

**Department of Psychology**  
**University of Northern Iowa**

**Graduate Student Handbook**

**Summer, 2009**

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# 1. Welcome to the UNI Master's Program in Psychology

Welcome to the University of Northern Iowa Department of Psychology! We are delighted that you have enrolled in our graduate program, and we will support your efforts to earn your M.A.

The Department of Psychology offers graduate training leading to the Master's degree in psychology. Our goal is to produce scholars with a broad knowledge of psychology who are actively engaged in empirical research. Our program is informally divided into three emphases. Graduate students may choose one of three emphases:

1. Clinical Science
2. Social
3. Industrial/Organizational

Students may also choose an *individualized study option* in which they choose a program of study in conjunction with a faculty advisor and the graduate coordinator. To obtain the M.A. in psychology, students must complete the course requirements of one emphasis and complete a committee-approved M.A. thesis.

## **How to get information about department policies and procedures:**

This handbook is designed to provide you with the basic information you need about our program. Please read it carefully. The information in this handbook applies to you and your program and is supplemental to (and supersedes any outdated) information found in the University Catalog or other sources. Feel free to ask faculty members when you have questions concerning program requirements and about your progress in the program. You can also use advanced students as a resource.

## **Psychology department personnel:**

<b>Department Head:</b>	Carolyn Hildebrandt
<b>Graduate Program Coordinator:</b>	Andy Gilpin
<b>Graduate Program Funding Coordinator:</b>	Helen Harton
<b>Area (Emphasis) Coordinators:</b>	Clinical Science – Seth Brown/John Williams Social – Helen Harton Industrial/Organizational – Adam Butler Individualized Study – Otto MacLin
<b>Participant Pool Coordinator:</b>	Linda Walsh
<b>PSPM System Coordinator:</b>	John Williams

**Faculty:** The Department of Psychology has 17 full-time graduate faculty members, and one part-time graduate faculty member; see *Appendix A* for a list of these names and research interests. Departmental courses are also taught by a variety of instructors who are not graduate faculty members.

**Support staff:** The Department of Psychology has two administrative assistants: Jeanne Marshall (full-time) and Dorothy Burt.

## **Department facilities and equipment:**

The Department of Psychology is housed on the third and fourth floors of Baker Hall. Additional offices and research laboratories are located in the Psychology Research Building (Psychology I).

**Offices/Keys:** First-year graduate students share offices on the third floor of Baker Hall. Students are each assigned an office key, a building key, and a Baker 342 key, which can be picked up at the physical plant building.

**Mail room:** All graduate students have mailboxes in Baker 342. Faculty mailboxes are in the department office (Baker 334).

**Telephone:** A telephone is available for graduate student use in Baker 342. The phone is available for personal local calls and for calls related to student work. Dial 9 to get an off-campus line.

**Computers:** There are various computer facilities available for graduate student use. Many of the graduate student offices house a computer. Baker 373 is a larger computer lab that is available 24/7 (although it may be scheduled and unavailable due to classes or research projects—see times posted on door). For Baker 373 access, there is a Keymaster lock on Baker 369; see Jeanne Marshall for the combination. Graduate students also have full access to computer labs in the library and in other buildings (e.g., Sabin Hall).

**Photocopier:** Graduate students must make photocopies outside the department (e.g., at the library, Copy Central) or reimburse the department for their copying needs (available only for thesis related copying – see Jeanne). The photocopier, which is shared with the Department of Sociology, Anthropology, and Criminology, is for faculty and staff use only. Note that graduate students can request funds from the College of Social and Behavioral Sciences to pay for photocopying of research materials and supplies for M.A. theses.

**Office Etiquette:** Students should always lock the doors to their offices and the Psych I building when they leave them, even if they expect to be back soon. Keys and combinations should never be lent out to other people, even friends or undergraduate research assistants. Graduate students are expected to use their offices, but they are also reminded to be considerate of their office mates. For example, if a student likes to listen to music while working, headphones are a good idea.

## 2. Sources of Information About the Department, University, and Community

**UNI home page:** <http://www.uni.edu>

Contains information about the university, including academic calendars, registration information, maps, and directories.

**Department of Psychology webpage:** <http://www.uni.edu/psych/>

Contains information about the department, including course offerings, faculty office hours, and links to faculty webpages.

**College of Social and Behavioral Sciences (CSBS) webpage:** <http://www.uni.edu/csbs/>

**UNI schedule of classes:** <http://www.uni.edu/registrar/reginfo/>  
Site for on-line registration and information about available classes.

**Graduate College webpage:** <http://www.grad.uni.edu/>  
Contains important information regarding MA thesis deadlines and regulations, graduate student funding, and research support.

**Graduate College thesis manual:** <http://www.grad.uni.edu/thesis/thesismanual.aspx>  
An on-line version of the thesis manual.

**Minority Graduate Student Association:** [mailto:michael.blackwell@uni.edu?subject=UNI Minority Graduate Student Association](mailto:michael.blackwell@uni.edu?subject=UNI%20Minority%20Graduate%20Student%20Association)  
This association offers helpful information and support for ethnic minority students.

**International Services Office:** <http://www.uni.edu/internationalprograms/>  
This office offers helpful information and support for international students.

**UNI Email Instructions:** <http://www.uni.edu/its/email.html>

This site provides detailed information about using e-mail via the UNI computer systems.

**Human Participants**

**policies:** <http://www.uni.edu/osp/protection-human-research-participants>

This site provides information about procedures that must be followed when conducting research with human participants.

**Human Participants forms:** <http://www.uni.edu/osp/irb-form-downloads>

This links to an on-line version of the paperwork necessary for running human research participants.

**UNI Writing Center:** <http://www.uni.edu/unialc/writingcenter/>

The writing center, located in ITT 008, offers writing assistance for graduate students.

**UNI Counseling Center:** <http://www.uni.edu/counseling>

The counseling center, located in 103 Student Health Center, is available to all students. Call 3-2676 for an appointment.

**UNI Office of Disability Services:** <http://www.uni.edu/disability/>

This office serves the needs of students with physical, psychiatric, or learning disabilities.

**Office of Compliance and Equity Management:** <http://www.uni.edu/equity/>

This website explains important UNI policies, including those on sexual harassment and student grievances.

**On-campus living and dining options:** <http://www.uni.edu/dor/>

**Cedar Falls webpage:** <http://www.cedarfallstourism.org/>

**Waterloo webpage:** <http://www.waterloocvb.org/>

### 3. The M.A. Degree

The M.A. program is a 2-year\*, full-time course of study including two summers. It has a strong empirical orientation and is designed to provide students with (a) skills in research methodology; (b) advanced knowledge of major areas of scientific psychology; and (c) competence in psychological service delivery (for students in the Clinical Science and Industrial/Organizational emphases).

#### **General expectations for graduate students:**

It is common for students to experience a period of adjustment when making the transition from college to graduate school. There's a good reason for this: **Expectations for graduate students are substantially higher than those for undergraduates.** Graduate students can expect to put in appreciably more hours of studying, research, and practica than they did as undergraduates. To complete course and thesis requirements in a timely manner, students should be full-time students during the regular semesters and summers.

Graduate students are expected to be active members of the department. This means seeking a well-rounded education by going above and beyond course and thesis requirements. Students should actively participate in department activities, including colloquia, graduate brown bag seminars, and job talks. Students should also develop an active program of research with faculty members that is reflected in publications and presentations at research conferences. Graduate students in the Department of Psychology often make presentations at regional and national conferences such as the Midwestern Psychological Association (MPA), the American Psychological Association (APA), and the American Psychological Society (APS). Talk with your thesis supervisor and/or Area Coordinator about other appropriate venues for your research.

It is also expected that graduate students will become active members of the psychological community. Consider joining APA, APS, MPA, and/or other professional organizations. There are several specialized organizations, such as the Society for Industrial/Organizational Psychology, the Association for the Advancement of Behavior Therapy, and the Society for Personality and Social Psychology, that can be helpful to join as well—talk to your Area Coordinator for further information on appropriate societies. Organization newsletters and professional contacts can be a valuable source of information and opportunities for students. There are several excellent student-run organizations, such as the American Psychological Association's Graduate Student Organization (APAGS) and the American Psychological Society's Student Caucus, which were developed to provide graduate students with helpful tips, contacts, and funding/grant information.

Clinical science emphasis students are required to purchase liability insurance. This insurance is available through the American Psychological Association—see John Williams for more details.

In general, the more time and effort students put into their graduate studies, the more competitive and successful they will be on the job market or in doctoral program admissions. Faculty members are here to help in students' professional development, so do not hesitate to use them as a resource.

\*Except for students accepted in the 5-year option of the Industrial/Organizational emphasis, which incorporates coursework taken during the last year of undergraduate studies at UNI.

## **Course requirements/Evaluation of progress/Application for program approval:**

To earn the M.A. in psychology, students must complete the course work required for their selected emphasis or individualized study option. There are many similarities among the emphases (e.g., statistics and other basic courses), but each has its own unique requirements. See *Appendices B-E* for complete descriptions of course requirements for the Clinical Science, Social, and Industrial/Organizational emphases, and the Individualized Study option, respectively.

Elective courses (1 to 3, depending on your emphasis) should be chosen based on discussions with faculty and the Graduate Coordinator. Elective courses should generally be 200-level courses within the psychology department. Courses outside the department are most appropriate as “extra” courses on the program of study and can only be added to the program of study with approval from the Area Coordinator and Graduate Coordinator. In no case will more than one course outside the department be counted toward a student’s 41-44 hours needed to graduate. Students may not apply more than 3 hours of “individualized” coursework (i.e., research experience or teaching experience) as elective coursework.

Graduate students are expected to maintain a GPA of greater than 3.0 and to earn B or better grades in every class. In graduate school, “average” grades are no longer acceptable. No more than one course grade of C or C+ will be allowed in the student’s program of study, and no grades lower than C may count toward the degree. In some cases, students may have to repeat courses with grades lower than a B- at the discretion of the Area Coordinator and Graduate Coordinator. Talk to your instructors, Area Coordinator, and/or the Graduate Coordinator at the beginning of the semester if you have any questions about grade requirements in a particular course.

To help students proceed through the program in a timely manner, the department has created a **Checklist of Progress Form** (see *Appendix F*). This checklist is primarily for students’ own personal use, but the Graduate Coordinator also uses it to evaluate students’ progress. So that students know how they are doing in, and progressing through, the M.A. program, each student will formally meet with the Graduate Coordinator to obtain feedback at the end of each semester. This time also gives you a chance to talk about any concerns you have about the program or your progress.

Students who are enrolled in the individualized study option will need to work out a Program of Study with their thesis supervisor and the Graduate Coordinator before the end of their first semester in the program. This Program of Study will list the courses that the student plans to take during his/her two years in the program. Other students have a more prescribed program, and can choose their electives when they register for them (i.e., they do not need to specify them ahead of time). Any changes to the program or requests (i.e., for alternate coursework, for thesis extensions) is done through a Student Request Form, which is available in your MyUNiverse forms repository.

## **Practica:**

Each emphasis has unique practica requirements. See specific requirements below.

**Clinical Science:** Students in the Clinical Science emphasis must complete 2 12-week practicum experiences. Students spend at least 16 hours per week in each assignment. Students receive a total of 4 credit hours for these experiences, in which they obtain supervised experience working as a psychologist-trainee at a mental health agency. See

*Appendix G* for a more detailed description. These students will also attend group meetings related to these experiences and complete two ethics courses (1 credit hour each).

