

**OFFICIAL HANDBOOK**  
**OF**  
**GRADUATE STUDY**

**UNIVERSITY OF DENVER**  
**DEPARTMENT OF PSYCHOLOGY**

2019-2020

<https://www.du.edu/ahss/psychology/graduate/currentstudents/index.html>\*

\*Please note that this url may be updated in the future which we will share with you then.

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## FOREWORD

The purpose of this handbook is to describe the structure and operations of the Psychology Department's Graduate Program. It is intended to give new students the information they need to help find their way in the department. It is also intended to serve as the official statement of the rules and requirements of the program. As such, we recommend that you consult this guide throughout your years in the program. The latest version is always available on our website: [www.du.edu/ahss/psychology/graduate/currentstudents/index.html](http://www.du.edu/ahss/psychology/graduate/currentstudents/index.html). Students have the option of either using the set of degree requirements from the bulletin year they entered the program or opting into revised degree requirements for future bulletin years. They can't, however, mix and match them. That is, if a student elects to change to a later handbook than their entry year, they must follow all the requirements in the new handbook. Please note that the university sometimes changes policies and procedures. When this happens, there may be a conflict between what is specified in this handbook and what the university requires. In case of conflict, the university policies and procedures supersede the department policies and procedures. Students are responsible for reading the university's publication entitled, <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/> and for checking the most recent university policies and procedures.

**It is the student's responsibility to be familiar with Program, Department, and University regulations concerning academic integrity, use of social media, student and faculty responsibilities, and degree and program requirements. Information about the university's policies on academic honesty can be found at <http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/student-conduct/>**

**Additionally, students are expected to know and adhere to the American Psychological Association's (APA's) ethical standards and guidelines for professional activities (<https://www.apa.org/ethics/code/>) as well as the laws and regulations governing the activities of psychologists in the State of Colorado. Violations of University, APA, or Colorado codes, regulations or law may lead to sanctions including separation from the Program and University.**

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# CHAPTER 1

## GENERAL INFORMATION ABOUT THE DEPARTMENT

### I. DEPARTMENT MISSION, VALUES, AND VISION.

Work in the Department of Psychology – including your graduate training – is guided by our department mission, values, and vision:

**Mission:** Our mission is to advance psychological science by generating and sharing new knowledge through collaborative scholarship, educating and mentoring student scholars, and contributing to the public good.

**Values:** We value a collaborative and integrative approach to psychological science that fosters intellectual curiosity and innovation, invests in people in a supportive and inclusive environment, and serves the public good.

**Vision:** To be an inclusive intellectual community that fosters discovery and innovation.

In addition, we seek to carry out the ideals presented in the Chancellor’s statement on Diversity, Equity, and Inclusive Excellence, which we encourage you to read here:

<http://impact.du.edu/>

### II. DIVISION OF THE DEPARTMENT INTO AREAS

The Department of Psychology prides itself on being a supportive environment for students to explore ideas and develop their careers. We value inclusive excellence, recognizing that our success is dependent on how well we value and include the rich diversity of our constituents.

For the purposes of administering our graduate program, the curriculum and requirements are divided into three areas, which are distinguishable from each other primarily by content of instruction. The three areas are:

**Affective, Social, and Cognitive Science (ASC).** Students in the ASC program choose an emphasis: the Affect emphasis focuses on the study of emotion; the Social emphasis focuses on interpersonal and intergroup processes; and the Cognitive emphasis focuses on how information is processed.

**Developmental Psychology.** This program offers specialization in neurobiological, cognitive, social, and emotional development from infancy to adulthood.

**Clinical Psychology.** This program offers clinical and research training in clinical psychology with an emphasis on clinical child psychology.

The department also offers a specialization that cuts across the three areas - the **Developmental Cognitive Neuroscience (DCN)** program. Students admitted to any of the 3 Areas may elect to be in the DCN program.

Being a member of a program implies several things for a student. One is that the student is expected to meet special requirements established by that program for the Masters and Ph.D. Another is that the student's progress toward the doctorate is evaluated most closely by the faculty who are members of that program, as well as their primary research mentors, regardless of the mentor's primary area. As reflects our culture and values, many faculty are members of more than one traditional area.

One of the special strengths of the department is that each doctoral specialty includes a substantial proportion of faculty whose interests overlap and complement those of faculty in the other doctoral programs. Each program maintains a strong emphasis on individualized mentoring relationships between students and faculty. The department is an integral unit and membership in a program does not imply that the student must work closely only with faculty in the chosen program. The department promotes an atmosphere that encourages and offers students the freedom to seek out and work with faculty members most suitable for their interests. This often means substantial contact with faculty principally identified with another graduate specialty or, on occasion, with psychologists in the community who have special expertise not represented in the department.

### **III. FINANCIAL SUPPORT FOR STUDENTS**

When students are accepted into the Ph.D. program with financial support, what that means is that the department expects to cover the cost of the 120 hours required to obtain the Ph.D., and to provide health insurance and a stipend for a minimum of four academic years. The student must, however, pass a background check, as they are considered employees of the University of Denver, to receive the financial support and must work 20 hours a week during each quarter as a Graduate Teaching Assistant, Graduate Research Assistant or Graduate Service Assistant. Note, the tuition waiver that the department offers covers the cost of tuition only. Students are required to pay for the fees that the university charges, such as the Technology Fee and the Graduate Activity Fee, themselves; these currently cost around a hundred dollars per quarter.

Exceptions to Four Years of Stipend Support. One exception to the expectation of four years of stipend support concerns students who transfer in a Masters in Psychology. If the faculty in the student's area determine that the transfer of credits is sufficient to reduce the expected time to complete the program requirements from four years to three years, then the student will be offered only three years of support. When 5<sup>th</sup> year funding is available, the department considers if students have brought in external funding for stipend and tuition in Years 1-4 in making funding decisions.

Exceptions to Four Years of Tuition Support. Once a student obtains 120 hours, the department may no longer provide tuition support. However, if a student has transferred hours from another institution and reaches the 120 hour limit before completing the course requirements for their program, the student can petition the department chair for additional tuition support. Similarly, if a student has taken additional hours at DU and reaches the 120 hour limit before the end of the fourth year, the student can petition the department chair for additional tuition support. Students who anticipate being in this situation should talk with both their advisor and the department chair as soon as possible so that they can petition for support.

Continuation of Financial Support. Eligibility for continuation of GTA, GRA or GSA appointments require that students be in good academic standing and meet the expectations of the employment. A student who is not in good standing academically or who has performed poorly as a GTA, GRA, or GSA may have their support withdrawn.

Conditions on Tuition Waivers.

- **Using Your Tuition Waiver.** You must enroll for at least 8 hours for each quarter in which you have a tuition waiver. Students typically have a 30 hour tuition waiver per year, usually distributed evenly over the 3 quarters—i.e. 10 hours, 10 hours, 10 hours. If you want to use your tuition hours differently across the three quarters, you are required to notify the Department Budget/Administrative Manager. Please also discuss this decision with your mentor and the Graduate Program Administrator to avoid incurring costs.
- **Cost to Not Using Your Tuition Waiver.** If you do not use all of your tuition waiver hours during the 3 quarters of the academic year for which they are awarded, they are lost. Students who do not use tuition hours when they are available therefore cannot expect the department to cover tuition costs if the student is short on credit hours at the end of the fourth year. Please monitor your progress closely (e.g., using the program status sheet) and meet yearly with the Graduate Program Administrator to ensure this does not happen inadvertently. It is the student's responsibility to adhere to these guidelines and to schedule yearly meetings as recommended.
- **Tuition Waivers & Health Insurance.** Students with tuition waivers who are enrolled for at least 8 hours of coursework per quarter for all three quarters of the academic year will have the cost of their health insurance covered by the university. After coursework is completed and a student is on Continuous Enrollment, the Student Health Insurance is no longer covered by the University or Department.

## SOURCES OF STUDENT SUPPORT

Student funding decisions are made each year during the Spring and Summer for the upcoming academic year (the three quarters of Autumn, Winter, and Spring). Students can receive funding through graduate teaching assistantships, graduate research assistantships, as a clinical assistant, via outside placements, and/or by teaching their own course. Each of these positions is described below.

### A. Graduate Teaching Assistantships (TA)

**How GTAs Are Assigned.** During the Spring and Summer, students and faculty are polled for their preferences of assignment. GTAs are often assigned to work with one instructor/one class per quarter, though they are sometimes assigned to split their time working with two instructors or across two courses.

**What To Do When You Receive Your GTA Assignment.** Before the start of each quarter, the GTA and instructor discuss expectations (e.g., via a mentoring agreement). GTAs are expected to work 20 hours per week. Duties may include:

**Attendance**

- Attend lectures (all, some)

**Course Preparation**

- Assist with developing reading lists, assignments, presentations, or other class activities

**Class Preparation**

- Set up technology or demonstrations in classroom before lectures
- Proctor exams (alone or with other TAs, instructor)
- Create exams, assignments

**Administrative**

- Keep class attendance
- Maintain grade book
- Manage online information (e.g., Canvas, Sona)

**Grading**

- Specific grading responsibilities, which might include exams, quizzes, homework, in-class activities, or other student products
- Develop and/or follow grading procedures (e.g., grading rubric, scantron)
- Work with instructor to address grading disagreements/complaints

**Office Hours**

- Hold office hours

**Working with Student Issues**

- Report student issues to faculty, as agreed upon with instructor
- Implement policy for late assignments, extensions, absences
- Report academic honesty concerns to instructor

**Teaching Methods**

- Give lectures, which might involve designing lectures, using instructor materials, etc..
- Lead in-class activities, which might involve designing activities, using existing activities, etc..
- Hold review sessions, which might involve designing review materials, using instructor materials, etc..

**Communication with Instructor**

- Communicate regularly with instructor
- Discuss expectations for feedback and evaluation

Even if an instructor does not request the TA to lecture, a TA who wishes to get teaching experience by giving some lectures can let the instructor know that at the beginning of the course; most instructors will be happy to accommodate the student's wishes.

**Payment.** GTAs are paid on the first of each month. The first paycheck is October 1. In addition to the stipend paid, GTAs receive 10 credit hours of tuition waiver per quarter.



**Evaluations.** The GTA's performance is evaluated by the students in the course at the end of the quarter. The faculty instructor also fills out an evaluation of the student's performance as a GTA. The GTA will receive copies of these evaluations, and the instructor's evaluation is placed in the student's permanent file. These evaluations are used in the yearly evaluation of students' performance and for selecting winners of the annual Graduate Student Award for Outstanding Teaching Assistant.

**If Problems Arise.** If problems arise between a GTA and the instructor, the student and/or instructor should first try to informally address the problem directly. If informal discussion does not lead to satisfactory resolution of the situation, then the following steps should be taken:

- If the instructor feels a GTA is not performing their job adequately or appropriately after requesting behavior change directly, then the instructor should inform the student's area head and department chair, as well as the Graduate Program Administrator, that the student is not fulfilling their obligations as a GTA. The Graduate Program Administrator will keep a written version of the performance concerns. The area faculty will then meet with the student to discuss the concerns, establish consequences, provide written documentation and let the student know that their eligibility for future funding depends on not receiving any further reports of unsatisfactory GTA performance. In addition, a student may be dismissed from a current GTA position for poor work performance at any time during the academic year.
- GTAs who feel that an instructor is acting unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The GTA is encouraged to go to the department chair with any concerns that are still persisting after addressing the concerns directly with faculty member.
- The Office of Graduate Education also provides a TA handbook with important information and resources. <https://www.du.edu/sites/g/files/lmucqz251/files/2018-09/gtahandbook.pdf>

## **B. Graduate Research Assistantships (RA)**

**How GRAs Are Assigned.** GRA positions are offered to assist individual faculty members on grant-related research. Besides grant-related GRAs, the department also has GRAs associated with the Developmental Cognitive Neuroscience (DCN) program; these GRAs are distributed to individual faculty on an annual basis and they choose which students they want to serve as their DCN RAs. Students hired as GRAs should work out the details of their employment with the faculty member making the offer.

**Workload Expectations.** GRAs are expected to work 20 hours per week. The faculty member and GRA should work out an arrangement at the beginning of each quarter on how the work expectations will be met. It is the faculty member's responsibility to monitor this arrangement and provide feedback to the student. Descriptions of what work is assigned to the student as the GRA and whether and how this overlaps with the student's own academic or professional work should be clearly delineated. The question of how much, if any, work will be required during between-quarter breaks should be resolved explicitly by the faculty member and the student. Faculty are strongly encouraged to establish mentor agreements with GRAs relevant to their work. The University schedule of holidays when the University is closed is included here - <http://www.du.edu/registrar/calendar/holidays.html>

**Payment.** GRAs are paid on the first of each month. The first paycheck is October 1. In addition to the stipend paid, GRAs receive 10 credit hours of tuition waiver per quarter.

**If Problems Arise.** If problems arise between a GRA and the instructor, the student and or instructor should first try to informally address the problem directly. If informal discussion does not lead to satisfactory resolution of the situation, then the following steps should be taken:

- If the faculty member feels a GRA is not performing their job adequately or appropriately, then the faculty member should inform the student's area head and department chair, as well as the Graduate Program Administrator, that the student is not fulfilling their obligations as a GRA. The Graduate Program Administrator will keep a written version of the performance concerns. The area faculty will then meet with the student to discuss the concerns, establish consequences, provide written documentation and let the student know that their eligibility for future funding depends on not receiving any further reports of unsatisfactory GRA performance. In addition, a student may be dismissed from a current GRA position for poor work performance at any time during the academic year.
- GRAs who feel that a faculty GRA mentor is acting unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The GRA is encouraged to go to the department chair with any concerns that are still persisting after addressing the concerns directly with faculty member.

### **C. Graduate Clinic Assistants (CA)**

Clinic Assistants in the Center for Child and Family Psychology (CCFP) support the Clinic Director with the daily operation of the CCFP clinic. Specifically, assistants track referrals, conduct clinical intakes, assist with case assignments, monitor case documentation, monitor assessment of case progress and outcome, and manage supplies, materials, and equipment in the clinic. They may also assist the Director with special projects.

Clinic Assistants in the Developmental Neuropsychology Clinic (DNC) support the Director with daily operations of DNC. Specific duties are training practicum students on administration and scoring of neuropsychological tests, double-scoring/checking all completed test administrations, and providing feedback to tester and Director. They also assist with weekly group supervision and discussion of current cases.

**Workload Expectations.** CAs are expected to work 20 hours per week. The Director and CA should work out an arrangement at the beginning of each quarter on how the work expectations will be met. It is the Director's responsibility to monitor this arrangement and provide feedback to the student. CAs are expected to work during between-quarter breaks except when the clinics are closed.

**Payment.** CAs are paid on the first of each month. The first paycheck is October 1. In addition to the stipend paid, CAs receive 10 credit hours of tuition waiver per quarter.

**If Problems Arise.** If problems arise between a CA and their Director, the student and Director should first try to informally address the problem directly. If informal discussion does not lead to any improvement in the situation, then the following steps should be taken:

- If the Director feels the CA is not performing their job adequately or appropriately, then the instructor should inform the student's area head and department chair, as well as the Graduate Program Administrator, that the student is not fulfilling their obligations as a CA. The Graduate Program Administrator will keep a written version of the performance concerns. The area faculty will then meet with the student to discuss the concerns, establish consequences, provide written documentation and let the student know that their eligibility for future funding depends on not receiving any further reports of unsatisfactory CA performance. In addition, a student may be dismissed from a current CA position for poor work performance at any time during the academic year.
- A CA who thinks that a their director is acting unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The CA is encouraged to go to the department chair with any concerns that are still persisting after addressing the concerns directly with faculty member.

