidacy. Please visit website for application information.

## **INTERNSHIP APPLICATION INFORMATION**

### **I. TIMELINE FOR INTERNSHIP APPLICATION PREPARATION**

#### **A. Prior to Your Internship Application Year**

1. Start your vita during your first year in the program. A good way to begin your vita is to request samples of vitas from more advanced students. Samples from former students can be found in the red binders in the offices of the CPTP Director and Secretary. As you progress through the program you can add information (e.g. conferences, workshops, presentations, posters, publications, memberships, awards/honors, practicum experience). Compiling your vita as you progress through the program saves time later when you are trying to get other information ready for applications. Also, some externship supervisors may ask to see a vita.
2. Get a copy of the most recent APPIC application ([www.Appic.org](http://www.Appic.org)) to find out what you will need to keep track of throughout your graduate training. It is best to check the APPIC application before you start clinical practicum placements. Many students have found it helpful to construct charts and keep track of the information as they progress through the program. If you don't do any record keeping, it may be nearly impossible, and an extremely frustrating task to try to reconstruct your 4 years of experience at the time of internship application.
3. Some internship sites require samples of work (e.g. integrated report, case conceptualizations/summaries). It may be helpful for you to make a special note when a supervisor provides a positive evaluation of a report you've written and to save the report for a sample. Remember to change all identifying information within the report. When it is time to submit the report to an internship site, the CPTP Director will sign a cover letter for the report indicating that all of the client's identifying information has been changed and that the applicant received a supervisor's permission to send the report.
4. Have written comprehensive exams completed before you apply.
5. Ideally, have your dissertation proposal done and defended before you apply. You will be a more competitive applicant, and having your proposal completed will free up time during the application phase.

#### **B. Year of Internship Application**

1. July:

- a. Revise and update your vita. It is helpful to have people (both faculty and other students) read it and provide feedback.
  - b. Start searching for internship sites (via the hard copy books in CPTP secretary's office or the internet).
2. August:
- a. Write, call, or email sites for information/brochures/applications. Typically, students write away to 40 or so sites.
  - b. Register with APPIC.
  - c. Start filling out the APPIC application.
3. September:
- a. CPTP Internship meetings start.
  - b. Work on your personal statement and essays.
  - c. Narrow your search and email a list of sites (15-20) to faculty asking if they know anything about the site or anyone at the site.
  - d. Check to see if any past CPTP students have interned at sites you are interested. If so, contact those individuals.
  - e. Check with internship sites for protocol for sending letters and transcripts.
  - f. Ask faculty members for letters of recommendation.
4. October: Complete applications. Be sure to note which tracks you are interested in.
5. November:
- a. Most applications are due.
  - b. You may want to take some time to make a list of important criteria for you to consider when interviewing at sites. Some samples of former student's criteria lists are found in the red binders located in the CPTP Director and Secretary's offices.
6. December:
- a. Most sites start contacting individuals for interviews mid month. Some early interviews (especially phone interviews) may be scheduled for the end of December.
  - b. Make travel arrangements.
  - c. Make a list of site specific questions/concerns.
7. January: Most interviews occur in January. Plan to spend this month away from home.
8. February: Rankings due approximately the first week of February, and Match dates are approximately the last week of February.

## **II. Internship Interviews**

### **A. Preparation**

1. If possible, find out the selection committee members and learn the process for each site.
2. Have lots of questions ready, including questions beyond what is found in the brochure as well as site and individual specific questions.
3. Review list of questions commonly asked of interviewees.
4. Arrange for mock interviews with CPTP faculty.

### **B. Interviews**

1. Make sure you highlight how you fit or are a good match with the program (to everyone!).
2. If possible, find out who you will be interviewing with prior to your interview day.
3. Wear comfortable shoes. At some sites you will have to walk a lot.
4. Consider packing a snack and a water bottle.

### **C. Post Interview**

1. Send thank you letters to training directors, rotation supervisors, and individuals with whom you interviewed. Make sure to individualize the letters because they may all end up in your file.
2. Follow-up with calls/emails as necessary and appropriate.

## **III. Internship Interview Questions**

### **A. Commonly Asked Questions**

1. Why are you interested in this site? What attracted you to this site? Why here? (Most frequently asked question).
2. Describe a difficult supervisory experience.
3. Describe a rewarding supervisory experience.
4. What qualities do you like in a supervisor?
5. Describe an ethical dilemma you with which you have worked.
6. Have a short and long case ready to talk about (match it to the site).
7. Be prepared to discuss a case that went well and a case that did not go as well.
8. Describe a difficult case. Why it was difficult? What you did and was it successful?
9. Be ready to describe your dissertation (short and long versions), but most sites will be most interested in your *progress* on your dissertation.
10. What are your strengths and weaknesses?
11. What is your theoretical orientation and how do you conceptualize

client's problems?

12. What are your short and long-term training and career goals?

**B. Other Questions (not so common, but worth considering)**

1. How do you conceptualize client change?
2. How do you integrate assessment in your clinical work? Give an example.
3. What are the strengths/weaknesses of your graduate training program?
4. Describe a diversity experience you have had that has had lasting impact on you.
5. Some sites may provide you with a clinical vignette and then ask related questions (e.g. provide a diagnosis and rationale for that diagnosis, what you would do with this client and why?).
6. What books/authors/theorists have had an impact on you or influence your clinical work?
7. What is your passion? (In terms of the work you've done).
8. If you were required to send a work sample (e.g. a report), sites may ask questions concerning what you sent (e.g. Why did you do certain things or didn't do certain things? What would you have done differently?)
9. Rate/describe your assessment, therapy, and research experience.
10. What do you do for fun outside of psychology?
11. What is not in your application that you think is important for us to know about you?