**Social:** Students in the Social emphasis must complete 6 credit hours of a research practicum. Specifically, students must register for 6 hours of 400:293 (Research in Psychology) and work collaboratively with a faculty member(s) on a research project that culminates in a conference presentation and/or publication. Students must also attend social area meetings.

*Individualized study option* students must also do 6 credit hours of research in their first year. They are encouraged, but not required, to participate in social area meetings.

**Industrial/Organizational:** Students in the Industrial/Organizational emphasis must register for 2 credits of 400:291 (Practicum in I/O Psychology) during the second semester of their first year. This course emphasizes applied experience in the field of Industrial-Organizational psychology. Students will complete an applied project in a host organization. In addition, students will participate in the annual consulting challenge. This course requires 80-100 contact hours that will be completed outside the classroom.

### **The graduate readings course:**

An important part of first-year course work is the Readings in Psychology course (400:285). Students must sign up for one hour of Readings in Psychology during their first and second semesters.

The readings course is designed to help students become better students, psychologists, and researchers. Students meet as a group regularly during the fall semester to hear presentations from faculty members about their research and to learn about professional issues (e.g., time management, statistical and research considerations, presentations) and local resources in psychology. Students should also introduce themselves to at least 3 faculty members whose research interests them and read two or more articles from those persons' research areas (ask the faculty member for suggested readings). These activities are incorporated in the readings course. After the supervisor has been chosen and has agreed to supervise the student's thesis, the student should notify the Graduate Coordinator of his/her choice by submitting an "Initial Declaration of Faculty Supervisor" form (see Appendix T, "Designating a Faculty Supervisor"; note that when you have identified thesis committee members as described in the next section, there is a separate form to submit to the Graduate College). The process for changing a thesis supervisor is more complex and is also described in Appendix T, which includes a separate form for that purpose.

The Readings course also introduces students to important works in their area of study. In the fall semester, students will read several of the most important articles (chosen in collaboration with the thesis supervisor) in their area and complete one or more assignments (e.g., a literature review, an annotated bibliography describing the articles, a presentation). These readings will be discussed with the thesis supervisor. Performance in the informal portion of the readings course (as assessed by the thesis supervisor) will be averaged with a grade assigned by the Readings course instructor for the more formal portion of the course.

In the spring semester, graduate students will sign up for the Readings course under the section number of their thesis supervisor, who will direct their readings that semester. As in the spring, students will read several important works in their area of interest, discuss those with the thesis supervisor, and produce one or more assignments. During this semester, two thesis committee members should be identified in collaboration with the thesis supervisor and approached by the

student about serving on the thesis committee. Progress on the Masters Thesis should be made as part of the Readings course, with the goal of a completed thesis proposal by the end of the second semester.

### **The M.A. thesis:**

The M.A. thesis is one of the most important parts of the M.A. degree. As such, the Department of Psychology has high standards for theses. The thesis is an APA-style report of an original empirical study conducted by the student (although the Graduate College formatting requirements differ somewhat from APA style). Examples of successful theses are available in Baker 334.

Important: Guidelines for the M.A. thesis are found in the Graduate College Thesis Manual. An online version of this manual is available at <http://www.grad.uni.edu/thesis/thesismanual.aspx>. Students should read this manual carefully and follow all of the guidelines. Additional guidelines for Applied Theses (available to students in the industrial/organizational emphasis only) are in *Appendix H*, but everything below applies to all students, regardless of thesis type. All significant decisions and events (e.g., proposal meetings) should be coordinated with the thesis supervisor first.

**Developing a research idea/selecting a thesis advisor:** The Readings in Psychology course is designed to help students develop a thesis topic, first by introducing them to work being done in the department and secondly, by requiring one-on-one work with the thesis supervisor. Students should work closely with their thesis supervisor to design a study. Specifics such as methods, materials, number of participants, timeline for data collection, etc., will vary depending on the project. The supervisor should be chosen by the end of October of the student's first semester.

**Selecting thesis committee members:** Students should consult with their thesis supervisor to select two committee members. Most students select committee members with expertise in areas of research closely related to the thesis topic. At least one of the thesis committee members must be from outside a student's area of emphasis. Students should ask prospective faculty members to be on their committee, then inform the Graduate Coordinator of their selections by the end of their second semester in the program. Committee members must be on UNI's graduate faculty, and at least one of the two must be a graduate faculty member in psychology.

**The thesis proposal:** After a thesis topic has been determined, students should write a thesis proposal. The format of this document varies slightly depending on the individual thesis supervisor and type of thesis, but should contain at a minimum a literature review that puts the study and hypotheses in context (usually requires at least 8-10 pages), specific hypotheses (that follow from the literature review), a detailed method section, a plan of analysis, and APA-style references, with all measures and materials included in an appendix. When the thesis supervisor determines that the proposal is ready to be presented to the committee members (this usually occurs after the student has written and revised several drafts), the student should give each committee member and the graduate coordinator a copy of the proposal and arrange a thesis proposal meeting. To ensure that committee members have adequate time to review the proposal, the student should distribute the proposal approximately 2 weeks before the date of the proposal meeting. Students must have completed their thesis proposal, have it approved by their thesis supervisor, and have a thesis proposal meeting scheduled by early September at the latest. Students are encouraged to have this meeting in the spring or early summer if possible. It is the student's responsibility to notify the Graduate

Coordinator when the proposal meeting has been scheduled and again when it has been successfully completed. It is also the student's responsibility to schedule a room for the meeting (see Jeanne about room availability).

**The proposal meeting:** At the proposal meeting, the student, the thesis supervisor, and the committee members meet to discuss the thesis study. Procedures for the proposal meeting vary depending on the individual thesis supervisor, but usually involve the student making a short presentation (generally a summary of the purpose, hypotheses, and method), then answering committee members' questions and discussing various issues that arise. Committee members may require changes in the study. Soon after the proposal meeting, students should make or summarize the changes required by the committee and have all committee members sign the front page of this document, to be given to the Graduate Coordinator, showing their approval of the modified project. A form indicating plans for participant recruitment (*Appendix I*) should also be signed by all committee members and given to Linda Walsh. After the committee has accepted the proposal, the student should obtain Human Participants approval for the study. Sometimes issues will arise during the Human Participants approval process and/or the pretesting of the study which will necessitate changes in the study. These issues should first be discussed with the thesis supervisor, but the committee members should be consulted for their approval of these changes. Committee members should also be kept informed of a student's progress on the thesis project.

**Human Participants Review Board approval:** As with any research project, students must obtain human participants approval (if human participants are involved) before beginning their thesis study. This may be the case even if the data have been previously collected for a different project that went through the IRB process. Students should work closely with their thesis supervisor to complete the appropriate Human Participants Review form (see *Appendix J*). Before submitting a proposal to the Institutional Review Board (IRB), students should complete human participants training. There is a discussion of options to complete this at UNI on the webpage at <http://www.uni.edu/osp/training-human-participants-protections> .

**The thesis:** Students should work with their supervisors to create a final copy of their thesis to be given to their committee members. This document will go through many rounds of revision with the thesis supervisor before he or she deems that it is acceptable for presentation to the committee members. It is the thesis supervisor's job to determine that the student is ready and able to defend the thesis, and he/she should not allow the student to schedule a meeting until this is the case. As with the thesis proposal meeting, students should distribute the thesis to committee members approximately 2 weeks, and in no case less than 1 week, before the defense date so the committee members have adequate time to review it. The date, time, location, and title of the defense must be given to Jeanne Marshall to be publicized at least one week before the defense.

**The defense meeting:** At the thesis defense, students present their research to the thesis supervisor, committee members, and other faculty and students from the department. The thesis defense is a more formal event than the thesis proposal meeting (e.g., dress professionally). Students should give a formal presentation (an approximately 20 to 30-minute talk with PowerPoint slides or overhead). Afterwards, committee members and other audience members ask questions. Students should bring sufficient copies (see below) of the signature page to the defense, but committee members may or may not be ready to sign off on the thesis. Committee members will request changes that need to be made to the thesis before it is accepted. This is generally the case even if a student passes the defense. Students may

also receive a “conditional pass” on their defense. In this case, one or more committee members will wait until the requested changes are made and reviewed by them before they sign the signature page. The thesis supervisor will oversee all changes requested by the committee members and make sure that these are completed satisfactorily before he/she will sign the thesis. If the committee members have not yet signed the thesis, the supervisor will determine when the thesis is ready to be re-distributed to the members.

There are actually two stages to passing the defense: one is the oral defense of the project, and the other is the written document. If a student does not initially pass the oral portion of the defense, he/she may be given up to 2 more chances to successfully defend the project at the discretion of the thesis committee. However, no student will be allowed more than a total of 3 chances. If a student does not pass the oral defense on the third try, he/she will not be allowed to graduate with the M.A. in psychology. Committee members will generally also request minor or major changes to the written document. These changes should be made in consultation with the thesis supervisor. Again, care should be taken to complete all changes requested before the document is given back to the committee member(s), as the thesis committee may also refuse to pass a document that does not meet their requirements after 2 additional rounds of revision (beyond the document as originally presented to the thesis committee members).

**Final copies of the thesis:** Students must follow the guidelines and submission dates in the Graduate College Thesis Manual. Note that the Graduate College guidelines may not be the same as APA style. After the thesis signatures have been obtained, one copy of the thesis should be taken to the Graduate College for review. They will contact the student with any changes that need to be made. After this copy is approved, the student should 1) pay for two copies of the thesis to be bound at the cashier’s window; 2) take that receipt and two complete copies of the thesis on “good” paper to the Graduate College; and 3) bring at least one copy of the complete thesis on good paper to the Psychology Department for the office copy. Students should pay Jeanne in the Psychology Department for any additional personal copies (e.g., for their supervisor, parents, themselves) that they want. See *Appendix S* for a checklist of graduation requirements.

**Practical considerations:** Please keep practical considerations and limitations on resources in mind as you plan your thesis project. First, remember that faculty members have many responsibilities and may not always be able to get back to you right away. This is especially the case in the summer. Most faculty are not paid in the summer, and so technically they have no UNI duties or responsibilities during that time. Most faculty are willing to work with students over the summer, but the student should not assume that they will have unlimited access to the faculty member. Many faculty leave town or have other obligations (e.g., grant writing, publications) that must be completed during the summer.

Second, it is important to remember the financial limitations of your project. You can apply for up to \$500 for thesis-related expenses (which may include travel to a conference to present your research) from the CSBS Dean’s office. However, these funds are not guaranteed, and there are currently no other on-campus sources for thesis funding. If you have a project that requires more funding, you should talk to your thesis supervisor about other potential sources or try to redesign the project to cut costs.

Third, there are limited resources available for collecting data. In an active department researchers must be concerned about the cost of their project not only in dollars, but also in

terms of the source and number of participants. You may wish to make use of the department Participant Pool, but you should keep in mind that this is a finite resource which must be shared by all faculty and graduate students. During summer, there are very limited sources on-campus for participants.

Finally, there are practical considerations and constraints on graduation given by the Graduate College. Note that you must turn in your completed, signed-off thesis several weeks before the semester ends in order to graduate in that semester. The Graduate College may also have additional (generally formatting) changes that you must make before your thesis is accepted.

You are strongly encouraged to plan ahead and try to finish your thesis as soon as possible, preferably by April or May of your second year. Keep in mind that theses always take longer than expected, and be aware that it can be hard to find a date in the summer that all of your committee members will be available. Finishing the thesis becomes more difficult after you are out of the program and have possibly moved away.