### **C. Outside Placements**

Because psychology graduate students develop many marketable skills, institutions outside the university may hire them to serve as research assistants, clinical assistants, software engineers, statistical analysts and the like. The department supports students' efforts to obtain such positions. However, **prior** to accepting such a position, the student must meet with the department chair to make arrangements for the hiring institution to cover the cost of the student's fringe benefits as well as the student's stipend. The student is also encouraged to discuss such placements with their research advisors. Examples of institutions who have offered outside placements to our students in the past are: National Jewish Hospital, University of Colorado Health Sciences Center, the State of Colorado, and various nearby mental health centers.

### **D. Teaching**

The department offers two types of teaching opportunities for graduate students to teach an undergraduate course on their own. One is to offer a 2-credit hour course in a student's area of expertise. Students may also be offered the opportunity to teach a regularly scheduled course. Students who wish to teach should contact the department chair well in advance to increase the chance of a match between the student's interests and expertise and department teaching needs. Students should realize that the ability of the department chair to honor such requests is constrained by department finances and needs.

Students who teach their own course should have a faculty consultant and are required to submit a syllabus to the department chair before the request can be approved. Except for whatever constraint this faculty consultant may place on their activities, students have the same rights as faculty in selecting textbooks, access to a TA (if justified), a photocopy budget, set prerequisites, etc. As is the case with faculty, decisions such as enrollment limitations and setting of prerequisites may be affected by tradition for a particular offering and by departmental needs, and they are subject to the approval of the department chair.

If students are paid for teaching a course, they may not simultaneously enroll in the Teaching Practicum for the purpose of obtaining graduate credit for their work. However, this teaching could be applied toward the fulfillment of whatever requirement that an area may impose involving teaching. Students wishing to teach a course should contact the department chair by the middle of the Winter quarter preceding the academic year in which they wish to teach.

## **E. CAHSS Dean's Dissertation Fellowship in Psychology**

### ***Eligibility and Application***

The CAHSS Dean's Dissertation Fellowships provide assistance to advanced doctoral students to work on the completion of their dissertations. The Fellowships are intended to promote dissertation progress and completion.

**Eligibility.** All students who will have successfully completed all coursework/credits in the Department's graduate program by the end of spring quarter and are subsequently eligible to register for Continuous Enrollment are eligible to apply for the Fellowship for the following academic year (e.g., for most students, this will be their 5<sup>th</sup> year). All coursework must be complete prior to the start of fall quarter of the student's fellowship year, and the student's dissertation prospectus must also be approved prior to the start of fall quarter of the student's fellowship year. Students who were awarded the fellowship but have not completed coursework or do not have a complete prospectus by the beginning of the fellowship year will forfeit the fellowship and the funds will go to an alternate student who has done so.

**Fellowship Details.** Recipients will be designated CAHSS Dean's Dissertation Fellows. The tenure of these Fellowships is for one year each and runs from fall through spring quarters. The graduate student stipend will be paid quarterly in fall, winter, and spring. Fellowships do not include health insurance coverage or tuition credit waivers. Fellowship support is nonrenewable. CAHSS Fellows may not hold other jobs at the University of Denver during the tenure of these awards, including for example GTAships, GRAships, and work for Graduate Student Government. Dissertation Fellows who are elected to paid Graduate Student Government positions must give up their fellowships.

**Application Process.** Applications are reviewed by the Area Heads and Chair. The following factors are considered in selecting the Fellow:

- Strength of dissertation plan; for example, quality of the research design and writing; potential for public impact; and/or student leadership in the project;
  - Academic track record; for example, publications; presentations; class performance; contributions to inclusive excellence; and/or service to the Department and field;
  - Input from the student's advisor;
  - Potential benefit to student and department.
- To apply for this Fellowship, **students** must submit the following **by December 15, to Paula Houghtaling**:
- A cover letter that indicates:
    - How this Fellowship will help you accomplish your dissertation goals beyond what would be possible without the award (please be clear about how the time made available by this Fellowship will support specific dissertation activities;
    - How this Fellowship will support your career plans and trajectory;

- Other funding you have secured or applied for related to your dissertation (could include another Fellowship that pays your stipend, such as an NRSA; or a grant for project funds). This information is used to understand the development of your idea and attempts to support your work;
- A timeline for completion of the dissertation;
- Whether or not you formally proposed your dissertation; and if so, give the date of the Committee meeting.
- A summary of your dissertation plans (e.g., background to the research question, research question, methods, analytic approach) that does not exceed 5 pages, double spaced
- Curriculum vita
- Current, unofficial DU transcript

**Faculty advisors** must respond to the following questions via this survey link:

- What is the funding plan for the student without this Fellowship and how does that interact with overall funding in your lab? If you are funding other personnel (graduate students, postdocs, research staff) and not this student, please help us understand the situation.
- How does this student's dissertation fit with other work in the lab? For example, how aligned is this research with other funded work in your lab?
- How independent was the development of the student's dissertation idea?
- What is your overall recommendation of this student for the Fellowship?
- Are there any special considerations about which the selection committee should be aware?

#### **F. Associate Provost Grant Development Fellowship**

This fellowship provides stipends of \$3,000 for summer support of a graduate student's time to work on pilot data acquisition and analyses to support faculty grant development and writing.

It also can provide in-depth grant preparation experience for the students (potentially assisting their applications for fellowships as well as their overall training). Faculty submit no more than a two-page proposal to the department chair that makes a case for how this fellow would enhance faculty grant submission. The chair, in discussion with the Personnel Committee, makes funding decisions. Fellowships go to proposals that are judged to be most likely to yield increased grant proposal submission and success, with higher priority given to junior faculty and faculty who provide matching funds.

#### **G. Summer Support**

The department makes no guarantee of summer funding for students. However, some possibilities exist within the university and the department for summer funding. The most common examples include RAs with faculty to assist in grant-supported research and the previously described Associate Provost Grant Development Fellowships.

Summer RA offers are made by individual faculty members and the policies discussed above hold for Summer RA positions as well. Students are paid a stipend. This may mirror the funding provided during the academic year (same stipend rate, 20 hours per week); or it may deviate from the academic year norm.

## H. Health Insurance

The university requires that students have health insurance. The university covers the cost of the university's student health insurance program for all teaching assistants, research assistants and clinical assistants who are enrolled for at least 8 hours per quarter for all 3 quarters of the academic year. **Once students are no longer receiving a tuition waiver (e.g., 5<sup>th</sup> year students and above), then students no longer have health insurance paid for by the university.** Students need to have a tuition waiver for at least 8 hours per quarter for all 3 quarters in order to have paid health insurance.

## I. Fellowships from Sources Outside the University

All students are strongly encouraged to apply for individual predoctoral fellowships, such as NSF Graduate Fellowships, APA Predoctoral Fellowships, and National Research Service Awards (NRSAs). Fellowships are also available to support particular types of work (e.g., dissertation fellowships) and/or to increase support for members of traditionally underrepresented groups (e.g., APA's Minority Fellowship Program <http://www.apa.org/pi/mfp/>). External fellowships are highly prestigious, and experience with writing fellowship applications is excellent preparation for a range of careers. The department has an excellent track record for students obtaining external support. Your departmental research administrator is a resource to you when searching for funding and in preparing your application package, please consult with them as soon as you are considering applying for funding so that they can assist you with internal processes and answer any questions you may have. Your faculty mentor, area head, and department research coordinator are all also excellent resources for determining which fellowships to pursue and at what training stage.

Students should consult relevant websites for fellowship application procedures and information. Students can also consult with the department Research Administrator about seeking out funding opportunities. NIMH and other pre- and postdoctoral fellowships often carry an institutional allowance which is defined by Public Health Services as "a fixed payment to an institution to help defray the cost of support services provided to an individual fellow, such as tuition and fees, medical insurance, research supplies, equipment, and faculty salaries." In the budget development process, the student, faculty mentor(s) and department research administrator can arrive at a distribution of support to best meet the student's training needs.

## J. Office of Graduate Education Doctoral Fellowships and Inclusive Excellence Awards

During Spring Quarter, the Office of Graduate Education accepts nominations for the Doctoral Fellowships and Inclusive Excellence Fellowships Awards. Though the amount, duration and criteria for awards can change depending on university policies, based on prior years we expect the following award parameters. Doctoral Fellowships are designed to help in the **recruitment** of the most qualified students to attend the University of Denver; they are awarded to incoming students and are given only for a one-year period. The purpose of the Inclusive Excellence Doctoral Fellowship is to assist in the retention of a diverse community of highly talented doctoral students at the University of Denver. Two fellowships are available to graduate students in the Department of Psychology. Each fellowship provides \$9000 distributed over fall, winter, and spring quarters of two consecutive years (e.g., in 2<sup>nd</sup> and 3<sup>rd</sup> year or 3<sup>rd</sup> and 4<sup>th</sup> year). 1<sup>st</sup> and 2<sup>nd</sup> year graduate students are eligible to apply for the Fellowship for the subsequent two years (2<sup>nd</sup> and 3<sup>rd</sup> or

3<sup>rd</sup> and 4<sup>th</sup> respectively). Students must be enrolled for at least eight quarter hour credits, including coursework, research credits, and/or continuous enrollment during each quarter in which they receive the Fellowship. If the student drops below the minimum enrollment for the quarter, the Fellowship will be withdrawn for that quarter. Students must maintain a cumulative grade point average of 3.5 and make satisfactory progress toward completion of a degree and maintain full-time status.

#### **K. Tax Exemptions**

Students should check with the University Payroll office about current regulations on tax-exempt status and obtain the appropriate forms to submit. Neither the department nor the University carry any responsibility for the accuracy or completeness of a student's tax return. It is solely the personal responsibility of the student to obtain information on current tax laws and abide by them.

#### IV. GRADUATE STUDENT PARTICIPATION IN THE DEPARTMENT

One of the unique features of our graduate program in psychology is the degree to which students are involved in every aspect of department functioning. Graduate students are regarded as junior colleagues and are therefore assumed to have much to offer the faculty, the department and the broader community. Thus, graduate students are expected to be intellectually engaged, and to fully participate in research, teaching and service just as faculty are.

##### A. Intellectual Involvement

There are many opportunities, in addition to classes, for students to share ideas with faculty and with each other and be stimulated by new ideas. These forums are extremely important in furthering students' intellectual development, and we encourage students to participate fully in them.

One forum is the department's annual Poster Day. Graduate students display posters describing their current research, and stand at their poster and describe the research to faculty and grad students who visit the posters during a 2-hour time period. It is a very fun intellectual interaction with colleagues at the start of the year. Students and faculty who visit the posters are from all the different programs in the department, and thus you may get questions and comments that are different than those you receive from people in your area. Presenting one's research to a wide audience like this encourages thinking about the broader issues behind one's research. Poster Day is held on the Friday of the first week of classes in the fall because one of the goals of this day is to introduce new students to the many different research projects currently underway in the department.

The department offers colloquia on a fairly regular basis. Colloquia may be organized by one of the areas, or may be department wide. **Graduate students are expected to attend these colloquia.** Even when the colloquium topic may be far removed from the student's interests, students are expected to attend in order to expand their breadth of training and to share in the intellectual life of the department.

Other forums for intellectual exchange are the many special interest reading/research groups in the department. These are generally open to all members of the department; attendance is required for students who are in the associated program. To name just a few, there is: the ASC Brownbag, the Developmental Lunch, the Neuroscience Research Group (NRG), and the Stress, Early Experience and Development (SEED) Research center meetings (see relevant area-specific requirements to learn whether attendance is required at any of these groups). The groups listed here have regularly scheduled meeting times which will be advertised and sent as calendar invites. These meetings provide students not only an opportunity to gain new information, but also an opportunity for presenting their own research and to engage in professional development opportunities.

In addition to research group meetings, which involve several faculty and students, many faculty have regularly scheduled lab meetings. These meetings involve the faculty member and the students who work with that faculty in the lab, but may be open to any interested graduate student.



## **B. Mentoring**

During your graduate training, you will work with faculty in different capacities (e.g., as research advisor and advisee, as instructor and Graduate Teaching Assistant, as clinical supervisor and supervisee). Each of these working relationships offers an opportunity for mentoring. Mentoring is an active, intentional process. We expect that faculty and graduate students working together will co-develop a mentor agreement at the start of their work together and update that agreement as needed.

## **C. Committees**

Graduate students participate on many department committees (typically called Working Groups), though not the Personnel Committee. Committee positions are filled in the Fall of each year. Student members are expected to be full participants and attend all committee meetings. When a student cannot attend a meeting, the student should make every effort to either do the work before the meeting or find someone to attend the meeting in their place. A description of all the departmental committees is available in the Department Welcome Handbook.

The department functions very democratically with all students invited to participate in selection of faculty job candidates and in discussions of policies. Students have representatives to department and area meetings. Students provide input on curriculum decisions, but faculty make the ultimate decisions. Students do not participate in discussions of other students. In order to be able to represent other students' concerns, the representatives should both consult with them and keep them informed of relevant decisions. The representatives to the faculty meetings are also responsible for calling a meeting of the students at the beginning of each year to coordinate the election of other students from the area for departmental committee assignments.

## **D. Evaluations of Department Functioning**

Students are provided the opportunity to formally evaluate many aspects of departmental functioning. For example, students provide a written evaluation of each graduate course that they participate in. Each Spring, students also provide written evaluations of their research advisors, assistantship supervisors and, for clinical students, their clinical supervisors.

During periods of student or faculty recruitment, students are asked to evaluate student and faculty candidates. Students are always encouraged to contribute to making the department the best place it can be, aligned with our mission, values and vision. Students should feel comfortable providing input, suggestions and feedback directly to individual faculty, to area heads, and to the chair whenever appropriate, along with formal evaluation opportunities.

## **E. Web Page**

The department maintains a web page that is dedicated to current graduate students:

<https://www.du.edu/ahss/psychology/graduate/currentstudents/index.html>

This has descriptions and application information for various graduate awards given out by the department. It also lists awards, publications and recent conference presentations given by current students. Finally, there is an electronic version of this handbook on this web page so that you are never more than a click away from your handbook.

## V. DEPARTMENT AWARDS FOR GRADUATE STUDENTS

### A. Lawrence Miller Award to Attend Workshops

#### Lawrence Miller Scholars

Established in 1997 in honor of Lawrence Miller, BS '50, former chair of the Department of Psychology, this endowed fellowship supports graduate students in the Psychology Department.

#### *Lawrence Miller Scholar: Graduate Training Fellowship*

With these funds, students attend workshops and institutes that will advance their training.

Your application should include the following items:

1. a curriculum vita;
2. an itemized budget that may include airfare, ground transportation, hotel, registration/member fees, and/or meals. Please provide dates when training will occur;
3. letter describing the institute/workshop and indicating how it will aid your education;
4. An email from your adviser confirming they have reviewed and support your application.

Other important information:

- Proposals are due February 1;
- Awards will be decided on the basis of a student's record and the judged value of the training opportunity;
- Decisions will be made by the Area Heads and the Department Chair;
- There is a lifetime total limit of \$1,500 per student;
- Students must work with the Assistant to the Chair with travel arrangements and accessing funds before the end date set for the award.

Applications should be submitted to [Paula Houghtaling](#)

#### *Lawrence Miller Scholar: Graduate Research Support*

With these funds, students carry out research activities and conference presentations that will advance their training.

Your application must include the following items:

1. a curriculum vita;
2. an itemized budget that may include airfare, ground transportation, hotel, registration/member fees, and/or meals. Please provide dates when research activities or conference will occur;
3. a letter describing the research activity or conference presentation; and how the training will aid your education
4. An email from your adviser confirming they have reviewed and support your application.

Other important information:

- Proposals are due October 15 and February 1.

