

**BEHAVIORAL SCIENCE PROGRAM**

**GRADUATE PROGRAM HANDBOOK**



**DEPARTMENT OF PSYCHOLOGY**

**University of Rhode Island**

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## TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>4</b>
<b>PSYCHOLOGY DEPARTMENT.....</b>	<b>4</b>
<i>Psychology Faculty and Staff.....</i>	<i>5</i>
<i>Psychology Department Mission.....</i>	<i>5</i>
<i>Staying in Touch .....</i>	<i>6</i>
<i>Multicultural Emphasis .....</i>	<i>6</i>
<i>Student Representation in Program and Department Governance .....</i>	<i>7</i>
<b>MATRICULATING: SOME GENERAL GUIDANCE.....</b>	<b>8</b>
<i>Faculty Advisor and Major Professor .....</i>	<i>8</i>
<i>Doctoral Program Committee (URI-GSM 8.42.1, 8.43.2).....</i>	<i>8</i>
<i>Programs of Study (URI-GSM 7.43, 7.52) .....</i>	<i>9</i>
<i>Change of Program .....</i>	<i>9</i>
<b>BEHAVIORAL SCIENCE PROGRAM REQUIREMENTS .....</b>	<b>10</b>
<i>Coursework .....</i>	<i>10</i>
<i>Research.....</i>	<i>13</i>
<i>Field Experiences .....</i>	<i>14</i>
<i>Teaching Experience .....</i>	<i>15</i>
<i>Interdisciplinary Interest Areas .....</i>	<i>14</i>
<b>RESEARCH COMPETENCY.....</b>	<b>16</b>
<b>QUALIFYING EXAMINATION.....</b>	<b>16</b>
<b>TRANSFER CREDIT (URI-GSM 7.20).....</b>	<b>17</b>
<b>ANNUAL EVALUATION OF STUDENTS .....</b>	<b>17</b>
<b>COMPREHENSIVE EXAMINATIONS.....</b>	<b>18</b>
<i>Overview .....</i>	<i>18</i>
<i>Timing .....</i>	<i>18</i>
<i>Purpose of the Comprehensives .....</i>	<i>18</i>
<i>How to Prepare for Comprehensives.....</i>	<i>19</i>
<i>Structure of Written Comprehensives .....</i>	<i>19</i>
<i>Evaluation of the written examination.....</i>	<i>21</i>
<i>Oral Comprehensives .....</i>	<i>21</i>
<i>Scheduling Comprehensive Examinations.....</i>	<i>22</i>
<i>Request for an alternative procedure: .....</i>	<i>23</i>
<i>Behavioral Science Program Guidelines.....</i>	<i>23</i>
<b>THESES AND DISSERTATIONS.....</b>	<b>24</b>
Advice from Graduate Students .....	28
<b>FINANCIAL AID &amp; ASSISTANTSHIPS .....</b>	<b>30</b>
<b>ADVICE FOR STUDENTS: TIPS FOR SURVIVAL AND SUCCESS .....</b>	<b>33</b>
<i>Getting started .....</i>	<i>33</i>
<i>Moving along .....</i>	<i>34</i>
<i>Finishing up.....</i>	<i>33</i>

<b>APPENDIX A. FACULTY AND INTEREST AREAS .....</b>	<b>35</b>
<b>APPENDIX B. ELECTRONIC MAIL AND WEB PAGE .....</b>	<b>37</b>
<b>APPENDIX C. MULTICULTURAL REQUIREMENT .....</b>	<b>38</b>
<b>APPENDIX D. MULTICULTURAL FOCUS - FREQUENTLY ASKED QUESTIONS.....</b>	<b>40</b>
<b>APPENDIX E. METHODOLOGY CONCENTRATION DRAFT DESCRIPTION .....</b>	<b>47</b>
<b>APPENDIX F. MERENDA PRIZE</b>	<b>48</b>
<b>APPENDIX G. BEHAVIORAL SCIENCE PROGRAM STUDENT EVALUATION</b>	<b>53</b>
<b>APPENDIX H. INSTRUCTIONS ON FILING FOR RHODE ISLAND RESIDENCY .....</b>	<b>56</b>
<b>APPENDIX I. DEPARTMENTAL GRADUATE TEACHING ASSISTANTSHIPS...</b>	<b>58</b>
<b>APPENDIX J. NON-DEPARTMENTAL ASSISTANTSHIPS</b>	<b>62</b>

## INTRODUCTION

The purpose of the *Behavioral Science Graduate Program Handbook* is to serve as a source of information and as a guidebook for students about how to progress successfully through the program. The handbook describes important policies and procedures in the Experimental Behavioral Science Program, as well as those of the Psychology Department.

Although this handbook is meant to serve as a guide, it is not the only important source of information or ultimate authority, particularly for policies originating beyond the department. Program and department policies and guidelines usually elaborate upon Graduate School policy. Relevant policies from the University Graduate School, which pertain to all graduate students across the university regardless of department or program, also are mentioned and referenced. When policies are included or summarized from the *URI Graduate Student Manual* (URI-GSM), the appropriate section number is cited. The *Manual* gives detailed information on responsibilities of Major Professors and program committees, examination procedures, preparation of theses and dissertations, academic standards, and the Graduate Student Academic Appeals System. As a graduate student, you are responsible for following all policies and guidelines set forth in the *University of Rhode Island Undergraduate and Graduate Catalog*, as well as the *Graduate Student Manual*. Copies of both of these documents may be viewed on the URI Graduate School web page ([www.uri.edu/gsadmis/](http://www.uri.edu/gsadmis/)). Information or questions regarding these policies should be directed to the Graduate School, second floor of Quinn Hall, 874-2262. The more specific requirements for the Psychology Department and the Behavioral Science Program are detailed in this *Handbook*.

Our policies and requirements have been developed over the years by various faculty and student committees to meet the needs of the program, department, and graduate school, and these policies will continue to evolve. We hope this Handbook will prove useful, and we look forward to suggestions for improvements to make it more so. However, please keep in mind that you are ultimately responsible for your graduate education and therefore you should make every effort to keep informed about all current policies, procedures, and deadlines that apply to fulfilling the requirements for your degree.

## PSYCHOLOGY DEPARTMENT

The Psychology Department at the University of Rhode Island is the largest department within the College of Arts and Sciences, and comprises five interdependent programs: (a) BA Program in Psychology (Kingston), which coordinates with the BA Program in Psychology at the Feinstein College of Continuing Education (Providence); (b) Ph.D. Program in Clinical Psychology; (c) Ph.D. Program in *Behavioral Science* (d) Ph.D. Program in School Psychology; and (e) M.S. Program in School Psychology.

### ***Psychology Faculty and Staff***

URI's Psychology Department currently has 31 tenure-track faculty, 31 Graduate Teaching Assistants, and 4 clerical staff members. Faculty in the Psychology Department affiliate with one of the three graduate program areas (i.e., Clinical, Behavioral Science, or School) and often affiliate with one or more of our focus areas (see later section). Nearly all faculty members teach graduate courses that enroll students from all graduate programs. Most faculty also contribute to the undergraduate curriculum as well. The faculty of the Department meet monthly to discuss issues of general concern in the department, and they also meet monthly in graduate-program area subgroups to discuss issues of specific importance to those graduate programs.

For a list of faculty interests and a directory with brief contact information, see Appendix A; also refer to the Behavioral Science web site ([www.uri.edu/artsci/psy/](http://www.uri.edu/artsci/psy/)).

### ***Psychology Department Mission***

The faculty adopted the following mission statement for the Psychology Department (12/98).

#### ***The Psychology Department Mission is...***

- to generate knowledge of basic psychological processes and contextual influences on psychological and physical functioning;
- to apply knowledge to promote health and welfare in a pluralistic society by enhancing the functioning of individuals and social systems;
- to translate knowledge into science-based programs, policies, and professional practices responsive to societal needs; and
- to transmit knowledge through educational programs that inform individual development, provide understanding of human behavior, and prepare scientist-practitioners to become future leaders and innovators.

#### ***In accomplishing this mission, we...***

- a. value the fundamental rights, dignity, and worth of all people in achieving our goal to create a climate of understanding and respect among diverse individuals;
- b. respect cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics;
- c. commit to fostering and integrating multiculturalism at both a didactic and personal level; and
- d. promote conflict resolution in a just and responsible fashion that avoids or minimizes harm while respecting the rights of all individuals.

### ***Staying in Touch***

It is critical for students to be part of the ongoing life of the department – to keep abreast of news, learn of available funding opportunities, become informed of deadlines, and generally participate in the conversation that goes on here. There are student mailboxes, organized alphabetically within the three graduate program areas, in Chafee 301. Students who are Graduate Teaching Assistants or instructors may also have special mailboxes for their students to use. Faculty mailboxes are located in the same place, except for faculty who receive mail at the Cancer Prevention Research Center and have their mailboxes in the lobby there. There are also mailboxes for adjunct faculty in Chafee 301. A great deal of the communication in the Department is now by means of e-mail and list-servers, and descriptions of these means of contact are located in Appendix B.

### ***Multicultural Emphasis***

For researchers and teachers, administrators and policy makers, culture, race, class, sexual orientation, religion, disability, age, and gender play a profound role in shaping what we may learn and teach, what we may organize and direct, as well as what may provide barriers and opportunities for our work. This is not a “side issue” for psychologists – it is central to our expanding knowledge base and our practice. Research and educational experiences must be designed, implemented, evaluated, and reported in ways that take account of these realities. A reflective sensitivity, a determined inquisitiveness, and a tolerance for disparate perspectives, are all necessary for competent functioning in the roles taken on by those with Ph.D.s in *Behavioral Science* from URI. Thus, an appreciation for diversity is fostered and stressed through multiple channels such as formal coursework, supervised research experience, colloquia, and practica. We strive to increase the extent to which our courses include required readings and class discussions about multicultural perspectives and diversity. To assure that our students receive the benefit of this emphasis, the department has established a requirement that all students attain a basic level of multicultural competence in three areas: content knowledge, research, and practice. For details, please refer to the attached Multicultural Competence policy adopted by the department (Appendix C).

The Department's Multicultural Task Force demonstrates our commitment to multiculturalism. The Task Force is comprised of a representative group of faculty, students, and staff in the department, who meet regularly and explore ways to enhance the department's climate through activities and initiatives that promote cross-cultural sensitivity and multicultural competence. Students are invited to join the Task Force as regular representatives or as participants in any planning or program activities.

The Department of Psychology has entered into a partnership with the URI Multicultural Center to exchange mutual information and technical assistance. Our faculty and students have played leadership roles in campus-wide initiatives such as the university's annual Diversity Week, organizing various informational workshops, round table discussions, art exhibits, and cultural events. Several faculty members have participated in the Multicultural Center's Faculty Fellows Program designed to enhance the teaching, research, and scholarly interests of faculty in multicultural issues.

Faculty and students in the Behavioral Science Program have a variety of opportunities for relationships with state and local organizations that serve low-income and minority individuals in Rhode Island. Although Rhode Island is small in size, it is the country's most densely populated state, in which many urban minority groups reside in ethnic neighborhoods and culturally rich communities. These groups include African Americans, Latinos (particularly Dominicans, Puerto Ricans, Colombians, and Guatemalans), Southeast Asians, Native Americans, Cape Verdeans, and Portuguese. Research and research-driven interventions in these communities are an active part of our work, reflecting our mission.

For additional information about the Department's commitment to its multicultural mission, see Appendix D.

### ***Student Representation in Program and Department Governance***

Graduate students play an active role in program and departmental governance activities. At the beginning of each academic year the Behavioral Science Program Director calls on students in each class /year to elect one representative and one alternate to an Advisory Committee. The Director meets with this Advisory Committee on a monthly basis. All students are welcome to attend monthly program meetings (generally held on the second Monday of each month during the academic year from 1-3 PM) except when specific students or faculty members are being discussed (e.g. admissions, annual evaluation of students). Advisory Committee members are allotted 3 votes at Program meetings, enabling student participation in decisions on matters such as changes in curriculum requirements, changes in comprehensive examination policies, and general admissions policies. These student representatives may also attend and participate in regular Department faculty meetings (generally held on the first Monday of each month, 1-3 PM, during the academic year). Responsibilities of student representatives are two-fold. First they are expected to represent the perspectives of their fellow students and to bring student concerns and issues to the attention of the faculty (in Department meetings each program is entitled to one vote by an elected student representative). Second, representatives are expected to communicate faculty perspectives and all program and departmental decisions and deliberations back to their peers. In addition to these roles, students may be elected to various other committees such as the Department's Multicultural Task Force, the University's Graduate Council, and the Graduate Student Association Senate (the latter two may be contacted via the Graduate School web page). There is also a union representing graduate assistants (Graduate Assistants United) that can be reached from the Graduate School web page.

It is also useful to know that the Department has faculty committees that help to construct and administer policies affecting graduate students. These include the Departmental Affairs Committee (DAC) and the Graduate Committee (GC). The DAC functions as an executive committee working with the Chairperson, and consists of the three Graduate Program Directors and the Undergraduate Program Director, as well as the Chairperson. This body makes Fellowship nominations and Graduate Teaching Assistantship appointments, sets dates for comprehensive examinations, reviews student petitions, and plays many important roles that affect graduate students. The GC consists of the three Graduate Program Directors, and makes policy and curricular recommendations for the Department-wide graduate curriculum.

## **MATRICULATING: SOME GENERAL GUIDANCE**

### ***Faculty Advisor and Major Professor***

Your initial Advisor is the faculty member to whom you have been assigned at the time of admission to "assist the student in the selection of courses to be taken the first semester" (URI-GSM 8.21). Your initial advisor will assist you as you begin to plan your program of study. Initial advisors are assigned on the basis of availability and interests but you are free to select any other faculty member as your Major Professor. It is your Major Professor who will guide and advise you throughout your program of study. The Major Professor, chosen by you, "has overall responsibilities for the student's training" (URI-GSM 8.31), and serves as chairperson of your program committee. Because of the importance of your Major Professor, we encourage you to take every opportunity in your first semester to introduce yourself to faculty and spend some time getting to know them better. PSY 615C, Orientation to Experimental Psychology, can help by providing an opportunity to interact with many of the Behavioral Science faculty.

The Major Professor is a key person in your graduate career. In addition to chairing your Program Committee, which has overall responsibility for shaping and approving your progress, the Major Professor typically guides and directs research, assists in planning your professional development goals, supervises and supports some of your teaching and practicum experiences, helps you organize and prepare yourself for comprehensive exams, and facilitates your movement past the various milestones involved in successful navigation through Graduate School (URI-GSM 8.31 – 8.34). Therefore it is most helpful if your Major Professor is someone who not only can guide your research and training, but also is a person who will be available to you and with whom you feel comfortable discussing the various phases of your graduate student life. If your Major Professor is outside the Behavioral Science Program, a full-time departmental faculty member within the Behavioral Science Program should serve as your Advisor to support fulfillment of Program requirements. As your professional interests mature you may change your Major Professor at any time, with the concurrence of your committee and the Department Chairperson (conveyed in writing to the Dean of the Graduate School), (URI-GSM 8.51).