### **Academic and professional ethics:**

The purpose of UNI's graduate program in psychology is to prepare students for professional roles in psychology, whether in counseling, research, teaching, consulting, administration, or other contexts. The professional practice of psychology is guided by the American Psychological Association's (APA) "Ethical Principles of Psychologists and Code of Conduct" (APA, 2002). Because students in our graduate program are preparing for professional roles in psychology, they are expected to be knowledgeable about the APA ethical principles and to conform their behavior to the ethical principles and code of conduct in their academic and professional activities (e.g., coursework, research, class, and public presentations and writing, take home or in-class tests, practicum placements). The complete "Ethical Principles" are reprinted in *Appendix K*. It is the student's responsibility to consult with faculty members if s/he should have any questions about the "Ethical Principles" or about her/his behavior in relation to the "ethical principles." Students in UNI's psychology graduate program are consequently held to a higher standard of professional conduct than is required by the university's regulations when the APA "Ethical Principles" establishes a higher standard of conduct.

Because the master's thesis and other written work constitute a substantial portion of the requirements toward the M.A. degree, students must clearly understand that "cheating of any kind on examinations and/or plagiarism of papers or projects is strictly prohibited... A student who is found to have improperly used others' work must expect to be penalized for such action – even if the argument is made that the action was taken with innocent intention" (quoted material taken from UNI catalog, 2008-10, on the web at <http://www.uni.edu/catalog/acadreg.shtml#ethics>). The APA "ethical principles" further state that "psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally" (article 8.11, p. 1070; APA, 2002). As specified by UNI's Graduate College's "Graduate Student Handbook" (copies of which are distributed to all incoming graduate students and a copy of which is available in the Psychology Department office) and by the University catalog, students **must expect to be penalized** for plagiarism or cheating of any kind. *Appendix L* provides some examples of proper citations of source materials. However, it is the **student's responsibility** to cite reference sources in accordance with the discipline's, University's, and course instructor's/thesis supervisor's expectations and to seek clarification from the thesis supervisor, course instructor, etc. on what constitutes appropriate citation if there are any questions. Pleading ignorance of proper citation

methods or lack of intent to violate accepted standards is/will **not** be an acceptable defense. It is reiterated that there is no such thing as “accidental plagiarism” on the part of a graduate student.

Beyond ensuring that their own conduct is consistent with the University’s regulations and with the APA “Ethical Principles,” graduate students in the Psychology Department have a responsibility to help uphold professional standards of conduct in the graduate program as a whole. Principle B of the APA “Ethical Principles” states that “Psychologists are concerned about the ethical compliance of their colleagues’ scientific and professional conduct” (p. 1062; APA, 2002). Consistent with Principle B and with articles 1.04 and 1.05 of the “Ethical Principles” regarding the reporting of ethical violations (p. 1063; APA, 2002), graduate students who are aware of ethical violations on the part of other students **are expected to report** the violations to the Graduate Coordinator, Area Coordinator, or Department Head.

### **Procedures for dismissing a student from the psychology M.A. program:**

Students who are thinking about withdrawing from the psychology M.A. program are urged to discuss their concerns with faculty members they choose and with the Graduate Coordinator. The faculty’s and coordinator’s role is to help students make informed decisions. If a student should decide to withdraw from the program, he/she should follow the “Withdrawal Procedure” specified on in the 2008-10 UNI catalog: <http://www.uni.edu/catalog/acadreg.shtml#procedure>. The University expects graduate students in degree programs to maintain high academic standards. The minimum standards and consequences for unsatisfactory performances are specified in the Graduate College document <http://www.grad.uni.edu/programs/academicdiscipline.aspx> and in the UNI Catalog. Note that in some cases, the Psychology Department has more stringent guidelines, particularly with respect to thesis progress and grades required.

In accordance with the University’s “Departmental Nonacademic Probation and Dismissal Policy Procedures”(described in the Graduate College document <http://www.grad.uni.edu/programs/nonacademicdiscipline.aspx> and in the University Catalog), the department may ask a student to withdraw from the program for non-academic reasons. These reasons include, but are not limited to: 1) deficiencies in the student’s ability to demonstrate professional conduct; or 2) behavior that is inconsistent with the “Ethical Principles of Psychologists and Code of Conduct” as set forth in the current (2002) APA document. This document is provided in *Appendix K* of this Handbook and is also available in the department office. Deficiencies in professional conduct include conduct which demonstrates a lack of professional integrity. Because students are often entrusted with individuals’ or organizations’ mental health and well-being and confidential or other sensitive information, it is imperative that they demonstrate the integrity and emotional maturity and stability necessary to form professional relationships with clients, colleagues, or external agencies/organizations. Students who do not demonstrate the ability to form such relationships will be considered deficient in their professional conduct and ability, even if their academic record is satisfactory.

The University’s “Departmental Nonacademic Probation and Dismissal Policy Procedures”(described in the Graduate College document <http://www.grad.uni.edu/programs/nonacademicdiscipline.aspx> and in the University Catalog) will be followed in the event that the faculty should have any concerns about a student’s nonacademic conduct or abilities. The following paragraph provides more specific information about the implementation of those policies and procedures in the Department of Psychology, but does not replace or supersede anything published in the University catalog.

In the event that a faculty member or another graduate student should have concerns about a student's nonacademic conduct or continued matriculation in the program, the faculty member or student should notify the Graduate Coordinator. The Graduate Coordinator will notify the student in writing about the concerns raised about him/her and invite him/her to meet with the Graduate Coordinator to discuss the concerns. The student will be given a reasonable amount of time (e.g., a minimum of 10 school days) in which to respond to the notification and to meet with the Graduate Coordinator. If warranted by the situation, the Graduate Coordinator will attempt to work out remedial steps aimed at helping the student meet expected levels of professional conduct. In some instances, the Graduate Coordinator may ask the Department Head to convene an ad hoc Graduate Retention Committee and appoint three tenured or tenure-track faculty members to serve on this committee, which is charged with reviewing students' nonacademic conduct and making recommendations to the Graduate Coordinator about students' continuation in the program, to convene and consider the student's case. In such a case, the student will be notified in writing about the purpose of the meeting and invited to attend and to provide information. The committee may meet with the faculty member(s), student(s), and/or other professionals directly involved with the student's situation in its deliberations.

As stated in the University's "Departmental Nonacademic Probation and Dismissal Policy Procedures," the student may request a review of the department's actions by the Graduate College if he/she believes "there has been unfairness or some procedural irregularity concerning probation or dismissal".

### **Procedures for dealing with problems with faculty members or others:**

Hopefully you will not have problems with faculty members or other students in the program, but occasionally these things do occur. Your first step if you have an issue or concern related to an instructor, supervisor, or other faculty member in the department is to try to talk with the faculty member privately and nondefensively about the problem. If this doesn't work or you don't feel comfortable doing this, a second step is to talk with the Graduate Coordinator and/or Department Head. You are encouraged to talk with the Graduate Coordinator about any problems you may be having during your end-of-semester meetings, but if something is bothering you, don't wait until then. Try to take care of the problem as soon as possible. Keep in mind that while the Graduate Coordinator and Department Head will do their best to respect your wishes in terms of reporting the incident, keeping it confidential, etc., there are some cases where they are required by UNI policy to file a formal report (e.g., cases of alleged sexual harassment).

## **4. Tuition, Financial Aid, Assistantships, and Tuition Scholarships**

### **Tuition, fees, and other charges:**

Details regarding graduate tuition for the 2009-10 school year can be found on the UNI website at <http://www.uni.edu/tuition/09-10/grad.shtml> . Note that fees depend on residence status. All fees and policies governing the refund of fees are subject to change by the Iowa State Board of Regents.

## **Financial aid:**

UNI, through the Financial Aid Office, administers a comprehensive program of financial assistance for students (student loans). The office offers all federal student aid programs as well as a variety of scholarship assistance. For more information, contact the financial aid office:

Financial Aid Office  
105 Gilchrist Hall  
(319) 273-2700  
Fax: (319) 273-6950  
<http://www.uni.edu/finaid/>

## **Assistantships and tuition scholarships:**

A limited number of graduate assistantships and tuition scholarships are available to qualified students. Departmental assistantships take two forms—teaching assistantships or research assistantships—and require a minimum number of work hours per week in exchange for financial assistance (see below). No work assignments are associated with the award of a tuition scholarship.

Assistantships and scholarships are independent awards—that is, students could be awarded both, an assistantship only, or a tuition scholarship only. Graduate students should complete application forms for assistantships (see *Appendix M*) or tuition scholarships (see *Appendix N*) each year. After reviewing applications, the Graduate Coordinator recommends students for particular awards to the Graduate College on the basis of GPA, GRE scores, and projected ability to complete assistantship assignments successfully. The Graduate College makes the final award decisions. In order to be awarded an assistantship or scholarship, students must meet the following criteria:

1. Admitted on a degree-track basis, either regular admission or provisional admission for reasons other than a deficient grade-point. The student must have a Bachelor's degree from an accredited institution prior to the beginning of an assistantship or scholarship.
2. GPA of at least 3.00. The student must maintain a 3.00 GPA during the term of the assistantship/scholarship and must continue to make expected progress toward the graduate degree.
3. Enrolled for a minimum of 9 on-campus graduate credit hours in the program of study. Audit, undergraduate, or courses offered through Continuing Education may not be counted toward the minimum load. If at any time during the semester the student's enrollment drops below 9 on-campus graduate program credit hours, the assistantship and/or scholarship will be revoked and, if on a scholarship, the student will be required to pay the entire tuition charges for the semester. Continuing education courses will not be supported by the scholarship.
4. Students are eligible for support for only the normal length of their graduate program (i.e., two academic years).

Because the number of graduate students enrolled in the Department of Psychology who meet the above criteria exceed the number of available assistantships and scholarships, the department has typically awarded half assistantships or half tuition scholarships to qualified students, but not both.

For a half assistantship the student is expected to work for approximately 10 hours per week during the semester as a Research Assistant or as a Teaching Assistant. The Graduate Program Funding Coordinator assigns the student to a faculty supervisor, who is responsible for assigning and supervising the specific work and work hours associated with the assistantship. Students should keep track of hours worked on a Graduate Assistant Log (see *Appendix O*). Non-resident students who are awarded at least a half assistantship will be classified as resident students for the purpose of tuition.

A half scholarship pays for one-half of the in-state tuition for the semester. Students are responsible for the remaining half of the tuition and any applicable fees. As noted above, in cases where an out-of-state student has been awarded a full or half assistantship, his or her tuition is charged at the in-state tuition rate. Consequently, when possible, out-of-state students are given preference for graduate assistantships, as opposed to tuition scholarships, whereas the reverse is true for in-state students.

Second year students may also apply for one of the teaching fellowships offered through Hawkeye Community College (HCC). Students receiving a teaching fellowship will teach one course (typically General Psychology) in the fall and spring at HCC. Payment for these courses is similar to that for the half assistantships.

Assistantships are also available from sources outside of the department. The Graduate Program Funding Coordinator keeps students apprised of any such opportunities. However, the Graduate Program Funding Coordinator may not have any control over who is selected for these awards or the work hours or duties associated with such positions.

Very rarely, summer assistantships or scholarships are available. The Graduate Program Funding Coordinator will inform students of such opportunities as they become available.

## 5. Awards for Graduate Student Research

The Department of Psychology and the University in general support and encourage graduate student research. There are various sources of funding to cover the cost of research and travel to research conferences.