- Awards will be decided on the basis of a student's record and the judged value of the training opportunity;
- For conference presentations, applications can only be made after the presentation has been accepted. In general, only one presenter per paper or poster is supported. Preference is given to first authors. Awards are generally around \$200.

## **B. GSFF Awards for Research and Travel**

The Graduate School of the Four Faculties (GSFF) is a university group with representatives from Arts and Humanities; Social Sciences; and Natural Sciences, Mathematics, and Engineering. It administers a small fund that psychology graduate students can apply to for funding of research and travel to conferences. The amount of funding varies widely. A graduate student from Psychology serves on the committee that makes the award; further information on these awards can be obtained from this student representative.

## **C. Graduate Student Awards for Excellence**

The department recognizes excellence in our program by offering the awards listed below. When area faculty do the spring evaluations of students, they may choose to recognize students who have shown exceptional performance with the following awards:

- a. Outstanding Teaching Award – for students who have taught their own course
- b. Outstanding Teaching Assistant Award
- c. Outstanding Service Award

## **D. Harry Gollob Award for First-Author Publications**

Harry Gollob was a long-time member of the faculty and past chairman of the department. Upon his sudden death in 1996, the department established an award in his name to honor his many years of contributions. The Harry Gollob award is given to a graduate student for the best first-author publication. The article must be published or in press during the past 2 years and cover work done while the student was at DU. The winner receives a plaque, and the winner's name is added to the list of winners on the Harry Gollob plaque displayed on the main floor of the department. A call for submissions is made in the spring. The selection committee reads all submissions and selects the winner.

## **D. Award for Publication Contributing to Inclusive Excellence**

This award is given to the best publication for research done in the department that contributes to inclusive excellence in research. The selection committee reads all submissions and selects the winner.

## **VI. PROFESSIONAL DEVELOPMENT**

The department offers a wide variety of professional development support for students, faculty, and staff. On the department's shared R drive (R:\Psychology\Department Policies and Information\Resources), there are several folders that contain information about topics such as grant development, mentoring, and career paths. These folders contain readings, spreadsheets describing funding opportunities and trainings, and various templates aimed at helping undergraduates, graduate students, staff, and faculty enhance their competence and productivity in a variety of domains. In addition to our shared resource files, the department invests heavily each year in creating a series of professional development events such as workshops and panels. For instance, undergraduates can attend a research laboratory exploration fair, a graduate school panel, and a career paths discussion. Graduate students can hear first-person accounts of education and professional paths in our Perspectives in Psychology Science (PIPS) series, participate in negotiation workshops, and observe work-life balance panels. Faculty attend contemporary teaching topic brown bags, participate in writing groups, and engage in inclusive excellence enhancement teams. Staff participate in the University's Professional Development Series, Global Friends Program, Diversity Summit, and workshops throughout the year. In addition to the professional development opportunities we provide within the department, we also help ensure our students, staff, and faculty are aware of professional development opportunities hosted across our university (e.g., DU's Center for Teaching and Learning frequently runs an Inclusive Excellence in Teaching series) and the larger Denver Metro area. Finally, while we take pride in the formal professional development events we host, we also endeavor to incorporate professional development opportunities into our day-to-day training. For instance, mentors use mentoring contracts to facilitate discussions with their students about setting goals and tracking professional progress, invited speakers are asked to integrate themes of their own professional development into their talks on various other content areas, and professors look for ways to help their teaching assistants' (TAs') gain increasing independence in the classroom.

## **VII. SUPPORT SERVICES**

Graduate school is a time of tremendous change. Being a graduate student is different from being an undergraduate in many ways that are both exciting and challenging. For example, for undergraduates, most of their academic success is tied directly to class performance. A graduate student, on the other hand, is a professional developing a career. Class work and assignments are now but a small part of the things that grad students do. Now, they are also researchers: they research the literature, design studies and collect data, write theses, and prepare conference presentations and publications. They also have a teaching assistantship or a research assistantship, which takes 20 hours per week. They are members of lab groups learning various techniques, analyses, equipment, etc. They are citizens in a department, serving on department committees and participating in research discussion groups and colloquia, and they are part of the broader college, university and surrounding community. In other words, graduate students have many roles to play, have many demands on their time, and consequently, are required to do a tremendous amount of juggling and time management. This is not unique to graduate school; being a professor requires the same juggling of much the same tasks.

Juggling many tasks is never easy. On the other hand, it's never dull either! Because all of us are in the same boat, when you find yourself struggling with the demands, talk to people. Sometimes all

you need is some information or strategies to make the task easier, or sometimes all you need is to hear that others have also had some of the same experiences that you are having and have gotten through them. Talk to your faculty advisors and instructors; talk to other students. We value a collaborative and integrative approach to psychological science that fosters intellectual curiosity and innovation and invests in people in a supportive and inclusive environment. This means many are happy to listen and consult with graduate students based on their own experiences.

The department and university also offer some more formal ways of easing the transition to graduate school as well as coping with stress and financial concerns. These are:

- Peer Mentors. The Psychology department offers a peer mentor (buddy) to each first year student. The mentor will take responsibility to get in touch with the first-year student and help with the myriad of questions and concerns a first-year student may have. The department sponsors a breakfast meeting during orientation week (Buddy Breakfast) so that new students, who have probably already been corresponding with their mentor by e-mail, can meet their mentors before classes begin. In addition to new students and their mentors, three advanced students (one from each area), who have served as mentors in the past, also attend and talk about mentoring so that new students know what to expect and new mentors know what is expected of them.
- Area Heads and Department Chair. Students are always welcome to reach out to their Area Head or Department Chair.
- Counseling. The university maintains a counseling center that offers counseling and psychotherapy, including help with stress management, time management, medication management, and crisis intervention. More information can be obtained at: <http://www.du.edu/health-and-counseling-center/>. In addition, the HCC can make referrals to outside providers in the community.
- The Cultural Center. The Center challenges the University of Denver community to create a campus climate that ensures **all** of its members are valued, supported and thrive by embracing and engaging our social identities. This work occurs in alignment with the University's Inclusive Excellence framework, in support of the University's vision to be a great private university dedicated to the public good. Please visit our website to learn more about us: <https://www.du.edu/cme/about/index.html>
- Ombuds Office. The Ombuds exists to help the institution do better. DU's Ombuds is a *confidential* and *informal* resource to help people navigate the University. The Ombuds Office at the University of Denver provides assistance to faculty, staff, students and their families ... anyone having a problem with or within the University of Denver. The Ombuds can help people make sense of challenging situations and connect them with the University's policies, procedures and resources. The Ombuds can pay attention to how DU's responses and resources are working. Please visit our website to learn more about us: <https://www.du.edu/ombuds/>
- Office of Internationalization. The University of Denver's emphasis on internationalization reflects a cosmopolitan engagement with a complex and connected world that is grounded in our local intercultural diversity. The Office of Internationalization provides leadership and support for the University of Denver community by mobilizing international and intercultural resources locally and abroad, in cooperation with academic and administrative units. The offices and programs in Internationalization provide the knowledge and tools to shape responsible members of a

community whose perspectives are local, regional, and international. Please visit our website to learn more about us: <https://www.du.edu/intz/index.html/>

- **Disability Service Program.** DSP is dedicated to giving students with disabilities an equal opportunity to participate in the University's programs, courses and activities. DSP provides accommodations at no cost to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Accommodations are designed to afford students equal opportunity to participate in the University's programs, courses, and activities. Please visit our website to learn more about us: <https://www.du.edu/studentlife/disability-services/index.html>
- **Financial Aid Office.** The university maintains an office of Student Financial Services. Their website is: <https://www.du.edu/admission-aid/financial-aid>

In addition, offices across campus offer diverse services for support students. Information about DU resources can be found here: <https://www.du.edu/info/students#graduate> under Your Graduate Experience.

## **VIII. EVALUATION OF PROGRESS IN THE PROGRAM**

Each student's progress in the program is evaluated on a yearly basis in the Spring, and the student is given feedback regarding the Area's evaluation of their progress. In addition, students are reviewed when completing, or failing to complete, major milestones in the program (e.g., submitting a Masters Prospectus or Thesis, taking comprehensive exams, or submitting an area paper or CADA (Conceptual Analysis of the Dissertation Area). After any of these evaluations, students may be told that they are in good standing and making satisfactory progress, or they may be told that they are not meeting expectations. Those who are not meeting expectations may: 1) be put on monitoring status, 2) be put on probation, or 3) be terminated from the program. This section describes the procedure and purposes of the spring evaluation and feedback. The next section describes the academic status accorded students, including probation and dismissal, as a result of either the spring evaluation or any other evaluation.

### **A. Evaluation Form**

Each spring, graduate students are asked to fill out a form summarizing their accomplishments for the year; see Appendix B. These forms are used in the Annual Evaluation of Students held every spring. The publications, fellowships, and awards are also compiled to provide a yearly report to the dean's office on the research productivity of the students in our department and are listed on the department's web site:

<https://www.du.edu/info/students#graduate>

### **B. Purpose of Evaluation**

1. To help the student set personal goals and to help the faculty set teaching and mentoring goals for the individual student.
2. To give the student the opportunity to describe and reflect on their progress in the program.

3. To aid in decision-making for the student's plans regarding requirements and curricula in light of their interests, strengths, and weaknesses.
4. To give the faculty a forum for determining whether a student is making adequate progress and to provide a formal record.
5. To let students know their standing in the program – see Academic Status section below. This typically involves giving students positive evaluation, but also involves feedback regarding areas of concern.

### **C. Procedure**

Using the form in Appendix B, students update the committee on their past year's progress, accomplishments, and participation in the department prior to the evaluation meeting. The student's area faculty (with input from the student's mentor, if the primary mentor is out of the area) then meet and review the student's progress. The following dimensions are assessed:

1. Research skills - Research assistant work as well as thesis and individual research. Such factors as initiative, originality, implementation, design skill, planning, independence, scholarship, potential, dependability, rigor and care, etc. Clinical students are also evaluated in terms of meeting specific research competencies (see clinical program section).
2. Teaching skill - Such factors as organization, professionalism, flexibility, scholarship, ability to communicate, student mentoring, etc.
3. Clinical skills. Clinical students are evaluated in terms of meeting a series of program wide competencies, both in practicum work and at outside placements (see program section).
4. Classroom work - Such factors as imagination, writing ability, speaking ability, organization, preparedness, participation, conscientiousness, conceptual skill, critical ability, etc.
5. Program requirements - Consideration is given to how a student is progressing on formal requirements and suggestions for a timetable for satisfying future requirements can be made where deemed appropriate.
6. Curricular balance - If the faculty perceives gaps in a student's program, suggestions are made for strengthening weak areas.
7. Citizenship - Such factors as participation on committees, attendance at key departmental events, organizational activities and general collegiality and contribution to the life of the department.
8. Standing in the program - A summary statement is made about whether the student's academic status. See below for a description of academic status categories.

## **IX. ACADEMIC STATUS: GOOD STANDING, MONITORING, PROBATION & DISMISSAL**

When students are evaluated either in the spring or after completing, or failing to complete major milestones, such as submitting a Masters thesis, they may be told that they are either in good standing and making satisfactory progress, or they may be told that they are not meeting expectations. Those who are determined by the area faculty to have not performed up to expectations may have failed to meet a significant deadline, or there may have been lapses in professional responsibilities, or a serious incident has occurred. As a result, the student may: 1) be put on monitoring status, 2) be put on probation, or 3) be dismissed from the program. These decisions are based on input from the entire area, and may include input from other faculty that the student has been involved with; they are not just based on input from a single faculty member. Each of these possibilities is described below.

**Good Standing Status.** Those students who are meeting expectations and making satisfactory progress will be told that they are in good standing and encouraged to continue in the program for another year.

**Monitoring Status.** When a student is placed on monitoring status, the student is encouraged to continue in the program, but is apprised, in writing, of problems perceived by the faculty and advised concerning their remediation, and the time they have for such remediation. This status indicates some concerns about research, clinical, or academic work or professional behavior, but the concerns are not serious enough at the time to warrant disciplinary action or placing the student on probation. Some of the reasons for such status would include: a) not meeting deadlines for research projects, b) having difficulties with course work, c) multiple incompletes in classes, d) problems in clinical report writing or other clinical responsibilities (for clinical students), e) lapses in professional behavior or responsibilities, and f) needing significant amounts of help to be able to conduct the research, clinical, or course work expected of them, etc. Monitoring status also applies to students who do not meet their program's deadlines for proposing and completing their Masters. (Students who do not meet university time limits – five years for the Masters and eight years for the Ph.D. – are terminated unless they successfully appeal to their area for an extension, see Chapter 4, section VIII). This status is intended to be a means of identifying concerns early on and trying to help the student address them. It could, however, have implications for the research, clinical, or coursework that would be deemed appropriate for the student to undertake at that time. If the problems are not corrected, it could lead to probation or termination from the program. The purpose of the monitoring status is to work with the student to facilitate success in the program.

**Probation.** Probation may occur if the student was placed on monitoring status but did not meet the conditions for remediating the problem in a timely manner, or if the problems are judged to be more serious than those that typically lead to monitoring status. When a student is placed on probation, they are permitted to continue in the program pursuant to their successfully completing a specific program of remediation prescribed in writing by the faculty. In effect, probation commonly adds clear expected outcomes and/or parameters and a timeline more stringent than the monitoring status: For example, if you do not successfully complete X or do not complete X by such and such deadline, then you may be dismissed.

**Dismissal.** When a student is dismissed from the program, they will be informed in writing. The decision to dismiss a student will be based on the consensus of the faculty in the area. This decision would ordinarily be invoked only when the remediation plan noted above has not been



successfully completed. However, **dismissal can occur at any time when there are violations of ethical and professional conduct standards, or when persistent patterns of conduct are judged to be resistant to remediation.**

**Change in Status.** A student's probationary status or monitoring status can be changed at any time in the academic year, either when a concern arises or when the student has corrected the identified concern.

# CHAPTER 2

## GENERAL REQUIREMENTS FOR THE MASTERS AND PH.D.

Each of the doctoral programs has its own set of requirements for the Masters and Ph.D. These are detailed in Chapter 3 (Area-Specific Requirements) and summarized by the program's status sheet checklist provided in the Appendix. The purpose of this chapter is to list the requirements that are common across all programs and to describe the nature of these requirements.

### I. SUMMARY OF REQUIREMENTS

#### A. Masters Requirements

Students must complete the degree requirements on their way toward obtaining the Ph.D. Most students do obtain the official Masters degree; however this is not required. All students must complete the master level requirements prior to being advanced to preliminary Ph.D. candidacy. The general requirements for the Masters include:

- 45 total hours of coursework. At least 28 hours (7 courses) must be content courses, i.e., not Independent Study, Independent Research, etc.
- Masters Thesis
- Courses: Although all course requirements apply to obtaining the Ph.D., there are some exceptions.
  - PSYC 4920 *Ethics in Psych Research & Practice* – This course is required for anyone for whom the Masters degree is a terminal degree. For all others, it is a requirement for the Ph.D.
  - The three statistics courses listed below are a requirement for the Ph.D., but are typically taken before the Masters is obtained:
    - PSYC 4295 Research Design and Inference
    - PSYC 4300 Correlation and Regression
    - Advanced Statistics Course (1 from below):
      - PSYC 4330 Analysis of Variance
      - PSYC 4350 Structural Equation Modeling
      - PSYC 4355 Multilevel Modeling for the Psychological Sciences: Theory and Applications

**Consult your area's section for more specific Masters degree requirements.**

## B. Ph.D. Requirements

In addition to the M.A. requirement, the general requirements for the Ph.D. include:

1. Four core courses (1 from each of 4 categories) & the 3 statistics classes listed above
2. PSYC 4920 Ethics in Psych Research & Practice
3. Tool Requirement
4. Comprehensive Exams or an Area Paper
5. Dissertation Prospectus and Prospectus Meeting
6. Dissertation and Oral Defense
7. 120 total hours of coursework. At least 56 hours (14 courses) of the required 120 hours must be content courses. **Note, at least 48 (12 courses) of these 56 content hours must be taken in the Psychology Department. Any courses taken outside the department require approval in advance by your area head and the department chair. The approval should be obtained at least a quarter in advance. If you use a tuition waiver on a course that is not approved in advance, the department will not cover the additional tuition needed to fulfill the required number of hours with an approved course.** Students who have transferred their Masters and 45 credit hours from another university must take a minimum of 32 hours (8 courses) of content courses at DU, and 20 hours (5 courses) must be in the Psychology department.