We encourage our students to interact with different faculty members in a multiple mentoring model; for example, while you do research with your major professor you might also do a teaching practicum or participate in research or writing projects with another professor.

### ***Doctoral Program Committee (URI-GSM 8.42.1, 8.43.2)***

As a URI doctoral student, you are required to have a Program Committee, selected in consultation with you Major Professor. Program Committees in the Psychology Department consist of a minimum of three full-time faculty, distributed as follows: one Psychology Department faculty member from your Program Area (Behavioral Science), one Psychology Department member from a different Program Area (School or Clinical), and one URI faculty member from a department other than Psychology. You may add additional members to your committee if this seems useful (for example to represent an important methodological or research content area). All Committee members must be members of the Graduate Faculty, a designation that can be found in the *University of Rhode Island Undergraduate and Graduate Catalog*. In

special cases faculty from outside the University may be added (see the Department Chairperson for appropriate steps to obtain Adjunct Faculty status for such persons). You may change membership on your committee at any time by sending a letter to the Graduate School signed by your Major Professor, other new and former members of the Committee, and the Department Chairperson (URI-GSM 8.51).

***Programs of Study (URI-GSM 7.43, 7.52)***

The purpose of the program of study is to ensure that students, at an early stage in their graduate study, organize coherent, individualized plans for their course work and research activities. It is expected that the successful completion of students' programs of study along with collateral readings, research, etc., will enable them to demonstrate that they have achieved the high level of competence required of professionals in our field. All degree candidates are required to prepare a program of study with the guidance of their Major Professors and program committees in accordance with the guidelines in the *Graduate Student Manual*. After the Major Professor (for master's degree candidates) or the Program Committee (for doctoral degree candidates) has approved the program, and the Department Chairperson has signed it, the program of study is submitted for approval to the Dean of the Graduate School.

By the end of the first semester, or no later than when the first 18 credits are completed, doctoral students must submit a tentative program of study to the Dean of the Graduate School. Your Program of Study is prepared in consultation with your Initial Advisor or Major Professor and requires his/her approval. A tentative plan can be changed more easily and allows you to make adjustments early in your program without the delays involved in seeking formal approval from your entire program committee. Tentative plans are later finalized with full committee approval for doctoral students. Doctoral students entering without a previous graduate degree should develop a program of study for the Master of Arts degree first. A copy of the appropriate form is available in the Psychology Department office as well as from the Graduate School and on the URI web page. Although Departmental and Program requirements determine some of the curriculum, each student's program of study should be individually developed depending on previously earned degrees, prior graduate credits earned, professional goals, and special interests.

***Change of Program***

Students who are currently enrolled in one of the other graduate programs in the department (Clinical or School) may wish to change their specialty area and enter the Behavioral Science Psychology program. In this case, students are asked to formally apply to the Program at the normal application time (deadline January 20) and proceed through the application review process. Students should submit their original application materials, supplemented by a current transcript, personal statement, and supporting letters from Department faculty. A similar process is required for change into one of the other programs from Behavioral Science, but students should contact the Program Directors for complete information.

## BEHAVIORAL SCIENCE PROGRAM REQUIREMENTS

Students in the Behavioral Science Ph.D. Program must complete a minimum of 90 graduate credits. Students entering with an approved master's degree may include up to 30 credits of previous study in their programs (see “Transfer Credit” for more details). All requirements for the Ph.D. degree must be completed within **seven years** of the date when the student first enrolled.

Requirements consist of accomplishments in several inter-related components (see Table 1).

**Table 1. Behavioral Science Program Requirements**

Component	Methodology	Content	Application
Core	PSY 532 PSY 533 PSY 611	PSY 615C Four courses from: PSY 600-609	[Recommended: If not in a paid research assistantship, take a practicum course assisting in or conducting research]
Specialized	Advanced methodology courses TBA	Additional content courses TBA	Additional practicum experience TBA
Multi-cultural competence	Thesis/dissertation proposal statement of consideration of multiculturalism	One course dealing primarily with issues in multicultural psychology (PSY 600 can also be count as core course)	A practicum experience demonstrating specialized multicultural competence, e.g., research practicum or study, university assistantship, workshop or conference talk, and conference planning.
Qualifying Examination (for students entering without a masters degree)	Completion of four courses from among those numbered 532, 533, 611, and 600-609 with grades of B or better, certified in a letter from the Major Professor to the Graduate School		
Comprehensive Examination	At least one question	At least one question	At least one question
Thesis			<ul style="list-style-type: none"> <li>• Master’s Thesis (6 credits of PSY 599) <i>or</i></li> <li>• Research Competency for students entering with a non-thesis masters degree</li> <li>• Doctoral dissertation (minimum of 18 credits of PSY 699)</li> </ul>

### ***Coursework***

For the Behavioral Science Ph.D. Program, course requirements can be conceptualized as a three-by-two matrix, with three areas of study: research methodology, psychological science content, and professional applications. For each of these areas there are two levels of exposure: general and specialized. The University’s Catalog, available from the URI website, provides course descriptions. Table 2 provides a suggested course schedule over 5 years, but it is important to note the many reasons why this schedule will need to be tailored to meet the needs of individual students.

**Table 2. Suggested Schedule for Behavioral Science Students Entering with a Bachelor's Degree<sup>1,2</sup>**

	<u>FALL</u>	<u>SPRING</u>
<b>YEAR I</b>	PSY 532 Experimental Design PSY 600-609: 1 course PSY 615C Orientation to Exper Psy (1 cr.) PSY 692 Directed Readings & Research Probs	PSY 533 Adv. Quant. Methods PSY 600-609: 1 course  PSY 692 Directed Readings & Research Probs
<b>YEAR II</b>	PSY 599 Masters Thesis (optional)(1-3 cr.) PSY 600-609: 1 course PSY 611 Meth of Psy Research & Design PSY 695 Seminar-Teaching Psy	PSY 599 Masters Thesis (3 cr.) PSY 600-609: 1 course Research Meth/Content Elective or Multicultural Course PSY 696 Practicum – Teaching Psy
<b>YEAR III</b>	PSY 599 Masters Thesis (defense) (1-3 cr.) Research Meth / Two additional courses: content elective or multicultural course	PSY 693 Dir Read & Res Probs (comps prep) Research Meth / Two additional courses: content elective or multicultural course
<b>YEAR IV</b>	PSY 693 Dir Read & Res Probs (comps) PSY 699 Dissertation (3-6 cr.)	PSY 670B Field Exp (Res Practicum) PSY 699 Dissertation (proposal) (3-6 cr.)
<b>YEAR V</b>	PSY 670B Field Exp (Res Practicum) PSY 699 Dissertation (3-6 cr.)	PSY 699 Dissertation (defense) (1-9 cr.)

Students who arrive at URI with a masters degree will be able to move through the program more quickly, but are still likely to take approximately four years due to our specific course requirements and limited waiver policy (see “Transfer Credit” for more details). Tables 3 and 4 provide some guidance for scheduling the major milestones on the way to a Ph.D.

<sup>1</sup> This sequence is intended to serve only as a general guide. Students with University assistantships have a 6 credit definition of “full time status” while those not so employed have a 9 credit minimum for full time status. A full time schedule can be 12 credits for someone with few additional commitments. Various loan programs may have their own definitions of full time status. Many students will wish to take courses from other departments in specialized areas. Entering with a masters degree will alter the timetable significantly. Hence this guide must be tailored to fit individual circumstances.

<sup>2</sup> Students may transfer credits from previous programs and apply credits to the PhD. See the section on transfer credits for more details.

**Table 3. Timetable for Behavioral Science Students Entering with a Bachelor's Degree**

	<b>Step</b>	<b>Suggested Date</b>
1.	Appoint faculty advisor	Prior to matriculation
2.	Submit tentative masters degree program of studies and tentative doctoral degree program of studies	End of first semester
3.	Select Major Professor and tentative Program Committee	End of 2 <sup>nd</sup> semester
4.	Complete 4 courses from among those numbered 532, 533, 611, and 600-609 with grades of B or better (Qualifying Exam)	Within first 30 credits
5.	Select MA thesis topic and propose thesis	By end of 4 <sup>th</sup> semester
6.	Defend M.A. thesis and receive degree	By end of 6 <sup>th</sup> semester
7.	Finalize Doctoral Program Committee	End of 6 <sup>th</sup> semester
8.	Complete courses in Program of Studies	End of 6 <sup>th</sup> semester
9.	Take Comprehensive Examination (written and oral)	7 <sup>th</sup> or 8 <sup>th</sup> semester
10.	Select Dissertation topic, prepare & present proposal, and submit approved proposal to the Graduate School	8 <sup>th</sup> or 9 <sup>th</sup> semester
11.	Select Examining Committee and defend Dissertation	10 <sup>th</sup> semester
12.	Graduate with Ph.D. degree	End of 10 <sup>th</sup> semester

**Table 4. Timetable for Behavioral Science Students Entering with a Master’s Degree**

	<b>Step</b>	<b>Suggested Date</b>
1.	Appoint faculty advisor	Prior to matriculation
2.	Submit tentative doctoral degree program of studies and select Major Professor	End of 1 <sup>st</sup> or 2 <sup>nd</sup> semester
3.	Select tentative Program Committee	End of 2 <sup>nd</sup> semester
4.	Obtain approval to “waive” required courses already taken in masters program	Prior to submission of final program of study
5.	Finalize Doctoral Program Committee, submit final Program of Study	End of 3 <sup>rd</sup> semester
6.	Defend research competency (if non-thesis masters)	By end of 4 <sup>th</sup> semester
7.	Complete courses in Program of Studies	End of 5 <sup>th</sup> semester
8.	Take Comprehensive Examination (written and oral)	6 <sup>th</sup> semester
9.	Propose Dissertation and submit approved proposal to the Graduate School	7 <sup>th</sup> semester
10.	Select Examining Committee and defend Dissertation	8 <sup>th</sup> semester
12.	Graduate with Ph.D. degree	End of 8 <sup>th</sup> semester

***Research***

Our Ph.D. program places a high priority on student research. We expect that everything you do with a degree in this program will reflect not only methodological sophistication, but also a rich understanding of the role of empirical work as a basis for theory development, policy, and action. At a minimum, doctoral students entering the program without previous graduate degrees or coursework in the area of research are required to complete 9 credits of research methodology courses and 24 credits of supervised research (thesis and dissertation). For doctoral students who have already completed a master’s degree, your Major Professor will review your completed thesis to determine whether it meets our standards. Students who have not completed an empirical master’s thesis are required to complete a research competency (see that section for more details).

These requirements represent only the starting point (PSY 532, 533, and 611) and two demonstrations of growing competence (PSY 599 and 699) for students in Behavioral Science. A number of additional courses and supervised research experiences are available to build methodological knowledge and skills (see the description of the methodology concentration in

Appendix E). Content courses at the graduate level also reflect the essential interplay between theoretical and empirical understanding in the advancement of knowledge and practice. For students with graduate research assistantships, there are many opportunities for “hands on” experience prior to and beyond the required thesis and dissertation. For students who may not have research assistantships, at least at the outset of their programs of study, we strongly recommend supervised research practicum experience for credit (PSY 615, 670B, 692, and 693 can be used for this purpose). Advisors/Major Professors can be consulted and may well serve as practicum supervisors. Advanced students working on theses and dissertations will sometimes be an excellent source of opportunities for practicum experience.

The emphasis placed on research methodology skills, and particularly quantitative methods, is reflected in the Department’s Merenda Prize, awarded annually to the doctoral degree recipient whose work best reflects excellence in this area (see Appendix F for details).

The Research Office is an important resource for students. All research projects done by URI faculty, staff, and students (including masters theses, research competencies, and dissertations) must receive prior approval from the University’s Institutional Review Board (IRB), and the necessary forms and instructions may be found under “Compliance” on the Research Office web site (<http://www.uri.edu/research/compliance/>).

### ***Field Experiences***

Students are strongly urged to gain research experience in field settings beyond the laboratory. In many cases this will necessitate the development of skills in research consultation, program design, workshop development, and/or other areas of application linked to the content and methods of experimental psychology. Course credit may be obtained via PSY 615, PSY 670B, and/or PSY 692/693.

### ***Teaching Experience***

Many students in our program intend to make teaching a part of their professional identity. There are several useful ways to prepare for this role. The Teaching Psychology Seminar (PSY 695) provides content and interactive practice in the development of knowledge and skills relevant for teaching in psychology. The Teaching Practicum (PSY 696) provides an opportunity for supervised practice with a faculty member. Graduate Teaching Assistantships offer an excellent opportunity for experience. Some of these assistantships do include full responsibility for teaching a section of a course, and these require concurrent supervision by a faculty member for PSY 696 credit (see the section on Financial Aid and Assistantships for more details). The University’s Instructional Development Program also offers excellent training opportunities available to graduate students, and their Fall Workshop Series is required for teaching assistants.

### ***Interdisciplinary Focus Areas***

The Department has special strength in several interest areas that involve faculty and graduate students from all three of our Ph.D. programs. Students in the Behavioral Science Program are

encouraged to explore opportunities in at least one of these interest areas, which represent promising avenues for professional development. Two of the areas, Methodology Focus and Multicultural Focus, offer formal concentrations for our students. Many Behavioral Science students develop a program of study and related activities reflecting two or more of these areas. Very brief descriptions are provided here:

*Research Methodology.* Training in quantitative methods, qualitative methods, evaluation research, experimental and quasi-experimental designs, research consulting, data management, and programming for research applications. Specialized courses and practica will prepare students for academic, institutional, or applied positions in the private sector. The emphasis is on applications to real-world problems (e.g., health behavior change, multicultural issues, addictions research, community prevention). See Appendix E for a more complete description of this area.

*Multicultural.* Interest in antecedents and consequences of gender, sex, sexual orientation, class, and ethnic similarities and differences, through the life span. At the present time, we do not offer a formal focus in multiculturalism, but we do offer opportunities for additional coursework, independent studies, field work, and research in these areas.

*Health Promotion.* Focus on environmental, physiological, interpersonal, and community factors associated with illness, as well as behavioral and community-based strategies to promote health. Specific interests include processes of self-change directed toward cancer prevention and AIDS risk reduction; stress, social support and coping in family caregivers of Alzheimer's Disease patients, hormone-behavior relationships across the life span affecting PMS, postmenopausal symptoms and sexual functioning; women's health issues including abortion and pregnancy; alcohol, tobacco, and other drug abuse prevention in community settings; and etiology of alcohol use and misuse and prevention interventions to reduce alcohol misuse.