**Graduate College Outstanding Master's Thesis Award:** This award is offered to recognize outstanding scholarly work by a graduate student. In the year **after** a successful defense and completion of the M.A. thesis, a student is eligible to be nominated for the award by the thesis supervisor. A faculty committee selected by the Graduate College reviews each nominated thesis on the following criteria: clarity, scholarship, methodology, significance, and contribution to the field of study. Typically, three prizes are given: A plaque and a cash award of \$200 are awarded for first place, \$100 for second place, and \$50 for third place. The evaluation committee can elect not to make an award. The first place winner will be the university's nominee in the Distinguished Master's Thesis Award competition sponsored by the Midwestern Association of Graduate Schools.

**CSBS Graduate Research Award:** This award, which is given on a one-time basis, is given to assist with expenses related to M.A. thesis research and possibly expenses related to travel to present research at a professional conference. Examples of eligible expenses include: acquisition of assessment instruments and production and mailing costs for questionnaires. It does not cover routine expenses such as photocopying library materials, purchase of books, or costs involved in the production of the actual thesis. The maximum award is \$500. Students must complete an application (see *Appendix P*), which is available in the CSBS Dean's office and submit a copy to the CSBS Graduate Research Committee (Baker 59, Mail Code 0403).

**Intercollegiate Academic Fund:** The Intercollegiate Academic Fund provides money for travel to research conferences. Students do not have to be presenters to receive funding. There are five deadlines per year and applications must be completed **before** travel, so students should apply well in advance. Application forms are available in the Office of Vice President for Academic Affairs (Seerley 001) (see *Appendix Q*).

## 6. Suggestions From Current and Former Graduate Students

As mentioned earlier, second-year graduate students can be a valuable source of information for incoming students. Students should feel free to ask questions of any second-year graduate student. In addition, several students have put together a list of suggestions for progressing through our graduate program, applying to Ph.D. programs, and seeking post-graduation employment, as shown in *Appendix R*.

**APPENDIX A**  
**UNIVERSITY OF NORTHERN IOWA**  
**Department of Psychology Graduate Faculty**

**Seth Brown**, B.A. (University of Maryland College Park), M.A. (West Virginia University), Ph.D. (University of New Mexico) Post doctoral fellowship in clinical research completed at the University of Maryland School of Medicine and clinical psychology internship completed at the University of Mississippi Medical School. Teaching interests are clinical training, empirically-supported treatment, severe mental illness, abnormal behavior, and research design. General research interests include severe mental illness (particularly schizophrenia) and health behaviors. Specific research focuses include the experience and consequences of paranoid beliefs and auditory hallucinations. In terms of health behaviors, research focuses on the identifying the determinants of physical activity, and understanding self-harm behavior. Applied work involves psychological assessment and treatment.

**Adam Butler**, B.S. (University of Iowa), M.A. (University of Nebraska at Omaha), Ph.D. (University of Nebraska-Lincoln). Research interests include work-family issues, organizational problem solving and decision making, and organizational change. He is also interested in instructional technology and collaborative learning. Courses currently taught include organizational psychology and introduction to psychology.

**Catherine DeSoto**, B.A. (S. Illinois University-Carbondale), M.A., Ph.D. (University of Missouri-Columbia). Research interests include understanding the links between individuals' behavior and development and their biological characteristics. Specific current research projects attempt to discern the relationship between estrogen levels and the expression of borderline personality characteristics. Past research involved neuroimaging of the visual and motor cortices and research on the development of mathematical learning disabilities. Teaching interests include introductory psychology and physiological psychology.

**Michael B. Gasser**, B.A. (University of South Florida), M.A., Ph.D. (University of Minnesota). Teaching interests include personnel psychology, individual differences, and statistics. Current research interests include the performance of employees in a cross-cultural work setting and how pay expectations are formed and influenced.

**Andrew R. Gilpin**, B.S., M.A., Ph.D., (Michigan State University). On the UNI faculty since 1974, he is now Professor of Psychology. His teaching areas include developmental psychology, psychological statistics, and computer applications. Most of his recent professional publications involve the development of microcomputer software directed at multivariate statistical analysis, some of which is commercially distributed. His research interests also include empirical studies of socialization for childrearing, the cognitive basis of impulsive behavior, and perception of graphic figures.

**Helen C. Harton**, B.A. (Wake Forest University), M.A., Ph.D. (Florida Atlantic University). Teaching interests include social psychology and research methods. Her primary research areas are attitudes and social influence. Specific research projects include the effects of individual attitude changes on group outcomes, the evolution of subcultures, and modern vs. aversive racism. Some of this research has been applied toward relationship attitudes (e.g., relationship satisfaction, jealousy) and attitudes toward immigrants. She is also interested in dynamical systems approaches to social behavior (especially catastrophe theory) and computer applications for both research and teaching.

**Carolyn Hildebrandt**, B.A. (University of California, Los Angeles), M.A. (University of California, Davis), Ph.D. (University of California, Berkeley). Previously at the Institute of Human Development at the University of California, Berkeley. Teaching interests: developmental psychology, human development and education. Research interests: social and moral development, cognitive aspects of musical development, and constructivist methods of teaching and learning. Current research projects include studies of social and biological reasoning in children and adolescents, children's understanding of physical and psychological harm, and children's and adolescents' representations of pitch and rhythm in music. Dr. Hildebrandt is currently serving as Interim Head of the Department of Psychology.

**Rob Hitlan**, B.A. (University of Toledo), M.S. (Illinois State University), Ph.D. (University of Texas at El Paso). Research interests include the antecedents and consequences of workplace stressors. Two primary areas of interest include social ostracism and harassment including sexual, ethnic, and bystander harassment experiences. Teaching interests include organizational psychology, intergroup relations applied to the workplace, and statistics including structural equation modeling.

**Mary Losch**, B.S. (Murray State University), M.A., Ph.D. (University of Iowa). Current teaching interests: psychology of gender differences. General research interests: attitudes, infant feeding decision-making, health behaviors of mothers during the perinatal period, pregnancy prevention, adolescent risk behaviors, health behavior assessment, and survey research methods. Dr. Losch has a joint appointment as the Assistant Director of the Center for Social and Behavioral Research.

**M. Kimberly MacLin**, B.A. (University of California-Riverside), Ph.D. (University of Nevada-Reno). Her research interests focus on criminal appearance stereotypes, the source of those stereotypes, and how those stereotypes impact memory and decision making in a variety of legal contexts. She regularly teaches Introductory Psychology and Psychology & Law. She is co-author of *Experimental Psychology: A Case Approach*, *Cognitive Psychology*, and is currently developing a textbook on Psychology & Law.

**Otto MacLin**, B. A., M.A. (University of Central Oklahoma), Ph.D. (University of Nevada-Reno). General research interests include the examination of faces as natural stimuli occurring in the environment, the cognitive processes underlying face recognition, and variables affecting eyewitness identification. Specific research interests are the examination of the perceptual dimensions of face space, metacognitive processes involved in face recognition, the cross-race effect, the examination of procedural bias in lineup administration, and the effects of perceived criminality on the ability to recognize faces. Specific projects include the development of a PC-based computer program for law enforcement to administer and evaluate lineups. Teaching interests include history and systems, conditioning and learning, and sensation and perception.

**Sundé Nisbet**, B.A. (California State University, Fresno), M.A., Ph.D. (Purdue University). General research interests include driving anger, evaluation of aggressive driving responses, and psychometric properties of anger measures. Teaching clinical and other courses.

**Nicholas Schwab**, Ph.D. (Univ. of Wyoming). Graduate faculty membership pending.

**John Somervill**, B.A. (Rhodes College), M.A. (University of Mississippi), Ph.D. (University of Arkansas). General research interests are depth perception as it relates to driving safety. Past research interest has involved social reactions to persons with disabilities. Teaching interests include introduction to psychology, abnormal psychology, and psychology of adjustment.

**Joshua E. Susskind**, B.A. (Brandeis University), M.A., Ph.D. (University of California, Santa Barbara). Current teaching interests: life-span development, introduction to psychology, child and adolescent development, social psychology, and social development. General research interests: social development. Specific research interests: how children develop and use stereotypes, how students cope with academic stress, and computer applications in the classroom. During 2009 Dr. Susskind is teaching distance education courses from off campus.

**Linda L. Walsh**, B.S. (University of Illinois-Chicago Circle), M.A., Ph.D. (University of Chicago). Current teaching interests: physiological psychology, drugs and behavior, neuroanatomy and neurology, introduction to psychology. Research interests include human food preferences and aversions; the role of family, food experience and personality factors in shaping food attitudes/behavior; food neophobia. Additional research interest is drug education/drug knowledge and drug use patterns.

**John Eustis Williams**, B.S. (Tulane University), M.A. (Western Carolina University), Ph.D. (University of Mississippi). Teaching interests include personality and cognitive assessment, theories of personality, research design and methods, and statistics. General research interests are in the areas of psychological assessment, reliability and validity of assessment instruments, and computerized applications in psychology. Specific research focuses on computer-based test interpretations for personality assessment inventories.

**Jack Yates**, B.A. (University of Arkansas), M.A., Ph.D. (Johns Hopkins University). Research centers on the nature of conscious thoughts and conscious knowledge. He is interested in conceptions of the physical and social worlds, and has undertaken a series of studies examining conceptions of specific physical, biological, and social situations. Also of interest are the structures and processes which underlie and support conscious knowledge, leading to studies of perception and attention designed to explore cognitive processes. Teaching interests include research methods, cognition, and memory and language.

## APPENDIX B

### UNIVERSITY OF NORTHERN IOWA M.A. IN PSYCHOLOGY CLINICAL SCIENCE EMPHASIS

The **Clinical Science Emphasis** is a research-based course of study primarily designed for students who are interested in clinical psychology and who would like to obtain a master's degree prior to either seeking admission to doctoral programs in clinical, counseling, or school psychology. Some students also decide to work as masters' level providers of psychological services in clinical or educational settings under appropriate supervision.

A minimum of **44 semester hours and a thesis** are required for the M.A. degree. The program is designed to be completed in two full years of study, including two academic years and two summers.

#### Course requirements:

400:239	Advanced Statistics	(3 hours)
400:241	Research Design	(3 hours)
400:285	Readings in Psychology	(2 hours)
400:249	Cognitive and Intellectual Assessment	(3 hours)
400:262	Personality Assessment	(3 hours)
400:270	Research and Practice of Psychotherapy	(3 hours)
400:272	Evidence-based Treatment	(3 hours)
400:225	Psychopathology	(3 hours)
400:246	Ethical Issues in Psychological Assessment	(1 hour)
400:244	Ethical Issues in Psychological Intervention	(1 hour)
400:290	Clinical Practicum	(4 hours)
400:299	Thesis Research	<u>(6 hours)</u>
		35 hours

#### Three elective courses in psychology (sample courses below – at least one elective must be 200-level): (9 hours)

400:220	Social and Cognitive Development
400:218	Evolution, Brain and Social Behavior
400:261	Personality
400:264	Social Psychology
400:293	Research in Psychology
400:125g	Child and Adolescent Psychopathology
400:127g	Introduction to Neurology
400:130g	Computer Applications for Psychological Research
400:149g	Principles of Psychometrics
400:154g	Health Psychology
400:162g	Special Topics in Social Psychology
400:163g	Special Topics in Developmental Psychology
400:170g	Drugs and Individual Behavior
400:192g	Practicum in Teaching Psychology
400:189g	Seminar in Psychology

Students should consult with faculty members to choose electives that best suit their course of study.