Students who get one or more of the statistics classes listed in the department's statistic course requirements waived because of having taken a similar graduate course at another institution will be allowed to count the credit hours associated with that course toward the total number of content hours required. For example, if Research Design & Inference is waived; then the 4 hours associated with that requirement would be subtracted from the 56 content hour requirement, with the result that the student would be required to take 52 content hours (13 courses) at DU.

**Consult your program's section for program-specific requirements.**

## II. DESCRIPTIONS OF GENERAL REQUIREMENTS

### A. Core Courses

Core courses are designed to serve as broad overviews in selected content areas to give students a common exposure to different areas of psychology. In many cases, the courses are also designed to provide background for more advanced seminars. **Students are required to take at least one course from four of the five different categories listed below. Consult your doctoral program's requirements for any additional core course requirements.** Note, not all courses are given every year. Some are offered biennially or irregularly; please monitor projected course offerings and discuss your course plan with your academic advisor and the graduate program administrator.

## 1. Cognitive Psychology

PSYC 4002 *Proseminar in Memory and Cognition*

## 2. Neuroscience

PSYC 4526 *Proseminar in Cognitive Neuroscience*

PSYC 4525 *Proseminar in Developmental Neuropsychology*

PSYC 4262 *Proseminar in Affective Neuroscience*

(NOTE: DCN Students are required to take Cognitive Neuroscience and at least 1 other Neuroscience Prosem)

## 3. Social/Personality/Emotions

PSYC 4011 *Proseminar in Emotion*

PSYC 4021 *Proseminar in Social Psychology*

PSYC 4020 *Proseminar in Personality*

(NOTE: Affective/Social students must take both the Social and the Emotion Proseminars)

(NOTE: Clinical students must take the PSYC 4021 Proseminar in Social Psychology)

## 4. Developmental Psychology

PSYC 4032 *Developmental Prosem: Social/Emotional*

PSYC 4033 *Developmental Prosem: Biological Processes*

(NOTE: Developmental and Clinical Students are required to take both)

## 5. Clinical Science

PSYC 4512 *Proseminar in Psychopathology*

PSYC 4565 *Systems of Psychotherapy*

(NOTE: Clinical Students are required to take both PSYC 4512 and PSYC 4565)

## B. Ethics

**Ethics Course.** This requirement can be fulfilled by taking PSYC 4920 – Ethics in Psych Research & Practice. This is a 2-credit hour course. Special permission is required from both your area head and the chair of the Graduate Affairs Committee in order to meet this requirement in any other way.

**1<sup>st</sup> Year Ethics Training.** In addition to the required ethics course, each new student receives a copy of APA's Ethical Principles for Psychologists at the orientation meeting. They are required to read it and meet as a group with their area head (or designee) early in the first quarter to talk about ethical issues, discuss common problems, and go over concerns. This initial exposure to ethical issues ensures that all students have at least some ethical training before they run experiments, TA, or see clients.

**IRB Ethics Training.** Education on the protection of human research participants is required of everyone conducting research involving human subjects. Fulfillment of this requirement involves a CITI education program online training and obtaining passing scores on the quizzes. Instructions for taking the program are at <https://www.du.edu/orsp/grant-lifecycle/index.html> Course completion is required before submitting an application to the IRB or serving as a research assistant.

### C. Tool Requirement

All students must demonstrate proficiency in one research tool. The tool is viewed as an extension of the student's regular course of studies. It must be designed to complement the overall research and scholarly objectives of the student. A tool may involve increasing one's methodological skills or one's understanding of a content area. A tool may consist entirely of coursework, or be a mixture of course and practicum work.

The Developmental Cognitive Neuroscience program requires a Neuroscience Tool as described in the next chapter under specific requirements for the DCN program. For all other doctoral programs, the selection of a plan of study is accomplished by the student and their advisor with the approval of the area faculty. Because a plan of study for the Tool may be denied or modified by the faculty, **students should obtain approval of their plan before undertaking it.** The Tool proposal should contain a complete description of the work that will constitute the Tool and a justification of how it will advance the student's research program. The proposal should be submitted to the Area Head, who will then submit it to the Area faculty for approval.

If the tool involves a course or workshop outside of the department, the student will need to submit a syllabi or description to their Area for review prior.

In some cases, statistics workshops of a week or longer duration (40 hours minimum) can be used to count as a course for the research tool if students use the analytic technique in their subsequent research. If a workshop is used as part of a tool, a certificate or letter indicating successful completion of the workshop is required. The workshop should also primarily cover new material that the student has not had in her coursework; for example, it would not be appropriate to count both SEM and a beginning SEM workshop, though an advanced SEM workshop could count. Please keep in mind that workshops will not count towards content hours.

Tools consist of at least 8 credit hours of graduate level coursework or independent study/practicum. Though they may be approved for the tool, any course credits taken to satisfy the tool requirement that are below the 3000 level will not count toward the 120 hours required for the Ph.D.

In order to be advanced to preliminary Ph.D. candidacy, the head of the student's area must inform the Graduate Program Administrator that a research Tool has been identified and approved by the area. In order to be advanced to final candidacy, the Graduate Program Administrator must be informed when and how a Tool requirement has been completed. It is the student's responsibility to ensure that appropriate notification is sent to the Graduate Program Administrator.

## D. Comprehensive Exams and Area Papers

Each doctoral training program has its own procedures for administering general assessments such as Area Papers and/or Comprehensive Exams. Please consult your specific program's requirements.

## III. MASTERS THESIS

Each program area requires a demonstration of research competence prior to beginning dissertation research. One key component of this is successful completion of a Masters thesis. The Masters thesis involves proposing a plan of research (the prospectus), executing the research, writing a thesis, and then defending it. The department does not require that students apply to the graduate school and formally graduate with a Masters; the department simply requires students to do a masters thesis. Note, however, that the Masters degree will appear on your transcript and you will be able to participate in the graduation ceremony only if you have applied for graduation – see below.

There are two options for completing the Masters thesis: 1) **the departmental Masters thesis**, or 2) **a University-chaired Masters thesis**. The difference between the two options lies in the formality of the process. With a university-chaired thesis, the thesis defense is chaired by a faculty member from outside the Psychology department and more faculty serve on the examining committee. If a student selects this option, then they should obtain the set of guidelines and deadlines from the Graduate Office of Graduate Education website:

<http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>

Students who do a University-chaired Masters thesis must follow the guidelines for electronic submission of theses and dissertations. These are described in this handbook under Dissertations, and at

<http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>

\* Please note that the department recommends that the student put a two-year embargo on electronic publishing of all theses and dissertations so that you may publish the work in a journal.

## A. Procedure

The exact procedures involved for the departmental Masters are set by each of the 3 Areas. Both Clinical and ASC programs require a formal prospectus; even if a formal prospectus is not required, students are encouraged to do the equivalent of an informal prospectus before beginning their research. The procedures for the defense may also vary considerably across Areas. The following offers a general description of what is involved in doing a Masters. You should consult the specific Area requirements listed in Chapter 3.

1. **Prospectus** -- It is strongly recommended that the student meet with their research advisor to discuss the idea for the Masters thesis informally prior to starting to write the prospectus. If the advisor agrees that the idea is suitable for the Masters, then for those areas that require the student to prepare a formal prospectus, the student will write the prospectus, have a prospectus meeting, and get formal approval of it before beginning their Masters research project. Presenting the ideas to other students and faculty for their input is also

encouraged. After a student has successfully proposed the Masters, they should ask the chair of the committee to send an email informing the Graduate Program Administrator of this.

2. **Research** -- The Masters is a report of original empirical research involving newly collected and/or secondary data.
3. **Ethics Approval** -- All research (whether for the Masters, Ph.D., or as part of additional work) must be reviewed and approved in advance by the University Institutional Review Board (IRB). See Chapter 4, Section V of this handbook. **No participants should be recruited or run in the study until the study is approved.**
4. **Committee** – The Masters committee consists of at least two faculty members, one of which must be in the Psychology Department. See Area-specific requirements for any additional requirements on the committee composition. One of the faculty is the person who has most closely supervised the student’s Masters research; the other is chosen for their expertise in the research area. Students doing a Formal Masters are required to have both members of the committee from within the Psychology department; they must also have an Outside Chairperson, who is a **tenured** faculty member from a university department outside of psychology. Students doing a Formal Masters need to be sure that their committee complies with the university guidelines <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>
5. **Thesis** -- The Masters thesis should be written in journal style and submitted to the student's Masters committee. Check with your Area and your advisor for other requirements as to how the thesis is written.
6. **Oral Defense** -- Some areas may require the student to orally defend the thesis. The defense typically involves the student giving a brief summary of the research, followed by the faculty asking the student questions about the research. Students doing a University-chaired Masters need to follow the guidelines for the oral exam and for electronic submission of theses specified by Office of Graduate Education at <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>
7. **Food at Defense Meetings** – As approved by the faculty in 2001, students should not provide refreshments for faculty at defense meetings.
8. **Revisions** -- The committee will advise the student as to whether the thesis is acceptable as is or whether revisions are necessary.
9. **Completion** -- Upon satisfactory completion of the thesis and appropriate revisions, students should ask their faculty mentor to send a memo to the department's Graduate Program Administrator stating that the paper has been read and approved. The department requires a copy of the thesis.
10. **Time Limit** -- Students in psychology are expected to complete the requirements for their Masters in the first two or three years, see your area for the specific requirement. The University has a time limit for obtaining the Masters which is five years from the date of initial enrollment. To remain in good standing, you must comply with the time limits set by your area.

## B. Awarding of Masters Degree by the Graduate School

The awarding of a masters degree is not automatic upon completion of the requirements. Completion of the requirements is sufficient to fulfill what the department requires for the Masters and thus to be advanced to preliminary doctoral candidacy. However, **if you wish to have the masters degree appear on your transcript, you must apply to the graduate school for graduation** see <https://www.du.edu/info/students#graduate>

## IV. PH.D. DISSERTATION

### A. Advancement to Candidacy

The graduate school has two stages that all students must complete: 1) Advancement to **Preliminary Candidacy**, and 2) Advancement to **Final Candidacy**. The requirements for advancement vary somewhat according to Area. See Chapter 3 for specific requirements. In general, students who have successfully completed the Masters and who have been told that they can continue in the program are advanced to Preliminary Candidacy. Students are advanced to Final Candidacy only after they have completed the Tool Requirement, had their dissertation prospectus approved by the committee, and depending on the program, if the student has passed the area comprehensive exam, or the CADA. **Students must be advanced to Final Candidacy at least one quarter before they file for graduation. In other words, a student cannot graduate in the same quarter that they are advanced to Final Candidacy.**

### B. Procedure

The procedures for the Ph.D. are set by the University's Office of Graduate Education. These are described in <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>

The main points are summarized below, but the student is responsible for using the Bulletin. In case of conflict between what is specified below and what is specified in the Bulletin, the website is considered to be the most accurate.

1. **Dissertation Advisor** (Director) - The advisor is a full-time, tenure-track faculty member in the psychology department.
2. **Prospectus & Examining Committee** - This consists of the dissertation advisor and at least two other full-time, regularly appointed faculty members from the Psychology department. (Clinical students should have at least 3 (not just 2) other faculty members to be members of this committee). The maximum number of committee members is six in addition to the advisor. Students should discuss the composition of their committee with their dissertation advisor. In general, all members of the committee should hold Doctorate degrees, have research records appropriate to the student's proposed research area of specialization, and be tenured or tenure-track professors at DU. Exceptions can be made – adjunct faculty members, post-doctoral appointees, professors from other institutions, or other qualified persons including someone without a Doctorate but with other appropriate qualifications, can serve as members, but such exceptions must be supported by a strong rationale, have the support of the student's dissertation advisor, and be approved by the Associate Provost for Office of Graduate Education. Students should download the Committee Member request form from the Office of Graduate Education website and submit it to the Office of Graduate



Education Office. **All students must download and submit the Thesis/Dissertation Oral Defense Committee Recommendation Form to the Office of Graduate Education office no later than 30 days following the prospectus meeting.**

3. **Prospectus Meeting** - The student meets with the prospectus committee to go over the prospectus which outlines the rationale and methods for the proposed research. The purpose of this meeting is to obtain approval of the research before it is executed. **If a student begins accumulating data prior to the prospectus meeting, it should be realized that the committee is under no obligation to approve the research.** After a student has successfully proposed the dissertation, they should ask the chair of the committee to send an email informing the Graduate Program Administrator of this.
4. **Outside Chairperson for Final Oral Defense** – The University Bulletin outlines the definition for the outside chair. Overall, this person should be relevant, hold a doctorate, and have received tenure.
5. **Final Oral Defense**
  - a) Arrangements -Arrangements for the appointment of the defense committee and for the date and time of the oral defense must be made with the advisor and scheduled with the Graduate Program Administrator. Guidelines and deadlines are posted on the Office of Graduate Education website:  
<http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The Office of Graduate Education must be notified, by downloading and submitting the Schedule of Oral Defense form, at least four weeks prior to the date of the oral defense.
  - b) Distributing the Dissertation to the Committee -- Copies of the dissertation must be provided to the defense committee at least two weeks before the date of the oral defense unless the student has obtained written approval for a shorter timeline. Shorter timelines are typically 10 days, and no fewer than 7 days.
  - c) Defense Meeting – The defense meeting is scheduled for two hours. It typically starts with the student giving a brief overview of the research keeping in mind that the committee has read the dissertation in depth. Then the committee members ask their questions. After about one hour and 30 – 40 minutes the committee asks the student to leave the room and the faculty discuss whether the student Passes with No Revisions, Passes with Minor Revisions, Passes with Major Revisions, or Fails. The student is then invited back to the room and is informed of the outcome. Required revisions are reviewed in brief.
  - d) Food at Defense Meetings – As of May 2001, students should not provide refreshments for faculty at the meeting.

## C. Graduation

**Students must apply for graduation two quarters before they expect to graduate** – see . <https://www.du.edu/info-for/current-students.html#graduate>. If you do not actually graduate in the quarter that you specify on your application for graduation, you will need to reapply for graduation and pay a fee.

## D. Dissertation

Specific instructions for the preparation of the dissertation are available from the Office of Graduate Education on their website <https://www.du.edu/info/students#graduate>

The department requires a copy of the dissertation. It is also a traditional courtesy to provide the dissertation advisor with a bound copy, though this is not required.

#### **E. Time Limit**

The University has a time limit of eight years from the date of initial enrollment in which to obtain the Ph.D., seven years if the student transferred in a masters.

### **V. TRANSFERRING CREDITS AND DEGREES FROM ANOTHER SCHOOL**

Students transferring into our graduate program from another graduate psychology program can transfer credit hours, a masters thesis, and/or attempt to fulfill specific requirements in our graduate program with courses from their prior institution. This section describes the limits and procedures for each of these.