*Neuropsychology.* Interest in research, teaching, and applied issues relevant to brain-behavior relationships. Specific interests include psycholinguistics, learning disabilities, information-processing models, pediatric disorders, and clinical assessment.

*Child and Family.* Currently under development, this area will have an interdisciplinary focus on applied developmental science including participation from the Departments of Education and Human Development and Family Studies.

## RESEARCH COMPETENCY

Students who enter the Ph.D. program with a completed master's degree are expected to have the research skills associated with completion of a psychology-related master's thesis. For students who did not complete an empirical thesis as part of their master's degree, we require the completion of an equivalent "research competency." The intent of the research competency is to give students experience in original research design and execution (a publishable manuscript is a desirable product, but is not required). This option is only available to those who have already completed a master's degree.

2. A completed project may be one of two types: an empirical investigation (recommended for Experimental students) or a new theoretical interpretation and organization of the literature in a particular topic area (such as one reads in the *Psychological Bulletin*).
3. If the empirical option is chosen it should include the following elements:
  2. Thorough literature review that accurately and succinctly summarizes the major theoretical and empirical issues relevant to the project and which delineates further research directions.
  3. Formulation of relevant hypotheses or research questions that can be tested.
  4. Development of a design which will utilize appropriate methods to adequately evaluate the hypotheses or questions.
  5. Implementation of the design by collection of appropriate data.
  6. Analysis of the data and interpretation of the results.
  7. Discussion of the results, which may include theoretical, methodological, and practical implications, applications, and limitations.
4. The report of this project shall be written in APA style. Three copies are required: for Department files, supervisor, and student.
5. The manuscript must be approved by the project supervisor and the Department members of the student's Program Committee. The proposal and the completed project must be presented at a general department forum (e.g. a colloquium) and announced beforehand. Other appropriate settings, announced in advance to the Department, are also acceptable (policy approved 5/82).

## QUALIFYING EXAMINATION

The Graduate School requires a qualifying examination for all doctoral candidates. In our department this examination typically is waived for students who enter with an approved master's degree. For doctoral students who enter without a master's degree the qualifying examination requirement is met through an equivalence, accomplished by completing four courses from among 532, 533, 611 and those numbered 600-609 with a grade of B or better. These four courses are usually completed within the first 30 credits, and should therefore be included in the Master of Arts Degree Program of Study.

Completion of the Qualifying Examination requirement must be reported to the Graduate School by sending a memo outlining how the requirement has been met. This responsibility rests with your Major Professor but you can assist by reminding him or her when the requirement has been fulfilled.

### **TRANSFER CREDIT (URI-GSM 7.20)**

The Graduate School and the specific policies in the Graduate Student Manual govern rules regarding the transfer of credit toward your program of study at URI.

Transfer from another institution. Under Graduate School rules, students entering our department are allowed to transfer up to 30 credits if they have a master's degree in an acceptable program. Those entering without a master's degree may transfer as many as one-fifth of the credits (18) required to complete their doctoral program in this department (6 towards Masters, and 12 towards PhD). Transfer credit is granted only when the Major Professor endorses the request and it is approved by the Dean of the Graduate School. Transfer credit requests taken prior to admission are typically submitted as part of the Program of Study using the appropriate form from the Graduate School. Students who wish to take coursework at another institution while pursuing a graduate program at URI may request transfer credit by submitting a memo from the Department Chair to the Graduate School upon completion of the course.

Advanced standing. In addition to the 30 credits for a previous master's degree, students may include up to 6 credits of "advanced standing" courses taken at URI prior to matriculation, and with the Dean's permission these may include transfer credits. If the prior master's is from URI up to 9 "advanced standing" credits may be allowed. For students entering without a master's degree up to 18 credits of "advanced standing" and/or "credit by examination" courses taken at URI may be allowed.

Waiving required courses. Previously taken courses may also be used to waive specific course requirements. Requests for transfer or waiver for specific courses offered in our department must be endorsed in a memo from a faculty member who often teaches the course. Transfer credit and/or waiver to meet core course requirements (i.e., courses numbered 600-609) is limited to 6 credits (2 courses) (Department Policy, reaffirmed 2002).

### **ANNUAL EVALUATION OF STUDENTS**

Doctoral committees are required to review students' progress on an annual basis, and the Behavioral Science Program formally evaluates progress through an annual review of accomplishments, which is shared by Major Professors with their students. The form for this review and instructions for preparing it are provided in Appendix G.

## COMPREHENSIVE EXAMINATIONS

### *Overview*

The comprehensive examinations, which are administered at or near the completion of the program, synthesize the separate elements in the student's program of studies and cover issues in methodology, content areas, and applications. Successful completion of these examinations signals that the student has attained the mastery and expertise expected of a doctoral-level professional, with the capacity to become a productive member of the broader community of psychological professionals upon completion of the dissertation. (Department policy, March 3, 1997).

Details of the complete policy and guidelines for Psychology students and faculty are included here. Some of the regulations emanate from the Graduate School and pertain to all University doctoral programs; some emanate from the Psychology Department and apply to all doctoral students in Psychology; and some are specific to particular Programs within the Department (Clinical, Behavioral Science, and School). The Program-specific guidelines for Behavioral Science students appear at the end of this section.

### *Timing*

"Each doctoral candidate shall take comprehensive examinations at or near, but not later than twelve months after, completion of the formal courses stipulated in the program of study" (URI-GSM-7.57.1). The master's thesis or research competency must be successfully defended prior to taking comprehensive examinations (department policy, March 4, 1982). They may be taken either before or after the Dissertation proposal is presented (department policy, February, 1981). In our department, Comprehensives are given every semester, with the written portion scheduled for a two-week period within a designated portion of the semester, beginning on the first day of classes and ending at a specified date near the middle of the semester. (department policy, March 4, 1984, revised Nov 4, 2002). Specific dates vary from year to year. Graduate School and Program Committee approval is necessary to schedule Comprehensive exams (see "Scheduling the Examinations" below for details).

### *Purpose of the Comprehensive Examinations*

These examinations are "designed to assess a student's intellectual capacity and the adequacy of training for scholarly research" (URI-GSM-7.57.1).

According to our department's approved policy, we interpret this to mean that students will:

- a. demonstrate integrated knowledge of the core areas identified by the student's committee to be central to their interests and of additional topics presented in courses taken by the student.
- b. demonstrate a capacity for critical reasoning about psychological theory, content, and methods.

- c. demonstrate competence in understanding and interpreting information, concepts, and methods related to those areas of specialized knowledge they have identified for their personal research.

These examinations give you the opportunity to display your strengths, especially your ability to integrate information from a variety of courses and relate information to your own special interests. They also allow you to discover gaps in your areas of knowledge and to develop procedures, with your Doctoral Committee, to remedy these deficiencies.

The majority of our students pass and are expected to do so, having already met stringent entrance requirements, completed a research requirement, and passed all of the courses of their Programs of Study. (Department policy, March 3, 1997)

### ***How to Prepare for Comprehensive Examinations***

There are no University or Department policies regarding preparation for these exams. A good way to begin is by reviewing your program of studies and preparing a short description of your academic and career-related background, specifying the kinds of research methodologies that are most relevant to the pursuit of your present and future work.

This description of your academic background should be discussed with each member of your doctoral committee, either individually or in a joint meeting. Your committee will use your description of interests as a guide in specifying the areas to be covered in your exam and in the preparation of your exam questions. You may also be asked to designate particular topical domains for questions, and to assist in identifying appropriate faculty to write questions in those domains. You should consult frequently during the preparation period with members of your doctoral committee, especially your Major Professor. Some faculty make themselves available to students for review sessions. Your Committee may also suggest additional books and articles for you to read and study in preparation for your exams.

### ***Structure of the Written Comprehensive Examination***

The Comprehensives consist of two parts, the first of which is written. The Graduate School specifies that this examination be "of at least eight hours duration" (URI-GSM-7.57.2). In the Psychology Department the written comprehensive exam consists of four questions, and may make use of two possible examination formats. These formats may vary for individual questions or the entire written examination may follow a single format as determined by the Major Professor and Examination Committee.

The traditional format calls for questions to be answered in four-hour sessions, in an on-campus location, without the aid of materials beyond a bibliography (if allowed by the committee). If all four questions are answered in this format the examination would be 16 hours long, broken into four four-hour sessions on four separate days (which need not be contiguous but must be within the two week period selected by the student with her/his Committee, within the larger time block designated by the Department Chair) (Department policy, December 2, 2002).

The take-home format permits the use of source materials and allows the student to prepare answers in a variety of locations, including home, the library, or another appropriate location, as determined by the examination committee. Unless further time specifications within the selected two-week period are imposed by the committee (e.g., two days to complete each question), there is no predetermined time limit on individual exam questions taken in this format, with the exception that all 4 questions must be completed within a single contiguous two-week period. (Department policy, April 7, 2003) The take home option will follow existing departmental comprehensive exam guidelines in all other ways.

Questions for the written exam are usually contributed by Committee members and others approached by the student in consultation with the Major Professor and Committee. Questions are also formally solicited from the entire departmental faculty. “The request for questions for a student’s written comprehensives shall be submitted to the entire department faculty at least one month before the examination is scheduled” (Department policy, December 3, 1981). This announcement/solicitation is made by the Major Professor. Particular faculty members, whether on or off your committee, may be invited by you and your Major Professor to submit questions.

Whether your entire Committee or your Major Professor will select the final questions for your exam should be decided upon in advance by the Committee. Typically, the questions are those that are written by faculty in response to a direct request by the student in consultation with the Major Professor and Committee, although the committee has the authority to edit, re-write, and/or combine questions in order to produce what it believes is a fair and comprehensive test (“...the final questions will be selected and organized by the student’s committee” (Department policy, December 3, 1981)). At the time questions are solicited and selected the choice of format (traditional or take-home) should be established, so that it is clear to the student, all members of the committee, and all question writers and reviewers, which format will be used for each question.

There is considerable flexibility in the structure of the Written Comprehensives. Only one question's general content area is specified for all students in Psychology: every student must answer at least one question in the broad area of research methodology. (“At least one question will deal specifically with methodological issues related to the student’s area of interest. Other questions should tap both the content and application dimensions of the student’s program of studies.” (Department policy, December 3, 1981). See the “Behavioral Science Program Guidelines” at the end of this section for additional advice on structure.

Any subject matter within the field of psychology may be covered, at the discretion of your Committee. It is important that you work with your Committee well in advance of your examinations to reach an understanding about the structure of your own particular exam, including the general topics which will be covered, and the order in which you will receive your questions. “Students may have knowledge of the order of questions (by general topic) but may not have access to any question in advance (December 3, 1981). Sample comprehensive examination questions should be filed with the Graduate Affairs Committee and made available to students for review. (May 3, 1984) (Ask in the Department Office.)

### ***Evaluation of the Written Examination***

Your Committee should decide, in advance, and discuss with you the system that will be used in evaluating your answers (e.g., a several part scale of merit or a simple pass-fail). Whatever feedback you receive, the Graduate School requires a final judgment by your committee of “pass” or “fail” for the entire written portion of the examination.

The Doctoral Committee will review the results of your exam and decide whether or not you have passed. "Unanimous approval by all members...is required for passing" (URI-GSM-7.57.2). One re-examination in the part or parts failed may be recommended by the Committee and taken after an interval of ten weeks. The Major Professor must properly report results of the exam to the Graduate School.

Answers to each question will be read by at least two faculty members, one of whom should be the submitter of the question and the other a member of the student's program committee. If the submitter of the question is a member of the committee, a second reader should be agreed upon. (Department policy, December 3, 1981) When the two readers for a particular question disagree as to the merit of the answer, it is common practice for the Major Professor to seek the opinion of a third reader (who may or may not be a member of the Committee) with competence in the domain of the question.

Within two weeks after completion of the written comprehensives, the Major Professor or the program committee shall prepare an evaluation of the performance on each question in the examination, specifying strengths and weaknesses, and discuss the evaluation with the student. (Department policy, December 3, 1981) Responsibility for these question-by-question reviews is ordinarily delegated to the readers for the question. A student's responses to written comprehensive questions should be filed in the student's departmental file and the Major Professor will retain the student's file (department policy, May 3, 1984)

### ***Oral Comprehensive Examination***

This second portion of the Comprehensives is the oral portion of the examination and is normally taken within four weeks after the written portion (URI-GSM 7.57.1.2). It is two hours long and is conducted by your Doctoral Committee with two additional members, one from within the department and one from outside. The student or major professor selects additional members for graduate student approval. Forms for reporting results of the written comprehensives and scheduling the oral comprehensives are sent to the Major Professor by the Graduate School.

At the discretion of the chair of the committee (the Major Professor), other members of the department faculty can be invited to attend. Only faculty members can attend.

Many of the questions you will be asked during the Oral will be generated by your answers to previous questions. Two themes are typical, however. You may be asked to elaborate upon answers you gave on your written exams. One way to prepare for orals, therefore, is to discuss with each Committee member their reactions to your written exam. The other typical question is one that is broadly integrative, often asking for your learned opinion about some major issue in

psychology. There is clearly no easy way to prepare for these questions other than thoughtful engagement with the issues in the field as you go through your program.

Like the written portion, oral exams can vary widely. In a typical exam you will begin by briefly describing your background and interests. Then, your Major Professor (who acts as chairperson) and each of the other committee members, in turn, may ask questions. Finally, visitors are invited to ask questions, if time permits. After all questions have been asked, you will leave the meeting while your Committee deliberates.

The decision regarding pass-fail rests exclusively with the Committee members, and a unanimous decision is required for passing. A student who fails may be permitted one re-examination after an interval of ten weeks. Committee discussion may be brief or go on for about 45 minutes, regardless of whether the Committee feels the student passed or failed the exam. Much of the discussion usually centers on an assessment of the student's strengths and weaknesses, with a view toward making suggestions about future directions and experiences. A Committee member is sometimes appointed to help the student in a particular area.

### ***Scheduling Comprehensive Examinations***

Requests for scheduling the written examination must be submitted to the Graduate School Office at least 10 business days prior to the date(s) requested (the form is found on the Graduate School web site, [www.uri.edu/gsadmis/](http://www.uri.edu/gsadmis/)). This request must include names of two faculty suggested for the Oral Examining Committee (with their expressed willingness to serve), one from within and one from outside the Department, both members of the Graduate Faculty. Oral and written examinations, including qualifying and comprehensive examinations and defense of theses, will be scheduled only at the convenience of the faculty members involved, guided by the availability of the candidate's program committee and additional qualified examiners. Such examinations will not be scheduled during periods when the University is in recess, including the summer period (when faculty are not under contract and may be employed in other ways), which begins the Monday following spring graduation and ends the Monday before Labor Day.