**DEPARTMENT OF PSYCHOLOGY**  
**FACULTY WITH CLINICAL SCIENCE INTERESTS**

Students opting for the **Clinical Science Emphasis** may do research and theses with any of the graduate faculty in the Department of Psychology. Some faculty who have specific research interests in clinical psychology include:

**Seth Brown** (Ph.D. University of New Mexico) General research interests include severe mental illness (particularly schizophrenia) and health behaviors. Specific research focuses on the experience and consequences of paranoid beliefs and auditory hallucinations. In terms of health behaviors, research focuses on the identifying the determinants of physical activity, and understanding self-harm behavior.

**Sundé Nisbet** (Ph.D. Purdue University) General research interests include driving anger, evaluation of aggressive driving responses, and psychometric properties of anger measures.

**John Somervill** (Ph.D. University of Arkansas) General research interests are depth perception as it relates to driving safety. Past research interest has involved social reactions to persons with disabilities.

**John Eustis Williams** (PhD University of Mississippi) General research interests are in the areas of personality disorders, psychological assessment, reliability and validity of assessment instruments, the utility of assessment instruments in clinical diagnosis and treatment planning, and computerized applications in psychology. Specific research focuses on the incremental validity in determining diagnosis with several common personality inventories.

Other faculty with interests related to clinical science include **Cathy DeSoto** (estrogen and borderline personality disorder), **Helen Harton** (attitudes, group interactions, peer influence), **Carolyn Hildebrandt** (children's cognitive development), **Kim MacLin** (psychology and law), **Nicholas Schwab** (health and applied social psychology), and **Joshua Susskind** (children's social development).

## APPENDIX C

### UNIVERSITY OF NORTHERN IOWA M.A. IN PSYCHOLOGY SOCIAL PSYCHOLOGY EMPHASIS

The **Social Psychology Emphasis** is a research-based course of study designed for students who are interested in social psychology and would like to obtain a master's degree prior to seeking admission to Ph.D. programs in social psychology or prior to seeking employment in research-related careers.

A minimum of **45 semester hours and a thesis** are required for the M.A. degree. The program is designed to be completed in two full years of study, including two academic years and two summers.

#### Required Courses:

400:239	Advanced Statistics	(3 hours)
400:241	Research Design	(3 hours)
400:264	Social Psychology	(3 hours)
400:162g	Special Topics in Social Psychology*	(3 hours)
400:220	Social and Cognitive Development	(3 hours)
400:261	Personality	(3 hours)
400:149g	Principles of Psychometrics	(3 hours)
400:218	Evolution, Brain, and Social Behavior	(3 hours)
400:285	Readings in Psychology	(2 hours)
400:294	Advances and Developments in Social Psychology	(4 hours, 1/semester)
400:299	Thesis Research	(6 hours)
400:293	Research in Psychology	<u>(6 hours)</u>
		42 hours

#### One elective course in psychology (sample courses below): (3 hours)

400:225	Psychopathology
400:249	Cognitive and Intellectual Assessment
400:262	Personality Assessment
400:106g	Psychology of Human Differences
400:130g	Computer Applications for Psychological Research
400:150g	Conditioning and Learning
400:151g	Memory and Language
400:152g	Sensation and Perception
400:153g	Cognitive Psychology
400:162g	Special Topics in Social Psychology*
400:163g	Special Topics in Developmental Psychology
400:167g	Gender in Cross-Cultural Perspective
400:173g	Psychology of Aging
400:189g	Seminar in Psychology
400:192g	Practicum in Teaching Psychology

Students should consult with faculty members to choose electives that best suit their course of study.

\* may be taken more than once for credit; topics alternate

**DEPARTMENT OF PSYCHOLOGY**  
**FACULTY WITH SOCIAL PSYCHOLOGY INTERESTS**

Students opting for the **Social Psychology Emphasis** may do research and theses with any of the graduate faculty in the Department of Psychology. Some faculty who have specific research interests in social psychology include:

**Helen C. Harton** (Ph.D. Florida Atlantic University) Primary research areas are attitudes and social influence, particularly using dynamical systems approaches. Specific research projects include how important vs. unimportant attitude change and the implication of those changes for groups and how subcultures emerge within groups of interacting individuals. Another line of research examines the relationship between political orientation and different manifestations of racism. Other research interests include attraction, relationship satisfaction, jealousy, prosocial behavior, cooperative learning, and attitudes toward immigrants.

**Mary Losch** (Ph.D. University of Iowa) General research interests include attitudes, infant feeding decision-making, health behaviors of mothers during the perinatal period, pregnancy prevention, adolescent risk behaviors, health behavior assessment, and survey research methods. Dr. Losch has a joint appointment as the Assistant Director of the Center for Social and Behavioral Research.

**Kimberly MacLin** (Ph.D. University of Nevada-Reno) Her general research interests are in the situated nature of social cognition. Current research focuses on criminal appearance stereotypes, the source of those stereotypes, and how those stereotypes impact memory and decision making in a variety of legal contexts.

**Nicholas Schwab** (Ph.D. University of Wyoming) New to faculty in 2009. His general research interests include health behaviors and self-cognition.

**Joshua Susskind** (Ph.D. University of California, Santa Barbara) Primary research interest is the development of gender and ethnic stereotypes and their effects on children's attitudes and behavior. He is interested in examining developmental trends in occupational preferences, gender-based ingroup bias (favoring one's own gender) and gender-based outgroup homogeneity (they are all alike). A second area of research assesses jealousy in intimate relationships. A final area of research investigates the effects of technology on students' attitudes, behavior and performance. He has examined the impact of lecturing with PowerPoint and posting notes online.

Other faculty with interests related to social psychology include **Adam Butler** (work-family issues and decision-making), **Cathy DeSoto** (evolutionary psychology, sex differences), **Michael Gasser** (pay expectations and cross-cultural employment), **Carolyn Hildebrandt** (social and cognitive development), and **Otto MacLin** (facial recognition and eyewitness identification).

## APPENDIX D

### UNIVERSITY OF NORTHERN IOWA M.A. IN PSYCHOLOGY INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY EMPHASIS

#### Required Courses:

400:239	Advanced Statistics	(3 hours)
400:285	Readings in Psychology	(2 hours)
400:299	Thesis Research	(6 hours)
400:157g	Industrial Psychology	(3 hours)
400:158g	Organizational Psychology	(3 hours)
400:234	Recruitment and Selection	(3 hours)
400:237	Performance Appraisal	(3 hours)
400:232	Training and Instructional Design	(3 hours)
400:149g	Principles of Psychometrics	(3 hours)
400:264	Social Psychology	(3 hours)
400:291	Practicum in I/O Psychology	(2 hours)
400:210	Organizational Consulting and Change Mgt.	<u>(2 hours)</u>
		36 hours

**One elective course in psychology (sample courses below):** (3 hours)

400:220	Social and Cognitive Development
400:225	Psychopathology
400:249	Cognitive and Intellectual Assessment
400:261	Personality
400:262	Personality Assessment
400:270	Research and Practice of Psychotherapy
400:106g	Psychology of Human Differences
400:130g	Computer Applications for Psychological Research
400:134g	Motivation and Emotion
400:154g	Health Psychology
400:162g	Special Topics in Social Psychology*
400:173g	Psychology of Aging
400:189g	Seminar in Psychology
400:293	Research in Psychology

All students who come to the program from other colleges and universities would be required to follow the program outlined above. Students who have done their undergraduate work here at UNI and who are then accepted into the I/O program may have already taken one or both of the I/O g level courses (157g and 158g). Such students will take all of the other required courses as listed above and will replace the I/O courses already taken with other graduate level courses as approved by the Area and Graduate Coordinators. Students in the fifth year program follow the same curriculum except that they have a total of 30 credits required (all of the above, less 400:157g, 400:158g, and one elective).

**DEPARTMENT OF PSYCHOLOGY**  
**FACULTY WITH INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY INTERESTS**

Students opting for the **Industrial/Organizational Psychology Emphasis** may do research and theses with any of the graduate faculty in the Department of Psychology. Some faculty who have specific research interests in industrial organizational psychology include:

**Adam Butler** (Ph.D. University of Nebraska-Lincoln) Research interests are how dispositional (personality) factors interact with the situational context to affect creative problem-solving, and how individuals and organizations cope with work-family conflict.

**Michael Gasser** (Ph.D. University of Minnesota) Research focuses on gender and ethnic differences in pay expectations, predicting complex skill acquisition, and predicting success in a cross-cultural work setting.

**Rob Hitlan** (Ph.D. University of Texas at El Paso) General research interests include workplace stressors, broadly conceptualized. Specific interests include the effects of social ostracism, focusing on how social ostracism affects both interpersonal and intergroup interactions with a particular focus on social ostracism in the workplace. An additional area of interest involves examining the antecedents and consequences of sexual, ethnic, and bystander harassment experiences.

Other faculty with interests related to industrial/organizational psychology include **Andy Gilpin** (performance appraisal, personnel selection), **Helen Harton** (job attitudes, social influence, group dynamics), and **Kim MacLin** (white collar crime, sexual harassment).

## APPENDIX E

### UNIVERSITY OF NORTHERN IOWA M.A. IN PSYCHOLOGY INDIVIDUALIZED STUDY

The **Individualized Study option** is a research-based course of study primarily designed for students who are interested in graduate study in psychology and in working with one of our department faculty members, but whose interests don't fit into one of the emphases. Individualized study students work out a program of study with their faculty advisor (they indicate upon admission who they would be interested in working with on research) and the Graduate Coordinator. One course outside of the department may be included to the program of study as an elective with the approval of the faculty advisor and graduate coordinator.

A minimum of **41 semester hours and a thesis** are required for the M.A. degree. The program is designed to be completed in two full years of study, including two academic years and two summers.

#### Required Courses:

400:239	Advanced Statistics	(3 hours)
400:241	Research Design	(3 hours)
400:285	Readings in Psychology	(2 hours)
400:299	Thesis Research	(6 hours)
400:293	Research in Psychology	<u>(6 hours)</u>
		20 hours

#### Seven elective courses in psychology (sample courses below)\*\*: (21 hours)

400:106g	Psychology of Human Differences
400:130g	Computer Applications for Psychological Research
400:149g	Principles of Psychometrics
400:150g	Conditioning and Learning
400:151g	Memory and Language
400:152g	Sensation and Perception
400:162g	Special Topics in Social Psychology
400:163g	Special Topics in Developmental Psychology
400:167g	Gender in Cross-Cultural Perspective
400:173g	Psychology of Aging
400:189g	Seminar in Psychology
400:192g	Practicum in Teaching Psychology
400:218	Evolution, Brain, and Social Behavior
400:220	Social and Cognitive Development
400:225	Psychopathology
400:249	Cognitive and Intellectual Assessment
400:261	Personality
400:262	Personality Assessment
400:264	Social Psychology

\*\* students may not take more than a total of 3 elective credits from 400:192g, 400:193g, 400:299 (plus 6 required credits), and 400:293 (plus 6 required credits).