**It is important to note that students who enter our program with a Masters from another psychology program are still required to fulfill our department's requirements for the Masters in order to be advanced to preliminary Ph.D. candidacy.**

#### **A. Transferring Credits from Another School**

Students who wish to transfer credits from another institution to count toward the required number of hours for the degree need to take care of the transfer in their first quarter of attendance; they should consult the Graduate Bulletin at <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/> for the rules governing transfer of hours.

#### **B. Using Courses from Another School to Fulfill Our Requirements**

Students who wish to use graduate level coursework taken at another institution to fulfill a requirement in our program need to meet with the faculty member who typically teaches the course. The student should present the course syllabus, texts, the basis for grading, and any other information the faculty member may wish to see. Based on this information, the faculty member will determine whether the course is a satisfactory substitute for our course. The faculty member will then inform the student and the Area Head of the decision. It is the student's responsibility to ensure that appropriate notification is sent to the Graduate Program Administrator.

#### **C. Number of Content Hours Required for the Ph.D.**

Students who enter our department with a Masters degree in psychology from another university and who have blanket transferred a Masters and the associated 45 credit hours must take 75 credit hours at the University of Denver. At least 32 credit hours (8 courses) of those must be content courses, and at least 20 credit hours (5 courses) of those 32 hours must be taken in the psychology department.

#### **D. Transfer of a Masters Degree**

The student's advisor and the head of the student's area will look over each Masters degree earned elsewhere. If either of them has doubts as to the relevance of the thesis or is not well versed enough in the area to appraise it, the assistance of one or two other faculty members will

be requested to appraise the thesis, forming a "Selection Committee". If it is felt that the thesis does not reflect the content competence expected, the student will be required to complete a Masters thesis under this department's guidance before being advanced to preliminary Ph.D. candidacy. ("Completion of a Masters thesis" may include new data analysis or other modifications of a previously completed thesis.)

If a student feels that there is evidence of research competence which compensates for the lack of an relevant Masters thesis or if the student wishes to appeal the decision, the Selection Committee may be petitioned for a reconsideration of the recommendation. At such a hearing, the faculty who appraised the thesis will submit the reasons for their recommendation and the student and/or student's faculty advisor can submit information regarding the student's demonstrated research competence, such as published articles or research experience other than the Masters thesis. The final Selection Committee decision will be made by majority vote and will exclude students and any member who was involved in the appraisal of the thesis or appeal of the decision.

# CHAPTER 3

## AREA-SPECIFIC REQUIREMENTS

This chapter describes the requirements for the Masters and Ph.D. that are specific to each Area. In addition to this description of the requirements, a status sheet checklist for each Area's requirements is provided in the Appendix. **NOTE:** it is the student's responsibility to make sure that each time they fulfill a requirement, e.g., the tool or the Masters, that the advisor sends a memo to that effect to the Graduate Program Administrator.

### I. CLINICAL AREA REQUIREMENTS

The doctoral program in Clinical Psychology involves the completion of requirements in three interrelated areas - coursework, research training, and supervised experience in clinical practice. Students are expected to attain competence in both research and clinical skills.

#### A. Coursework

The following courses are required for the clinical degree:

1. Clinical Science

PSYC 4565 Systems of Psychotherapy and  
PSYC 4512 Proseminar in Psychopathology

2. Clinical Assessment (both required)

PSYC 4411 Assessment - Cognitive  
PSYC 4413 Assessment Personality

3. Research Design

PSYC 4295 Research Design and Inference

4. Multicultural Competency

PSYC 4571 Multicultural Issues in Mental Health

5. Quantitative

PSYC 4300 Correlation & Regression

Advanced Stat Course (1 from below):

PSYC 4330 Analysis of Variance

PSYC 4350 Structural Equation Modeling for the Social Sciences

PSYC 4355 Multilevel Modeling for the Psychological Sciences:  
Theory and Applications

6. Departmental Cores (20 credits required)

PSYC 4002 *Proseminar in Human Memory and Cognition*

PSYC 4021 *Proseminar in Social Psychology*

PSYC 4526 *Proseminar in Cognitive Neuroscience*

OR PSYC 4525 *Proseminar in Developmental Neuropsychology*

OR PSYC 4262 *Proseminar in Affective Neuroscience*

PSYC 4032 *Developmental Proseminar: Social/Emotional*

PSYC 4033 *Developmental Proseminar: Biological Processes*

7. Other Required Courses

PSYC 4920 Ethics in Psychological Research & Practice

PSYC 4925 Clinical Ethics and Professional Issues

(The two ethics courses are typically taken simultaneously).

8. Advanced Clinical

This requirement is met by two advanced clinical courses and a rotation in the Child Neuropsychology Clinic. One of the advanced clinical courses must be an intervention course other than the required PSYC 4565 Systems of Psychotherapy (e.g. PSYC 4566 Systems of Psychotherapy II, PSYC 4620 Advances in Couples Intervention, PSYC 4625 Marital/Couples Therapy—Diverse Populations, PSYC 4518 Readings in Family Therapy). PSYC 4085 Stress & Health and PSYC 4688 Clinical Psychopharmacology are also advanced clinical courses, but do not meet the intervention course requirement.

DCN students currently are expected to do a year rotation in the Developmental Neuropsychology Clinic, seeing 8 cases. Non DCN students currently are expected to do a year rotation in the Developmental Neuropsychology Clinic, currently seeing 6 cases. Caseloads may, however, change because of Clinic needs and supervision availability. Note: Other clinical and/or research practica credits do not count toward this requirement.

9. Research Tool (8 credit hours required)

This is often a tool in statistics, cognitive neuroscience or multicultural research methods. For a DCN Clinical student, this requirement is met by the tool requirement listed

later in this chapter in the Developmental Cognitive Neuroscience Program Requirements section.

## **B. Research Training**

Students are expected to complete a first year research project, and a second year research project. Details of these projects are outlined in the Handbook for Clinical Students.

## **C. Clinical Training**

Students are expected to complete sets of supervised clinical experiences:

1. Clinical Practicum. In the second year students participate in the Neuropsychology Clinic; in the third year they focus on assessments in the Clinic for Child and Family Psychology (CCFP). Beginning in the second year, they also see treatment cases in the CCFP.
2. Externship. It is required that students complete a part-time clinical placement in their fourth year in the program. The aim of the externship is to add breadth to the type of clinical experiences available at the CCFP.
3. Internship. An A.P.A. approved internship is required for the Ph.D. in Clinical Psychology. If the internship is not accredited by A.P.A., then it must be approved by the clinical faculty. The internship is usually completed in the sixth or seventh year of the program. Students must have their prospectus approved by the full prospectus committee by April 30 of the year they apply. APA requires that an internship must be a minimum of 12 months long. Each quarter during internship, students are required to sign up for our psychology course PSYC 6981 Internship.

## **D. Additional Requirements and Competencies**

1) Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas...Students are required to acquire graduate-level knowledge that entails integration of at least two of the following content areas: affective, biological, cognitive, social, or developmental aspects of behavior. This advanced integrative knowledge in these content areas can be acquired in either of two ways: 1) a discreet educational learning experience that integrates at least two basic content areas; or 2) an educational experience that provides basic coverage in two areas and integration across those two areas.

The following core classes would meet this requirement:

PSYC 4526 *Proseminar in Cognitive Neuroscience*  
PSYC 4525 *Proseminar in Developmental Neuropsychology*  
PSYC 4262 *Proseminar in Affective Neuroscience*  
PSYC 4032 *Developmental Proseminar: Social/Emotional*  
PSYC 4033 *Developmental Proseminar: Biological Processes*

2. **Profession-Wide Competencies.** Students need to successfully attain the following nine Profession-Wide Competencies. These competencies, their elements, how they are measured, and the minimum level of achievement are described in the following tables. (It should be noted that some of the required training for these competencies are also listed as requirements elsewhere in the handbooks (e.g., the Research Design and Inference Course, the Masters thesis, and Doctoral dissertation are all listed under Research Competency and also discussed elsewhere).

If the student does not meet the minimum level of achievement they may be placed on monitoring status, probation, or dismissed from the program. If they remain in the program, a remedial program will be developed so that they reach a level of achievement comparable to the minimum level of achievement.

<i>(i) Research</i>
<p>Elements</p> <ul style="list-style-type: none"> <li>• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> <li>• Conduct research or other scholarly activities.</li> <li>• Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</li> </ul>
<p>Required Training</p> <ol style="list-style-type: none"> <li>a) Take PSYC 4295 Research Design and Inference.</li> <li>b) Complete a Research Tool consisting of two graduate courses that will enhance Research competencies. PSYC 4350 Structural Equation Modeling &amp; PSYC4355 Multilevel Modeling most commonly taken.</li> <li>c) Successfully propose, carry out, and defend an independent research project in the form of a Master’s thesis,</li> <li>d) Successfully propose, carry out, and defend an independent research project in the form of a doctoral dissertation thesis.</li> <li>e) Give two authored or co-authored posters or talks accepted for presentation at scientific conferences.</li> <li>f) Have one authored or co-author publication</li> <li>g) Competently complete all research activities with reference to research skills.</li> </ol>
<p>How outcomes are measured:</p> <ol style="list-style-type: none"> <li>a) Grades</li> <li>b) Review of Tool Proposal to determine if courses will enhance research competencies; grades in courses.</li> <li>c) Review of proposal and thesis by committee of three faculty members.</li> <li>d) Approval of proposal and defense by committee of five faculty members</li> <li>e) Review of proposal by Scientific Conference</li> <li>f) Review of paper by Editor</li> <li>g) Ratings of four research items on the Research Evaluation Form and on the Annual Evaluation Form</li> </ol>

<p>Minimum level of achievement</p> <ol style="list-style-type: none"> <li>Grade of B-</li> <li>Grade of B-</li> <li>Proposal is approved by committee; student passes oral defense.</li> <li>Proposal is approved by committee; student passes oral defense.</li> <li>Acceptance of two conference presentations/posters by the time of applying for graduation.</li> <li>Acceptance of paper by Editor by the time of applying for graduation.</li> <li>Ratings of at least “At Year Level“ on overall research competency item and the majority of the three specific research competency element items on Annual Evaluation Form on the year prior to applying for internship.</li> </ol>
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<p><i>(ii) Ethical and legal standards</i></p> <p>Elements</p> <ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>
<p>Required Training</p> <ol style="list-style-type: none"> <li>Take PSYC 4920 Ethics in Psychological Research &amp; Practice</li> <li>Take PSYC 4925 Clinical Ethics and Professional Issues</li> <li>Competently complete all research activities with reference to ethical and legal standards</li> <li>Competently complete all clinical activities with reference to regarding ethical and legal standards</li> </ol>
<p>How outcomes are measured:</p> <ol style="list-style-type: none"> <li>Grades</li> <li>Grades</li> <li>Ratings on four ethical and legal standards items on the Research Evaluation Form and on the Annual Evaluation Form</li> <li>Ratings on four ethical and legal standards items on the Clinical Evaluation Form and on the Annual Evaluation Form.</li> </ol>
<p>Minimum level of achievement</p> <ol style="list-style-type: none"> <li>Grade of B- or better.</li> <li>Grade of B- or better.</li> <li>Ratings of at least “At Year Level“ on overall ethical and Legal standards item and the majority of the three specific ethical and legal Standard element items on the Annual Evaluation Form on the year prior to applying for internship.</li> <li>Ratings of at least “At Year Level“ on overall ethical and legal standards item and the majority of the three specific ethical and legal standards element items on the Annual</li> </ol>



Evaluation Form on the year prior to applying for internship.

*(iv) Professional values, attitudes, and behaviors*

Elements

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Required Training

- a) Take PSYC 4920 Ethics in Psychological Research & Practice
- b) Take PSYC 4925 Clinical Ethics and Professional Issues.
- c) Competently complete all research activities with reference to communication and interpersonal skills.
- d) Competently complete all clinical activities with reference to communication and interpersonal skills.

How outcomes are measured:

- a) Grades.
- b) Grades.
- c) Ratings on five professional values, attitudes, and behaviors items on the Research Evaluation Form and on the Annual Evaluation Form.
- d) Ratings on five professional values, attitudes, and behaviors items on the Clinical Evaluation Form and on the Annual Evaluation Form.

Minimum level of achievement

- a) Grade of B- or better.
- b) Grade of B- or better.
- c) Ratings of at least "At Year Level" on overall professional values, attitudes, and behaviors items and majority of four professional values, attitudes, and behaviors element items on Annual Evaluation Form on the year prior to applying for internship.
- d) Ratings of at least "At Year Level" on overall professional values, attitudes, and behaviors items and majority of four professional values, attitudes, and behaviors element items on Annual Evaluation Form on the year prior to applying for internship.

*(v) Communications and interpersonal skills*

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult

communication well.
<ul style="list-style-type: none"> <li>a) Give two authored or co-authored posters or talks accepted for presentation at scientific conferences.</li> <li>b) Have one authored or co-authored publication.</li> <li>c) Competently complete all research activities with reference to communication and interpersonal skills.</li> <li>d) Competently complete all clinical activities with reference to communication and interpersonal skills.</li> </ul>
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>a) Review of proposal by scientific conference</li> <li>b) Review of paper by Editor.</li> <li>c) Ratings on four communications and interpersonal skills items on the Research Evaluation Form and on the Annual Evaluation Form.</li> <li>d) Ratings on four communications and interpersonal skills items on the Clinical Evaluation Form and on the Annual Evaluation Form.</li> </ul>
<p>Minimum level of achievement</p> <ul style="list-style-type: none"> <li>a) Acceptance of twp. conference posters or presentations by scientific conference by the time of applying for graduation.</li> <li>b) Acceptance of paper by Editor by the time of applying for graduation.</li> <li>c) Ratings of at least “At Year Level” on four communication and interpersonal skill items on Annual Evaluation Form on the year prior to applying for internship.</li> <li>d) Ratings of at least “At Year Level” on four communication and Interpersonal skill items on Annual Evaluation Form on the year prior to applying for internship.</li> </ul>

<i>(vi) Assessment</i>
<p>Element</p> <ul style="list-style-type: none"> <li>• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> <li>• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> <li>• Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</li> <li>• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>
<p>Required training</p> <ul style="list-style-type: none"> <li>a) Take PSYC 4411 Assessment: Cognitive.</li> <li>b) Take PSYC 4413 Assessment: Social, Emotional, Behavioral</li> <li>c) Conduct 10 assessments in the Developmental Neuropsychology Clinic (DNC) and/or</li> </ul>

<p>Clinic for Child and Family Psychology (CCFP).</p> <p>d) Competently complete all other clinical assessments in subsequent training.</p> <p>e) Successfully complete APA approved internship.</p>
<p>How outcomes are measured:</p> <p>a) Grades.</p> <p>b) Grades.</p> <p>c) Ratings on seven assessment items on the Clinical Evaluation Form and on the Annual Evaluation Form.</p> <p>d) Ratings on seven assessment items on the Clinical Evaluation Form and on the Annual Evaluation Form.</p> <p>e) Year End Report from Internship.</p>
<p>Minimum level of achievement</p> <p>a) Grade of B- or better.</p> <p>b) Grades of B- or better.</p> <p>c) Ratings of at least “At Year Level” on overall assessment competency item and majority of six assessment element items on the Annual Evaluation Form at the end of the third year after completing required assessments.</p> <p>d) Ratings of at least “At Year Level” on overall assessment item and majority of six assessment element items on Annual Evaluation Form on the year prior to applying for internship.</p> <p>e) Report that successfully completed internship.</p>

<p><i>(vii) Intervention</i></p>
<p>Elements</p> <ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> <li>• Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>• Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>
<p>Required training</p> <p>a) Take PSYC 4565 Systems of Psychotherapy,</p> <p>b) Take PSYC 4566 Systems of Psychotherapy II, or PSYC 4620 Advances in Couples Intervention, or 4625 Marital Therapy – Diverse Populations, or PSYC 4518 Readings in Family Therapy.</p> <p>c) Successfully carrying an ongoing caseload of therapy in the CCFP. (Currently Year 2: 2 therapy cases; Year 3: 3 therapy cases; Year 4: 2 therapy cases; Year 5: 3 therapy cases).</p> <p>d) Successfully complete a yearlong externship in fourth year of program.</p> <p>e) Successfully complete APA-approved internship.</p>
<p>How outcomes are measured:</p> <p>a) Grades.</p>

<ul style="list-style-type: none"> <li>b) Grades.</li> <li>c) Ratings on seven intervention items on the Clinical Evaluation Form and on the Annual Evaluation Form.</li> <li>d) Ratings on seven intervention items on the Clinical Evaluation Form and on the Annual Evaluation Form.</li> <li>e) Year End Report from Internship.</li> </ul>
<p>Minimum level of achievement</p> <ul style="list-style-type: none"> <li>a) Grades of B- or better.</li> <li>b) Grades of B- or better.</li> <li>c) Ratings of at least “At Year Level” on overall Intervention competency item and majority of six specific intervention competency element items on Annual Evaluation Form on the year prior to applying for internship.</li> <li>d) Ratings of at least “At Year Level” on an overall intervention competency item and majority of six specific intervention competency element items on Annual Evaluation Form after completing externship for internship.</li> <li>e) Report that successfully completed internship.</li> </ul>

<i>(viii) Supervision</i>
<p>Element</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of supervision models and practices.</li> </ul>
<p>Required training</p> <ul style="list-style-type: none"> <li>a) Take PSYC 4925 Clinical Ethics and Professional Issues.</li> </ul>
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>a) Grades.</li> </ul>
<p>Minimum level of achievement</p> <ul style="list-style-type: none"> <li>a) Grades of B- or better.</li> </ul>

## II. DEVELOPMENTAL AREA REQUIREMENTS

The following are requirements in addition to those described under general requirements for all Ph.D. students in the department.