The Major Professor is responsible for arranging Committee meetings and the time and place for examinations, in consultation with the student (who often does most of the necessary legwork). In our department it is imperative that you plan ahead and make arrangements for scheduling of your examinations well in advance because many other students will also be planning to take comprehensives, presenting proposals, etc. Your careful attention is therefore advised in order to ensure a smooth process and prevent scheduling conflicts. It is strongly suggested that a date and time for the oral exam also be discussed at the time that the written examination is formally scheduled. A good strategy to avoid scheduling problems later is to agree in advance with your program committee on a potential oral exam date and time, and then to secure potential oral examination committee members who can agree to have this time available.

For questions using the traditional format, students will write their examinations in a pre-arranged room on the Kingston or Providence campus; the Major Professor assists the student in locating such a room. (Department policy, December 3, 1981) It is expected that students will not bring any prepared materials, whether hard copies or electronic, without explicit permission

from their committee. Reading lists (bibliographies) are sometimes permitted. It is standard for computers to be used, but Committees ordinarily do not permit students to have their own documents already on the computer hard drive. For questions using the take-home format, students may write in any location approved by the examination committee (e.g. home, library) and are allowed to make use of source materials while preparing their answer. (Department policy, April 7, 2003)

As soon as it is determined that the Written Exams have been passed, a date, time, and location for the Oral Examination must be formally decided upon if this has not already been done. The date should be within four weeks of the Written Exam (URI-GSM 7.57.1.2), and the entire department faculty should be notified at least one week in advance. All the Committee members (including the two nominees for the two new Orals Committee positions) must be available. There is a form for reporting the results of the written and scheduling the oral exam. This form must be submitted at least 10 working days prior to the requested date for the oral exam. Ideally, the time should not overlap with that of another student's Oral, Defense, Proposal, or Colloquium if possible; however, the realities of scheduling often take precedent over this guideline. Check with the Department Calendar. A room must be available and reserved by the student or Major Professor.

***Request for an alternative procedure:***

If the departmental policy is inappropriate for an individual student, that student and his or her committee may propose an alternative procedure to the chairperson and the Departmental Affairs Committee (DAC) (Department policy, December 3, 1981). Accommodations through Disability Services are also available.

***Experimental Program Guidelines***

Guideline 1: You should discuss your plan to take comprehensive examinations with your Major Professor no later than the beginning of the semester prior to the one in which you will take the examinations. You should meet with faculty whom you hope will write specific questions for your examination no later than four months prior to the actual date on which you will begin the written examination.

Guideline 2: You will find it essential to construct reading lists as part of your preparation for most questions, and you may seek guidance for these lists from those who will write your questions.

Guideline 3: The four questions should include areas that demonstrate integration of the breadth of your program of study as well as its depth. In addition to (1) the required methodology question, which should ordinarily call for knowledge associated with the three required methodology courses (PSY 532, 533, and 611), the Behavioral Science Program recommends (2) a question drawing your critical integration of core content courses and the theories represented in them, (3) a question demonstrating advanced and specialized methodology skills, and (4) a question on the literature in the general research area in which you plan to conduct your dissertation.

**Guideline 4:** If your work on one or more individual questions is not deemed satisfactory by your committee, you may be asked to (1) write a new answer to a related question to demonstrate that you have re-mediated the knowledge gap, or (2) prepare for very intensive coverage of the domain of that question in the oral examination. The Behavioral Science Program recommends that re-taking a written examination be the ordinary course of action when a student has not performed satisfactorily on a question.

## THESIS AND DISSERTATION

### *Master's Thesis Timeline*

Timing	Step
Near end of Program of Study	Register for PSY 599 to prepare proposal
	Obtain thesis proposal materials from Graduate School
	Recruit thesis committee
	Meet regularly with the Major Professor to prepare the proposal
	Turn in the proposal to be reviewed by Major Professor
Two weeks prior to meeting	Schedule proposal and announce on PSYLIST
	Provide proposal to Committee and make available in Chafee 301
During Academic Year	Propose: two hour meeting with Committee and any Dept members who wish to attend; bring approval sheet for signatures
	Revise proposal
	Submit to IRB and obtain approval ( <a href="http://www.uri.edu/research/compliance/">http://www.uri.edu/research/compliance/</a> )
	Pick up from IRB and submit to Graduate School
	Register for PSY 599 to conduct thesis research
	Meet regularly with Major Professor during thesis preparation
	Submit draft thesis to Major Professor for review
	Revise thesis (likely to take multiple drafts)
	Confirm willingness of Committee to schedule defense of thesis
	Major Professor submits "Intention to Graduate" form to the Graduate School in the semester you will receive Master's degree ( <a href="http://www.uri.edu/gsadmis/">www.uri.edu/gsadmis/</a> )
At least one semester after proposing	Schedule defense of thesis
	Distribute copies to Defense Committee
Twenty days after scheduling	Defend thesis
	Complete any required revisions
	Obtain review of formatting from Graduate School ( <a href="http://www.uri.edu/gsadmis/">www.uri.edu/gsadmis/</a> )
	Revise to conform with formatting requirements
By announced Graduate School deadline	Submit final approved Thesis to Graduate School
	Prepare an article based on the thesis and submit for publication

### *Doctoral Dissertation Timeline*

Timing	Step
Near end of Program of Study	Register for PSY 699 to prepare proposal
	Obtain proposal materials from Graduate School
	Review Doctoral Committee membership and change if necessary

	Meet regularly with Major Professor to prepare proposal
	Turn in proposal to be reviewed by Major Professor
Two weeks prior to meeting	Schedule proposal and announce on PSYLIST
	Provide proposal to Committee and make available in Chafee 301
During Academic Year	Propose: two hour meeting with Committee and any Dept members who wish to attend; bring approval sheet for signatures
	Revise proposal
	Submit to IRB and obtain approval ( <a href="http://www.uri.edu/research/compliance/">http://www.uri.edu/research/compliance/</a> )
	Pick up from IRB and submit to Graduate School
	Register for PSY 699 to conduct dissertation research
	Submit draft dissertation to Major Professor for review
	Revise dissertation (likely to take multiple drafts)
	Confirm willingness of Committee to schedule defense of dissertation
By announced Graduate School deadline	Major Professor submits "Intention to Graduate" form to the Graduate School in the semester you will receive doctoral degree ( <a href="http://www.uri.edu/gsadmis/">www.uri.edu/gsadmis/</a> )
At least one semester after proposing	Schedule defense of dissertation and announce on PSYLIST
	Distribute copies to Defense Committee and place one in Chafee 301
Twenty days after scheduling	Defend dissertation
	Complete any required revisions
	Obtain review of formatting from Graduate School ( <a href="http://www.uri.edu/gsadmis/">www.uri.edu/gsadmis/</a> )
	Revise to conform with formatting requirements
By announced Graduate School deadline	Submit final approved dissertation to Graduate School
	Prepare article based on dissertation and submit for publication

## Theses and Dissertations

Scheduling of proposals and defenses of theses will be done only at the convenience of the faculty members involved, and will be scheduled depending upon the availability of the candidate's plan committee and additional qualified examiners. Faculty cannot be required to participate in examinations during the summer months if they are not under contract. Candidates must be registered for any semester or summer term in which they take an examination.

Psychology Department policy: Between spring Graduation and the week before classes start in the fall, proposals and defenses are not allowed except by petition to the Departmental Affairs Committee. Petitions should provide a special justification for the summer scheduling, and should also include signed endorsements by Major Professor and other Committee members indicating willingness to hold the summer proposal or defense.

Thesis and dissertation proposals must include a well developed rationale for inclusion or exclusion on the basis of gender and/or race/ethnicity in order to comply with the Psychology Department Multicultural Requirement.

Sometimes the thesis or dissertation topic calls for changes in committee; it is always useful to have both content and methodological expertise relevant to the topic. Forms for making changes are available from the Graduate School, and must be signed by all old as well as new members.

The requirement that the thesis/ dissertation be in a form acceptable for examination purposes means that all copies submitted for the defense must be complete, including all data, tables,

charts, maps, photographs, appendices, etc., and including full references, citations, and bibliographies as required by accepted standards of academic integrity. The copies submitted for defense must represent the finished scholarly product of the candidate's research ready for the final typing, and in the format required for binding. Copies submitted for defense may contain a reasonable number of clearly legible corrections (printed rather than handwritten), may be typed on paper of lesser quality than that required for the final copies, and may contain pages with only one or two paragraphs. However, these extra paragraphs must be on full-sized sheets of paper and clearly identified and numbered (e.g., 110A, 110B, etc.), and in consecutive order with the remainder of the text. Pagination may be in pencil to allow for later revision. Each copy of the thesis must be submitted in a separate clasp envelope of suitable size, and shall have a copy of the title page attached to it. In the final copies, type size, paper quality, margins and typed pagination must all conform to the standards of the Turabian manual or other accepted style as previously indicated, and to the Statement on Thesis Preparation and Defense of Thesis.

Committees and individual faculty vary in their expectations for opportunities to review drafts of the Thesis before the defense draft.

The candidate shall successfully defend the thesis in an oral examination that is usually two hours long before the thesis defense committee. Thesis Defense Committee for master's degree candidates is composed of the thesis committee and an additional fourth member appointed by the Graduate School to be chairperson of the committee and to represent the Graduate Faculty. The fourth member of the thesis defense committee is a member of the Graduate Faculty usually from a department other than that in which the candidate is registered. The full oral examination committee must be present for the duration of the oral defense of the thesis, including the discussion of the results and final vote. In general, the oral defense of the thesis is open to the university community and other interested observers. Observers may ask questions, if recognized by the Chair of the examining committee. At the discretion of this Chair, some or all of the observers may be asked to leave the examination room, if in the opinion of the Chair, the presence of the observers is detracting from the ability of the candidate to answer questions from the examination committee. A candidate who fails the examination may be permitted one re-examination if recommended by the committee and approved by the Dean of the Graduate School. The second examination may be taken only after an interval of ten weeks. Passing the oral defense of the thesis does not automatically imply that the thesis is acceptable as defended. The thesis will be approved only after all the corrections stipulated by the thesis defense committee are incorporated in the thesis in final form. The chair of the thesis examining committee is responsible for certifying that all corrections have been made (but typically delegates this responsibility to the Major Professor).

Prior to the deadline published in the Graduate School Calendar, and at least twenty calendar days before the earliest date on which it is proposed to hold the defense, the candidate shall submit to the Graduate School Office sufficient unbound copies of the thesis for members of the oral defense committee in a form acceptable for examination purposes. a receipt from the Bursar for the binding or microfilming fee. and the Request for Oral Examination in Defense of Thesis completed and signed by the major professor. On this form the major professor lists the members of the candidate's thesis defense committee, suggests additional faculty members competent and willing to serve as members of the thesis defense committee, and suggests times, and dates for

the examination. A copy of the thesis shall be placed in the Reserve Book Room of the main library ten days in advance of the defense.

You must be registered for at least one credit in the semester you defend.

Not less than 15 calendar days prior to the date set for their oral defense, candidates shall pick up the copies of their thesis at the Graduate School Office and distribute them to the members of their oral examining committee. Each copy will bear the official notice of the time and place of the oral examination. The chairperson of the oral examining committee will also be supplied with a copy of the candidate's thesis proposal.

If you wish to graduate in the semester in which you defend, you must submit the final approved thesis by a deadline set each semester by the Graduate School and published in the calendar.

Student is always first author on thesis-based article, but Major Professor and others may deserve co-author credit.

### *Master's Theses*

Masters degree requirements must be completed within five calendar years after the date when the candidate is first enrolled as a graduate student at the University. With the submission of a written request for an extension and a schedule for completion, endorsed by the major professor and the Graduate Plan Director, a specific, time limited extension may be approved by the Dean of The Graduate School.

*Minimum Credit Requirements.* The minimum required number of thesis credits allowed in the plan is six, the maximum is nine. Under special circumstances, twelve thesis credits can be taken for plan credit if approved in advance by the Graduate Council for that particular degree plan and if a written justification for the 12 thesis credits is initiated by the major professor and endorsed by the student's thesis committee and the Graduate Plan Director. The justification should clearly indicate why the thesis is sufficiently different from a regular 6-9 credit thesis to be "worth" 12 credits. Final approval of the justification will be made by the Graduate School. Moreover, graduate plans will be composed of not more than 12 credits of thesis (599 courses), special problems (e.g. 591, 592, 691, or 692 courses) and directed studies. Additional thesis credits may be taken without plan credit.

*Thesis Committee.* Each student enrolled in a master's degree plan that requires a thesis must have a thesis committee. This committee is usually composed of at least three members of the Graduate Faculty, including the major professor who serves as chairperson. The second member of the thesis committee shall be in the same discipline and/or department as the major professor, or from a closely related department. The third member of the committee is from an outside area unless specifically approved otherwise by the Dean of the Graduate School. Psychology Department policy: the committee must include one member (usually Major Professor) from the student's own Program (Behavioral Science) and one member from another program within Psychology (Clinical or School), plus a third member from an outside area.

*Doctoral Dissertation*

Candidates for a doctor's degree shall fulfill all requirements for the degree within seven years of the date when the student is first enrolled as a candidate.

*Minimum Credit Requirements.* The number of credits required depends on the program of studies and the preparation of the individual student. In Psychology, each candidate shall complete an approved program of studies with a minimum of 90 credit hours including 18 credits of PSY 699 beyond the baccalaureate degree, with at least 42 of these credits taken at the University of Rhode Island. For students with a master's degree in the same or closely related area, up to 30 credits may be transferred from another accredited institution. Students who have graduate level credits from another institution but who did not have a master's degree may be allowed to transfer 20% of the required courses if they are pertinent to the field and discipline in which the degree is to be taken. In Psychology, only six credits of core courses (numbered 600-609) may be waived no matter how many are transferred. Courses taken more than ten years before registration as a doctoral candidate cannot be transferred.

*Thesis Defense Committee:* The thesis defense committee for doctoral candidates is the doctoral committee with two additional members appointed by the Dean of the Graduate School. The fourth member is appointed chairperson of the defense committee and to represent the Graduate Faculty. This member is from some department other than that in which the candidate is enrolled and may be from an unrelated area. The fifth member of the committee is usually a member of the same department as the candidate.

## **ADVICE FROM STUDENTS ON THESIS AND DISSERTATION WORK**

*Committee Advice*

- Make sure that the people on your committee are comfortable serving on a committee together. Your committee is there to help you, so don't get weighed down by bad blood among committee members.
- Choose your committee early because not everyone you ask will be available to serve on your committee. If they are unable to serve on your committee, ask them to suggest other people who might be appropriate.
- Be respectful when approaching prospective committee members. Don't ask potential committee members if they will serve on your committee over email. Email them asking for a meeting during which you can ask.
- Think about members who will be an asset to your proposal. Ideally, you want a committee member who has basic knowledge about your topic and/or methods, and who can make substantial contributions to the success of your product.
- Begin thinking about and consulting prospective committee members as soon as you have decided on a topic.
- Organizing committee meetings can be very challenging because everyone is busy and schedules do not always coincide. Start early and try to be as flexible as you can with your own availability. Be prepared to call, e-mail, and visit your committee members in person when you're trying to arrive at a date and time for proposal and defense meetings.