## APPENDIX F

### CHECKLIST OF PROGRESS IN PSYCHOLOGY M.A. PROGRAM

**At the end of the first semester:**

completed at least three 3-hour courses with a GPA of 3.00 or higher  
completed a 1-hour readings course with a faculty supervisor designed to identify an area of study for the thesis (a grade of RC is permissible)  
chosen a thesis supervisor

**At the end of the second semester:**

completed three 3-hour courses with a cumulative GPA of 3.00 or higher  
completed a second 1-hour readings course, preferably with the same faculty supervisor (but not necessarily) to follow-up on the work carried out the first semester (a grade of RC is permissible)  
have declared a formal thesis committee, composed of

\_\_\_\_\_, Chair

\_\_\_\_\_

\_\_\_\_\_

have an outline of a thesis study designed

**At the end of the first summer:**

completed the thesis proposal  
scheduled a proposal meeting  
removed any RC or I grades from transcript

**At the end of the third semester:**

completed three 3-hour courses with a cumulative GPA of 3.00 or higher  
had a proposal meeting in which the thesis committee approved the proposed M.A. thesis project  
turned in a signed copy of the proposal to the Graduate Coordinator  
obtained approval from the UNI Institutional Review Board to collect data  
began collection of data for the thesis  
completed 3 hours of 400:299 (Research) with at least a grade of "B" or "RC"

**At the end of the fourth semester:**

completed three 3-hour courses with a cumulative GPA of 3.00 or higher  
finished collection of thesis data  
completed analysis of thesis data  
finished Results and Discussion sections of thesis  
completed 3 hours of 400:299 (Research) with at least a grade of "B" or "RC"

**At the end of the second summer:**

defended thesis  
finished all thesis corrections  
removed all remaining RC or I grades on the transcript  
completed all program requirements

## APPENDIX G

### PRACTICUM PLACEMENTS FOR STUDENTS IN THE CLINICAL SCIENCE EMPHASIS

Students in the Clinical Science emphasis of the graduate program must complete four credit hours of practicum, where they obtain supervised experience working in the capacity of a psychologist-trainee at an appropriate mental health agency/program. Typically two credit hours are completed during the Fall semester, and two credit hours are completed during the Spring semester of the second year. The hours required at the practicum site are approximately 192 for 2 credit hours. Students typically work two days (16 hours) per week over the fifteen weeks of the semester.

Prior to the start of the semester, the instructor contacts potential practicum sites about available placements for the class. Efforts will be made to match the individual student's skills, educational needs, interests, and preferences with the needs and preferences of specific sites and/or supervisors. When feasible, students will have a choice from several options regarding their placement. However, the instructor reserves the right to "veto" a student's choice when it is deemed inappropriate or infeasible given the student's and/or placement's needs or interests, and/or the instructor's ability to supervise or monitor the student's work at the site closely. Students who wish to complete the practicum at sites other than those offered by the instructor are encouraged to discuss this with the instructor, but the instructor reserves the right to decide whether such alternatives are appropriate for the course.

The following criteria are used to determine whether a potential placement is suitable: 1) appropriate on-site supervision of the student by professional staff; 2) learning opportunities through observing staff work with clients, direct contact with clients, staff meetings, seminars, etc. that are consistent with the professional practice of clinical or school psychology and/or counseling; and 3) the role of the student at the agency is consistent with his/her training and education. Appropriate activities include, but are not limited to: developing behavior-modification programs; intellectual, neuropsychological, and/or personality testing; diagnostic assessments; clinical interviewing; group therapy with another staff member as co-therapist; and individual therapy. Ideally, a placement would provide opportunities for testing, group therapy, and individual therapy. Students are required to complete their two practicum courses at different sites, or in significantly different capacities at one site (e.g., working with high school gifted children one semester but with developmentally delayed school-aged children the next semester).

#### **Sites that have been available in the past include, but are not limited to:**

- Mental Health Institute, Independence, Iowa (separate practica working with children, adolescents, or adults) – a state mental hospital
- Four Oaks, Waterloo, Iowa – a visiting home therapy program
- Waterloo Work Release Facility, Waterloo, Iowa – for individuals sentenced to work release in lieu of prison or upon release from prison
- Allen Memorial Hospital, Waterloo, Iowa – inpatient and outpatient group therapy programs
- Iowa Medical and Classification Center, Oakdale, Iowa – a facility where inmates with special needs are held, or where new inmates go to be assigned to a prison
- UNI Speech and Hearing Clinic, UNI campus – neuropsychological evaluations of individuals with language impairments
- Covenant Medical Center's Rehabilitation Department - neuropsychological testing

## APPENDIX H

### APPLIED THESIS GUIDELINES

#### *Abstract/Executive Summary*

The thesis must include an abstract following APA guidelines. If the thesis will be presented to the organization, it should also include a 1-2 page executive summary.

#### *Introduction*

The introduction should typically cover two major subsections. One subsection should provide an academic discussion regarding the nature of the construct of interest. This should minimally include a review of conceptual definitions and may also include a review of measures, psychometric issues, theory, and a relevant portion of the empirical linkages.

The second subsection of the introduction should address why the construct is of applied interest to the organization. This may include a discussion of the organization's historical practices, rationale for collecting the data, intended use of the data, and policy or legal requirements.

The introduction section may or may not culminate in hypotheses. If hypotheses are not to be tested, the question(s) to be answered with the data should be clearly stated with a justification for their organizational importance.

#### *Method*

The method section should adhere to APA guidelines regarding the description of methodology.

#### *Results*

The results section should begin by indicating how the data were analyzed. The analytical strategy should be appropriate to the questions or hypotheses and should minimally include descriptive statistics. The results should include appropriate tables and graphical presentations of data.

#### *Discussion*

The discussion section should include answers to the central questions or results of hypothesis tests, including interpretation and/or analysis of meaning. Discussion of the theoretical implications of the results and recommendations for future research may or may not be appropriate for the applied thesis. The discussion section should include meaningful recommendations for substantive action and organizational change. Recommendations may also be made regarding future data collection efforts within the organization. The shortcomings of the study should also be discussed.

## APPENDIX I

### THESIS PROPOSAL PARTICIPANT FORM

(to be completed at the proposal meeting & turned in to Dr. Walsh)

Graduate Student:

Thesis Chair:

Committee Members:

- 1)
- 2)

Tentative Thesis Title:

Do you intend to solicit participants using the PSPM?

**No** \_\_\_\_\_ My data will instead come from:

(This completes this form if you will NOT be using the PSPM B please have form signed below and turn in to Dr. Walsh)

**Yes** \_\_\_\_\_ (please provide the following after the proposal meeting, taking into account the feedback from the thesis committee)

Estimated date of submission to IRB:

Estimated date of data collection:

Please attach your proposal abstract and provide the basics of your design and method as it relates to the use of participants: (Use back if example does not fit your design) (e.g. My participants will include \_\_\_\_\_ groups of \_\_\_\_\_ participants each, with a total of \_\_\_\_\_ participants. I will collect data from each participant \_\_\_\_\_ (once, twice, or some multiple). Each time we expect it will take a participant about \_\_\_\_\_ (30, 60, or some multiple) minutes to complete my measures.

Total participant credit hrs needed (# of participants X total hrs needed per individual) :

Signatures of Thesis Committee Members Affirming Above Participant Need:

Chair

Committee Member

Committee Member

**Please resubmit this form to Dr. Walsh if there is a significant change in your planned study.**

## APPENDIX J

### HUMAN PARTICIPANTS REVIEW FORMS

Fall, 2009: Links to documents related to Institutional Review Board (IRB) review of research with human participants can be found at the website of the UNI Office of Sponsored Programs: <http://www.uni.edu/osp/protection-human-research-participants>

Links to application forms (in PDF and Microsoft Word © format) can be found at <http://www.uni.edu/osp/irb-forms>

Note that as of Fall, 2009 there are three distinct forms, to be used for (a) standard research; (b) survey research; and (c) existing (archival) data.

## **APPENDIX K**

### **Ethical Principles of Psychologists and Code of Conduct**

This can be found on the American Psychological Association website at the URL  
<http://www.apa.org/ethics/code2002.pdf>

Because UNI students have legal access to the original document, it is reproduced in its entirety at the end of printed versions of this handbook.

Students are required to read the various sections of this handbook and the associated documents, and to sign and submit the form which follows no later than noon on Tuesday of the first day of classes in their first semester.

# Department of Psychology

## Graduate Student Agreement to A Professional Code of Conduct

I, \_\_\_\_\_ (name of student), have read the sections entitled “Academic and professional ethics” and “Procedures for dismissing a student from the Psychology M.A. program” in the 2009 Psychology Department Graduate Student Handbook, the accompanying appendices, and the relevant sections from the publications and web sites that are referenced in these sections of the Handbook. I affirm that I fully understand the information and that I will abide by the standards set forth in these materials. I understand that it is **my responsibility** to consult with faculty whenever I may have questions about what constitutes appropriate conduct.

Signed \_\_\_\_\_

Printed Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

Date \_\_\_\_\_

Sign and return this form to the Graduate Program Coordinator no later than noon on Tuesday, August 25.

## APPENDIX L

### Guidelines and Examples for Proper Citation of References

The following is taken from the *Publication Manual of the American Psychological Association, Fifth Edition* (APA, 2001). Note that the Sixth Edition of the Manual is now in print:

*Publication manual of the American Psychological Association* (6th ed, 2010). Washington, DC: American Psychological Association.

A website provides examples of how to cite various publications according to the current APA format:

<http://www.apastyle.org>

#### Guidelines regarding plagiarism:

1. “Quotation marks should be used to indicate the exact words of another” (p. 349; APA, 2001).
2. “*Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text” (p. 349; APA, 2001).
3. The principle of plagiarism extends beyond written words to ideas. For example, if another study, an article, etc. served as the impetus for one’s work, the original authors should be given credit. This principle extends to personal communications and is not limited to another’s written work (pp. 349-350; APA, 2001).
4. The *APA Publication Manual* provides detailed information on, and examples of, the proper format for the citation of sources. A copy of this manual is available in the Psychology Department office. If a student should have questions about the citation of sources, he/she should ask the faculty member assigning or supervising the work.
5. In oral presentations, credit for words and/or ideas should be given to the original authors/source. In the case of direct quotes from another, the speaker should clearly indicate where the quotation begins and ends.

#### Examples of proper citation of references:

1. Use of quotation marks to indicate the exact words of another:

*Much of Elizabeth Loftus’ recent work focuses on pointing out ways in which repressed memories could be falsified. According to Loftus (1993), “many therapists believe in the authenticity of the recovered memories that they hear from their clients” (p. 523).*

The following two illustrations are taken from “Cognitive and Affective Improvement in Brain Dysfunctional Patients Who Achieve Inpatient Rehabilitation Goals” (pp. 77-78; Prigatano & Wong, 1999).

2. Proper citation of paraphrased material:

*Survivors of cerebral vascular accident (CVA) and other brain injuries are frequently referred to rehabilitation programs for the purpose of minimizing disability and improving functional outcomes such as activities of daily living (ADL) to facilitate an easier transition to a home environment or a supervised care facility (Galski, Bruno, Zorowitz, & Walker, 1993; Paolucci et al., 1996; Prigatano, Wong, Williams, & Plenge, 1997).*

3. Giving credit for another’s ideas:

*A recent study (Prigatano et al., 1997) that compared the impact of prescribed versus actual length of stay (LOS) on neurorehabilitation outcome found that ... That study, however, did not address ... The primary purpose of the present investigation, then, was to ... As reported in the earlier study ...*

4. Giving credit in oral presentations for direct quotes:

*“Loftus, in 1993, stated that quote ‘it is one thing to discover that memory for an actual traumatic event is changed over time but quite another to show that one can inject a whole event into someone’s mind for something that never happened’ end of quote.”*

*(What appears inside the “ ” refers to what is orally said, what appears inside the ‘ ’ refers to the quotation from Loftus (1993)).*

5. Giving credit in oral presentations for paraphrased words and/or for ideas:

*“The 2002 UNI Psychology Department Graduate Student Handbook explains that the goal of the program is to prepare students for professional roles. As a result, students are expected to know and abide by the APA’s ethical principles and code of conduct. The Graduate Student Handbook further states that plagiarism and cheating will be considered serious offenses and that lack of knowledge of proper citation formats or lack of intent to plagiarize or cheat will not be acceptable defenses.”*

**APPENDIX M**

**University of Northern Iowa  
Application for Graduate Assistantship Stipend**

This application is to be filed with the Department in which you are requesting the assistantship.