### A. Course requirements:

- a) PSYC 4295 Research Design and Inference
- b) PSYC 4300 Correlational and Regression
- c) Advanced Statistics Course (1 from below):
  - PSYC 4330 Analysis of Variance
  - PSYC 4350 Structural Equation Modeling for the Social Sciences
  - PSYC 4355 Multilevel Modeling for the Psychological Sciences:  
Theory and Applications
- d) PSYC 4032 Development Prosem: Social & Emotional Processes
- e) PSYC 4033 Development Prosem: Biological Processes
- f) PSYC 4002 Proseminar in Memory and Cognition

### B. First-Year Project

The purpose of the First Year Project is to encourage students to become engaged in research from the start of their graduate training. The First Year project is meant to build off of research that the student is already conducting during their first year, and will culminate in an APA-style paper and a presentation given during a developmental bag lunch. The First Year project may become the basis for the student's Masters thesis, or the First Year project and Masters thesis may be completely independent. The First Year project may differ from the Masters thesis or a project appropriate for journal submission in that a) sample sizes may be small, b) some kinds of analyses may not be done, c) results may not be publishable because they are based on a small problem, a small sample size, or additional data are needed to resolve issues.

**Acceptable Projects:** (Examples of acceptable first year projects include):

Faculty-directed Project:

The faculty-directed project involves research that is initiated, designed, and supervised by a faculty member. The faculty-directed project may take several different forms. For instance, the student may work on a new project in which the student will collect new data, or on an on-going project in which they help collect additional data. Alternatively, the student may be offered data that has already been collected for new or further analysis. In all of these cases, the student will be responsible for doing some background reading, collecting data (where appropriate), analyzing data, and writing the project up in an APA-style paper.

The Pilot study:

The pilot study involves research that is student-initiated and faculty supervised. This option will only be appropriate for students who come into the program with an already well-conceived research problem that they would like to pursue. In this case, the student will work with their research advisor to design a pilot study. The student will be responsible for doing background reading, collecting and analyzing data, and writing the project up in an APA-style paper.

NSF Application:

Submission of an NSF application during the student's first year can be used to fulfill the requirement of the First Year Project. Given the Fall deadline for the NSF, this option may only be appropriate for students who come into the program with an already well-conceived research problem. NSF applications submitted during the previous year and not funded do not count toward this option. Similar to the pilot study, the student will work with their research advisor to design a project to investigate a problem of interest. Unlike the other two options, the student will not be responsible for collecting and analyzing data, and the NSF application itself will be submitted to the faculty in lieu of the APA-style paper. The student will still be required to present their ideas for the project during a bag lunch in the Spring.

#### The First-Year Project Paper

Students will be required to write an APA-style paper describing the results of their project. This paper should include an Introduction that clearly states the research problem and provides a brief review of the relevant background literature, a Methods section, a Results section, and a Discussion section that describes any problems encountered, limitations of the study, and possible next steps.

#### The First-Year Project Presentation

Students will be required to present their project to the Developmental area at one of the regularly scheduled bag lunch meetings. The format of the presentation is open, and may be either formal or informal. The student should work with the research advisor to determine which format best suits the student's project.

#### First-Year Project Deadlines

All First Year project requirements must be completed by the end of the student's first year in the program, regardless of how much data the student has collected. The First Year Project paper will be due on the last day of the academic year. The presentation will be given during a Developmental Bag Lunch meeting toward the end of the Spring quarter.

### **C. Masters thesis**

Developmental students have two options for the process of conducting their Masters level research:

They may opt for the RESEARCH COMPETENCY process which means conducting a project, under the direction of a faculty member, and upon completion, writing it up and having a second faculty member serve as a reader. This paper, if approved by both the advisor and a second reader, meets the requirement for a Masters thesis. Students opting for the Research Competency process do not have to prepare a proposal, nor do they need to have a committee or a prospectus meeting.

Alternatively, they may opt for the more formal Masters procedure. This involves selecting a committee of three faculty members, writing a prospectus and having a prospectus meeting before conducting the research, then defending the thesis at a formal orals meeting with an outside chair, upon writing it up. This latter procedure allows for more faculty input, and the process of writing a prospectus can be valuable in allowing you to clarify and systematize your thinking prior to the conduct of the research.

You should consult with your faculty research advisor about which route will best meet your own training needs as well as foster your professional growth.

#### Masters Thesis Deadline

All Masters Thesis requirements must be completed by the end of the student's second year in the program, regardless of how much data the student has collected. The Masters paper and defense must be completed by the last day of the academic year.

In addition to the general requirements for the Ph.D., the developmental area also requires:

### **D. Developmental Comprehensive Exam**

#### General Information

Before students in the Developmental Program can advance to preliminary Ph.D. candidacy, they must pass written comprehensive exams at the Ph.D. level. The goal of the exam is to allow students to demonstrate both the breadth and depth of their knowledge with regard to theories, methods, and the empirical foundations of developmental psychology. During the beginning of the second year, students will be given a reading list that will correspond to three major areas of developmental psychology. Sub-areas will also be indicated. Guidelines for writing these essays will accompany the reading list and topics. The three major areas are:

- i. Cognitive and perceptual development
- ii. Socio-emotional development
- iii. Biological processes

Note: in addition to an appreciation for the content of each area, questions will ask students to address methodological issues, implications for developmental psychopathology, and to integrate concepts, theories and methods across areas. Specific guidelines will be provided.

#### Procedure

The exact format and content of the exam is determined by the Developmental area faculty.

Comprehensive exams are taken at the end of the second year, sometime over the summer and prior to the start of fall quarter of the student's third year. Students will be informed, well in advance, of the particular weekend. Additional details regarding sample questions, how to submit the exams, and so on will be provided in advance of the exam.

#### Grading

There are two possible grades: Pass at the Ph.D. level or Fail at the Ph.D. level. Students who do not pass the exam are typically counseled to leave the program with a Masters degree, including discussions about what might be an appropriate alternative career path. However, a second opportunity to take the exam may be granted under unusual circumstances at the discretion of the developmental faculty.

## E. Developmental Tool

Students in all areas must demonstrate proficiency in a research tool. The purpose of the tool is to provide an opportunity to master additional skills that will advance a student's progress in current and future research. Thus, these are courses or experiences that typically represent an extension of the student's required course of studies. Examples of tools that advance student skills have included statistical skills, research design, psychological assessment, connectionist modeling, neurological assessment, computer programming, qualitative methodological approaches, or a language (if students are to work with ethnic groups whose primary language is not English).

Students should present their plan for a tool to the developmental faculty before they have begun to take the relevant courses. A central focus of the tool proposal is a justification, a clear rationale for how the proposed courses will advance their own ability to conduct their current and future research.

Students are encouraged to go outside the department, if other programs can offer courses that will augment their research skills. However, students should seek the approval of the developmental faculty before taking such courses in order to ensure that they will meet the objectives of the tool.

Tools generally consist of 8 credit hours of graduate level coursework or independent study. After a tool has been approved by the developmental faculty, the developmental area head will inform the Graduate Program Administrator that the tool has been approved. Upon completion of the tool, the area head will inform the Graduate Program Administrator that the tool has been completed, as part of the process of advancing the student to Ph.D. candidacy.

- F. Presentation requirement** – In order to gain experience making academic and professional presentations, students are required to make one presentation during each academic year during the weekly developmental lunch meetings. The requirement to make one presentation a year is in effect for students through their fourth year in the program. However, we strongly encourage students beyond the fourth year to take advantage of the opportunity to present their dissertation research and practice job talks at developmental lunch meetings after the presentation requirement has been met.

The developmental lunch presentation may take a number of different forms, dealing with different topics, ranging from the presentation of completed or on-going research (e.g., Masters thesis or dissertation research, an on-going research project in a lab), a practice presentation at a conference (e.g., talk or poster presentation), presentation of research ideas (e.g., for a Masters or dissertation proposal), or a practice job talk or invited presentation. The primary goal of this requirement is to practice and master professional skills for clear communication and the professional dissemination of one's ideas in an oral presentation format. Student presentations may also be used for guided brain storming sessions, to receive feedback on research that will be proposed or is in progress (e.g., presentation of preliminary data analyses).



Teaching -- While teaching or co-teaching an undergraduate course is not an official requirement, it is strongly encouraged that students take the graduate seminar in teaching, as well as teach or co-teach an undergraduate course.

### III. AFFECTIVE, SOCIAL, AND COGNITIVE (ASC) SCIENCE AREA REQUIREMENTS

Students in the ASC program will choose an emphasis –Affective, Social, or Cognitive -- which require slight variations in how requirements are completed.

#### A. Requirements for the Masters

##### 1. Courses.

- 45 total hours of coursework; at least 28 hours (7 courses) must be content courses.
- The three statistics courses are expected to be taken as part of the 45 total hours.
  1. PSYC 4295 Research Design and Inference
  2. PSYC 4300 Correlation and Regression
  3. Advanced Stat Course (1 from below):
    - PSYC 4330 Analysis of Variance
    - PSYC 4350 Structural Equation Modeling for the Social Sciences
    - PSYC 4355 Multilevel Modeling for the Psychological Sciences: Theory and Applications

Students in the ASC area typically take one core course in affect (Proseminar in Emotion or Proseminar in Affective Neuroscience), one in social (Proseminar in Social Psychology), and one in cognitive psychology (Proseminar in Memory and Cognition or Proseminar in Cognitive Neuroscience), and one additional core course as part of the 45 total hours for the Masters.

##### 2. Masters thesis

The Masters thesis may be either a departmental Masters or a University-chaired Masters, as described in Chapter 2. Regardless of which option the student selects, the program in the ASC Area requires students to prepare a prospectus, have a prospectus meeting with their Masters committee, and when the research is completed, have a Masters thesis defense meeting.

- a) Masters Committee. The student must select a Masters committee consisting of the student's advisor and 1 or 2 other faculty. If the student's advisor is not a regular, tenure-line DU Psychology department member, then there should be 2 other faculty on the committee from the department. At least one member of the committee must be from the student's emphasis. Formal master's degrees require an outside chair.
- b) Prospectus. The student should develop an idea for the Masters in conjunction with their advisor and then write up a prospectus that is approximately 20 double-spaced pages and covers the points required of an application for a National Research Service Award (NRSA).
- c) Prospectus Meeting. The purpose of the prospectus meeting is for the student to obtain detailed feedback and approval from the committee before embarking on the research project. The goal of the meeting is to ensure that the research is the best that it can be,

considering input from all members; the goal is not for the students to defend their particular research design. If the student's prospectus requires major revisions, they may be asked to do another draft, taking into account the committee's input, and to have another prospectus meeting.

- d) Masters Defense. The expectation is that the Masters work should be completed and written up by spring of the student's second year. When the project is completed, the student will again meet with the committee, present the results, and get feedback and approval from the committee on the interpretation and write-up that can be used to prepare the research for publication. At this meeting, the student will be told whether the thesis completes the requirement or whether revisions are required in order to fulfill the requirement .
- e) Timeline. The expectation is that the prospectus meeting will be held in the spring of the student's first year, with the hard deadline being no later than the end of the fall of the second year. The expectation for the Masters defense is spring of the student's second year, with the hard deadline being the end of the fall quarter of the third year.
- f) Type of Research Suitable for Masters. The area strongly encourages students to design experiments for which they collect their own data. With approval of the student's advisor, Masters theses will be permitted that do not involve collecting one's own data, but the data must be used to answer a new question. It is the job of the student's Masters committee to make sure that projects not involving new data collection are more than just analyzing someone's data to answer questions that were formulated by the original collector of the data. If a student begins accumulating data prior to the prospectus meeting, it should be realized that the committee is under no obligation to approve the research.

## **B. Requirements for the Ph.D.**

In addition to the general requirements for the Ph.D., the program in the ASC Area also requires:

1. Core Courses – To fulfill the four required core courses\*, ASC students must take one core course in affect (Proseminar in Emotion or Proseminar in Affective Neuroscience), one in social (Proseminar in Social Psychology), and one in cognitive psychology (Proseminar in Memory and Cognition or Proseminar in Cognitive Neuroscience), and one additional core course.  
\*See department requirements to ensure distribution of core courses across core categories.
2. Specialty Seminars -- Students are expected to take at least 2 specialty seminars in their emphasis (affective, social or cognitive). A proseminar listed above not used to fulfill core requirements may be counted as a specialty seminar. With written approval of the advisor, a specialty seminar in another emphasis may be substituted for one of the 2.
3. Teaching -- Students are required to get substantial teaching experience beyond merely TAing. TAing courses which involve giving some lectures, or teaching your own course at DU or another institution would be an example of the kind of teaching experience required. Students need to submit a description of their teaching experience in writing to the Area

faculty for approval. A plan for meeting this requirement should be discussed with your advisor before advancement to final candidacy.

4. Advancement to Preliminary Ph.D. Candidacy: Comprehensive Exam or CADA. Before students in the ASC Program can advance to preliminary Ph.D. candidacy, they must pass the Comprehensive Examination or Conceptual Analysis of Dissertation Area (CADA). The selection of the advancement option will be made by the ASC faculty following a recommendation from the student's advisor and documented by the start of the 3<sup>rd</sup> year. The comprehensive exam must be completed, graded and approved before the start of fall quarter of the 4<sup>th</sup> year (3<sup>rd</sup> year if the student entered with a Master's degree). The CADA must be completed and approved before the start of fall quarter of the 5<sup>th</sup> year (4<sup>th</sup> year if the student entered with a Master's degree). A student's Masters thesis must be completed before the comprehensive exam or CADA can be approved. Students who fail the exam or do not have their CADA approved are prevented from advancing to PhD candidacy (these students may obtain a terminal Masters degree, if they have completed those requirements. In rare circumstances, students who fail the exam or fail to have their CADA approved may be granted a second opportunity, at the discretion of the ASC faculty.)