- The earlier you begin planning for Committee meetings (like proposals and defenses), the better. Indeed, you will easily find this to be one of the most arduous and frustrating parts of the entire dissertation process. I suggest that you develop a table with available dates and times in columns, and the names of your committee members in the rows and e-mail or send these to your committee members as soon as possible. Once you have a date, be sure to schedule a room (and any audiovisual equipment that you might need). Send out reminder notices to your committee members.
- While you are writing your proposal, it's a good idea to check in with committee members to bounce your thoughts off of them, and to seek their expertise about literature, methods, and any other assistance that you may need. Your committee is there to serve you; use them!

### ***Submitting Theses and Dissertations***

- Prior to defending theses and dissertations, students must make an appointment with the person at the graduate school who approves the format. This individual will tell you what needs to be fixed (no matter how attentive to detail you are, something will need to be fixed) and you'll be able to have it ready to just add your committee's suggestions after you defend it.
- Give yourself some time after you defend your thesis/dissertation to make changes, make copies, and turn it in. If the format checker at the graduate school finds problems when you turn it in, you'll have to fix them before its accepted (so turning it in on the last day is risky).
- One of the biggest challenges in the format of the thesis was margins. Even if you set the margins with some extra room, you need access to a printer that prints straight. If you have a long thesis or dissertation and don't have access to a good quality laser printer, consider buying one (they're about \$300). The decrease in frustration related to not having to wait forever for your manuscript to print (ink jet printer) or having it come out crooked (cheap laser printer) is immeasurable.
- This is a tiny detail, but one that will save time: If you're trying to do a table of contents manually in Word and want to have dots between the headings and page numbers, go into Tabs on the Format menu. Set the tab stop to wherever on the page you want the numbers to line up (about 5.5 is good) and set leader to 2(.....). Then after you type your heading (abstract, introduction, etc.) hit the tab key and it will insert the dots and you can put in the page number after that.

### ***Staying Organized***

- Don't expect that your major professor will keep track of deadlines and forms. He or she will help, but you have to be on top of it.
- Get copies of all the forms you need from the grad school office or website and fill out as much information on them as you can before giving them to your major professor or committee members to sign.
- Many of the forms need the department chair or graduate program director's signature - give yourself time to do this.
- If you are having a problem with something, use your major professor as a resource. He or she will have a good sense of which rules can be bent, which cannot, and what the informal rules are for different situations.

## FINANCIAL AID & ASSISTANTSHIPS

Information about obtaining in-state tuition status is found in Appendix H.

Applications for financial aid are included in the package of self-managed application materials or can be obtained from the Graduate School or the department office. A limited number of tuition scholarships, fellowships (including minority fellowships), teaching assistantships, and grant-sponsored research assistantships typically are available. Additional assistantships may be available on a competitive basis outside the Department. All university-sponsored assistantships, including research and teaching assistantships offered by the Psychology Department, are governed by a contract with the Graduate Student Union, and may include specific benefits (e.g. for parking and health insurance) determined each year in contract negotiations. Stipends are based on level within the program (see [www.uri.edu/research/tro/tuit.pdf](http://www.uri.edu/research/tro/tuit.pdf)).

University Fellowships are competitive across all university departments. The fellowship awards require no specific duties and provide the maximum amount of tuition and stipend support, allowing students to dedicate themselves entirely to the pursuit of their scholarly and research goals. Awards are based on scholarly aptitude and accomplishments, with special attention to previous scholarly productivity and progress toward the degree. The announcement and application materials are typically released by the Department Chairperson in mid-February, with a due date near the end of the month. Two letters from faculty are required along with application materials. These fellowships usually go to students nearing the end of their program of study and beginning work on their dissertation.

Minority Fellowships, a special category of University fellowships available for students from under-represented groups, are also competitive across the University. These are based on scholarship as well as potential contribution to issues of diversity and multiculturalism. The application procedures are the same as those for standard University Fellowships. These fellowships are often offered to eligible students who have applied for admission to the department. The Department agrees to continue to support students up to four years after they are awarded a Minority Fellowship.

Tuition scholarships are based on financial need and only provide for tuition plus registration fees. The announcement and application materials are released along with the University Fellowship announcement.

Students on fellowships and tuition scholarships may not accept outside employment or additional graduate assistantship work without prior permission from the Graduate School.

Graduate Teaching Assistantships provide tuition plus registration fees as well as a stipend for 20 hours per week during the academic year. Stipend levels increase across three levels of graduate student progress (I=prior to masters degree, II=post masters degree, III=post comprehensive exams). In some cases students may be awarded a half-assistantship, which includes half of tuition and a stipend for 10 hours per week. The announcement and call for applications typically comes out in March with a due date at the end of March. In the recent past seven of these assistantships have been available for Behavioral Science students and at least one of those seven

has gone to a first-year student. Policies, application information, and a list of assistantships is in Appendix I.

Graduate Research Assistantships are offered by Principal Investigators to students for work on funded research projects. These have the same time and tuition-coverage features of the Graduate Teaching Assistantships.

There are also opportunities across the entire campus for graduate assistantships, which are awarded on a competitive basis to students from all University graduate programs. In recent years our students have applied for and been successful in obtaining GAS with campus offices such as: Enrollment Services; Housing and Residential Life; Feinsein Hunger Research Center; Substance Abuse Prevention Services; Office of Student Life; Disabilities Office; Talent Development; Women's Center; Multicultural Center; Strategic Planning and Institutional Research; and University College (Appendix J).

#### Other Forms of Support

Art and Sciences Hope and Heritage Fund ([www.uri.edu/artsci/](http://www.uri.edu/artsci/)): Assists students and faculty with expenses for presenting papers at conferences.

GSA Travel Support ([www.gsa.uri.edu/](http://www.gsa.uri.edu/)): Assists students with travel to or presenting at conferences.

Provost's Competitive Research Grants (Announced in November): Assists students with research projects.

### **ADVICE FOR STUDENTS: TIPS FOR SURVIVAL AND SUCCESS**

When students matriculate in the Behavioral Science Doctoral program at URI, they have received a good deal of information already about the program requirements. They have been assigned a peer mentor and a faculty advisor. They have received a "Tips from the Trenches" document prepared by current and former students. They have had the opportunity to attend an orientation meeting before classes start. Despite those various attempts to prepare them for the rigors of graduate study, many concerns remain. Indeed, throughout their time in the program students may run into new challenges. The purpose of this brief document is to assemble some standard advice that may be helpful as students move through the program. The advice is organized into three sections: "Getting started," "Moving along," and "Finishing up."

#### ***Getting started***

- a. Expect it to be stressful to start graduate school. In some ways it's like being a first year student in college all over again. You will need to find your way around, keep an eye out for pitfalls, look for opportunities, and reconstruct your identity – all that while taking some tough courses and getting started on research and/or teaching responsibilities.
- b. Don't wait to hear from your faculty advisor. When you know who your advisor is, send an e-mail or make a telephone call to begin getting acquainted. Ask about the recommended course schedule for the first semester. Check on how you can get involved with research as soon as you arrive (either with an assistantship or a course-credit experience).

- c. Set up a regular meeting time with your faculty advisor. You are likely to be busy and distracted, and so is your advisor! If you build in a meeting time (minimally, a half hour once a month) it will help to connect you with the support you need. Even if you are doing research under your advisor's supervision it is a good idea to have a separate meeting in which you can talk about your academic progress, your own ideas for research, upcoming conferences for which you might prepare a submission, etc.
- d. Contact your peer mentor as well. Faculty are often quite naïve about many aspects of life you need to master: best places to live; timing for paying fees; dangerous pitfalls to avoid; etc. Although you will certainly get to know more students after you arrive, it's nice to have somebody to talk to on the way in. You can continue that relationship as long and as intensively as you wish.
- e. Think of your graduate career as much more than a set of courses you must take. Think about the professional identity you want to construct as a psychologist and the conceptual frameworks and skills you need to have. Expect changes in the specific elements of this—so have a broad, flexible definition of these things (e.g. quantitative research methods most suitable for applied research on behavioral-health-related topics; critical understanding of social psychological theories and research traditions most closely related to the study of cultural constructions of gender; pedagogical skills for teaching undergraduate and graduate courses in social psychology). As you go along this will be altered and refined, but it helps to be thinking in a goal-directed way. Don't leave out the goal of being a broadly informed "citizen" of your profession, able to represent it effectively to the outside world, articulate the ethical principles that apply to your work, and intentionally influence the organizations in which you practice (including URI!).
- f. Construct tentative programs of study for master's (if relevant) and doctoral degrees with your Advisor/Major Professor by the end of your first semester. Ask other students about courses you don't see listed but that might be relevant for you – several courses are regularly taught but do not have their own course numbers in the catalog (e.g. power analysis, gender). Check with faculty on when they will be offered.
- g. Investigate courses offered outside the Psychology Department. Nursing, Education, Statistics, Management, Human Development, Pharmacy, Biological Sciences...all of these programs offer courses sometimes taken by our students.
- h. Do not limit your course planning to content courses. Build in research experience and literature review opportunities from the beginning, using course numbers like 615, 670B, 692, and 693. Build in supervised teaching experience with 696.
- i. Look for opportunities to be a co-author on papers and articles; sometimes this means "paying your dues" by contributing time beyond what credits and pay reimburse. Be clear about your interest in authorship up front and ask what the best avenues are to achieve this. Do the reading to understand the theoretical and empirical context for work with which you are assisting, so that ideas for new hypotheses may be stimulated and connected to the existing literature. Contributing to articles is not just a means to add entries to your Curriculum Vitae; it's a means to gradually build your own professional identity, perhaps with an intriguing variety of interests, but always with a sense of underlying purpose, values, and direction.
- j. Look for a support group among your peers, and treat this as a worthwhile objective. Attend, or better yet, plan or host social events, with other students.

- k. Get in the habit of checking PSYLIST and EXPERPSY regularly. Use the subject line yourself, and screen others' posts on the basis of this. Almost nothing gets put in campus mailboxes anymore, so you can miss very important information if you don't pay attention.

### ***Moving along***

- l. Keep materials from courses you teach in order to have a teaching portfolio. In addition to University-required course evaluations, design your own course evaluation forms that include qualitative comments so that you can improve your teaching and have quotable views of your teaching from students.
- m. Treat statistical analysis procedures you wish to master as though they are intriguing computer games – try them out with data; use exploratory data analysis and some simple univariate techniques to get a more intuitive understanding of what the statistics are doing; check some reasonable hypotheses about relationships in the data. You will find that this will make it easier to grasp the uses and results for the more complex methods – and it will help you spot your own mistakes.
- n. Aspire to a publishable master's thesis. Use the article format with appendices when you write up your thesis. Discuss possible journal outlets with your Major Professor. Consider conferences at which part or all of the thesis could be presented. Plan for time to write up the thesis and submit it. Discuss authorship in advance. You are entitled to be first author, but you may seek help from your Major Professor and make her/him a co-author.
- o. Get involved with professional conferences and professional graduate student associations. This can be a very useful part of the identity-building process, and give you contacts and ideas for collaborative work.
- p. Look for opportunities to become involved as a volunteer on relevant committees, on and off-campus. These volunteer roles provide “connections” and research opportunities that can be invaluable, and your growing skills as a theory-based researcher with methodological expertise will make you a very popular committee member. Examples might be Diversity Week, the Committee on Violence against Women, the Diversity Plan Committee, the Alcohol Team.
- q. Think of the comprehensive examination process as a time to really focus on the core domains of that professional identity. After the written examination you are likely to know more about important content domains that interest you than you ever will again, so this is a formative moment for organizing your conceptual perspective.
- r. Explore alternative career models. Talk with your Major Professor, other faculty, and peers about career choices and their pros and cons. Also identify the credentials you will need in order to move into those careers, and plan your own “end game” at URI accordingly. Teaching portfolio? Experience with grant writing? Data management expertise? Research consulting experience? Don't wait until the year in which you plan to graduate to start mastering and documenting those things.
- s. Offer your help to junior peers and model the professional roles to which you aspire.

### ***Finishing up***

- t. Create a job and/or post-doc folder on your computer and begin saving postings to PSYLIST that give you ideas about what you might want to do and what it would take to get there.
- u. Enlist your Major Professor and other members of your Doctoral Committee in keeping their eyes out for opportunities related to your interests. Don't expect this to be automatic.

- v. Ask for coaching when you are applying for specialized awards such as dissertation support and post-doctoral fellowships. Developing the skills for applying for those opportunities is excellent preparation for later job expectations, and helps to document your ability.
- w. Attend University-sponsored workshops on grant-writing; ask your Major Professor and other mentors for more exposure to the proposal development process.
- x. Consider post-doctoral study as a very valuable means to the end of skill-building, credential-building, and rapid professional advancement.
- y. Prepare alternative versions of your Curriculum Vitae for different kinds of opportunities, and have them reviewed by your Major Professor.
- z. Hang on to that peer support network; you'll need it. The "end game" as you leave graduate school is a lot like the stress you went through when you were applying to graduate school!

## APPENDIX A

### URI Psychology Faculty, 2006-2007

*Please refer to the Psychology Department Website for contact information*

#### Core Faculty of the Behavioral Science Program

**Su L. Boatright-Horowitz, Ph.D.** *The City University of New York.* Director of the Undergraduate Program in Psychology; Assistant Professor; Research Interests: Self-perception, social priming, primate learning and cognition, animal behavior.

**Jerry Cohen, Ph.D.** *University of Illinois.* Professor; Research Interests: Social motivation, methodology, cognition.

**Charles Collyer, Ph.D.** *Princeton University.* Professor, Research Interests: General psychology; cognitive psychology, psychology of peace, conflict, violence, and nonviolence.

**Kathleen Gorman, Ph.D.** *University of Maryland;* Associate Professor; Research interests: Infant and child development, malnutrition and behavior, risk and resilience in the context of poverty.

**Lisa Harlow, Ph.D.** *University of California, Los Angeles.* Professor; Research Interests: Evaluating attitudes and performance in “friendly science” classes, structural equation modeling, multivariate statistics, research facilitation, psychoexistential functioning, and health psychology.

**Robert LaForge, Sc.D.** *John Hopkins School of Hygiene and Public Health.* Professor; Research Interests: behavioral epidemiology with specific emphasis in harm reduction approaches to substance abuse, biostatistical methods, survey research and cancer epidemiology. Grants in college student drinking and alcohol harm reduction in the general public.

\* **Albert Lott, Ph.D.** *University of Colorado.* Professor Emeritus; Research Interests: Social and men's studies.