Mr. \_\_\_\_\_ Ms. \_\_\_\_\_  
Name \_\_\_\_\_  
Correspondence address March to May:  
\_\_\_\_\_  
\_\_\_\_\_  
Telephone \_\_\_\_\_  
Correspondence address May to August:  
\_\_\_\_\_  
\_\_\_\_\_  
Telephone \_\_\_\_\_

UNI ID# \_\_\_\_\_  
Social Security # \_\_\_\_\_  
Department \_\_\_\_\_  
Major \_\_\_\_\_  
Degree sought \_\_\_\_\_  
Beginning date of program \_\_\_\_\_  
Target completion date \_\_\_\_\_  
Graduate hours completed \_\_\_\_\_  
Graduate GPA \_\_\_\_\_  
Undergraduate GPA \_\_\_\_\_

For which semester(s) is this application made: \_\_\_\_\_ Fall \_\_\_\_\_ (Year, e.g., 2008)  
(Must be full-time graduate student to be eligible) \_\_\_\_\_ Spring \_\_\_\_\_ (Year, e.g., 2009)

Degree received	Year	College/University
_____	_____	_____
_____	_____	_____

List scholastic honors received, including memberships in honor societies. Indicate important extracurricular activities. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List at least two persons who are familiar with your scholastic work and whom you have requested to write letters in support of this application. (To be sent to Department Head)  
\_\_\_\_\_  
\_\_\_\_\_

With which University of Northern Iowa faculty members, if any, are you well acquainted?  
\_\_\_\_\_  
\_\_\_\_\_

List your teaching experience, if any, indicating location, subjects taught, and dates of employment in each position. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you now hold a teaching certificate? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, name of certificate and state in which issued: \_\_\_\_\_

Do you plan to attend continuously until the degree is earned? Yes \_\_\_\_\_ No \_\_\_\_\_

Signature of applicant \_\_\_\_\_ Date \_\_\_\_\_

UNI requests this information for the purpose of considering you for a Graduate Assistantship. No persons outside the University are routinely provided this information. Release of any information is governed by Board of Regents rules and applicable state and federal statutes. **Responses to all items are required. If you fail to provide the required information, the University may not consider your application.**

## APPENDIX N

### University of Northern Iowa Application for Graduate Tuition Scholarship

This application is to be filed with the Department in which you are requesting the scholarship.

Mr. _____ Ms. _____	UNI ID# _____
Name _____	Social Security # _____
Correspondence address March to May: _____ _____	Department _____
	Major _____
Telephone _____	Degree sought _____
Correspondence address May to August: _____ _____	Beginning date of program _____
	Target completion date _____
Telephone _____	Graduate hours completed _____
	Graduate GPA _____
	Undergraduate GPA _____

For which semester(s) is this application made: \_\_\_\_\_ Fall \_\_\_\_\_ (Year, e.g., 2008)  
(Must be full-time graduate student to be eligible) \_\_\_\_\_ Spring \_\_\_\_\_ (Year, e.g., 2009)

Degree received	Year	College/University
_____	_____	_____
_____	_____	_____

List scholastic honors received, including memberships in honor societies. Indicate important extracurricular activities.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Academic experiences demonstrating outstanding scholarship \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List at least two persons who are familiar with your scholastic work and whom you have requested to write letters in support of this application. (To be sent to Department Head)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

With which University of Northern Iowa faculty members, if any, are you well acquainted?

\_\_\_\_\_  
\_\_\_\_\_

Other support for time period covered by this application:	Applied	Received
UNI Graduate Assistantship	_____	_____
Fellowships – Identify: _____	_____	_____
_____	_____	_____
Other Scholarships – Identify: _____	_____	_____
_____	_____	_____

Signature of applicant \_\_\_\_\_ Date \_\_\_\_\_

UNI requests this information for the purpose of considering you for a Tuition Scholarship. No persons outside the University are routinely provided this information. Release of any information is governed by Board of Regents rules and applicable state and federal statutes. **Responses to all items are required. If you fail to provide the required information, the University may not consider your application.**

**APPENDIX O**

**GRADUATE ASSISTANT LOG  
DEPARTMENT OF PSYCHOLOGY - FALL 2009**

Please fill in the hours worked for your faculty supervisor each day (e.g., 9-11, 1-3:30)

**NAME:**

**SUPERVISOR:**

	<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THURS</b>	<b>FRI</b>
<b>WEEK OF:</b>					
<b>Aug 25-29</b>					
<b>Sep 1-5</b>					
<b>Sep 8-12</b>					
<b>Sep 15-19</b>					
<b>Sep 22-26</b>					
<b>Sep 29-Oct 3</b>					
<b>Oct 6 -10</b>					
<b>Oct 13-17</b>					
<b>Oct 20-24</b>					
<b>Oct 27-31</b>					
<b>Nov 3-7</b>					
<b>Nov 10-14</b>					
<b>Nov 17-21</b>					
<b>Nov 24-28</b>					
<b>Dec 1-5</b>					
<b>Dec 8-12</b>					
<b>Dec 15-19</b>					

## **APPENDIX P**

### **APPLICATION FOR CSBS GRADUATE RESEARCH AWARD**

The form for this award can be picked up in the college of Social & Behavioral Science office, 59 Baker Hall, or is available from the CSBS forms repository on the web at <http://www.uni.edu/csbs/forms/grad.doc>

A copy of the form appears on the next page.

## College of Social and Behavioral Sciences Graduate Research Award Request Form

Students enrolled in any CSBS graduate program (Criminology, Geography, History, Psychology, Public Policy, Sociology, or Women's Studies with a social or behavioral science emphasis) are eligible to apply for one **CSBS Graduate Research Award** to assist with expenses related to thesis research (or the major research project for non-thesis programs).

Examples of eligible expenses include: purchase of specialized software; equipment or data sets (which subsequently belong to the College); acquisition of assessment instruments; travel to field sites, archives or collections; production and mailing costs for questionnaires; or other unique research expenses. This program does **not** cover routine expenses such as photocopying of library materials, purchase of books, or costs involved in the production of the actual thesis or research paper (photocopying, photographs, binding). Travel to conferences and meetings is **not** an eligible expense under this program.

Students may apply at any time during the academic year, but projects are to be completed within the current budget year, which ends June 15. This form must be completed and all approval signatures obtained in order to apply for funding, and each applicant will receive a letter with the award committee's determination. Funding is given when the project is completed. Original receipts for expenses must be submitted to the Office of the Dean of the College of Social and Behavioral Sciences **no later than June 15. Maximum award is \$500. This award is not affiliated with the Graduate College.**

Student's Name \_\_\_\_\_ Student # \_\_\_\_\_

Local Address \_\_\_\_\_ Phone \_\_\_\_\_

Master's Degree Program \_\_\_\_\_ [Check one: Thesis \_\_\_\_ Non-thesis \_\_\_\_]

Faculty Advisor \_\_\_\_\_ Advisor's Phone \_\_\_\_\_

Title of Thesis or Research Project: \_\_\_\_\_

Total amount requested: \$ \_\_\_\_\_

Human Subjects Review Approval (if required): \_\_\_\_\_ (Date)

**Please attach to this cover sheet the following:**

1. A brief summary description of the research project (maximum 1 or 2 paragraphs).
2. An itemized budget, specifying the amount required for each expense category.
3. Expected completion date for use of these funds.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of CSBS Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Graduate Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Department Head/Director \_\_\_\_\_ Date \_\_\_\_\_

Direct questions to Dr. Robert Martin (273-2097) or Dr. Sunde Nesbit (273-6776)

Deliver 3 copies of this form to CSBS Graduate Research Committee, 59 Baker.

**APPENDIX Q**  
INTERCOLLEGIATE ACADEMIC FUND REQUESTS

The Intercollegiate Academics Fund provides graduate students with funding to support research, or related travel. Descriptions of the guidelines, forms, and various dates by which submissions are due can be found at the following website: [http://www.uni.edu/vpaa/iaf/](http://www.uni.edu/vpaa/iaf) Forms are not included here as the currently available materials refer to the previous academic year and may be updated.

## APPENDIX R

### **Suggestions for Progressing Through the M.A. Program, Getting Into Ph.D. Programs, and Seeking Post-Graduation Employment From Current and Former Graduate Students**

#### Progressing Through the M.A. Program

**No one said it would be easy.** Graduate school is different from undergraduate work because it is so specialized and professors' expectations of you are higher. You are expected to read and retain a great deal of information. You are expected to do the work without a great deal of hand holding: that means you should be motivated to do the work without being told more than once. Usually you are responsible for coming up with topics for papers, and it is up to you to search for resources on your own. The course material is more difficult and more extensive. But the good thing is, you chose to be here! You chose this specific field of study! That is why it feels good to learn about it. *I chose this field because I love it. I have a passion for it. I want to learn all I can so graduate school is an exciting time. So no, it is not easy. But it is rewarding.*

**Staying on top of things will help you in the long run.** Many times we find ourselves worrying about all of the work that we have to do. We waste our energy that way. Keeping up on course work eliminates a lot of stress. So, instead of spending energy worrying about all that you have to do, spend it on doing the actual work! Dig in and start. You will probably find that worrying about the work is a lot more taxing than the work itself.

**All of the above really applies to the master's thesis.** The best advice I can give is to not put off your thesis. During the second year (especially spring semester), so much time and energy are devoted to either finding a job or applying to Ph.D. programs. It becomes difficult to find time to work on the thesis. When the summer of your second year arrives, the thesis, if not completed or close to completion, becomes a barrier for moving on. It also can become difficult to meet with your committee during the summer because of vacation schedules and faculty not being on the payroll during the summer. So, the best thing to do is plan ahead and keep communication open with your committee. Know where they stand and talk with them regularly. Lastly, think of your thesis as being the vegetables at dinner when you were a child. No matter how much you procrastinate, there is no desert (degree) until you finish the vegetables!!!

**Don't forget to take care of yourself.** You already know that you feel better and have more energy when you take care of yourself. Exercise; eat right; get enough rest; and take time for family and friends, hobbies, music, and reading (reading for pleasure!). If you are good to yourself you will have the energy to complete all of your scholastic tasks. *Whenever I ignore my personal and social needs I start feeling sorry for myself. When I do that, I don't have energy for course work either. I really do myself a disservice when I ignore all aspects of life but school - that's the quickest way to burn out.*

**The key to success in graduate school is finding balance.** It is important to invest time in both school and your personal life. School should be the priority while in graduate school, but do not forget about the personal aspects of your life. As human beings we need to feel connected to other people. *We need to connect with people;* that means keeping up with old relationships and forming new ones during this chapter of life. Go out of your way to form friendships with other graduate students (first and second year students) since they are going through the experience of graduate school, just like you. **Use other graduate students as a resource.** Let people be your support system.

It is easy to get so wrapped up in your course work that you forget about other aspects of your life. Remember, you are here to study, but you are also here to learn about yourself and life in general. Graduate school is a unique experience. Not everyone gets to do this. So take it all in; enjoy it.