Comprehensive Exam: The exam is designed to test the student's knowledge of the theories, methods, and empirical foundations of the student's emphasis, and of specific areas related to the student's interests and expertise.

As part of selecting the comprehensive exam as the advancement option, students will be given a reading list of important papers and books related to the emphasis that will be covered in the exam. This list will be finalized 6 months after the method of advancement is chosen, and the list may be generated by the advisor or generated collaboratively with the student. The exact format and content of the exam is determined by the area faculty, but the typical exam consists of 2 parts: 1) a closed-book In Class exam for which the student has approximately 8 hours to complete; 2) an open-book Take Home exam, for which the student usually has a weekend to complete. The In-class part is an 8-hour exam during which students have no access to books, articles, internet, or notes. It takes place on Friday of the designated exam weekend in the department on a computer of the faculty's choosing. The take-home exam is given to students when they finish the In-class exam; they have until Monday morning, 9 AM, to complete this portion of the exam.

Conceptual Analysis of Dissertation Area (CADA) paper. In this paper, the student demonstrates knowledge and critical thinking about the central theoretical and methodological issues in the student's chosen area of dissertation research. It is assumed that significant portions of this work will be used in the introduction/literature review of the student's dissertation. The CADA must be approved by two faculty, at least one of whom is an expert in the literature related to the student's emphasis. The faculty who approve the CADA will typically also serve on the student's dissertation committees.

6. Research Participation. Students are expected to participate in research during every quarter of their graduate career. Credit for some research participation may be obtained through courses such as research practicum and independent research.

Students are required to attend lab meetings and any research group meetings (i.e., SEED, CASL) for their program and actively participate. First year students are expected to give at least one oral presentation on their research by the end of the year.

## IV. DEVELOPMENTAL COGNITIVE NEUROSCIENCE PROGRAM REQUIREMENTS

### A. Program Description

The Developmental Cognitive Neuroscience Program offers students the opportunity to deepen their understanding of the biological underpinnings of behavior including of biological and behavioral change across the lifespan. Students in the DCN program major in one area of psychology and minor in DCN. Students in the program fulfill the requirements for their area as well as the additional DCN requirements (listed below). The program allows students to gain valuable hands-on experience through practicums in the tools and approaches used to study neurobiology and behavior (for example, neuroimaging) and the opportunity to participate in a range of research groups.

### B. Requirements

The following lists requirements for the DCN program that are in addition to the student's area requirements. The DCN minor mainly affects how students meet **Core** and **Tool** requirements. DCN students in each of the three Areas of the department have additional Core requirements to meet (see DCN Status Sheet). It also affects Advanced Clinical requirements for Clinical DCN students and elective requirements for non-clinical DCN Students (see below). The Neuroscience methods courses listed fulfill the student's Tool Requirement; students are not required to fulfill their area's tool requirements – that is participation in the DCN program counts as your tool. Please note that if specific required courses are not offered during your first four years, alternatives will be allowed (see DCN area head for approval).

Any entering student in DCN must demonstrate competency in basic neurobiology (i.e. have taken an undergraduate class in physiological psychology, basic neurobiology, etc.). Otherwise, they need to take Introduction to Neurobiology in the Biology Department.

1. Four Required Core Courses (any 4)
  - a. PSYC 4002 Prosem: Memory and Cognition
  - b. PSYC 4660 Perception
  - c. PSYC 4045 Developing Brain
  - d. PSYC 4262 Affective Neuroscience
  - e. PSYC 4033 Prosem: Developmental Biological
  - f. PSYC 4526 Prosem: Cognitive Neuroscience
  
2. Two of the following tool/method courses:
  - a. PSYC 4085 Stress and Health
  - b. PSYC 4254 Neural Networks Models
  - c. PSYC 4255 Imaging the Mind
  - d. PSYC 4360 Programming Psychology: Experiment Building with Matlab
  - e. PSYC 4365 Programming Psychology: Model-Fitting and Analysis
  - f. PSYC 4525 Prosem in Developmental Neuropsychology
  - g. PSYC 4688 Clinical Psychopharmacology
  - h. Genetics (at this time we do not offer genetics in the department, however, many students take this at UC Boulder and this option is allowable)
  - i. Build your own tool (this option requires a formal application to the DCN area head.

The application proposal should include a reading list, a faculty mentor in the department and a letter of agreement (Email acceptable) from a research lab where the student will intern to learn a specific methodology, including the timeline for when that will occur and the expected number of contact hours.

**See DCN Status Sheet in the Appendix to see how DCN requirements fit into other course requirements.**

# CHAPTER 4

## OTHER IMPORTANT INFORMATION AND REGULATIONS

It is important to know that the topics covered in this section are governed by regulations set by the University's policies and procedures. What we offer here are general comments about the department's views on these topics. Students are responsible for knowing the University's Bulletin for updated policies.

### I. GRADES – See also Graduate Policies and Procedures at

<http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>

In no case may more than one-fourth or more of the hours accepted toward the degree be grades of "C." A grade lower than "C-" renders the credit unacceptable for meeting University degree requirements. Grades of "C-" or better qualify for graduate credit but may not count towards the degree. Students should consult with their program to understand unit-specific minimum grade requirements.

### II. INCOMPLETES - See also Graduate Policies and Procedures at

<http://bulletin.du.edu/graduate/general-information/university-grading-system/incompletes/>

Incompletes may be interpreted as an indication that you are not keeping up with the expected workload. Clinical internships sometimes review transcripts for the express purpose of determining whether you have accumulated a large number of incompletes. A number of incompletes could prove detrimental in obtaining a professional position or an internship.

#### **Warning**

If a student accumulates more than 15 hours of Incomplete grades, a student may be reviewed for monitoring status, probation or termination from the program.

### III. REQUESTING EXCEPTIONS TO A REQUIREMENT

The department, in conjunction with the Office of Graduate Education, recommends the following procedure be used by students to request a waiver of a requirement or a substitute for a requirement on the rare occasion that a requirement cannot be fulfilled because of scheduling conflicts or limitations in tuition hours.

The student first needs to petition the area. It is suggested that the student talk to the area head to explain the particular situation that has led to the exceptional situation and obtain guidance on the information that should be included in the petition to establish the need, and the manner in which the requirement will be fulfilled in an alternative manner.

The petition will be presented to area faculty for their approval/disapproval.



If the petition is approved by the area, then the student must complete the required paperwork for the Office of Graduate Education for an exception to the requirement, explaining the need for the exception. This procedure of requesting approval from the Office of Graduate Education is similar to what students must do if they wish to have a faculty member outside of the university serve on their dissertation committee. The difference is that while it is not that rare for students to request an outside faculty member to serve on a committee, only on rare occasions should students be requesting exceptions to fulfilling requirements.

#### **IV. LEAVES OF ABSENCE - See also Graduate Policies and Procedures at <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>**

##### **A. Requesting a Leave**

If a student is requesting a leave from the program for a term or more, the student must request permission for a Leave of Absence. A Leave of Absence is expected to be used only under extenuating circumstances and not as a matter of course.

The student should work out the terms and details of the Leave of Absence with their advisor and obtain approval from the appropriate Area Head. The request for a Leave of Absence must state the length of the leave and any other conditions agreed upon by the student and the department. Any understanding about the student's eligibility for future financial support must be explicitly stated. All requests for leave of absence must be formally approved by the Area Head and the department chair and submitted to the Office of Graduate Education.

Two very important items regarding leaves of absence are: 1) In order to be considered for funding upon return, the area must be notified by January 1 for funding that would start in the following fall quarter. 2) Your time limit to complete the degree (e.g., eight years for the Ph.D.) will not be suspended for the duration of the leave.

Students requesting a Medical Leave of Absence should review the medical leave of absence policy. If approved for a medical leave, the time limit to complete the degree is suspended during the medical leave (e.g., eight years for the Ph.D.).

##### **B. Reinstatement**

Reinstatement following a Leave of Absence requires the assistance of the department's Graduate Program Administrator. If the student wishes to be considered for financial support, a request for support must be made to the Area Head by January 1 for support in the following academic year.

#### **V. INDEPENDENT STUDY - See also Graduate Policies and Procedures at <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>**

The department offers a number of courses that permit students to design a course of study that fits their own interests and needs. These courses are Independent Study (PSYC 5991 & PSYC 6991 – Master's level), Independent Research (PSYC 5995 & PSYC 6995 – Ph.D. level), and various practicums. The intent of these courses is to allow students to pursue topics not covered by regular courses. Therefore, when a student proposes to take an Independent-Study-type

course, the proposed course should not be a substitute for regular courses that cover the same material.

#### **A. Limitations**

**It is important to note that the department requires that 28 (7 courses) of the 45 hours required for the Masters degree be regular content courses, and that 56 (14 courses) of the 120 hours required for the Ph.D. be regular content courses.** These requirements effectively limit the total number of hours of Independent-Study-type courses that can be counted toward the degree to 17 for the Masters and 64 for the Ph.D. **The department also requires that at least 48 (12 courses) of the content hour classes be taken in the department.**

#### **B. Procedure**

Before registering for an Independent Study, the student should meet with the proposed faculty supervisor to get an initial approval of the idea. Then the student should propose in writing:

1. the intended educational objectives
2. the manner in which the objectives are to be accomplished
3. what commitments are expected of the faculty supervisor
4. what the basis for assigning a grade will be

### **VI. ETHICAL REVIEW OF RESEARCH**

All research must be approved in advance by the University's Institutional Review Board (IRB). It is the student's responsibility to ensure that approval is obtained before soliciting or running any participants in a study. The guidelines for submission of proposals to the IRB are under the supervision of the university's Office of Sponsored Programs (OSP), <https://www.du.edu/orsp/policies-procedures/index.html>. The university uses the IRBNet software for submitting and reviewing research. Information and training are available at <https://www.du.edu/orsp/policies-procedures/index.html>. Please note that education and training on the protection of human research participants is required in order to engage in research involving human subjects in any capacity at the University of Denver. The University provides access to the required training through the Collaborative Institutional Training Initiative, known as CITI, an interactive online tutorial. See <https://www.du.edu/orsp/policies-procedures/index.html>. The department has 2 or 3 faculty who serve each year as representatives to the IRB and can be of assistance if you have any questions about the procedures. Consult the department's annual listing of committee assignments to determine who the current IRB representatives are. Please note that all projects with human participants require at minimum documentation of exemption, which is obtained by submitting a Human Subjects Research Determination Form <https://www.du.edu/orsp/policies-procedures/index.html>

### **VII. MAINTAINING CONTINUOUS ENROLLMENT - See also Graduate Policies and Procedures at: <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/enrollment-status/continuous-enrollment/>**

All graduate students must be in active status and continuously enrolled Fall through Spring terms. Students who have completed 120 hours and all the coursework for the Ph.D. but who have not yet completed their dissertation are required to register for a course called "Continuous Enrollment" (CE). A graduate student who is not in active status or continuous enrollment must apply for

readmission and upon being reinstated will be charged for all the terms that they were not enrolled. Continuous Enrollment allows a student to use university resources such as the library and e-mail, and keep their student status for student health insurance and for purposes of receiving loans and deferring loans. The CE course offers no credit and will not appear on the transcript. Extensive information about registering for CE and the fees associated with it can be found on the web site for the Office of Graduate Education: <https://www.du.edu/registrar/registration/courseapproval.html> Note that you must register each quarter for CE. Tuition waivers and scholarship hours may not be used to pay the CE fee.

For graduate students who have completed their course work, but who need to take additional research hours to earn the 120 hours needed for the Ph.D., the following policy applies: if the student is enrolled in Independent Research (PSYC 6991 or 6995) for less than four credits per quarter, then they may enroll in CE in addition to enrolling for the research hours and paying tuition (via waivers or scholarship hours).

### **VIII. ADVANCED STUDENTS**

Students in their fifth year or beyond (hereafter referred to as senior students) need to be aware that the department does not guarantee funding beyond the fourth year. GTA and GRA positions are available to senior students only if there are vacancies remaining after students in their first four years have been assigned GTAs and GRAs. The department will work to provide support to students actively engaged and in good standing. Alternative sources of support (adjunct teaching, outside placements) can provide additional resources. Note: senior students must cover the costs of health insurance because the University's coverage of health insurance is tied to the tuition waiver, which requires being enrolled for at least 8 credit hours for each of the three quarters of the academic year. Senior students also need to be aware that there is a limited amount of office space. While we typically have been able to house most all of our students in graduate offices or faculty lab space, because of increasing demands on space by faculty, staff, and 1-4 year students we cannot guarantee office space for senior students. Such decisions will be made on an annual basis, and will first prioritize 5<sup>th</sup> year students

### **IX. TIME LIMITS FOR COMPLETING DEGREES - See also Graduate Policies and Procedures at: <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>**

University policy limits the time for completing the Masters degree to five years. The time limit for completing the Ph.D. is eight years from the time of enrollment in the graduate program if one enters the program without a Masters degree; seven years if the student enters with a Masters. Students are removed from the program once their time limit has been reached.

It is rare for students not to complete their degrees well before these limits. However, a student who needs additional time to complete the degree can petition the program faculty for an extension. This request must be made before May 1 of their terminal year. These extensions are not by any means automatic. It is possible to get an extension only if your advisor and the area faculty agree that your delay is due to unusual extenuating circumstances and that you have made sufficient progress towards completing the degree that granting you a one-year extension would allow you to complete the degree. To request an extension, you need to contact your advisor and devise a plan and expected time-line for completion. Your advisor then brings this proposal to area faculty. If your

advisor and the area faculty agree, then you need to petition the Associate Provost of Office of Graduate Education in writing for a one-year extension.

**X. GRIEVANCE PROCEDURES - See also Graduate Policies and Procedures**

<http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/procedures-for-academic-grievances-and-appeals/>

**XI. HONOR CODE**

All students are expected to abide by the University of Denver Honor Code. We expect academic integrity and honesty in all coursework, professional interactions and research. The honor code <https://www.du.edu/studentlife/studentconduct/honorcode.html>

## **APPENDIX A**

The following pages provide the checklists developed by each Area that summarize the requirements for each graduate program. See Chapters 2 and 3 for details regarding these requirements.

## Clinical Status Sheet 2019-2020

Area	Course Number	Requirement / Course name	Quarter taken/planned	Grade	Deadlines/Notes	Student-specific notes
<b>Stats</b>		<b>(2 core and 1 elective)</b>				
	4295	Research Design and Inference				
	4300	Correlation and Regression				
		<b>1 Elective from below</b>				
	4355	Multilevel Modeling				
	4350	Structural Equation Modeling				
	4330	ANOVA				
<b>Ethics</b>		<b>Both required</b>				
	4920	Ethics in Psych Research and Practice				
	4995	Clinical Issue and Ethics				
<b>Core</b>		<b>(1 per core area, both Clinical Prosems required)</b>				
<b>1. Cognitive</b>		<b>1 Course from below</b>				
	4002	Proseminar in Memory and Cognition*				
<b>2. Neuroscience</b>		<b>1 Course from below</b>				
	4526	Prosem Cognitive Neuroscience*				
	4525	Prosem Developmental Neuroscience*				
	4262	Prosem Affective Neuroscience*				
<b>3. Social/Personality/Emotion</b>		<b>(Social is required)</b>				
	4021	Proseminar in Social Psych				
<b>4. Developmental</b>		<b>1 Course from below</b>				
	4032	Dev. Social/Emotional				
	4033	Dev. Biological Processes*				
<b>5. Clinical</b>		<b>Both required</b>				
	4512	Psychopathology				
	4565	Systems of Psychotherapy I				
<b>Additional Clinical Requirements</b>		<b>All required</b>				
	4411	Child Assessment- Cognitive				
	4413	Child Assessment - Personality				
	4571	Multicultural Issues in Mental Health				
<b>Advanced Clinical Requirement</b>		<b>2 courses from below (one must be intervention course, plus Neuropsych Clinical Rotation)</b>				
		Systems II				
		Marital Therapy (multiple options)				
		Family Therapy				
		Psychopharmacology*				
		Stress and Health*				
<b>Research Tool</b>		<b>2 courses (8 hours)</b>			memo of proposal required	
<b>First Year Project Completed</b>					memo required	
<b>MA completed</b>					memo required; end of year 2 (last day of academic year); absolute limit 5 years from enrollment	
<b>Advancement to preliminary candidacy</b>					memo required	
<b>Clinical Training</b>		<b>All required</b>				
		second year clinical practicum				
		third year assessment team				
		fourth year+ 2 CCFP cases				
		fourth year externship				
	PSYC6981	Internship				
<b>Dissertation prospectus meeting</b>					memo required	
<b>Advancement to Final Candidacy</b>					memo required	
<b>Dissertation defense</b>					paperwork required; limit 8 years from enrollment (7 if transferred in MA); faculty can petition for extension	
<b>Other competencies</b>		9 required competencies			memo required	
<b>Additional Coursework for Total Credits</b>		At least 56 content hours at DU, 48 in department (120 hours total)		incoming student		
		At least 32 content hours at DU, 20 in department (75 hours total)		transfer student		
		*Counts for DCN core class (4 required); see handbook for DCN tools				

## Developmental Status Sheet 2019-2020

Developmental	Course Number	Requirement / Course name	Date taken/planned	Grade	Deadlines/Notes	Student-specific notes
<b>Stats</b>		(2 core and 1 elective)				
	4295	Research Design and Inference				
	4300	Correlation and Regression				
		1 Elective				
	4355	Multilevel Modeling				
	4350	Structural Equation Modeling				
	4330	ANOVA				
<b>Ethics</b>		Required				
	4920	Ethics in Psych Research and Practice				
<b>Core</b>		(1 from 4/5 areas; Both Developmental Prosems required)				
<b>1. Cognitive</b>						
	4002	Proseminar in Memory and Cognition (required)				
<b>2. Neuroscience</b>						
	4526	Prosem Cognitive Neuroscience*				
	4525	Prosem Developmental Neuroscience				
	4262	Prosem Affective Neuroscience*				
<b>3. Social/Personality/Emotion</b>						
	4011	Proseminar in Emotion				
	4021	Proseminar in Social Psych				
	4020	Prosem in Personality				
<b>4. Developmental</b>						
	4032	Dev. Social/Emotional				
	4033	Dev. Biological Processes*				
<b>5. Clinical</b>						
	4512	Psychopathology				
	4565	Systems of Psychotherapy				
<b>Research Tool</b>		2 courses (8 hours)			memo of proposal required	
	4255	Imaging the Mind*				
	4085	Stress and Health*				
		Genetics - CU Boulder				
		Design Your Own				
<b>First Year Project Completed</b>					memo required	
<b>MA completed</b>					memo required; end of year 2 (last day of academic year)	
<b>Advancement to preliminary candidacy</b>						
		Comprehensive Exam			memo required	
<b>Dissertation prospectus meeting</b>					memo required; end of year 2 (last day of academic year)	
<b>Advancement to Final Candidacy</b>					memo required	
<b>Dissertation defense</b>					paperwork required; absolute limit 8 years from enroll	
<b>Presentation requirement</b>						
		First Year				
		Second Year				
		Third Year				
		Fourth Year				
<b>Additional Coursework for Total Credit</b>		At least 56 content hours at DU, 48 in incoming student				
		At least 32 content hours at DU, 20 in transfer student				
		*Counts for DCN core class (4 required) or tool class (2 required)				

## ASC Status Sheet 2019-2020

Affec/Soc/Cog	Course Number	Requirement / Course name	Date taken/planned	Grade	Deadlines	Student-specific notes
<b>Stats</b>		<b>(2 core and 1 elective)</b>				
	4295	Research Design and Inference				
	4300	Correlation and Regression				
		<b>1 Elective</b>				
	4355	Multilevel Modeling				
	4350	Structural Equation Modeling				
	4330	ANOVA				
<b>Ethics</b>		<b>Required</b>				
	4920	Ethics in Psych Research and Practice				
<b>Core</b>		<b>(1 from 4/5 areas; At least one Affective, one Social, one Cognitive)</b>				
1. Cognitive						
	4002	Proseminar in Memory and Cognition*				
2. Neuroscience						
	4526	Prosem Cognitive Neuroscience*				
	4525	Prosem Developmental Neuroscience				
	4262	Prosem Affective Neuroscience*				
3. Social/Personality/Emotion						
	4011	Proseminar in Emotion				
	4021	Proseminar in Social Psych				
	4020	Prosem in Personality				
4. Developmental						
	4032	Dev. Social/Emotional				
	4033	Dev. Biological Processes*				
5. Clinical						
	4512	Psychopathology				
	4565	Systems of Psychotherapy				
<b>Specialty Seminars</b>		<b>2 in area of emphasis (or as approved by advisor)</b>				
	4056	Developing Brain*				
	4660	Perception*				
		Nonverbal behavior				
<b>Research Tool</b>		<b>2 courses (8 hours)</b>			memo of proposal required	
	4255	Imaging the Mind*				
	4085	Stress and Health*				
		Genetics - CU Boulder				
		Design Your Own				
<b>MA prospectus meeting</b>					memo required; end of fall quarter year 2	
<b>MA defense</b>					memo required; end of fall quarter year 3; absolute limit 5 years from enrollment	
<b>Advancement to preliminary candidacy</b>		<b>choose one</b>			memo required; which method must be selected by start of year 3	
		Comprehensive Exam			memo required; before start of fall quarter year 4	
		Conceptual Analysis of Dissertation Area (paper)			memo required; before start of fall quarter year 5	
<b>Dissertation prospectus meeting</b>					memo required	
<b>Advancement to Final Candidacy</b>					memo required	
<b>Dissertation defense</b>					paperwork required; absolute limit 8 years from enrollment (7 if transferred in MA)	
<b>Teaching practicum</b>					memo required	
		substantial teaching experience approved by area				
<b>Additional Coursework for Total Credit</b>		At least 56 content hours at DU, 48 in department (incoming student)				
		At least 32 content hours at DU, 20 in department (transfer student)				
		*Counts for DCN core class (4 required) or tool class (2 required)				



## DEVELOPMENTAL COGNITIVE NEUROSCIENCE STATUS SHEET

Any entering student in DCN must demonstrate competency in basic neurobiology (i.e. have taken an undergraduate class in physiological psychology, basic neurobiology, etc.). Otherwise, they need to take Introduction to Neurobiology in the Biology Department.

- |   |                |
|---|----------------|
| 1. Four Required Core Courses (any 4)         | Date Completed |
| a. PSYC 4002 Memory and Cognition             | _____          |
| b. PSYC 4033 Developmental Prosem: Biological | _____          |
| c. PSYC 4045 Developing Brain                 | _____          |
| d. PSYC 4262 Affective Neuroscience           | _____          |
| e. PSYC 4660 Perception                       | _____          |
| f. PSYC 4526 Cognitive Neuroscience           | _____          |

- |   |                |
|---|----------------|
| 2. Two of the following tool/method courses:  | Date Completed |
| a. PSYC 4085 Stress and Health  | _____          |
| b. PSYC 4254 Neural Networks  | _____          |
| c. PSYC 4255 Imaging the Mind   | _____          |
| d. PSYC 4360 Programming Psychology:<br>Experiment Building with Matlab   | _____          |
| e. PSYC 4365 Programming Psychology:<br>Model-Fitting and Analysis  | _____          |
| f. PSYC 4525 Prosem in Developmental Neuro  | _____          |
| g. PSYC 4688 Psychopharmacology   | _____          |
| h. Genetics (at this time we do not offer genetics in the department, however, many students take this at UC Boulder and this option is allowable). | _____          |

Date Completed  
\_\_\_\_\_

- i. Build your own tool (this option requires a formal application to the DCN area head. The application proposal should include a reading list, a faculty mentor in the department and a letter of agreement (Email acceptable) from a research lab where the student will intern to learn a specific methodology, including the timeline for when that will occur and the expected number of contact hours.

Date Completed  
\_\_\_\_\_

## **APPENDIX B**

The following pages provide the Annual Review that students are required to fill out each spring through Qualtrics.

## Annual Review - Graduate Program – 2019-2020 (Administered via Qualtrics)

Your Name

First Name

Last Name

Please keep in mind these questions are referring to the time frame from the beginning of Spring Quarter 2019 to the end of Winter Quarter 2020! It is helpful to have an updated copy of your CV open to answer specific questions and copy citations when asked about publications and talks. It may also be helpful to have your answers to last year's annual review accessible to help answer questions consistently across years. Please allow 45 minutes to complete this survey.

What academic year did you enter our Ph.D. program?

- 2019-2020
- 2108-2019
- 2017-2018
- 2016-2017
- 2015-2016
- 2014-2015
- 2013-2014
- 2012-2013

What area are you studying in?

- ASC
- Clinical
- Developmental

Did you come in with a Master's degree?

- Yes
- No

Did you successfully propose your M.A. between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Please indicate the date below.

Did you earn your M.A. between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Please indicate the date below.

Did you have a prospectus meeting for your Ph.D. between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Please indicate the date below.

Did you have your orals defense for your Ph.D. between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Please indicate the date below.

If you defended your PhD between the beginning of Spring Quarter last year and the end of Winter Quarter this year, what is your current job/position?

If you defended your Ph.D. between the beginning of Spring Quarter last year and the end of Winter Quarter this year, what are your plans for your job/career in the next 2-3 year?

Number of papers published or accepted for publication between the beginning of Spring Quarter last year and the end of Winter Quarter this year:

Please list them below.

Number of papers published or accepted for publication TOTAL (on your entire CV):

Number of papers submitted for publication between the beginning of Spring Quarter last year and the end of Winter Quarter this year:

Please list them below.

Number of papers submitted for publication TOTAL:

Number of journal publication currently in progress:

Number of paper/posters presented at conferences between the beginning of Spring Quarter last year and the end of Winter Quarter this year:

Please list them below.

Number of paper/posters presented at conferences TOTAL:

For Spring last year, was your stipend funded by:

- TAship
- RAship
- Other (This is rare)
- None

If, in Spring of last year, your stipend was funded by 'other', please indicate how it was funded:

For Fall this year, was your stipend funded by:

- TAship
- RAship
- Other (This is rare)
- None

If, in Fall of this year, your stipend was funded by 'other', please indicate how it was funded:

For Winter this year, was your stipend funded by:

- TAship
- RAship
- Other (This is rare)
- None

If, in Winter of this year, your stipend was funded by 'other', please indicate how it was funded:

What was the source of your RAship?

- Internal Fellowship (Internal Funding is defined as funding from DU for either your graduate stipend OR your research activities. Common examples are GRAF research funding or a CCESL grad fellowship. Being a departmental TA does not fall into this category.)
- External Fellowship (An External Fellowship is defined as funding for your graduate stipend and/or tuition that comes from outside DU. Common examples are an NSF graduate fellowship or NIH NRSA, but others might apply.)
- Grant Funded (External Grant Funding is defined as funding for a specific research project that is funded by a government agency or foundation (not through DU). Only include grants that support the research you conduct, rather than fellowships (listed previously) or grants made to your PI for projects you do not work on.)

Please list the amount (roughly):

If grant funded, are you the PI (the grant was primarily awarded to you), co-I (the grant was awarded to you and others) or supported grad student (the grant was awarded to your mentor and you work on it as an RA)?

Which courses did you TA between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

Do you have any research funding? Research funding refers to money awarded for the cost of research projects outside of your stipend/tuition costs. (Grants awarded to your PI do not count, unless you are listed as a co-investigator).

- Yes
- No

If you have research funding, which of the following applies?

- internal (through DU, like GRAF research funds)
- external (NSF, NIH, foundation or other)

Please indicate the amount below.

Have you applied for any external fellowships, external grants, or internal funding that was not reflected in the last question (unsuccessful applications or those that have not yet been reviewed) between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Have you ever taken CITI Human Subjects Research Training?

- Yes
- No

Did you take CITI Human Subjects Research Training between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Did you participate in the Multicultural Interest Group between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Did you volunteer for community outreach through the Multicultural Interest Group between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Did you participate in the Diversity Summit between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Did you participate in our vision science outreach program between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Have you held any professional positions between the beginning of Spring Quarter last year and the end of Winter Quarter this year? (externships, internships, etc.)

- Yes
- No

Please list the position(s) below.

Have you taught any courses (not as a TA) between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Please list what courses and where they were taught.

Have you taken courses toward your degree between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Please be sure to update your shared status sheet with the quarter these courses were taken and the grades you earned!

Please briefly describe any service/citizenship roles (ex. committees) you had between the beginning of Spring Quarter last year and the end of Winter Quarter this year.

Were you a member of any academic societies between the beginning of Spring Quarter last year and the end of Winter Quarter this year?

- Yes
- No

Please list the societies below.

Please describe any additional professional, research, or academic experiences you participated in between the beginning of Spring Quarter last year and the end of Winter Quarter this year that have not been listed.

Please write several sentences evaluating your own progress through the degree program in the past year. Do you consider yourself on track, behind, or ahead of schedule? Is your progress in line with your own expectations at this time last year? Is your progress in line with your mentor's expectations? Do you feel that you're meeting milestones that will help you not only earn your degree and qualify you for the type of position you'd like after graduation? What are your priorities for the next year?

When do you plan to complete your degree (quarter and year)?

Is there is anything else you would like us to know when interpreting your responses?

Please list your DU related Clinical Work on campus (CCFC, neuropsychology clinic, other practica)

- a. Assessment
- b. Treatment

Please list your Internships/Externships:

Please list any consultation and supervision experiences.

What is the direct number of clinical hours you have accumulated to date? (over all years)

Please describe your promotion of own cultural competence and contribution to Inclusive Excellence.

Please describe your activities reflecting lifelong learning, scholarly inquiry, and professional problem-solving (e.g. consulting with colleagues, reading groups, attending colloquia, workshops, independent reading, and otherwise making efforts to learn outside of courses and other required activities).

The goal of the clinical program is to training students who can help advance the field of clinical psychology. We list a series of types of work and topics which our specializations our program offers that can help advance the field. These include a) clinical child psychology, b) clinical science, c) clinical work based on clinical science, d) work focused on the social system, e) developmental cognitive neuroscience, f) worked focused on diverse populations, community based programs, and social change, or g) another area that could advance clinical psychology. Is there information you have not reported elsewhere that would tell us about your activities or competencies regarding these ways of advancing the field? You do not need to repeat information provided elsewhere on this form (e.g. publications, promotion of cultural competence, etcetera).



**UNIVERSITY OF DENVER**  
**Department of Psychology**

I acknowledge receipt of the Official Handbook of Graduate Study, University of Denver, Department of Psychology, 2019-2020 and the Office of Graduate Education Bulletin. In doing so, I indicate that I am aware that it is my responsibility to be familiar with and in accordance with the Program, Department, and University regulations concerning academic integrity, student and faculty responsibilities, and degree and program requirements. Additionally, students are expected to know and adhere to the APA's ethical standards and guidelines for professional activities as well as the law and regulations governing the activities of psychologists in the State of Colorado. Violations of University, APA, or Colorado codes, regulations or law may lead to sanctions including separation from the Program and University.

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Signature

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Date

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Name (Printed)