\* **Bernice Lott, Ph.D.** *University of California, Los Angeles.* Professor Emerita; Research Interests: Social and feminist psychology; social learning, interpersonal discrimination, social class/poverty, multicultural issues. (*Joint appointment in Women's Studies*)

\* **Peter Merenda, Ph.D.** *University of Wisconsin.* Professor Emeritus; Research Interests: Statistics and methodology.

**Kathryn Quina, Ph.D.** *University of Georgia.* Behavioral Science Program Director. Professor; Research Interests: Gender Studies, HIV risk and sexual abuse, research with incarcerated women. (*Joint appointment in Women's Studies*)

**Joseph Rossi, Ph.D.** *University of Rhode Island.* Professor; Research Interests: Behavioral statistics, research methods, measurement development, health promotion, disease prevention, transtheoretical model of behavior change.

\* **Albert Silverstein, Ph.D.** *University of California, Berkeley.* Professor; Research Interests: Human learning & memory, acquisition of motives, history of scientific thought in psychology.

**Nansook Park, Ph.D.** *George Peabody College of Vanderbilt.* Behavioral Science. Cross-cultural assessment of life satisfaction, subjective well-being, happiness, individual versus collective thinking, and ADHD.

\* **Nelson Smith, Ph.D.** *Princeton University.* Professor Emeritus; Research Interests: Conditioning processes, behavior change through multimedia.

**John Stevenson, Ph.D.** *University of Michigan.* Department Chairperson. Professor; Research Interests: Personality and social, substance abuse prevention in community settings, program evaluation research.

\* **Dominic Valentino, Ph.D.** *University of California, Riverside.* Department Chairperson; Professor; Research Interests: Physiological psychology, cognitive neuroscience, measurement and structure of attention.

**Wayne Velicer, Ph.D.** *Purdue University*. Professor; Research Interests: Statistics and methodology, measure development and health psychology.

**Theodore Walls, Ph.D.** *Boston College*. Assistant Professor; Research interests: Statistical methodology for social science, developmental and educational psychology, prevention and intervention science.

**Mark Wood, Ph.D.** *University of Missouri-Columbia*. Associate Professor; Research Interests: Etiology of alcohol use and misuse, early interventions to reduce alcohol misuse, alcohol-related aggressive behavior, and research methodology.

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### Other Department Faculty

Below is a list of the full-time faculty in psychology affiliated with the School or Clinical programs

**Allan Berman, Ph.D.** *Louisiana State University*. Clinical– Neuropsychological Assessment, child and adolescent learning and behavioral disorders.

**Henry Biller, Ph.D.** *Duke University*. Clinical - Fathering, parent-child relationships on personality development and cognitive functioning.

**Susan Brady, Ph.D.** *University of Connecticut*. School - Reading disability, language and cognition, developmental psychology.

**Paul Bueno deMesquita, Ph.D.,** *University of Texas at Austin*. School - primary prevention, problem solving, consultation, problem-based learning, educational reform, child development and computer technology.

**David Faust, Ph.D.** *Ohio University*, Clinical - Forensic psychology, neuropsychology, clinical judgment, philosophy/psychology of science.

**Ellen Flannery-Schroeder, Ph.D.** *Temple University*. Clinical - Anxiety disorders, cognitive-behavioral therapy, prevention of internalizing disorders.

**Paul Florin, Ph.D.** *George Peabody College of Vanderbilt*. Clinical - community psychology, and substance abuse.

\* **Lawrence Grebstein, Ph.D.** *Emaritus. University of Kentucky*. Clinical - Family systems approaches to treatment and research on personal and social problems.

**Shanette Harris, Ph.D.** *Virginia Polytechnic Institute & State University*. Clinical- Gender role behavior and cross-cultural interactions, cross-cultural differences in drug behavior and self-image, cognitive/behavioral therapy for individuals and groups, health psychology.

**Patricia Morokoff, Ph.D.** *S.U.N.Y. at Stony Brook*. Clinical - Health psychology and human sexuality, women's studies, AIDS research.

**James Prochaska, Ph.D.** *Wayne State University*. Clinical - Processes of self-change in psychotherapy, addictive behaviors, and health-related behaviors.

**Mark Robbins, Ph.D.** *Rutgers University*. Clinical - health psychology and behavioral medicine, cognitive behavioral therapy and motivational interviewing, decision-making in organ donation and transplantation, health promotion and disease prevention.

**Margaret Rogers, Ph.D.** *University of Nebraska-Lincoln*. School - Cross cultural competence, multiculturalism, multicultural school psychology, assessment of culturally and linguistically diverse children.

**Lyn Stein, Ph.D.** *Kent State University*. Clinical- Treatment and assessment of substance abuse, crime, juveniles.

**Lisa Weyandt, Ph.D.** *University of Rhode Island*. School- Psychological bases of cognitive and behavioral disorders, Assessment, ADHD in college students, learning disabilities, Tourette's disorder

**W. Grant Willis, Ph.D.** *University of Georgia*, School - Neuropsychology, learning disabilities, psycho-educational diagnosis, neuropsychological assessment and consultation

\* NOTE: **Emeritus Faculty:** These individuals have retired from active teaching, but may be available for consultations.

## APPENDIX B: ELECTRONIC MAIL AND WEB PAGE

Email and use of the web are fast becoming important parts of everyone's daily routines. In graduate school you can save yourself lots of time by taking full advantage of the electronic resources available. You should check your email daily and learn ways to use web-based library databases for searching and locating journals abstracts and full text articles, as well as check on the availability of library books and media resources.

All graduate students are provided access to computing facilities and services at the University. Once officially logged in by the Graduate School, students receive a computer account ID and password that allows them access to Internet email and the World Wide Web, as well as to their own records, course enrollment screens, the library, etc. Students will find the procedure for setting up their ID via a link from the URI e-campus home page. You can change your originally assigned password. Call the URI Computer Help Desk at 874-HELP for more information.

Once you have your ID and password and can use any of the University computer labs to access the Internet and web, you should next sign on to the relevant Psychology Department listservs. There is also an informative Graduate School listserv. You may subscribe with a non-URI e-mail address if you wish. You may subscribe with more than one e-mail address if you find this helpful, setting the additional address(es) to "NOMAIL" if you wish to avoid duplicate messages. Each of the lists are open and you can self-subscribe by sending a message to [Listserv@pete.uri.edu](mailto:Listserv@pete.uri.edu) which says: **subscribe listname** Yourfirstname Yourlastname (e.g., **Subscribe PSYLIST Sigmund Freud**. Leave the subject box empty. If you need assistance ask in the department office for instructions or confer with the Program Director for assistance in subscribing.

### LISTSERVERS:

<b>PSYLIST@pete.uri.edu</b>	<b>Department-wide List</b>
<b><a href="mailto:EXPERPSY@pete.uri.edu">EXPERPSY@pete.uri.edu</a></b>	<b>Behavioral Science Graduate Program List</b>
<b>GRADSCHL@pete.uri.edu</b>	<b>Graduate School List</b>

### INTERNET:

**PSYADMIN@etal.uri.edu** Psychology Graduate Admissions Information

### WEB:

**Psychology Department WEB PAGE:** <http://www.uri.edu/artsci/psy/>

**Behavioral Science Program WEB PAGE:** <http://www.uri.edu/artsci/psy/behavsci/>

### **APPENDIX C: Graduate Degree Multicultural Competence Requirements\***

Students earning a graduate degree in the URI Psychology Department should acquire and be able to demonstrate multicultural competence in *all* of the following areas:

#### 1. Didactic Component

Consistent with the Department's goal of curricular flexibility, *all* graduate students will fulfill *one* of the following requirements:

- A. Complete PSY 600, "Multicultural Psychology;"
- B. Complete another graduate course that the student's graduate committee or the Psychology Department's Graduate Curriculum Committee has approved as dealing primarily with issues in multicultural psychology; *or*
- C. Complete a didactic learning experience in multicultural psychology in the context of an independent study.

#### 2. Research Component

In keeping with Institutional Review Board requirements, *all* graduate students will include a section in their thesis/dissertation proposals that articulates how the issue of multiculturalism has been considered with respect to the choice of topic, methodological approach, participants, measures, procedures, and the interpretation of the research. This is not intended to limit the student's choice of topic, participants, or method, but to assure that the student expresses the ways in which various choices are made and the implications of those choices for the subsequent interpretation of results.

#### 3. Applied Component

In order to allow students to demonstrate multicultural competence, *all* graduate students will complete *one* of the following activities:

- A. A practicum dealing with a multicultural client group or setting;
- B. Teaching a course on multicultural psychology or teaching a course in psychology (or a related discipline) in which multicultural issues are infused throughout course content;
- C. A comprehensive examination question about an issue in multicultural psychology, or written from a multicultural perspective; *or*
- D. A research study primarily addressing a multicultural question or involving diverse participants.

Verifying the satisfactory completion of each of these requirements will be the responsibility of the student's Major Professor in consultation with the student's graduate committee, as evidenced by a letter in the student's file (see attached form).

As with most requirements, the student may petition the graduate committee to accept comparable achievements in Categories 1 and 3.

\* policy adopted April 3, 2000

### **Examples of Activities to Satisfy Applied Multicultural Component**

- Completing a practicum or field experience (e.g., PSY 670) dealing with a multicultural client group or research population, or in a setting dealing primarily with multicultural issues.
- Teaching a course on multicultural psychology
- Teaching a course in psychology, or a related discipline, in which multicultural issues are infused throughout the course content, as evidenced by the course syllabus and materials. URI 101 could be taught to fill this component.
- Successfully passing a comprehensive examination question about an issue in multicultural psychology, or about multicultural perspectives on a more traditional area of psychology; for example, Asian American women's health, or issues to consider in designing research with ethnic minorities.
- Participating actively in, or completing on ones own, a research study primarily addressing a multicultural question.
- Completing an independent study (not part of meeting requirement A, above) in which a product exploring multicultural perspectives is developed, such as a review paper.
- Developing and presenting a workshop for community residents or para-professional staff about working with multicultural clients or doing research in multicultural settings.
- Assisting with or participating in a conference dealing with multicultural topics (e.g., the annual URI Diversity Week, the annual GLBT conference)
- Serving in an assistantship dealing with multicultural issues (e.g., Disability Services, Multicultural Center)

## APPENDIX D

### Frequently Asked Questions about the Multicultural Focus of the Psychology Department at URI

For all students who are considering applying to graduate programs in Psychology at URI, we think it is important to provide a brief introduction to our central commitment to a diverse and supportive community of scholars.

#### **1. How committed is the University of Rhode Island to diversity?**

The University of Rhode Island places great importance on the recruitment and success of a diverse student body. President Robert Carothers, has identified diversity issues as a top priority of our institution. The campus is served by our Multicultural Center, which reflects our commitment to a positive valuing of diversity and supports culturally diverse national and international student organizations and associations such as Latin American Students, Uhuru Sa Sa, African Awareness, Asian American Students, Cape Verdean Students, Students Organized Against Racism, Multicultural Student Alliance, Bridges, Gay, Lesbian, Bisexual & Transgendered Association, Multiethnic Student Association, and Multiethnic Graduate Association. The Multicultural Center also organizes the annual campus Diversity Week, an opportunity to celebrate and learn more about the differences we bring to our shared academic life.

#### **2. How committed is the Psychology Department to diversity?**

- a. The Psychology Department is highly committed to the development of culturally competent professional psychologists. This commitment is explicitly reflected in its mission statement, and in our Multicultural Competency requirement for all graduate students.
- b. The work of the department's Task Force on Multicultural Awareness and Diversity and the standing Affirmative Action Committee are excellent examples of faculty and students working together to build a psychology program that is responsive to the needs of a diverse America.
- c. The Psychology Department has taken a leadership role on campus in matters of diversity and multicultural awareness as evidenced by the co-sponsorship of the annual Diversity Week program, and our award-winning collaboration with the URI Multicultural Center.
- d. Our graduate programs are of high quality, are recognized by APA accreditation, and have an increasing number of students of color. For example, approximately 22% of Clinical, 18% of Behavioral Science, and 12.5% of School Psychology graduate students are international or members of under-represented groups and a growing number of our students are bilingual.

#### **3. What special sources of funding and financial support are available?**

Every year the graduate school awards Minority Fellowships to qualified students, and our students are often recipients of these awards. Several regular sources of support are also relevant: Departmental graduate teaching assistantships, grant-funded Research Assistantships, Graduate Assistantships in other University programs (including the

Multicultural Center, Disabilities Services, and Talent Development), and community agency placements. The federal agency NIH has funded some of our students and faculty on existing research projects at the Cancer Prevention Research Center using funding from “Research Support for Underrepresented Minorities.” There are state and federal funded opportunities through the partnership of the Psychology Consultation Center and Rhode Island Department of Correction that give students significant exposure to a culturally and ethnically diverse, clinically challenging population in a correctional setting. Research assistantships often engage with topics that incorporate diversity-related issues. Some other forms of financial assistance are available through the Graduate Student Association, Health Promotion Partnership, and the Family Research Partnership.

#### 4. How does the graduate curriculum address multicultural issues?

Several courses address the psychology of diversity and multicultural competence. The Department’s course, *PSY600 Multicultural Issues in Psychology*, is a recommended experience for all graduate students, and can be used to meet one element of the multicultural competency requirement. This course and other offerings meet APA standards for cultural competence in graduate training programs. Examples of other courses include: *PSY505 Community Psychology*; *PSY625 Psychology of Trauma*; *PSY625 Gender, Power and Culture*; and *PSY690G Multicultural Counseling and Psychotherapy*.

#### 5. What are some examples of faculty interests in diversity issues?

Garrido M. A culturally sensitive approach to the assessment and treatment of Hispanic clients; Cross-cultural competence in mental health service delivery.

Harlow L. Teaching approaches that enhance learning to increase interest, performance and retention among underrepresented groups.

Quina K. Understanding and meeting the special needs of incarcerated women.

Rogers M. Cross-cultural training, cross-cultural school psychology competencies, and cross-cultural supervision.

Stevenson, J. Evaluation research in multicultural settings; empowerment of participants in community health promotion research.

#### 6. What are some examples of faculty and graduate student publications on diversity issues?

Anatchkova, M. D., Redding, C. A., & Rossi, J. L. (2006). Factors Associated with Smoking Cessation and Risk of Smoking Initiation in Bulgarian Youth. *California Journal of Health Promotion*, 4, 1-12.

Anatchkova, M.D., Redding, C.A., & Rossi, J. L. (in press). Development and validation of measures for decisional balance and self-efficacy for Bulgarian adolescent non-smokers. *Substance Use and Misuse*.

Baldwin, D. R., Harris, S. M., & Chambliss, L. N. (1997). Stress and illness in adolescence: Issues of race and gender. *Adolescence*, 32(128), 839-853.

Boatright, S. L., & Little, S. S. (2003). The introductory psychology course from a broader human perspective. In P. Bronstein & K. Quina (Eds), *Teaching gender and multicultural awareness: Resources for the psychology classroom*. (pp. 15-31). Washington, DC: American Psychological Association.

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## APPENDIX E

### Doctoral Study in Research Methodology

#### 1. Overview

Based within the Psychology Department at the University of Rhode Island, the Research Methodology Area has existed informally for the past 20 years as an area of specialization for doctoral study. We are listed as a training program in the APA Division 5 (Statistics) guide to Graduate Study. Our students and faculty have published in every major journal in the area, and research methodology has long been a nationally recognized area of strength for within the Psychology Department. This concentration is now more formally structured, and the current document describes our goals, some of our past accomplishments, and more detailed requirements.

#### 2. Goals

The major goal is to formalize a collective strength and emphasis on behavioral research methodology at the University of Rhode Island in order to provide quality doctoral training.

Specific objectives are to:

- Form a multidisciplinary collaboration of behavioral research methodologists across campus,
- Offer state of the art training in behavioral research methodology,
- Continue to generate major grants, offering funded research methodology opportunities for students and faculty,
- Generate Research Assistantships and consulting in behavioral research methodology,
- Provide funded training grant opportunities in behavioral research methodology,
- Encourage greater interest and expertise in research methodology among students and faculty,
- Attract high quality incoming students, both undergraduate and graduate, interested in behavioral research methodology,
- Facilitate mentoring opportunities in behavioral research methodology among undergraduates, graduates, and faculty, and
- Recruit high quality faculty and postdoctoral fellows interested in behavioral research methodology.

#### 3. Research Methodology Course Content

Faculty and students interested in affiliating with the Research Methodology focus area will typically have an interest in one or more statistical methods, such as:

Analysis of variance	Power analysis
Evaluation research	Principal components analysis
Factor analysis	Qualitative methods
Logistic regression	Research design
Meta-analysis	Structural equation modeling
Multivariate statistics	Survey research, and/or
Population health methodology	Time series analysis.

Along with one or more statistical method interests, affiliates of this focus area will also tend to conduct research within a major content area, such as:

Animal behavior	Multicultural psychology
Behavior change	Neuropsychology
Body Image	Peace and non-violence
Clinical psychology	Personality
Community psychology	Poverty & malnutrition
Cross-cultural psychology	Primary prevention
Decision making	Public health
Developmental psychology	Quality of life
Education	Reading & literacy
Epidemiology	Risk & resilience
Friendly science teaching	School psychology
Gender issues	Social psychology
Health promotion	Substance use
Health psychology	Undergraduate studies, and
Human sexuality	Women's health.

#### 4. Possible Research Methodology Career Tracks

Graduates from this focus area in research methodology would be qualified to serve in numerous capacities, including:

Academics	Private sector (e.g., Drug Companies, Pro Change)
Applied Statistical Research,	Statistical Service (e.g., data analyst)
Biostatistics	And many more.
Evaluation Research	
Methodological Research (e.g., Research Centers)	

#### 5. Student Preparation

The typical student who focuses on Research Methodology will be expected to have the following courses prior to graduate school: Introduction to Statistics, Psychological Testing, and Introductory Research Methods.

It would also be helpful to have background in some or all of the following topics in previous or concurrent coursework: Matrix Algebra, Analysis of Variance, and Multiple Regression.

Finally, students who focus on Research Methodology are expected to have several research experiences prior to and subsequent to enrolling in a graduate program. These could include:

Working with faculty on their research	Collaborating on a research publication
Presenting papers at conferences	Working on a research grant, and
Honors or other student-directed research	Other related research involvement

## 6. Course Requirements for a Research Methodology Focus

All doctoral students would continue to be required to take the three-core methodology course:

PSY (STA) 532	Experimental Design
PSY 533	Advanced Quantitative Methods (Multivariate Methods)
PSY 611	Methods of Psychological Research

*Students who concentrate in research methodology would take 4 additional methodology courses, most likely drawing half from within psychology and half outside of psychology (see suggested options, below):*

Advanced psychology courses listed in the catalog:

PSY (STA) 517	Small N Designs (Time Series Analysis)
PSY (STA) 610	Parsimony Methods (Factor Analysis & Cluster Analysis)
PSY (STA) 612	Structural Equation Modeling
PSY 613	Qualitative Research and Analysis

Courses taught regularly in psychology but not in catalogue with a separate title:

PSY 690	Power Analysis and Meta-analysis
PSY 625	Evaluation Research

Courses taught by other departments:

APS 640	Epidemiologic Methods (Logistic Regression & Survival Analysis)
NUR 660	Philosophical Foundations for Health Care Research
STA 501	Analysis of Variance and Variance Components
STA 502	Applied Regression Analysis
STA 520	Fundamentals of Sampling and Applications
STA 541	Multivariate Statistical Methods
STA 542	Categorical Data Analysis Methods

In addition, students would be encouraged to take methodology Directed Readings and Research (PSY 692, 693) on topics such as: Matrix Algebra, Data Management, Computer Programming (could include Data Base Programming), Applied Data Analysis

Finally, we would like to add other topics not currently covered anywhere on campus but needed: Exploratory Data Analysis, Test Theory (Item Response Theory), Growth Curve Analysis, Longitudinal Methods, Hierarchical Linear Modeling, Biostatistics, Survey Research

## 7. Suggested Plan of Study (90 credits total: Research Methodology Courses Bolded)

**Semester 1**

PSY (STA) 532	Experimental Design
PSY 000	Evaluation Research
PSY 692	Independent Study
PSY 600-609	(1 of 4 Required Non-Methodology Core Content Courses)
PSY 615	Experimental Area Orientation (1 credit)

**Semester 2**

PSY 533	Advanced Quantitative Methods
PSY (STA) 517	Small N Designs
PSY 693	Independent Study (e.g., Matrix Algebra)
PSY 600-609	(1 of 4 Required Non-Methodology Core Content Courses)

**Semester 3**

PSY 611	Methods of Psychological Research
PSY (STA) 612	Structural Equation Modeling
PSY 599	Master's Thesis
PSY 600-609	(1 of 4 Required Non-Methodology Core Content Courses)

**Semester 4**

PSY 613	Qualitative Research and Analysis
PSY (STA) 610	Parsimony Methods
PSY 599	Master's Thesis
PSY 600-609	(1 of 4 Required Non-Methodology Core Content Courses)

**Semester 5**

PSY 690	Power Analysis and Meta-analysis
PSY 692	(e.g., Applied Data Analysis) or another Methodology Course
PSY 693	Independent Study
PSY 699	Doctoral Dissertation Research (3 credits)

**Semester 6**

Methodology Elective (e.g., APS 640 Epidemiologic Methods)	
PSY 692 or 693 or another Methodology Course	
Other Elective (e.g., Multicultural Competency)	
PSY 699	Doctoral Dissertation Research (3 credits)

**Semester 7**

Elective (e.g., STA 501 Analysis of Variance and Variance Components)	
PSY 699	Doctoral Dissertation Research (6 credits)
(Comprehensive Exams: Usually taken after completing all coursework)	

**Semester 8**

Elective (e.g., STA 541 Multivariate Statistical Methods)	
PSY 699	Doctoral Dissertation Research (6 credits)

## 8. Research Methodology Faculty in Psychology

Su Boatright (Undergraduate Research)

Jerry Cohen (Analysis of Variance, Social Psychology Research)

Charles Collyer (Analysis of Variance, Research Methods)

Lisa Harlow (Multivariate Methods, Structural Equation Modeling, Friendly Science Teaching)

Joe Fava (Principal Components Analysis, Survey Methods, Health Psychology Research)

Bob Laforge (Public Health Methods, Survey Research, Logistic Regression)

Nansook Park (Structural Equation Modeling, Quality of Life Research)

Colleen Redding (Health Psychology Research)

Joe Rossi (Power Analysis, Research Methods, Multivariate Methods, Health Psychology)

John Stevenson (Evaluation Research, Substance Use Research)

Wayne Velicer (Multivariate Methods, Population Health Methodology and Research)

Ted Walls (Longitudinal Modeling)

Mark Wood (Substance Use Research, Methodology)

## 9. Other Possible Research Methodology Faculty

John Boulmetis, Education, Director of Graduate Studies (Evaluation)

Patricia Burbank, Nursing, (Philosophy of Science, Theory and Foundations of Research)

Ginette Ferst, Nursing (Qualitative methods, women's health)

Liliana Gonzalez, Statistics, (Statistics)

Choudary Hanumara, Computer Science & Statistics, (Statistics)

James Heltshe, Statistics, (Statistics)

Louis Heifetz, Education, URI Co-Director of the joint Ph.D. Program, (Evaluation Research)

Minsuk Shim, Education, (Hierarchical Linear Modeling, Methodology and Research)

Cynthia Willey Temkin, Pharmacy, (Epidemiology, Logistic Regression, Survival Analysis)

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<sup>1</sup> Please contact Lisa Harlow <lharlow@uri.edu> or Wayne Velicer <velicer@uri.edu> for more information.

## **APPENDIX F: THE PETER MERENDA PRIZE IN STATISTICS & RESEARCH**

The Peter Merenda Prize is awarded to the outstanding student in the area of statistics and research after consideration of the following criteria. Those faculty members of the Department of Psychology who are clearly identified as “statisticians” and “research methodologists” administer the award. A Call for Nominations generally goes out in March or April. Award of the Prize is made at the Departmental Graduation Brunch before the graduation ceremony in May.

The criteria to be considered for the award are:

- a) History of excellent academic performance in PSY 532, PSY 533, and PSY 611 as a minimum (all doctoral students are required to take these three courses; additional pertinent elective courses such as PSY 517, PSY 534, PSY 610, PSY 612, PSY 613, PSY 614, PSY 690W or equivalents should also be considered);
- b) Outstanding performance as a Graduate Assistant in a methodological capacity, such as: TA for PSY 532-533, RA for a research project in which the student’s role has a major methodological focus, and/or research assistant on a project outside of URI where the student’s duties are primarily methodological or quantitative;
- c) Exceptional use of experimental design and statistical methods in the doctoral dissertation research and the Ph.D. thesis as judged by consensus of the award committee;
- d) Satisfactory progress in the pursuit of the Ph.D. degree; it would be expected that the student selected for the award would have successfully defended the M.A. thesis no later than 3 years after entering the program, completed the Ph.D. Comps within 4 years, and successfully defended the dissertation within 5 or 6 years at the latest.

**APPENDIX G: BEHAVIORAL SCIENCE PROGRAM STUDENT EVALUATION  
UNIVERSITY OF RHODE ISLAND**

<b>INSTRUCTIONS</b>
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6. This form is to be completed by all students at the close of each academic year, and submitted to the Major Professor.
7. Questions about the form may be addressed to the Director of the Behavioral Science Program.
8. Students must schedule a meeting with their Major Professor to review the completed form; this may be done in the spring or within the first month of the fall semester.
9. The purpose of this meeting is to comply with the Graduate School requirement that the progress of doctoral students be reviewed annually by their program committees. It is a useful opportunity to review accomplishments and make plans for next steps.
10. In the fall semester the Behavioral Science Program Faculty will review all current students (subsequent to meetings with the Major Professor, who will be present at the Program meeting in which the student is discussed).
11. Copies of the reviewed forms will be forwarded to the Graduate School to comply with their requirement.
12. Students who apply for fellowships, scholarships, and/or assistantships in the spring semester may be required to submit an updated version of this form with their application materials.
13. Students are encouraged to maintain electronic copies of the completed form to make updating easier.

**BEHAVIORAL SCIENCE PROGRAM STUDENT EVALUATION  
UNIVERSITY OF RHODE ISLAND**

Date Submitted \_\_\_\_\_ Last Academic Year Completed: \_\_\_\_\_

Name: \_\_\_\_\_ Date entered program: \_\_\_\_\_

Major Professor: \_\_\_\_\_

Committee Members: \_\_\_\_\_

1. Please indicate CORE COURSES (600-609) you have taken or waived (include incompletes and explain a separate page):

Course:				
Grade:				

2. Please indicate REQUIRED METHODOLOGY COURSES (532, 533, 611) you have taken or waived (include incompletes and explain a separate page):

Course:			
Grade:			

3.a. Please indicate any MULTICULTURAL TOPICS COURSES you have taken:

3.b. Please indicate any MULTICULTURAL PRACTICUM experiences you have had:

\_\_\_\_\_

14. Have you taken PSY 695 (Teaching Psychology Seminar): Yes \_\_\_ No \_\_\_

15. Have you been observed and evaluated for classroom teaching (in PSY 696 or otherwise): Yes \_\_\_ No \_\_\_

6. Have you had teaching experience prior to coming to URI, and/or after arriving at URI but without formal TA status, e.g. as sole instructor (describe):

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

7. Financial Support at URI (TA, RA, Fellowship, or Other (describe)):

1st year: \_\_\_\_\_

2nd year: \_\_\_\_\_

3rd year: \_\_\_\_\_

4th year: \_\_\_\_\_

5th year: \_\_\_\_\_

8. Did you enter with a Masters Degree? No\_\_ Yes, with an approved thesis\_\_ (go to # 13)  
 Yes, but need to complete a Research Competency \_\_ (go to # 10)

9. M.A. Program of Studies (check one):  
 Not submitted\_\_\_\_ Approved (date)\_\_\_\_\_ Work Completed (date)\_\_\_\_\_

10. M.A. Thesis (or Research Competency) Proposal:  
 Approved (date):\_\_\_\_\_ In progress (anticipated proposal date):\_\_\_\_\_

11. M.A. Thesis (or Research Competency) Defense:  
 Date Defended \_\_\_\_\_ In progress (anticipated defense date):\_\_\_\_\_

8. Ph.D. Qualifying Examination officially passed (date): \_\_\_\_\_

13. Ph.D. Program of Studies (check one):  
 Not submitted\_\_\_\_ Approved (date)\_\_\_\_\_ Work Completed (date)\_\_\_\_\_

14. Written Comprehensive Exam:  
 Passed (date)\_\_\_\_\_ Expected Date of Completion\_\_\_\_\_

15. Oral Comprehensive Exam:  
 Passed (date)\_\_\_\_\_ Expected Date of Completion\_\_\_\_\_

16. Dissertation Proposal:  
 Approved (date)\_\_\_\_\_ In progress (expected proposal date):\_\_\_\_\_

17. Dissertation:  
 Date Defended \_\_\_\_\_ In progress (expected defense date):\_\_\_\_\_

1. How many papers and posters have you presented at professional meetings in the years you have been here? \_\_\_\_\_ Of these, how many in the past year? \_\_\_\_\_

2. How many publications have you authored or co-authored in the years you have been here? \_\_\_\_\_  
 Of these, how many in the past year? \_\_\_\_\_

20. Did you deliver professional services (e.g. research consulting, workshop) during the past academic year? Please describe, and indicate if this was in a multicultural context.

<b>Description:</b>	<b>Context:</b>

21. Please submit a current CV along with this form. Thank you!

## **APPENDIX H: INSTRUCTIONS ON FILING FOR RHODE ISLAND RESIDENCY**

1. Contact the Graduate School (Susan Ryan) for an application to change your residency status, or print the form out from [www.uri.edu/gsadmis/](http://www.uri.edu/gsadmis/) the form entitled "Application to Change your Residency Status".
2. On the front of the application is a copy the R.I. Board of Governors Instate Policy. Please read them carefully and make yourself aware of the stipulations involved.
3. Please complete the attached 3-page application.
4. Have the application notarized.
5. Along with the application, please include documentation to prove, not only that you have been a resident for a **MINIMUM** of one(1) year, but also that you are not here just for educational purposes. You need to prove that your "domicile" is in Rhode Island and that you plan to remain a permanent resident of Rhode Island. Below is a list of items that would help. Please provide **COPIES** of as many of the following items as possible. These items will remain in the Graduate School so please be sure you do not submit originals.

Deed or lease RI  
Rhode Island driver's license  
Marriage License if marrying a RI resident  
Cancelled check on a RI bank (checking account)  
United States Income Tax returns  
Rhode Island Income Tax return  
Voter Registration card  
Letter from employer of applicable  
(Letter should state when you began and what  
their intentions are for keeping you on.)

If you are a legal alien, you must provide a copy of your green card. You may not apply for residency until you have the green card in hand.

5. Once completed, submit your application and documentation to the Dean of the Graduate School (current Harold D. Bibb). After being reviewed by the Graduate School Dean, a decision will be sent to you by mail. If the decision is in your favor, the Registrar and Bursar will also be notified by the Graduate School.

## APPENDIX I: GRADUATE TEACHING ASSISTANTSHIPS

### POLICY

The duties of a Graduate Assistant consist of assisting, under supervision, with instructional and/or research activity of a department. The student may be required to devote a maximum of twenty hours a week to departmental work, not more than ten hours of which may be in classroom contact hours.

The status of the Graduate Teaching Assistant is clearly differentiated in the Graduate Student Manual from that of Graduate Research Assistant; the following guidelines refer to the former position only.

#### A. Allocation of Assistantships to Meet Departmental Needs

1. In the Spring semester the DAC should review the needs of the department and the current distribution of assistantships and prepare a list of positions for the following year.
2. Graduate Assistantships should be understood as opportunities for graduate students to gain valuable job-relevant experience and to provide important services to the department. Assistantships will vary in the percentage of time that is devoted to:
  - a. teaching duties (as in tutorials or recitation sections).
  - b. direct student contact
  - c. preparation/grading of exams.
  - d. other administrative duties
  - e. technical duties (e.g. care of animals or equipment)
  - f. research

Some assistantships will involve only one or two of these functions; others may involve more in varying proportions.

#### B. Description and Announcement of Available Assistantships

1. A list of assistantship positions for the forthcoming year should be posted, early in the Spring, by the DAC. This list should be sent to all graduate students and to all incoming students.
2. Each assistantship position should be accompanied by a brief job description that specifies the probable percentage of time to be devoted to the functions previously specified. The supervising faculty member in consultation with the current graduate assistant shall write this description.
3. Each assistantship description should also note the special requirements, prerequisite courses, experience, or skills deemed appropriate for the job that will be utilized as criteria in the selection process.

#### C. Criteria for Assigning Students to Assistantships

1. Current graduate students must be in good standing and making satisfactory progress as indicated by the evaluation of the student's program committee and verified by the Dean of Graduate Studies.

2. Assistantships should be assigned to students who best meet the requirements for each specific job as described, in terms of prior experience, academic background, and/or career interests and goals.
3. Assistantships that involve a considerable amount of teaching (under supervision) in laboratories, tutorials, or recitations, should require: prior teaching experience, or completion of PSY 695 prior to or concurrent with the assistantship
4. If all other factors are equal, priority will be given to students already in the graduate program, in accord with the principles of seniority, except that some assistantships in each program may be allowed to incoming students depending on availability and departmental needs.
5. A student who has been in the program more than five years will have low priority unless this student has received little prior financial support from the department.
6. Assistantships should be rotated among qualified students.
7. Given two candidates of equal qualification and seniority, financial need may be utilized as a deciding factor in allocating an assistantship.

D. Implementation

1. The DAC will recommend to the Chair the allocation of assistantships to meet course and other departmental needs and the assignment of students to these positions, utilizing the criteria specified above.
2. An application form for department assistantships should be prepared in accord with the specified criteria, including student preference for specified positions.
3. Psychology 695 must be offered once each year, preferably in the Fall term to provide incoming students without prior teaching experiences an opportunity to compete favorably with continuing students.

E. Evaluation

1. Every graduate assistant should be formally evaluated, in writing, by the supervising faculty member who should take into account student feedback and other data.
2. Graduate assistants should formally evaluate, in writing, the quality of their experience as students. (Appropriate forms will be prepared by the GAC.)

### Application for Position of Graduate Assistantship: 2007-2008

It is time to apply for 2007-2008 assistantships. We have attached a list, but the number and combinations of assignments may be changed between now and the time decisions are made. Before you apply, please review the list attached and review the job descriptions posted in Room 301 Chafee. Complete the following application and submit it to John Stevenson in Chafee 306 no later than March 28, 2007 (Do we want to change this date?). Please do not submit letters of recommendation.

There are three levels of Graduate Assistantship Awards at URI:

Level	Criteria	2007-2008 Stipend*
I	All graduate assistants in master's programs and those in Ph.D. programs who do not have the equivalent of a Master's degree in the field of study on the date on which this recommendation is initiated	\$12,044
II	All those who have completed at least 30 credit hours (exclusive of entrance deficiencies, language research tools and research) of graduate work certified by the Chairperson of the student's department and the Dean of the Graduate School as creditable towards their Ph.D. program of studies before the date on which this recommendation is initiated, and have passed the Ph.D. qualifying examination; or are enrolled in a Ph.D. program and have a master's degree	\$12,500
III	All graduate assistants who are enrolled in a Ph.D. program and have passed both the oral and written portions of the Ph.D. comprehensive examinations prior to the date on which this recommendation is initiated	\$12,956

\*Tuition, health benefits, and the registration fee are paid by the University; this stipend is subject to increase each year. Graduate Assistants are required to join the union and pay union dues.

Name \_\_\_\_\_ Graduate Program \_\_\_\_\_

Year first matriculated into Program \_\_\_\_\_ Do you have a Masters Degree? \_\_\_\_\_

Have you taken PSY 695? \_\_\_\_\_ Have you taken PSY 696? \_\_\_\_\_

(If you have not taken PSY 695, and you are awarded an assistantship for PSY 103, 113, 300, 301, or 532-533, or an instructional assistantship, you must participate in the Instructional Development Program's Course Planning Workshop, which is offered at the end of August. If you have taken PSY 695, this experience is optional but recommended.)

1. Please refer to the list attached and check off any assistantship for which you eligible, and which you would accept. You must review the job descriptions before applying for any position. Please understand that we may not be able to offer you the Assistantship you most prefer.
2. Please indicate if you would prefer to be considered for a half-year Assistantship, and if so, whether you are seeking a fall or a spring assistantship, and explain any special circumstances related to this preference.
3. List any previous Assistantships awarded to you from the Psychology Department, by year.
4. Describe any teaching experience you have had other than a Graduate Assistantship.

5. If there are any Incompletes on your record, please describe each and your plans/timetable for removing them.
6. Attach a one-page outline of your plan for the 2007-2008 academic year, indicating courses and program steps such as comprehensive exam, proposal, or defense that you would plan to complete, if you were awarded a Departmental Assistantship or equivalent support.
7. Attach a copy of your resume or curriculum vitae to this application. It should include your academic degree history, employment history, honors and awards, courses taught, publications, presentations, and past forms of financial support as a graduate student.

**Note: Assistantships are awarded with the following expectations:**

- that having accepted the award, you will actually carry out the Assistantship or give adequate notice to the Department that you cannot do so;
- that you will maintain good academic progress;
- All full assistantships require 20 hours per week, over a 36-week period beginning one week prior to the start of Fall classes. Please note that this includes the period of time between semesters. All assistants will be expected to discharge their full commitments to these hours, and you may be required to be on campus to do so (e.g., admissions work between semesters must be completed on campus).
- that you will not hold other employment during the Assistantship. (A request to work an additional 5 hours a week may be made to the Graduate School, and approved if it can be shown that your academic progress will not suffer.) Taking Incompletes in courses, or significantly delaying a proposal or defense, can be taken as evidence that the Assistantship has actually been harmful to your progress. Students are strongly urged to take on only the amount of paid work that can be done without jeopardizing their academic progress or standing.
- All graduate teaching assistantships require direct supervision. When a student has an appointment as an Instructional Assistant (with full responsibility for teaching a course) the student must be concurrently enrolled in PSY 696 to obtain supervision
- Graduate assistants and their supervisors are required to provide a written evaluation of the assistantship experience on its completion. Forms for these reports will be provided by Dr. Stevenson and are to be returned to him.

**List of Assistantships (2007-2008)**

- PSY 103/Admissions Assistant (n=1)  
Assistant to Course "Toward Self Understanding" 10 hours per week (Fall and Spring)  
Admissions Assistant 10 hours per week (Fall and Spring)
- PSY 113 Assistant (n=4) 20 hours per week (Fall and Spring)  
Assistant to the Undergraduate Director/ Teaching Assistant (n=1)  
Assistant to the Undergraduate Director 10 hours per week (Fall and Spring)  
Teaching Assistant 10 hours per week (Fall and Spring)
- PSY 300 (n=2) 20 hours per week (Fall and Spring)
- PSY 301 (n=2) 20 hours per week (Fall and Spring)
- PSY 532-533 (n=1) 20 hours per week (Fall and Spring)
- PSY 661-662/663 (n=1) 20 hours per week (Fall and Spring)
- PSY 670: PCC Graduate Assistantship (School Area) (n=1) 20 hours per week (Fall and Spring)
- PSY 672-674: PCC Graduate Assistantship (Clinical Area) (n=1) 20 hours per week (Fall and Spring)
- Graduate Assistant to Department Chair and Multicultural Task Force (n=1)  
Graduate Assistant to Department Chair 10 hours per week (Fall and Spring)  
Graduate Assistant to Multicultural Task Force 10 hours per week (Fall and Spring)
- Assistant to Director of Clinical Psychology/Instructional Assistant (n=1)  
Assistant to Director of Clinical Psychology 10 hours per week (Fall and Spring)  
Instructional Assistant 10 hours per week (Fall and Spring)\*
- Assistant to Director of School Psychology/ Instructional Assistant (n=1)  
Assistant to Director of School Psychology 10 hours per week (Fall and Spring)  
Instructional Assistant 10 hours per week (Fall and Spring)\*
- Assistant to Director of Experimental Psychology/ Instructional Assistant (n=1)  
Assistant to Director of Experimental Psychology 10 hours per week (Fall and Spring)  
Instructional Assistant 10 hours per week (Fall and Spring)\*
- Admissions Assistant/Instructional Assistant (n=2)  
Admissions Assistant 10 hours per week (Fall and Spring)  
Instructional Assistant 10 hours per week (Fall and Spring)\*
- Feinstein College of Continuing Education Assistant (n=1) 20 hours per week (Fall and Spring)  
Advising/ Academic Assistant 10 hours per week (Fall and Spring)  
Instructional Assistant 10 hours per week (Fall and Spring)\*
-

**APPENDIX J: NON-DEPARTMENTAL ASSISTANTSHIPS (2007-2008)**

This list was compiled to provide graduate students and prospective graduate students with contact information about possible assistantships on the URI campus. The assistantships contained in this list have been held by graduate students from the behavioral science, clinical, and school psychology programs. Excluded from this list are Psychology Department assistantships and fellowships. Listed below are the offices at URI that offer assistantships, the contact person and his/her phone number, the weekly time commitment of the assistantship, the stipend and whether tuition remission is offered, and if known, the number of assistantships available. Stipends are established by contract year-to-year and depend on level in the program (see [www.uri.edu/research/tro/tuit.pdf](http://www.uri.edu/research/tro/tuit.pdf)). Please note that this list is not exhaustive but rather is based on what is currently known about assistantship openings. All positions are pending budgetary approval.

<b>Office</b>	<b>Contact</b>	<b>Commitment</b>	<b># of openings</b>	<b>Compensation</b>
<b>Counseling Center</b> Graduate assistantship	Brian Howard at 874-2288, and Counseling Center web site for more information at: <a href="http://www.uri.edu/coun">www.uri.edu/coun</a>	20 hours per week, starting 8/27/07	1 Graduate assistantship for Clinical / School Ph.D. student	Tuition remission and stipend based on level
<b>Enrollment Services Office -</b> Financial Aid Counselor (position <u>not</u> currently open but resumes welcome from interested students)	Victor Gaspar at <a href="mailto:vgaspar@uri.edu">vgaspar@uri.edu</a> 874-5111	20 hours per week during school/ 35 during summer and breaks. Prefer those interested in 2 year commitment		Instate tuition & fees, wage based on level
<b>Housing and Residential Life Office -</b> Graduate assistantship	Sunmi Han at <a href="mailto:smhan@mail.uri.edu">smhan@mail.uri.edu</a>  Charles Hall at Hall@uri.edu	These are live-in positions so the hours aren't really set, but one must have about 10 hours of "fixed" time each week	10 Graduate assistantships – title of position is Graduate Assistant Hall Director	Full tuition remission, health insurance, housing in undergraduate residence halls, and stipend depending on level
<b>Office of Student Life –</b> Commuter Housing - Graduate assistantship	Leslie Williams, Director of Commuter and Judicial Affairs at <a href="mailto:leslie@uri.edu">leslie@uri.edu</a>	20 hours per week	1 position	Tuition, benefits and stipend
<b>Office of Student Life –</b> Disability Support Services (DSS) - Graduate assistantship	Pamela Rohland at 874-5411	20 hours per week	2 positions as DSS Counselors	Full tuition waiver and stipend

<b>Office of Student Life – Women’s Center - Graduate assistantship</b>	Carolyn Sovet, Director of Women’s Center at 874-5412	20 hours per week	1 position	Tuition, benefits, and stipend
<b>Talent Development Pre-Matriculation Program</b> (Residential Counselors, Instructors & Tutors)	Go to the web site for further information: <a href="http://www.uri.edu/talent_development">www.uri.edu/talent_development</a>	Summer 2007	Many positions open (30+). For further description go to web site	See web site for remuneration information

*Thanks to Margaret Rogers for compiling this list.*