## Getting Into Ph.D. Programs

### **First year:**

- Get involved in research (volunteer)
- Establish relationships with your professors
- Brainstorm on thesis ideas to narrow your interest
- Read about topics that may interest you and discuss these with professors

### **First Summer:**

- Research graduate programs and select approximately 10 programs that vary in their selection criteria and competitiveness to apply to
- Request applications from the Graduate School AND the department you are interested in
- Request financial aid information
- Think about which professors you would like to write recommendation letters
- Begin a rough draft of your personal statement

### **Third Semester:**

- Provide selected faculty members with all the information necessary for them to write you personalized letters of reference as soon as possible:
  - Provide a resume
  - Provide an addressed, stamped envelope (addressed to respective programs)
  - Write each reference a thank you card
- Try to have applications sent AT LEAST two weeks **before** the deadline
- Make yourself a master checklist of all programs applied to, including:
  - Deadlines
  - All necessary material for a complete application

### **Fees**

- Addresses
- Contact person(s)
- Request transcripts from undergraduate institution(s) EARLY (Some schools have a slower process than others)

### **Fourth Semester:**

- Be patient
- Avoid making calls to the institutions as your anticipation grows
- Don't forget to keep working on your thesis while you wait to hear about graduate programs
- Good Luck!!!

Throughout: KEEP ALL YOUR OLD SYLLABI!!

## Seeking Post Graduation Employment

Start the job search early, and be aware of licensure issues/requirements in various areas. For the job search, the various internet sites are generally quite helpful. Government sites have extensive listings, although they are time consuming. Link up with prior grads, use the internship connections for job contacts and use your internship to make connections in potential job markets. Develop a good, professional resume that can easily be modified to match the specific requirements of each position. Same thing with the cover letter. If possible, have both professional and academic (professor) references, and try to keep the resume to two pages. Show volunteer experiences that are related. Always send thank you cards after an interview. Even if you are in the middle of writing the thesis and are about ready to pull your hair out, act ultra-professional when the call from a potential employer comes. First impressions last.

*Thanks to: Angela Dennis, Kelly Fredericks, Matt Majeski, Angela Pierce, Valorie Spivey, and Chad Wetterneck for their contributions to this Appendix.*

## APPENDIX S

### GRADUATION CHECKLIST

1. Check with Graduate Coordinator about incompletes or student requests that need to be made.
2. Have preview meeting with Graduate College.
3. Complete Application for Graduation (available through the forms repository in MyUNlverse).
4. Complete oral defense of thesis.
5. Make required changes by committee and obtain signatures.
6. Turn in one copy on good paper to Graduate College for formatting corrections.
7. Pay for two copies on good paper for Graduate College at Cashiers window and take receipt to Graduate College.
8. Pay the Psychology Department for your copies, both thesis research copies and final copies, including \$7 for each personal bound copy. If you need to leave town before the final revisions are made from the Graduate College, plan to email your corrections to Jeanne Marshall at [jeanne.marshall@uni.edu](mailto:jeanne.marshall@uni.edu). Make sure before you leave, you buy reams of the “good paper” and leave them with her so she can print your thesis.

## **APPENDIX T DESIGNATING A FACULTY SUPERVISOR**

Although students in our program work with many individual faculty members, none of those will play as central a role in your studies as the person who will serve as your thesis supervisor. Eventually, of course, that's the person who will direct your thesis. However, before you begin formal work on your thesis, you'll be working with a supervisor (who may or may not end up being your thesis advisor) who will direct individualized coursework in which you read about research, practice skills as a researcher, and design your thesis proposal. Obviously it's important that you settle on a particular supervisor fairly soon in your program, so we require that you determine who that will be during your first semester.

### **Choosing a supervisor**

Potentially almost any faculty member in the department can serve as your thesis supervisor (technically, thesis supervisors have to be members of the Graduate Faculty, and be acceptable to your Area Coordinator and to the Graduate Program Coordinator; most importantly, he or she has to be willing to work with you--and of course, you have to be willing to work with him or her). Faculty supervisors do not need to teach courses related to your Area, or even to be active researchers in the topic you plan to study--although those are both generally good indications that a particular person might make a logical choice for you. You can find out information about faculty research and teaching interests in a variety of ways. These topics are discussed on the Department's website, and will be considered in your readings course your first semester in the program. Other students may help you get a sense of what it's like to work with particular faculty; and your Area Coordinator will be happy to point you toward specific faculty who would be logical choices for your interests.

You owe it to yourself to explore research possibilities with a variety of faculty members. Even if you are starting the program intending to work with a particular person, you'll want to discuss research options with several faculty before making a formal commitment (keep in mind there are often opportunities to work individually with faculty without him or her serving as your official supervisor). Actually most students start their first semester without a specific topic or supervisor in mind. The readings course that you take your first semester provides a formal mechanism for you to discuss potential projects with several individual faculty whose work you find interesting, although you are encouraged to discuss options informally with as many professors as possible.

However, by the end of October your first semester, you need to make a formal arrangement to work under the supervision of one professor, with the expectation that he or she will eventually chair your thesis. There's a form ("Initial Declaration of Faculty Supervisor Form", below) which you must submit to the Graduate Program Coordinator no later than October 31, which you and your supervisor will sign indicating that both of you are aware of your choice.

There is a separate form on which you designate not only your thesis supervisor (Chair), but the names of the other faculty members who have agreed to serve on your thesis committee. When you know their names, you should complete the "Thesis Committee Approval Form" (an image is included below, but you should print out the original form on the web at <http://www.grad.uni.edu/files/forms/thesis/final%20final%20thesis%20committee%20form-2.pdf> and have it signed by your Chair, and the Graduate Coordinator, before submitting it to the Graduate College.

### **Changing supervisors**

Generally you'll work with the same person as supervisor throughout your program. It's rather unusual for students to need to switch supervisors, but that may become necessary if your interests change fundamentally, if your work style doesn't match your supervisor's well, or for other reasons. You should discuss matters with your current supervisor and with your Area Coordinator or the Graduate Coordinator before you make a firm decision. Changing from one supervisor to another is likely to be a

little trickier than just identifying a new person to work with--typically there will be some "loose ends" to wrap up. In particular, it's your obligation (a) to let your current supervisor know as soon as you've made a decision, and (b) to make sure both of you understand what you still need to do to complete any ongoing coursework (your current supervisor will still have to report a grade, after all). You should both sign a written statement specifying what's required.

As your thesis research progresses, changing supervisors becomes even more challenging. If you decide to switch after you have presented your thesis proposal, you need to make sure that all other faculty on your committee are willing to continue as members. In addition, if your future research (thesis or otherwise) may involve data that have already been collected, you will need to make sure that your first supervisor agrees with your right to refer to that data (the usual rule of thumb is that if you have successfully defended your thesis your claim to the data is firm). But this is an issue you need to discuss--in some cases, professors may feel that you will forfeit access to their data if you sever your connection with their research program.

Because shifting supervisors poses unique challenges, we have a specific form for that purpose ("Change of Faculty Supervisor Form", included below). It should be signed not only by you but by your current supervisor, and your proposed supervisor. It's then submitted to the Graduate Coordinator. Although you can start working with your new supervisor as soon as your change of supervisor form is approved, due to the need for your original supervisor to report grades for current coursework, it won't become official until the end of the current semester (if one is ongoing). You will also need to submit a revised copy of the Graduate College's "Thesis Committee Approval Form".

Note that the process described here refers to situations where your desire to change supervisors doesn't involve faculty or student violations of formal University policies. Your rights to freedom from harassment and other potentially grievable concerns are outlined in documents you can access on the Graduate College's website at <http://www.grad.uni.edu/information/policiesprocedures.aspx>. Your obligations to comply with ethics policies are outlined at: <http://www.uni.edu/policies/301> .

You may also want to refer to the section of this handbook addressing conflicts with faculty ("Procedures for dealing with problems with faculty members or others").

M.A. in General Psychology  
Initial Declaration of Faculty Supervisor Form

Instructions to student: This form is used when you first choose a faculty supervisor. Before the end of October during the first semester of your program, you must make arrangements with a particular faculty member to supervise coursework associated with your thesis. Sign this sheet, obtain the supervisor's signature, and submit it to the Graduate Coordinator, who will inform your Area Coordinator and place it in your file.

Student Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Area (Circle):      Clinical Science  
   Industrial/Organizational  
   Social  
   Individualized Study

Faculty Supervisor's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

M.A. in General Psychology  
Change of Faculty Supervisor Form

Instructions to student: This form is used if you wish to switch faculty supervisors and have previously filed a "Designation of Faculty Supervisor" form. You must sign this sheet, obtain the signatures of your current supervisor, and of your new supervisor, and submit it to the Graduate Program Coordinator, who will inform your Area Coordinator and place it in your file. Your current supervisor remains responsible for reporting grades for any incomplete coursework or research (ongoing or from a previous semester). If you file this form during a semester, the change will become official only at the end of that semester.

Student Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Area (Circle):      Clinical Science  
   Industrial/Organizational  
   Social  
   Individualized Study

**Pending coursework:**

Indicate any research or readings courses taken under your current supervisor's direction, the semesters you took them, and the grade you received:

Semester	Course	Hours	Grade

If you have not yet received a final grade for any courses you list, your current supervisor must report the final grade when it can be determined. You and your current supervisor should construct a written description of remaining work you must complete and deadlines for that completion.

Current Faculty Supervisor's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

New Faculty Supervisor's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Following is a facsimile of the web-based form required by the Graduate College, available on the web at [http://www.grad.uni.edu/\\_files/forms/thesis/final%20final%20thesis%20committee%20form-2.pdf](http://www.grad.uni.edu/_files/forms/thesis/final%20final%20thesis%20committee%20form-2.pdf)

THESIS COMMITTEE APPROVAL FORM

The thesis committee must consist of three or more University of Northern Iowa Regular Graduate Faculty members. See the complete Graduate Faculty list on the Graduate College website: <http://www.grad.uni.edu/graduatefaculty/faculty.aspx> Additional committee members may be selected as readers, and are not required to be Graduate Faculty members. This form must be completed and submitted to the Graduate College as soon as work begins on the thesis.

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Email Address \_\_\_\_\_ Student Number \_\_\_\_\_

Department \_\_\_\_\_ Graduate Program \_\_\_\_\_ Degree Sought \_\_\_\_\_

1. Committee Chair \_\_\_\_\_  
Graduate Faculty Member's name Email address
2. Committee Member \_\_\_\_\_  
Graduate Faculty Member's name Email address
3. Committee Member \_\_\_\_\_  
Graduate Faculty Member's name Email address
4. Additional Member/Reader (optional) \_\_\_\_\_  
(Name and email address)
5. Additional Member/Reader (optional) \_\_\_\_\_  
(Name and email address)

Department Approvals (signatures required):

Date \_\_\_\_\_ Advisor or Committee Chair \_\_\_\_\_

Date \_\_\_\_\_ Graduate Coordinator or Department Head \_\_\_\_\_

Graduate College Approval:

Date \_\_\_\_\_ Graduate Dean \_\_\_\_\_

Any changes to the committee must be reported to the Graduate College. Use this section to report addition or replacement appointments, and resubmit form to the Graduate College for approval.

Add	Delete	Committee Member's Name	Email	Date
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Approvals (signatures required):

Date \_\_\_\_\_ Advisor or Committee Chair \_\_\_\_\_

Date \_\_\_\_\_ Graduate Coordinator or Department Head \_\_\_\_\_

Date \_\_\_\_\_ Graduate Dean \_\_\_\_\_

Please return to the Graduate College, mail code 0135.

04/2009

**ADDENDUM TO APPENDIX K**  
**Ethical Principles of Psychologists and Code of Conduct**

This can be found on the American Psychological Association website at the URL  
<http://www.apa.org/ethics/code2002.pdf>

Printed copies of this handbook should include an appended printout of that document on the following pages: