
Student Handbook

Policies and Procedures Manual

Psychological Clinical Science Program

Department of Psychology

North Dakota State University

2017

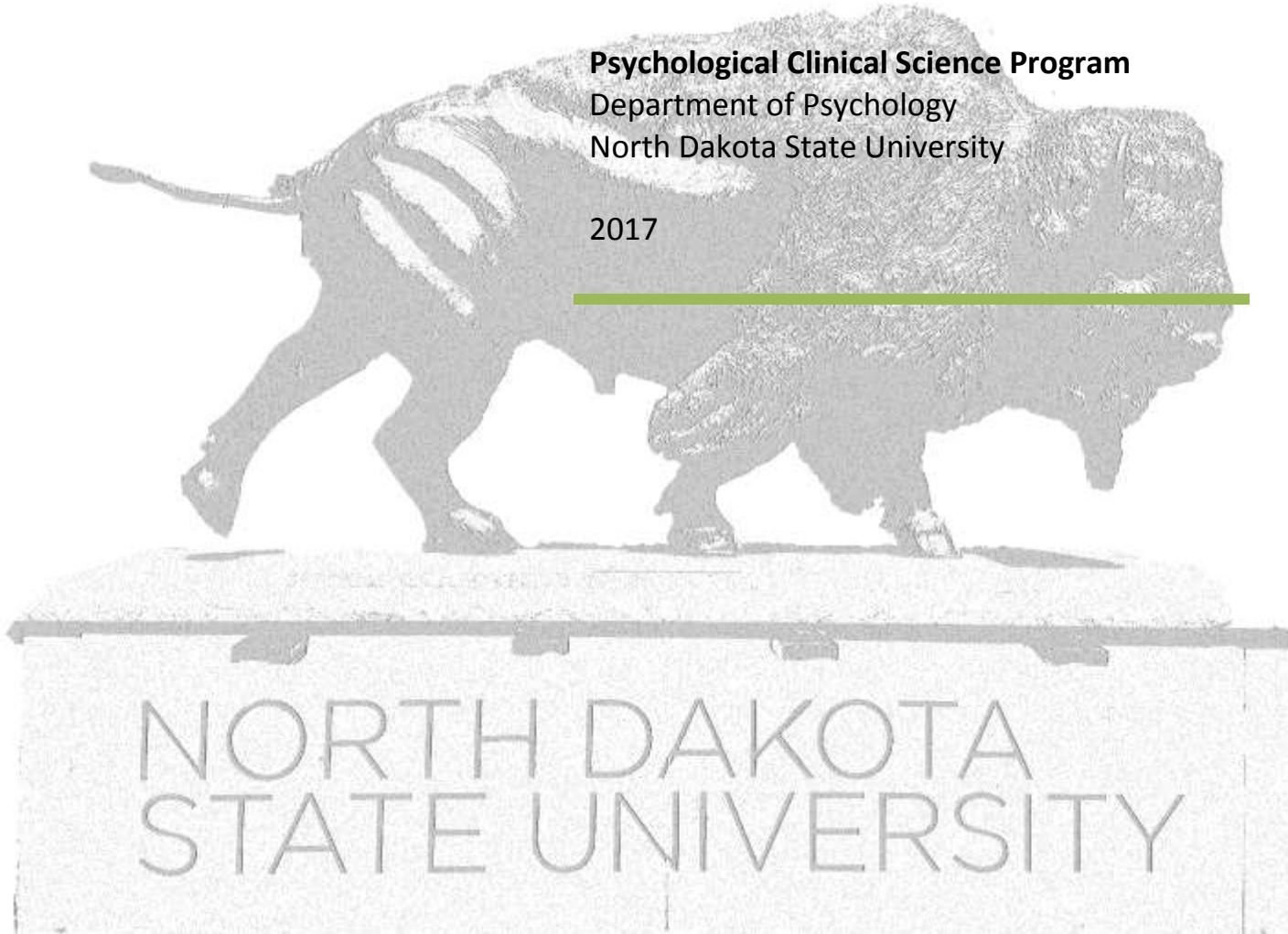


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I. Introduction and Overview

A. The basics.

This document contains the official policies and procedures of the department relevant to all graduate students as well as those that pertain specifically to students in the Psychological Clinical Science Program (PCS). You are responsible for knowing this material, and should read this handbook at your earliest convenience. It will give you an overview of the primary academic activities and describe the requirements for progression through the program. We have attempted to address many of the questions and concerns that come up among our students, so please consult this handbook first if a question comes up. If you can't find an answer to your question in this handbook, consult your advisor, the Director of Clinical Training, and the Department Chair in that order. Please feel free to visit with the Chair or any other faculty at any time. Our faculty encourage student contact and want you to feel welcome here.

Please note that this manual is updated on a yearly basis. Though degree requirements are based on those in force at the time of initial enrollment, students should make sure to have the most recent version of this manual for up to date information.

B. Mission Statement of the Department

As a science department in a land-grant institution, the Department of Psychology emphasizes both general and professional education. We see scholarly inquiry, particularly basic and applied research, as essential to the instructional and public service functions of the Department and University. Through an emphasis on research, we serve the people of North Dakota by providing quality education for our students, advancing knowledge, attracting resources, and advancing the status of the Department and University.

C. Psychological Clinical Science Program Philosophy

The Academy of Psychological Clinical Science (<http://acadpsychclinicalscience.org/mission/>) defines clinical science as "a psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition or health; and at the application of knowledge in ways consistent with scientific evidence." In line with this definition, the primary purpose of our program is to prepare students for careers in academic and research settings. We hope our students will go on to contribute to psychological knowledge through the investigation of clinically relevant issues, including basic research on the nature, etiology, and course of health and mental health problems, as well as applied research which investigates the prevention and treatment of those problems.

To this end we have designed a program of study that allows for exposure and consistent growth with the goal of having students develop the skills necessary for providing quality college-level instruction and developing an independent and productive program of research. We follow a mentorship model in which students are selected based on their compatibility with faculty research interests. The faculty mentor will be an important resource for professional development. Students start in the lab immediately upon entry to the program. Classes during the first year are intended to compliment the "hands on" experience in the lab with knowledge about contemporary research methods. Clinical courses provide a review of empirically supported assessment and treatment options and develop basic therapeutic skills necessary for clinical placements during the second year. Practicum experiences are meant to both compliment research interests as well as gain breadth of exposure to clinical populations and problems. Courses in cognition, emotion, health, neuroscience, and social

psychology may be taken to supplement the theory and methods in one's research area. Students take coursework on college teaching during the second year and teach their own course during the third year. Students should be presenting and publishing their research throughout, with the master's thesis serving as a stepping stone to increased responsibility and independence in research. It is our goal to help students be thoughtful, theory driven, methodologically sound, and facile in their pursuit of solving problems with a practical orientation.

D. Admission Policies

The Graduate School of North Dakota State University requires that an applicant to any graduate program have a baccalaureate degree, adequate preparation in the chosen field of study, and a cumulative GPA of at least 3.0, or equivalent. In addition, the PCS program requires that international students have a minimal proficiency in English as demonstrated by a TOEFL ibT of 100 or IELSTS of 7. This requirement is waived for those students who come from a country where English is the only official language or if they have recently earned a degree from a U.S. university or college.

It should be noted that NDSU and the Department of Psychology are fully committed to an equal opportunity to education for all individuals. We welcome your application regardless of age, color, disability, gender expression or identity, marital status, national origin, economic status, race, religion, sex, sexual orientation, or status as a U.S. veteran.

Applications to the PCS are made through the online application system used by the NDSU Graduate School. Applicants are required to have Graduate Record Examination scores reported, to submit transcripts from all undergraduate institutions attended, three letters of recommendation, and a statement of purpose, which includes the reasons for pursuing graduate study, special interests within the chosen field, and background preparation for graduate study.

Admission to the Psychological Clinical Science program is a selective process. It is our goal to admit the most outstanding applicants whose goals and interests are similar to those of the program. All applications are reviewed by the clinical faculty. In addition to above average grades and test scores, we look for students with research experience and research interests that are compatible with those of our faculty. In our deliberations a good match between a student's interests and those of our faculty is often more important than having the best grades and GRE scores, though all are important.

II. Program Requirements

A. Plan of Study

Though there are several specific requirements that you must meet in order to earn your degree, there is a fair amount of flexibility in how you meet those requirements. It all starts with the "Plan of Study." **Every student must file a *Plan of Study***, which is approved by the student's advisory committee, to let the Graduate School know how you intend to satisfy the requirements for the degree. This plan of study becomes in essence the list of course requirements against which your transcripts are checked prior to the awarding of the degree. Each student should file one for the master's degree and then another for the doctorate. The first should be filed by the end of your first year. The second will be filed once you've successfully passed the comprehensive examination and are eligible to proceed to the doctorate.

At NDSU 30 credits are required for the M.S., at least 16 of which are from didactic courses and at least 6, but not more than 10, can be counted from research credits. The doctoral degree includes at least 90

credits, 27 of which must come from didactic courses. The PCS program includes 54 didactic credits, 6 credits in practica and internship, and the remainder in research and thesis or dissertation credits. As is commonly the case with clinical psychology doctoral programs, most students will be admitted to the program directly from the bachelor's degree. In this case they will earn the M.S. on the way to the Ph.D. Credits used to satisfy the M.S. may be included in the total credits required for the Ph.D.

Students who already have a master's degree in clinical psychology may apply to this program. In this case, an individual evaluation of transcripts will be made to determine the extent to which the course work taken matches our own for which we will give transfer credit. The admissions committee will also determine whether the student's previous work included an empirical thesis that is of a quality that is acceptable to our faculty. In other words, an individual determination will be made about transfer credits and how they will be applied to our degree requirements.

A Plan of Study form is available online at http://www.ndsu.edu/gradschool/current_students/forms/. Complete the form in consultation with your advisor.

1. Select Your Thesis Advisor

In most cases, your academic advisor will be your thesis advisor, but whom you ask to chair your thesis is your choice. The thesis advisor must be a faculty member of the Department of Psychology and a full or associate member of the graduate faculty. Select someone who will be able to guide you in the research project you have chosen. This should be someone with whom you are comfortable, since you will spend many hours exchanging ideas. Keep in mind that supervising a thesis is time consuming and existing commitments, such as teaching loads and supervision of other theses, influence a faculty member's decision to take on a thesis supervisee. It is possible to have a co-chair (co-advisor) of a supervisory committee. However, the co-chair must be marked as such on all paperwork submitted to the Graduate School.

2. Select a Thesis Committee

Select a committee in consultation with your advisor. Your committee should consist of at least four members.

(Please note that the Graduate School requires only three members for master's thesis committees, but our department policy requires four members. Consult the Graduate School Policies for more details, <https://bulletin.ndsu.edu/graduate/policies/>.)

1. The committee chair (major advisor) must be a full-time member of the Department of Psychology faculty and a full or associate member of the graduate faculty. The remaining members of the committee must be agreed upon by the student, the committee chair, and the Dean of the Graduate School.
2. The second member must be (a) a full-time member of the Department of Psychology and (b) outside **the candidate's major area** (i.e., clinical science, health/social, or vision/cognition).
3. The third member could be either a faculty member or a qualified off-campus expert in the field. If this committee member is not a full or associate member of the graduate faculty, the approval of the Dean of the Graduate School is required. Approval by the dean requires a recommendation from the Department Chair accompanied by a rationale and a curriculum vitae.
4. The fourth member (which in the Doctoral Supervisory committee is known as the Graduate School Representative) must be a full member of the NDSU graduate faculty from outside the psychology department. The role of this person is to ensure that the student's Plan of Study follows Graduate School guidelines and that other Graduate School policies are observed. The Graduate School appointee also ensures that the expectations for the student's performance are reasonable and that interactions with the supervisory committee are conducted on a professional

basis. Ideally this fourth member should have some expertise or perspective that would be beneficial to the student's efforts. This individual should be chosen by the student in consultation with the advisor. The student should contact the potential outside member to determine availability and interest.

You may add as many additional committee members (including individuals who might not meet the above criteria; e.g., Professors of Practice) as you and your advisor deem desirable. Your overall goal is to assemble a group of individuals with complementary areas of expertise, who will best be able to advise and assess you. Set up a brief meeting with each faculty member to share your research interests and ideas and to give them an approximate timeline for committee activities. Once faculty members have informally agreed to serve on your committee, the Graduate School will formally appoint the committee after you submit the Plan of Study.

You may decide to have the same committee members for your master's and doctoral thesis, or you may decide to have different members. Regardless, for each thesis you must repeat the process of inviting faculty to be on your committee and filing the Plan of Study paperwork with the Graduate School. The same process occurs for the Preliminary Examination.

It is worth mentioning some of the politics involved in the thesis process. There are both formal and informal requirements for you to follow and things run much more smoothly for everyone concerned if you adhere to such guidelines. For example, on a formal level, your committee must be approved by the Graduate School before you hold your proposal meeting. Make sure this is done; otherwise, painful headaches erupt. Informally, get to know your committee members; initiate casual conversations or more structured meetings so that they become aware of your research interests. You should make an active effort to get acquainted with your outside committee member. Outside members are judging you, your advisor, and the department; make sure the judgment is a positive one.

3. Submit Your Plan of Study

It is important to submit your Plan of Study to the Graduate School after deciding on your thesis committee. Complete the Supervisory Committee section of the Plan of Study and collect the needed signatures. If you make changes to your Plan of Study, submit the revised version before scheduling the thesis defense.

B. Course Requirements

The first two years of the program will lead to the M.S. degree, the culmination of which is the thesis defense. Between the 2nd and 3rd years, students will be required to complete an area paper, a comprehensive review of the literature on a topic that is specific to their chosen discipline. The defense of the area paper will constitute the comprehensive examination necessary for being promoted to candidacy for the doctoral degree.

The specific course requirements are listed below and organized in topical categories. A sample curriculum that lays out a possible timeline for completion of these courses follows. There is also a form in the appendix with a checklist for you to use to keep track of your progress.

1. Evaluation and Intervention

Five courses cover content related to the history of clinical psychology, ethics, psychopathology, and current empirically supported approaches to assessment and treatment. In addition there is a weekly clinical seminar that is taken every semester for the first four years of study. Total of 25 credits.

- 755 Empirically Supported Interventions I (4)
- 756 Empirically Supported Interventions t II (4)
- 770 Testing and Assessment (3)

Choose one course on current theories and research on psychopathology with a focus either on adulthood or childhood.

- 672 Advanced Psychopathology (3) or
- 673 Child Psychopathology and Therapy (3)

758 Diversity in Clinical Practice and Cultural Psychology (3)

790 Clinical Science Seminar (8, 1 per semester)

This course serves to cover topics related to professional development that are not part of the above listed courses as well as content that extends beyond the topics first covered in classes.

2. Practical Clinical training

794 Practicum (4 - 6 credits, 1 per semester)

Two years of practicum placements are required, usually during the second and third years. This training includes the provision of psychological services under the supervision of a licensed clinical psychologist. These placements will require 16 hours a week for the 15 weeks of 4 semesters, resulting in a total of 960 hours of supervised clinical training. Depending on the site and student interest and availability, placements may continue through the summer. In this case you should also be registered for practicum credit in the summer. Training agreements have been established between the Department and the Training Site to ensure the relevance and quality of the placement in terms of student responsibilities and the level and frequency of supervision. Students will be assigned to a primary onsite supervisor who will be responsible for day to day activities. Students will also be assigned a faculty supervisor who will meet regularly with the student to provide additional supervision and monitor quality. Course work and clinical division meetings during the first year will help to prepare students for their practicum placements.

In order to be prepared to apply for internships and eventually licensure, students will need to document ALL of their clinical training experiences. This will be done through an online service known as Time2Track, <http://time2track.com>. For now, the Department is covering the cost of the use of this tool for students. The Director of Clinical Training will provide the service with the names of the students who are eligible to use the service as part of our program. Students should establish an account and learn how to use the system in August before their first placement.

894 Internship (2 credits, 1 per semester)

The culmination of clinical training is a one-year, full-time clinical internship. This happens post dissertation during the 5th year of the program, but prior to the awarding of the degree. The pre-doctoral internship year is specified in APA accreditation requirements and is standard in most clinical and clinical science programs. The training may occur at a facility anywhere in the U.S. The Association of Psychology Postdoctoral and Internship Programs (<http://www.appic.org>) is an association whose purpose is to enhance internship training programs, maintain quality, and coordinate the placement of students. During the winter prior to the internship year, students in clinical programs all over the country apply to the particular internship sites they are interested in. There are over 700 internships sites that participate in APPIC. Students and sites enter their rankings for placement and acceptance and then they are selected

by a computerized matching process. Like doctoral programs, internships vary in terms of the types of experiences they provide and the extent to which research opportunities are available. The Society for a Science of Clinical Psychology (SSCP) publishes a directory of internship sites that specifically focus on clinical research as an important component of clinical training. The directory and annual survey results can be found at <http://www.sscpweb.org/internship>. We would direct our students to these sites. A contract is established between the student and the site and the Department will receive evaluative feedback to ensure that the student engaged in the required hours, received quality supervision, demonstrated competence in work, and that the site provided quality training. In a small number of cases students do not get placed the first time they seek an internship. In such a case we would work with the student and APPIC to help the student get placed in the subsequent year. The NDSU Graduate School policies state a 10 year period of time for coursework to count towards the Ph.D. Thus, students will be able take 6, or even 7 years, if necessary to complete all of the requirements for the degree, including the internship.

The internship year provides opportunities for students to develop clinical and research skills within the context of a setting that provides human services and to develop collaborative relationships with researchers in major medical settings. These opportunities have proven invaluable to developing clinical scientists, including members of our own faculty and former students.

3. Fundamentals of Psychology and Breadth

The following list of courses is intended to provide students with a broad base of knowledge in the history and fundamental content areas of psychology. Students are required to demonstrate that they have acquired knowledge from each of the 6 areas listed.

There is more than one way to satisfy this requirement. Courses taken at other institutions may be used to satisfy a portion of the requirement. If the course is an undergraduate course it must have been taken at an advanced level (i.e., clearly a second course in the curriculum or a senior level course). Whether an undergraduate or graduate course, it should have used a text and assignments that are commensurate with an introductory graduate level course, and must have been passed with at least a grade of B. A copy of the syllabus should be submitted to the Director of Clinical Training (DCT) who, along with the clinical faculty, will consult a faculty expert in the appropriate subject area to determine whether the content and level of the course is consistent with our own courses and expectations. (In the future, it is likely that ETS will provide scores from the Psychology Subject Test in Biopsychology, Social Psychology, Affect, and History and Systems. A score on one of these subtests which greater than or equal to the 80th percentile will satisfy the requirement in that area.) Ideally, the request to satisfy some of these requirements with nonNDSU courses should come at the time of entry into the program and definitely prior to the submission of one's program of study.

At least 4 courses (12 credits) must be taken at NDSU. One of these courses must fit the criteria for an advanced and integrative course. This means that the content requires students to integrate knowledge and methods across at least two basic content areas. The courses (and their contents) which currently would satisfy this requirement would be Psyc 782 (Affect, Personality, Social, Psychopathology), Psyc 663 (Developmental, Psychopathology, Social), and Psyc 771 or 787 (Social, Health, Personality, Clinical).

When developing the plan of study, students should consult with their advisors to consider which set of courses will serve to provide the best combination of breadth and depth. Often the advice might be to include courses that the student has not had prior exposure to as well as courses that would help to advance the student's own research agenda.

668 Personality
782 Emotions

2. Biological Aspects of Behavior
660 Sensation and Perception or 665 Psychobiology or 686 Neuropsychology or 718 Visual Neuroscience
3. Cognitive Aspects of Behavior
661 Memory and Knowledge or 664 Attention and Thinking or 720 Cognitive Neuroscience
4. Developmental Aspects of Behavior
663 Experimental Developmental
671 Psychology of Aging
5. Social Aspects of Behavior
653 Organizational Psychology or 670 Experimental Social Psychology or 771 Social/Health Psychology or 787 Advanced Social Psychology and Health or 668 Personality*
6. Historical Perspectives
680 History and Systems

4. Research Training

Students will be paired up with faculty members from the beginning of the program. In the first year they will sign up for individual study credits and be provided with laboratory assignments. Second year is thesis. Third year may involve additional Individual Study credits with the dissertation being completed in the fourth year. The graduate seminar is a one credit class scheduled every semester and consists of a lecture series by prominent researchers. This provides excellent exposure to the latest research in a variety of disciplines. It provides a good breadth of content and outstanding instruction in the scientific method. Students may also choose to enroll in additional elective courses to expand their skills or knowledge in a particular area of research.

793 Individual Study (8, 2 credits per semester across a possible 4 semesters)
798 Thesis (variable credits)
899 Dissertation (variable credits)

Three courses on research methods. Total of 9 credits.

640 Experimental Methods (3)
761 Applied Research Methods (3)
762 Advanced Research Methods/Analysis (3)

Psyc 790 Graduate Seminar (8, 1 credit per semester over 4 years)

One option that some student choose to take advantage of is to earn a Graduate Certificate in Statistics. The requirements for the certificate include:

STAT 662 Introduction to Experimental Design - 3 credits
STAT 663* Nonparametric Statistics - 3 credits
STAT 725* Applied Statistics - 3 credits
STAT 726 Applied Regression & Analysis of Variance-3 credits
Total Number of Credits = 12

*A graduate level statistics course (pre-approved by the Chair of the Department of Statistics) may be substituted for STAT 663 &/or 725. Other substitutions may be allowed with prior approval by Chair.

Students need to apply to the graduate degree certificate program through the Graduate School. Please contact the Graduate School for further information and check the following web page for updates and current information. https://www.ndsu.edu/statistics/graduate_certificate_degree_requirements/

5. Teaching Requirement

The purpose of this requirement is straightforward: to prepare you for teaching in a college or university setting. We believe that applicants for academic positions are stronger when they have teaching experience; moreover, you will more easily make the transition from student to professor if you have teaching experience. The requirement should also enhance communication skills more generally, a valuable set of skills to acquire regardless of whether one eventually ends up in an academic setting.

The teaching requirement, which we recommend that you fulfill after completing the M.S. degree, includes two elements:

A. *Graduate Course in Teaching Strategies*

Take a course on the pedagogy of college teaching. The course should expose you to different teaching methods and philosophies of education. A number of courses are currently offered (see below). Additional teaching courses may be developed in the future. Discuss the course options with your advisor and select the course that best meets your teaching goals. When developing your Plan of Study, keep in mind that these courses are not offered every semester (and are more frequently offered in the spring than in the fall), so you may need to take the teaching course a year or more before the semester in which you plan to teach.

COMM 702, Introduction to College Teaching in the Humanities and Social Sciences (3)
STEM 810, Teaching College Science (3)

We recommend that incoming students with a bachelor's degree take the course during their second or third year. Students with a master's degree should take the course as soon as possible after beginning our program. Also note, that there are additional elective offerings that could enhance your instructional skills, i.e., STEM 709, Designing Technology-infused Learning Environments in Higher Education.

In addition to taking this course, students interested in a teaching career should consider completing the "College Teaching Certificate" program (see details at the Graduate School website, http://www.ndsu.edu/gradschool/programs/college_teaching/).

B. *Teach a Course in Psychology (Teaching Practicum)*

You will teach a semester-long course in the Department of Psychology. Choice of this course will be up to you in consultation with your advisor, program faculty, and the department chair. Generally, we believe that a 200-level or 300-level course is best (e.g., Social Interaction; Cultural Psychology, Developmental Psychology, Abnormal Psychology, Health Psychology, Research Methods I, Research Methods II, Introduction to Neuroscience, Clinical Psychology), but a 400-level course might also be appropriate (e.g., Personality; Sensation and Perception, Memory and Knowledge, Advanced Psychopathology). Except

under special circumstances, graduate students cannot teach graduate courses (600- and 700-level courses).

You will be responsible for the entire course: text selection, syllabus preparation, development of lectures and assignments, exam preparation, use of technology, and grading. If you choose to use Blackboard for online course management; Information Technology Services can provide valuable support:

http://www.ndsu.edu/its/instructional_services/blackboard/. Talk to faculty and graduate students who have taught the course; they will be a valuable resource for advice and ideas/materials.

Mentoring. The teaching assignment is a mentored experience. Once you decide on a course, you should select a faculty member to serve as a mentor. Most often that will be a faculty member who has taught the course. Meet with the mentor well before the semester begins to decide on the nature of the mentoring relationship. Discuss with your mentor how often you will meet and what you will cover during those meetings.

The following are possible topics to cover with your mentor:

- Structure of the course and syllabus development
- Textbook selection
- Student engagement and use of active learning strategies
- Effective grading
- Lecture preparation
- Use of publisher-provided materials
- Course evaluations
- Classroom management
- Cheating and Plagiarism

In addition to regular meetings (e.g., once a week or every other week), you should videotape one class period, and the mentor *and one other faculty member* should visit your class at least once during the semester (preferably early in the semester so that suggested changes can be implemented). You should consult with the mentor about mid-course and end-of-semester evaluations, and go over the results together. At the end of the semester, your mentor should provide you with a written evaluation of your teaching efforts that will be added to your student file.

Credit. During the teaching semester, enroll for 3 credits of Psychology 892 (Graduate Teaching Experience). Each faculty member has their own section of 892; be sure to enroll in your mentor's section of the course. Your mentor will grade you based on your materials and on observations made throughout the semester of your efforts and successes in the class.

Time Management. You should begin planning for your teaching semester *early*. It takes time to get courses onto the class schedule and to plan courses that fit with department needs. We recommend that you plan your teaching assignment by talking with your advisor and the department chair *during the semester that you are taking the teaching seminar*. Instructors will need to provide the NDSU Bookstore with their text selection the semester before they teach.

Teaching a course for the first time is time-consuming. For example, prepping a lecture from scratch can take 3-6 hours! Do not overcommit during the semester in which you are teaching. Meet your research obligations, but do not take a heavy course load. Although you will be busy, do not forget to keep in regular contact with your teaching mentor. The more often you meet the more feedback you'll get (and perhaps later, your mentor will be able to provide a more informed letter of recommendation).

6. Successful Course Performance

You are expected to pass all required courses with a grade of A or B. A "C" does not indicate satisfactory performance in a graduate course. You will automatically receive one opportunity to remediate a deficit in your record. The format of the remediation is to be negotiated with the faculty member in charge of that particular course, who will then obtain the approval for the remediation plan from the faculty in your program. You must not receive more than two Cs in your coursework.

Although there are several possible remediation strategies varying by the nature of the deficit, the most common solution has been to retake a course or to successfully complete a related course. (It should be noted that failure to satisfactorily complete an isolated course or exam is not the "kiss of death." We have had several students who have had to remediate a course and have later gone on to graduate and have successful careers in psychology.) Failure to complete a requirement upon the remediation attempt will need to be resolved by the faculty on a case-by-case basis, but can result in termination from the program - as can a pattern of failure to satisfactorily complete requirements on the first attempt.

C. Thesis and Dissertation

1. Register for Thesis (PSYC 798/899) Credits

For the master's degree, you must register for a minimum of six PSYC 798 thesis credits (which can be spread across semesters). For the doctoral degree, you must register for a minimum of six PSYC 899 thesis credits. Important: you must be signed up for at least one thesis credit in the semester in which you officially receive your degree.

2. Develop a Written Proposal

This typically involves going through several outlines and drafts with your advisor to develop an acceptable proposal. Your advisor will help you propose a study that can be feasibly completed in a timely manner. The proposal includes a literature review and a research plan. It is highly advisable to keep the other members of your committee informed as you are planning the project. Otherwise, you could be in the position of proposing a project that is not acceptable to one or more members of your committee. After your advisor has approved your proposal, you can schedule a proposal meeting with your committee.

Consult your advisor concerning the most appropriate format of the proposal. Most thesis proposals are written in APA style and are a hybrid between a small grant proposal and an extended journal article (e.g., introduction section - including a review of the relevant literature; method section - the most detailed part of the proposal; results section - describing the analyses you intend to perform; discussion - a brief consideration of several possible outcomes of your study and how you would interpret each, and appendix materials appropriate to your study). Importantly, your proposal should clearly describe the research question of interest, the theoretical underpinnings of the research, and the manner in which the proposed studies will address the research question. The paper should also specify how the proposed study will advance knowledge on the topic.

A doctoral dissertation often includes multiple studies or experiments. There should be cohesiveness among the proposed studies. For example, the studies may represent alternative ways to address a particular research question, or they may address separate research questions derived from the same or competing theories. If the later studies hinge on the findings of the studies described earlier in the

proposal, explicitly describe in the proposal the alternative studies that are proposed relative to the potential findings of the initial studies.

3. Schedule the Proposal Meeting

You are responsible for scheduling the time and place of the proposal meeting as well as the oral defense later on. Be aware that one of the more difficult and frustrating thesis tasks is arranging a workable meeting time that is compatible with four or more busy schedules. Start scheduling your meeting well in advance -- particularly if you plan to have the meeting during a break week or busy time at the beginning or end of a semester. Be aware that not all faculty members are available to meet during the summer. Proposal meetings are typically 1.5 - 2 hours. You should ask faculty members to reserve two hours. The proposal meeting does not need to be scheduled with the Graduate School.

4. Distribute the Written Proposal to Committee Members

You should give your proposal to committee members a minimum of one week before the meeting. Ask committee members whether they prefer an electronic or paper copy of the proposal.

5. Proposal Meeting with your Thesis Committee

The purpose of the proposal meeting is to develop something similar to an informal contract with your committee so that, if you conduct your study in an agreed upon manner and appropriately analyze and interpret the data, your research will be acceptable as a thesis project. The proposal meeting operates as a protection for the student -- it should ensure that if committee members have serious problems with your design or methodology, these concerns are aired at this time -- not after you've already collected the data. The proposal meeting is also an opportunity to take advantage of the expertise of the committee members and ask for their input on ways to strengthen your study. To avoid surprises at the proposal meeting, it is wise to keep your committee members informed and invite their input during the early stages of planning the research.

The format of the proposal meeting varies, but generally begins with the student briefly describing the rationale for the study and outlining the procedures. This is followed by questions and discussion with the committee members. Be sure to ask questions of the committee if you are unsure or unclear about how to best conduct certain aspects of the study. The ultimate goal is to design the best possible investigation given the necessary limitations on the scope and expense of the project. Try to view the proposal meeting as a way to get expert advice on your research project, and expect to end up making changes. Remember that the committee members are interested in seeing you succeed, and they want to provide helpful advice that will improve the quality of your research. Approaching the meeting with the idea you have the final design all worked out and have to defend it against criticism could result in an unpleasant and frustrating experience for all involved. If committee members have made written comments regarding the proposal, ask permission to see them – the notes could be helpful when drafting changes.

Note: The Graduate School does not require a formal signed report from the proposal meeting.

WARNING! The research plan for your thesis is not final until it has been approved by your committee. Do not submit your thesis project for review by the university's Institutional Review Board (IRB) until it has received final approval from your committee. Do not begin data collection before your thesis has received final approval from your committee

6. Obtain Institutional Review Board (IRB) Approval

Research involving human participants must have PRIOR review and approval from the NDSU IRB. Although you should not obtain approval before the proposal meeting, you should begin working on the materials and submit them as soon as possible after the thesis committee approves your proposed project. When considering a timeline, keep in mind that it can take a month or more to obtain IRB approval. It is possible that your research is covered under your advisor's IRB protocol; consult with your advisor (and IRB staff), and submit a change of protocol form to the IRB if necessary.

7. Collect and Analyze your Data

Do not begin data collection before your thesis has received final approval from your committee. If you have already collected data for your thesis prior to the proposal meeting, it undermines the committee's authority to suggest changes. Although it may be useful to have collected relevant pilot data before the meeting, you should not collect data with the idea that it will be included in the ultimate project. There may be some cases in which the use of existing data is appropriate for your thesis (e.g., if an available dataset has some qualities that would make it difficult for you to collect on your own, if it contains data needed to test your hypotheses, and if the hypotheses to be tested are original). You should explain the rationale for using existing data clearly to your committee and seek approval from them at the very beginning stages of your project.

Following the proposal meeting (occasionally a second meeting is necessary to clarify the procedures to be employed), you will be approved to start data collection. This is usually straightforward, although time consuming. If the procedures, number of participants, or other aspects of your study will vary from those approved in the proposal meeting, be sure to inform your advisor immediately. Together, you will determine if the deviation is significant enough that other committee members will need to be notified or that the committee should be reconvened.

8. Write your Thesis

After conducting the data analysis, the next step is to prepare the written report of the study. Most students go through several drafts of the thesis in consultation with the advisor and sometimes other committee members. Be sure to obtain a copy of the style requirements from the Graduate School before beginning the final write-up (http://www.ndsu.edu/gradschool/graduating_students/dtp/format/).

9. Schedule the Thesis Defense and Distribute the Written Thesis

Ideally, you should finish your thesis and schedule the oral defense meeting before May. Faculty members are not paid from University funds in the summer and they have no obligation to be here. The Graduate School will need to be notified of the time and date of your oral defense meeting (which you again are responsible for scheduling with committee members) at **least two weeks before** the meeting to prepare the necessary forms and notices (see the "Request to Schedule Examination" form at the Graduate School website, http://www.ndsu.edu/gradschool/current_students/forms/). We suggest that you start this process at least three weeks before the exam date. You should have the thesis in committee members' hands a minimum of a week before the meeting. You must have an approved Plan of Study on file with the Graduate School before you can schedule the defense.

10. Defend your Thesis

The oral defense follows a format similar to that of the proposal meeting. Its basic purpose is to demonstrate that you understand what you did, why you did it in that manner, what the results were, and the implications of the results. You will present your project and answer questions from the committee. At the conclusion of the meeting, you will be asked to leave the room and the committee will decide if the project (including the design and conduct of the experiment, the written report, and the oral defense) meet acceptable standards. It is possible to fail your defense; this rarely happens but writing up your thesis and preparing for the defense in consultation with your advisor, will improve your confidence of success. A failed defense may be repeated upon permission of the committee. Even when a project is approved there are almost always changes to be made in the written report. These are to be made in conjunction with and approved by your advisor (and in some cases, other committee members as well).

11. Submit Forms to the Graduate School

There are three forms that need to be submitted to the Graduate School before you submit the thesis:

Report of Final Examination. Bring this form to the defense meeting for the faculty to sign. This form must be filed with the Graduate School within a week of the oral examination. Each member of the committee will sign the report and approve or disapprove of the recommendation to award the master's or doctoral degree. More than one negative vote by committee members will signify failure of the examination.

IRB Compliance Notification. This form, signed by you and your advisor, specifies that you conducted research involving human participants. You must provide a copy of the IRB approval letter. This form and approval letter must be filed within a week of the oral defense meeting.

Disquisition Approval Page. Submit this form to the Graduate School before filing your thesis. Bring this form to the oral defense meeting. Your committee may decide to sign the form at the meeting or wait until you have made the requested revisions to the thesis.

12. File your Thesis with the Graduate School

After incorporating the committee's changes into your thesis, it must receive final editing and format checking by the Graduate School (see the Graduate School website for "Guidelines for Dissertations, Theses, and Papers"). Before submitting your thesis, review it to ensure that it conforms to the formatting guidelines (http://www.ndsu.edu/gradschool/graduating_students/dtp/format/).

Students submitting a disquisition are charged a fee that covers the costs of the format check, consultation services with the Graduate Writing Coordinator, uploading services to the ProQuest database, and degree posting services.

All theses are submitted to the Graduate School electronically. Follow the steps provided at the Graduate School website (http://www.ndsu.edu/gradschool/graduating_students/dtp/) to make the initial submission. Next, incorporate the writing coordinator's changes into your thesis and submit it for a second reading. Additional revisions may be needed.

The deadline for initial submissions of theses to the Graduate School is approximately one month prior to the end of the semester. The review process must be completed and final revisions submitted by the last day of the semester for your degree to post that term. Note that you must deposit your thesis with the Graduate School within one year of your oral defense meeting. Failure to do so will result in your having to conduct another oral defense.

A final note concerning the thesis is that you must be registered for thesis credit during the semester in which the oral defense meeting is held. You must also be continuously enrolled until the point at which the thesis is accepted by the Graduate School. The policy of the graduate school is that if you are a paid RA or TA during the school year, you are eligible for a tuition waiver for the following summer. Students who do not complete the thesis within the academic year (and summer) when they were supported must pay for 1 thesis credit for each semester to the point of final acceptance of the thesis by the Graduate School. If graduating in a particular semester is important to you make sure to check the timelines posted on the Graduate School webpage for defense and submission deadlines.

13. Create a Video (Required for the Dissertation Only)

When you have completed the dissertation, you are required to record a 3 minute video that summarizes your dissertation research for a general non-academic audience. There is a preparatory workshop that is required prior to filming the video. See the Graduate School web page for complete details.

https://www.ndsu.edu/gradschool/graduating_students/dissertation_video/#c335369

D. Area Paper and Preliminary Examination

After you finish the requirements of the M.S. degree, you should turn your attention to the major area paper. The area paper is a comprehensive and critical review of the literature on a topic that is specific to your chosen specialization. The area paper will constitute the written component of the preliminary examination for Ph.D. candidacy. Defense of the area paper in a two-hour meeting with your supervisory committee will constitute the oral component of the exam. The purpose of the preliminary examination is to determine whether you have gained the competence and knowledge required in your selected field of study.

1. Major Area Paper

The area paper should represent a sophisticated, critical analysis of the literature in a particular area of psychology. The paper should integrate information from within the subject area, incorporate material from other relevant areas, and establish implications for the field. The paper should reflect a synthesis – not merely a list or description of studies, but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. The paper must fill a gap in the literature. Both the paper and oral presentation should demonstrate your expertise, an advanced awareness of the pertinent theoretical and methodological issues. We recommend that you closely examine high quality review journals such as Psychological Bulletin and Psychological Review for examples of successful papers. The paper should propose important theoretical and empirical questions yet to be answered and suggest studies that could address those questions. Ideally, the paper serves to inspire research ideas for your dissertation and beyond.

The length of the area paper is variable, but a rough guideline is 20-25 pages (not including references). Your paper should demonstrate that you have identified and digested the important studies in the field. Talk with your advisor or a research librarian if you need assistance identifying relevant and reliable sources.

Early in the writing process, decide with your advisor who you would like to have on your preliminary exam committee. Consider selecting individuals who could also serve on your dissertation committee. You can choose to select the same members that served on your master's thesis committee, or you can make changes. Committee membership rules are identical to those for thesis committees. Once faculty members

have agreed to serve on the committee, complete the Doctoral Plan of Study – this must be filed with the Graduate School before you can schedule the preliminary examination.

Once you have formed a committee, consult with the members regarding the topic and direction of your paper. You may want to create and share with the committee a written outline of the paper with a partial list of references.

Set aside sufficient time in your schedule (ideally, daily) to work on the paper; reading the relevant literature, taking notes, and writing the paper is time consuming. Your advisor should be closely consulted as you write the paper. Together you should discuss outlines and references, the scope of the paper, and theoretical emphases. Plan to write multiple drafts of the paper, and get feedback from your advisor on each draft. Speak to fellow graduate students for their advice on writing the paper; it might be helpful to review their area papers.

2. Preliminary Examination

When you and your advisor are confident with the timeline for the paper's completion, contact your committee members to schedule the Preliminary Examination. Remember to file the appropriate scheduling paperwork (Request to Schedule Examination form) with the Graduate School (http://www.ndsu.edu/gradschool/graduating_students/forms/) at least two weeks before the meeting. An approved Plan of Study must be on file at the Graduate School before you can schedule the meeting.

Provide the members of the committee a copy of the area paper at least a week prior to the meeting. At the meeting, the committee may ask you to present a brief overview of the paper. After the overview, the committee will ask questions to determine whether you have acquired expertise in your selected field of study. The committee can ask questions about the paper or any relevant scholarly topic on which they feel you should have specialized knowledge. Answer each question to the best of your ability, and cite relevant evidence to support your response. If you are uncertain of an answer, acknowledge your uncertainty, speculate on the correct answer, and explain what steps you would take and sources you would consult to obtain the answer.

At the end of the meeting, the committee will privately discuss their assessment of the paper and the oral examination. Each member of the committee will sign the Report of Preliminary Examination (which you have provided) and approve or disapprove of the recommendation to admit you into candidacy for the doctoral degree. You may be asked to make changes to the paper as a condition for passing the exam. More than one negative vote by committee members will signify failure of the examination. Upon permission of the supervisory committee a candidate is allowed to take the examination twice. Return the Report of Preliminary Examination to the Graduate School within one week of the exam.

E. Sample Schedule

Note: this is just an example, timing and nature of coursework may vary.

Year	First Semester	Credits	Second Semester	Credits
1	755 Empirically Sup Interventions I 640 Experimental Methods 793 Individual Study (directed research) 790 Graduate Seminar 790 Clinical Science Seminar	4 3 2 1 1	756 Empirically Sup Int II 770 Testing and Assessment 762 Advanced Res Methods 793 Individual Study (research) 790 Graduate Seminar 790 Clinical Science Seminar	4 3 3 2 1 1
	Semester Total	11	Semester Total	14
2	758 Diversity in Clinical Practice 810 STEM Teaching Coll Science 794 Practicum 798 Master's Thesis 790 Graduate Seminar 790 Clinical Science Seminar	3 3 1 3 1 1	761 Applied Research Methods 672 or 673 Psychopathology 794 Practicum 798 Master's Thesis 790 Graduate Seminar 790 Clinical Science Seminar	3 3 1 3 1 1
	Semester Total	12	Semester Total	12
M.S. Awarded				
Write and defend area paper to advance to candidacy for the Ph.D.				
3	892 Graduate Teaching Teaching Exp Core Course or Elective 793 Individual Study (research) 794 Practicum 790 Graduate Seminar 790 Clinical Science Seminar	3 3 1 1 1 1	Core Course or Elective 793 Individual Study (research) 794 Practicum 790 Graduate Seminar 790 Clinical Science Seminar 1	3 3 1 1 1 1
	Semester Total	10	Semester Total	9
4	Core Course or Elective 799 Doctoral Dissertation 790 Graduate Seminar 790 Clinical Science Seminar	3 5 1 1	Core Course or Elective 799 Doctoral Dissertation 790 Graduate Seminar 790 Clinical Science Seminar	3 5 1 1
	Semester Total	10	Semester Total	10
5	897 Cooperative Education (Internship)	1	897 Coop Ed (Internship)	1
	Semester Total	1	Semester Total	1
	Cumulative Total			90

III. Practical Matters

A. Your Advisor

Our graduate programs operate on a mentorship model. Your advisor is likely to be your primary supervisor and resource for most things. Students are often admitted based on interests that are compatible with a faculty member. That faculty member is assigned as your advisor prior to your arrival on campus. Your advisor will assist you in academic matters, including course selection and registration. All students are expected to be involved in research every semester and your advisor will likely be the supervisor for this activity. Some students are supported by teaching assistantships. In this case your advisor may or may not be the primary supervisor. When it comes time to form a supervisory committee for your thesis and dissertation, your advisor will likely serve as the chair of the committee.

You should routinely talk with your advisor about your research and career interests and seek input and suggestions. It is possible to change advisors if you find your interests are better aligned with a different faculty member. If you do plan to change advisors, make sure to visit with the potential new faculty advisor about the possibility of changing advisors and ensure that this person is willing and able to take you on as a student.

B. Financial Support

The department normally provides financial support for graduate students in the form of teaching assistantships and research assistantships. Assistantships are currently offered for twelve months and start at \$16,000 a year. Students who receive teaching assistantships are assigned to help with classes during the regular academic year as well as during the summer sessions. Other duties may be assigned during the summer with the work schedule to be negotiated with the student's primary advisor. Research assistantships are under the control of the principal investigator on the grant or project and are individually negotiated.

Teaching and research assistantships automatically include a full tuition waiver that applies to graduate coursework. *Tuition will not be waived for any undergraduate courses (i.e., 400 level and lower).* There are typically fees that are charged over and above tuition. These fees cover the costs of a variety of services that are available to you including admission to fine arts and athletic events, student publications, technology and health and wellness services. You are personally responsible for paying these fees.

You will be paid on the 15th and last day of each month beginning in September. There is a two week delay between work effort and the subsequent pay. Students who graduate following the spring semester will end their appointment on May 15.

Summers are somewhat different from the academic year, in that there are often no graduate lecture courses to be taken and faculty members are supported by research grants, summer teaching, or not at all. We are normally able to provide support for continuing students through summer RA or TA positions. Regardless of support, you are expected to continue to make significant progress during the summer. Such progress may take the form of completing a master's or doctoral thesis proposal, writing an area paper, collecting and analyzing data, writing up research for publication, and planning thesis committees, research, and courses for the upcoming year. In these cases you should enroll for research or thesis credits during the summer to account for the time that you engage in these activities.

In the rare case of a student being admitted without support, you will be eligible for other forms of financial assistance. In particular, you may apply to the Dean of the Graduate School for a Board of Higher Education Scholarship, which covers the cost of tuition. There are also a number of other scholarships or fellowships available. Please see the Graduate School website, www.ndsu.edu/gradschool/, and look for funding opportunities. Be sure to work with your advisor if you would like to apply for one of these "external" types of support because the department is usually required to provide information on your ability, status, and need. Most of these forms of support will replace and not necessarily supplement the student's level of support.

Limited funds are available to support graduate student research and professional travel. These policies are described in *Appendices A and B*.

C. Assistantship (TA and RA) Responsibilities

Accepting an RA or TA assignment means that you have agreed to perform certain services for the department in exchange for a stipend and a tuition waiver. You are expected to continue in the position you have accepted until the end of your "contract period" (usually the academic year), as long as you are in good standing in the program. TA and RA responsibilities continue through finals week and may include periods during break. *It is your responsibility to check with your TA or RA supervisor before planning to be absent (e.g., before you make airplane reservations).*

The duties may vary considerably across instructors and courses in the case of TAs and across principal investigators and research projects in the case of RAs. A 50% appointment (most graduate assistantships) requires on average 20 hours/week of effort; a 25% appointment requires an average of 10 hours/week. TAs will usually be assigned to several different courses and instructors throughout the year, and we try to even out the load across assignments. Although responsibilities vary, TAs should expect to attend class, post and keep office hours, and assist instructors in preparing and grading examinations, preparing and grading assignments, grading papers, and running laboratories in a lab course. *TAs are responsible for clarifying the exact nature of their responsibilities with the instructor before the beginning of the term.*

RA duties usually involve data collection and analysis and often involve designing studies and writing papers. RA responsibilities need to be discussed with the supervising faculty member. The time commitment for RA responsibilities is in addition to the time commitment for research credits. Thesis activities (writing the proposal and thesis, collecting and analyzing thesis data) are not normally included in RA hours (but instead are covered by thesis credits).

In carrying out your assistantship duties, be professional. Communicate regularly with your supervisor, ask questions when unclear on an assignment, meet deadlines, and interact in a mature and friendly manner. Be prompt and fully engaged in meetings, office hours, lectures, and lab hours.

D. Secretarial Services and Office Supplies

The administrative assistants of the department are responsible for performing secretarial services (typing, bookkeeping, photocopying, scheduling, organizing events and services, etc.) related to departmental administration, teaching, advising, research, and grants management. It is legitimate to ask them for help with course-related work if that course is one for which you are a TA or instructor. It is legitimate to ask for assistance with work and materials for faculty-supervised research projects on which you are an RA. It is *not* part of their job to perform these services for graduate student projects, including theses.

Likewise, office supplies are available for classes in which you are the TA or for research projects for which you are an RA. Otherwise, office supplies are for departmental use only. *Note: if the research is grant supported, purchase office supplies at the Varsity Mart or an outside vendor (with prior approval) and charge to the grant.* You are expected to buy your own materials and supplies for coursework, personal use, and for your own thesis and dissertation research (see *Appendix A* about applying for thesis and dissertation related funding). If you are unclear about whether something is appropriate, check with your faculty supervisor or an administrative assistant.

Some department facilities and equipment are available for graduate student use *after proper instruction*. These include computers, printers, projectors, the photocopier, and the fax machine. Faculty and staff have priority access to equipment for departmental activities.

Copier Usage - You will be issued an access code for the department copier. Your code MUST be kept confidential as you are responsible for any copies made on your access code. You will be billed for those

copies monthly. If you are making copies as part of your TA or RA responsibilities, obtain the access code from the supervising faculty member.

E. Space

All graduate students will be provided with office space and a computer to use. You should use your office as your primary work area. It will also be the place where you hold office hours as a TA or work as an RA (when not in the lab).

Research space is allocated in a systematic manner. If you need research space for your thesis or dissertation, you should first consult with your advisor. If your proposed research is in one of your advisor's current areas of research, your advisor may have space available for your research activities. If not, your advisor can bring your thesis research space request to the attention of the department's committee which handles space. The general order of space priority is faculty research, thesis research, and non-thesis graduate student research. However, it is expected that faculty and graduate students will be flexible so that everyone's research space needs are met.

F. Keys

You will be assigned keys to the building, your office, and the lab. Each distributed key is recorded and inscribed with your ID number. You will need your ID card for card access to certain areas of the building and to the main office after business hours.

You are responsible for your keys and for keeping spaces secure. If doors are left unlocked and equipment or files are lost, access (and keys) may be revoked.

IV. Time Commitment, Student Responsibilities, and Professional Behavior

A. Time Commitment

You should consider graduate school a full-time, year-round, professional commitment. The faculty expect to see you in the department (in your classes, in your office, and in the lab). Assistantships are 50% commitments (20 hrs/week, on average). The rest of your academic time is spent conducting research, writing papers, taking classes, studying, and developing your professional skills. Although we encourage you to strive for a balanced life (with time for family, friends, and entertainment), please take your academic commitments seriously and manage your time appropriately. The harder you work now, the more professional opportunities there will be available to you later.

B. Extra-Curricular Professional Activities and Outside Employment

Opportunities are sometimes available for involvement in additional research projects not associated with the department. To protect both you and NDSU, such activities should be cleared with the department before you agree to participate. Also note that your involvement with any research project must be approved by the University Institutional Review Board (IRB). We *encourage* you to take advantage of research opportunities, but keep in mind that you are representing our department.

Regarding outside employment, keep in mind that virtually all of our students are admitted as *full-time* students and provided with departmental support. Although we understand the desire for additional income, we strongly discourage you from taking on outside employment. It is almost certain to detract

from your education and responsibilities in our program and may hinder your continued progress. Please discuss any potential employment opportunities or desires with your advisor.

C. Departmental Events

Colloquium. Our department holds a colloquium late every Friday afternoon that students attend as PSYC 790, Graduate Seminar (1 credit). Although local researchers present their work in the colloquium series, we also bring in a number of distinguished guests each semester. These visitors usually have special expertise relevant to one or more ongoing projects in the department. Another reason for bringing in these individuals is to broaden the exposure and training of graduate students. In addition to the presentation, an outside speaker's visit includes meeting with students, going out for meals with faculty and students, and a reception. We strongly encourage you to attend all of these events, including the informal meetings and receptions. Many students have received valuable help with research, publications, post-docs, and jobs as a result of interacting with our guests. A written itinerary and a representative reprint from the outside speaker will usually be posted on the 790 course website to the visit.

You are expected to attend and participate in all colloquia. Please let the colloquium organizers know if you would like to present, have suggestions for outside speakers, etc. *Also let them know if for some reason you will miss a session.* See Appendix C for typical course requirements for PSYC 790. Specific requirements for each semester will be determined by the faculty organizers of the colloquium series for that semester.

You will have the opportunity to present your thesis research at colloquium. Presentation length is typically 15-20 minutes for your master's thesis and 45 minutes for your dissertation research.

Social events. The department has a number of purely social events, such as parties, picnics, or post-colloquium get-togethers. These are never mandatory, but are great for getting to know one another and getting involved in the social life of the department. *Don't be shy!*

D. University Policies: Code of Conduct

We are a collegial department. You should strive to be an active member of the department. Attend classes and colloquia. Ask questions. Discuss topics with fellow students, faculty, and guest speakers. As a professional in training, take advantage of the departmental environment to practice your professional skills. Be reliable and prompt. Be respectful and courteous. Work hard and strive for excellence in your teaching and research.

As a teaching assistant or a research assistant, you are an employee of the University. As such you are bound by the same Code of Conduct as all employees (<http://www.ndsu.edu/fileadmin/policy/151.pdf>). You must also adhere to the policies of conduct developed for NDSU students (https://www.ndsu.edu/reslife/publications/code_of_student_behavior/). The policies cover topics such as alcohol and drug use, theft and fraud, respect for community, harassment, and academic misconduct. Please review these policies carefully. Infractions can lead to disciplinary action. Depending on the severity of the misconduct, a possible consequence could involve removal from the program.

E. University Policies: Consensual Relationships and Sexual Harassment

The University has policies covering both consensual relationships and sexual harassment. As a graduate student, you could be either the perpetrator or victim of sexual harassment or an improper relationship. The definition and policies regarding these situations are presented in the NDSU Policy Manual (www.ndsu.nodak.edu/policy/) under Chapter 1: General Employment, sections 162 – Sexual Harassment Policy, and 162.1 – Consensual Relationships. See also section 163 – Anti-Harassment Policy. There are resources and reporting options on the website of the Vice President for Equity, Diversity, and Global Outreach. All employees of NDSU are required to complete annual training on recognizing and preventing harassment.

As an instructor, teaching assistant, research assistant, or student, the consensual relationships policy applies to you. You are expected to refrain from having relationships with students in the classes that you instruct or for which you TA. A similar situation could occur on a research project in which undergraduates are involved. Such relationships should be avoided, since they have the potential for serious consequences. If a relationship does develop, you must inform the faculty member who is responsible for the course or research project, so potential conflicts of interest can be resolved.

If you feel that you have been harassed, please discuss the situation with the department chair. It is understandable to be hesitant, but please report incidents for the sake of your own and others' comfort and safety. You can also talk to your advisor or another faculty member with whom you are comfortable. Please be assured that any discussion of harassment will be completely confidential, up to the point at which formal charges are made against the perpetrator.

Outside the department, you can report concerns about violations of the sexual harassment policy to the university's vice president for equity, diversity and global outreach, the university's general counsel, the Counseling Center, or the Disability Services Office. When administrators or supervisors become aware of occurrences of sexual harassment in their areas, they are responsible for stopping the behavior or for reporting it to the executive director and chief diversity officer.

F. Department of Psychology Conduct Code & Policy

1. Overview

The mission of the North Dakota State University (NDSU) Department of Psychology is to educate students and advance research and professional service in psychology. As a Department, we value the psychological and physical well-being of all students, staff, and faculty. The Department has established professionalism and ethics as core values. Psychologists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity in order to ensure that the public can regard their words and actions as trustworthy.

To develop an understanding and respect for these principles, the Department has developed the Graduate Student Conduct Code and Policy, substantially informed by the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct. This policy is applicable to everyone enrolled as a graduate student in the Department, including individuals in the Psychological Clinical Science, Visual and Cognitive Neuroscience, and Health/Social graduate programs. Acceptance of this policy is required as a condition of admission and continued enrollment in the Department graduate programs. Violations of these standards can be grounds for dismissal from the program. Please visit the website for the full APA Ethical Principles of Psychologists and Code of Conduct here: <http://www.apa.org/ethics/code/>.

Students are also expected to understand and abide by NDSU's academic and conduct standards, as prescribed in Policy 335, Code of Academic Responsibility and Conduct: (<https://www.ndsu.edu/fileadmin/policy/335.pdf>) and Policy 601, Code of Student Conduct (<http://www.ndsu.edu/fileadmin/policy/601.pdf>).

The Department takes a proactive stance toward problems of distress, impairment, or incompetence, because ignoring trainee problems risks endangering the public as well as the field of psychology. By the time our students graduate with a doctoral degree in psychology, they are expected to assume responsibility for the well-being of their own students, research participants, patients (in the case of Psychological Clinical Science students), and others. Thus, it is important for the Department to evaluate students in terms of their academic, ethical, and psychological fitness, with the aim of ensuring that students meet the highest standards in their research, teaching, clinical practice (as applicable), and other aspects of their work as psychology trainees. Accordingly, one aim of our semi-annual evaluation process is to ensure that our students have sufficient development of their academic knowledge, clinical skills (as applicable), research skills, ethics, and emotional stability to function in professional work settings. However, students may be evaluated whenever there is cause for concern.

Faculty may use a variety of sources of information in evaluating student performance and identifying potential problems. Sources of information may include, but are not limited to, graduate coursework, theses and dissertations, clinical or teaching placements, and interact with faculty supervisors and student peers. Any faculty who could be affected by a student's problems will be notified and may potentially be involved in remediation procedures.

2. Graduate Student Conduct Standards

Any student who fails to meet the University standards may be subject to sanctions imposed by the University (see the current NDSU policy on Student Conduct, Policy 601). In addition, the Department of Psychology has instituted standards and sanctions specific to psychology graduate students, as described in this document.

High standards of academic and professional conduct are expected from all students, both to facilitate the learning of all students and to promote professional values. Individuals are expected to represent the Department in a positive, professional manner. Students participating in off-campus experiences, including research, clinical practica, and internship, must also uphold the specific policies of the off-campus site.

All students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, professional demeanor, respect toward others, and confidentiality for students, patients, and research participants. Academic dishonesty and professional misconduct are unacceptable. If there is doubt about whether or not academic or professional conduct is appropriate, students should ask their research advisor or the Department Chair.

Examples of unprofessional conduct include, but are not limited to, the following:

Academic Misconduct (from NDSU Policy 335, with Department additions):

- 1) Plagiarizing, i.e., submitting work that is, in part or in whole, not entirely one's own, without attributing such portions to their correct sources;
 - a) Cases of apparently unintentional plagiarism or source misuse must be handled on a case-by-case basis and in the context of the instructor's policies. Unintentional plagiarism may constitute academic misconduct.

- b) Improper attribution of sources may be a symptom of bad writing and not plagiarism. Instructors are encouraged to recognize that citation skills are developed over time and are contextual.
- 2) Receiving, possessing, distributing or using any material or assistance not authorized by the instructional staff member in the preparation of papers, reports, examinations or any class assignments to be submitted for credit as part of a course or to fulfill other academic requirements;
 - 3) Unauthorized collaborating on individual assignments or representing work from unauthorized collaboration as independent work;
 - 4) Having others take examinations or complete assignments (e.g., papers, reports, laboratory data, or products) for oneself;
 - 5) Stealing or otherwise improperly obtaining copies of an examination or assignment before or after its administration, or passing it onto other students;
 - 6) Unauthorized copying, in part or in whole, of exams or assignments kept by the instructional staff member, including those handed out in class for review purposes
 - 7) Altering or correcting a paper, report, presentation, examination, or any class assignment, in part or in whole, without the instructional staff member's permission, and submitting it for re-evaluation or re-grading;
 - 8) Misrepresenting one's attendance or the attendance of others (e.g., by PRS or an attendance sheet) in a course or practical experience where credit is given or a mandatory attendance policy is in effect;
 - 9) Fabricating or falsifying information in research, papers, or reports;
 - 10) Aiding or abetting academic misconduct (i.e., knowingly giving assistance not authorized by the instructional staff member to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products);
 - 11) Unauthorized copying of another student's work (e.g., data, results in a lab report, or exam);
 - 12) Tampering with or destroying materials, (e.g., in order to impair another student's performance);
 - 13) Using false or misleading information (e.g., illness or family emergency) to gain extension or exemption on an assignment or test;
 - 14) Using a test manual, acquired by virtue of the student's employment as an instructor, for unauthorized purposes.

Professional Misconduct

Electronic Communication. Some uses of social media and electronic communication may be considered violations of this policy. Examples include electronic communications (e.g., text messages, e-mail) or social media (e.g., Twitter, Facebook) posts that violate the guidelines for professionalism or NDSU's Non-Discrimination, Sexual Harassment, and Anti-Harassment policies (see below for policy details). In addition, students should be aware that unprofessional electronic communication (e.g., social media posts) can lead to negative consequences. For example, it is not uncommon for undergraduate students, prospective employers, research participants, and patients to search for a teacher, client, job applicant, or researcher on the internet. If they find inappropriate posts by a graduate student, it could negatively impact the student's professional reputation and the student.

Professional misconduct includes, but is not limited to the following types of behavior, which may occur in person, via electronic communications, or other contexts:

- 1) Violating conduct described in course policies or articulated by the instructor;
- 2) Violating any code of ethics of the profession of psychology, as stated in the APA Ethical Principles of Psychologists and Code of Conduct;

- 3) Contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at off-campus training or research sites;
- 4) Entering the classroom, laboratory, or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor;
- 5) Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, students, or patients in a disrespectful or inconsiderate manner (e.g., failing to show up for meeting, using disrespectful language, not addressing a faculty or staff member as they wish to be addressed); this includes violation of NDSU's Non-Discrimination Policy (<http://www.ndsu.edu/fileadmin/policy/100.pdf>), which states, "North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran.";
- 6) Violation of any Institutional Review Board or University research standard per NDSU Policy 326 on Academic Misconduct (<http://www.ndsu.edu/fileadmin/policy/326.pdf>).
- 7) Unprofessional dress (e.g., as required at off-campus training or research sites);
- 8) Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor;
- 9) Falsifying applications, forms, documents, reports, or records of any kind or providing false information to Department personnel prior to admission to the Department, or while an active member of the Department's academic programs;
- 10) Unauthorized accessing or revealing of confidential information about faculty, staff, peers, students, or patients;
- 11) Violating student or patient respect and confidentiality in any practice or learning setting;
- 12) Theft, damaging, defacing, or unauthorized use of any property of the Department, University, or off-campus training or research sites;
- 13) Electronic communications or computer usage that violates NDSU acceptable use policies according to NDSU Policy 158 (<http://www.ndsu.edu/fileadmin/policy/158.pdf>) or off-campus training or research sites usage guidelines;
- 14) Sexual harassment as described in NDSU Policy 162 (<http://www.ndsu.edu/fileadmin/policy/162.pdf>), the APA Ethical Principles of Psychologists and Code of Conduct, and other off-campus training or research site policies (as applicable);
- 15) Harassment defined as "unwelcome verbal or physical behavior which has the intent or effect of unreasonably interfering with the individual's employment or academic endeavors or creating a hostile, intimidating or offensive environment. Harassment may include (but is not limited to) jokes, derogatory comments, pictures, and/or direct physical advances," as defined in NDSU Policy 163 (<http://www.ndsu.edu/fileadmin/policy/163.pdf>), the APA Ethical Principles of Psychologists and Code of Conduct, and other off-campus training or research site policies. Note: This includes violating NDSU's Non-Discrimination policy and is also prohibited in electronic forms (e.g., social media, text messaging, e-mail);
- 16) Endangering patients, faculty, staff, students, or peers or damaging their property;
- 17) Intoxication, abuse, possession, use, or illegal sale of alcohol, drugs, chemicals, firearms, explosives, or weapons within the University campus, in any practice or off-campus setting, or when representing the Department;
- 18) Any violation or conviction of any federal, state, or municipal law as well as University rule or rules at an off-campus training or research site;
- 19) DUI & DWI (driving under the influence or driving while intoxicated) is considered by the Department as improper behavior, and any individual violating this law is referred to undergo an alcohol and drug abuse evaluation at the student's expense;
- 20) A preponderance of evidence of participation in a felony crime will typically serve as reason for termination from the department's graduate program.

- 21) Using a faculty or staff member's name or signature without permission is forbidden;
- 22) Using data collected while at NDSU without explicit permission from the supervising faculty member (e.g., for a manuscript, poster, or presentation) is also forbidden;
- 23) No work should be submitted with the faculty member listed as a co-author without authorization by that faculty member.

Multiple Relationships. The APA Ethical Principles of Psychologists and Code of Conduct (section 3.05) states that, "a multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person. A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists."

The potential for an inappropriate multiple relationship exists when a graduate student serves as a teaching assistant, because the teaching assistant is in a position of authority over the students in the class. The Department considers it inappropriate conduct for teaching assistants or course instructors to have a dating or sexual relationship with one of their students. This also applies to a graduate research assistant working in a lab with undergraduate research assistants, since the graduate student is in a position of authority in such a setting. All graduate assistants are also expected to respect the rights and opinions of students and uphold the academic standards of the University. Another clear violation is a Psychological Clinical Science student having a romantic, sexual, or otherwise nonprofessional relationship with a patient that they are treating or have treated.

If you are unsure whether a relationship would be appropriate in light of the guidelines above, it is best to seek advice from your advisor or the Department Chair.

2.a. Reporting Process

It has been the longstanding policy that all full-time faculty in the Department of Psychology have a legitimate educational interest in the academic and professional progress, as well as the behavioral conduct, of our graduate students, as it affects the educational and work environment of the Department. Therefore, all faculty may potentially be informed of reported graduate student misconduct situations.

Academic Misconduct

- 1) Students are encouraged to report academic misconduct promptly to the Department Chair or their advisor (who will then report the misconduct to the Department Chair).
- 2) The course instructor who suspects that academic misconduct has occurred in their course or other instructional context has an initial responsibility to: a) inform the student(s) involved of the suspicion and the grounds for the suspicion, b) allow a fair opportunity for the student to respond, and c) make a fair and reasonable judgment as to whether any academic misconduct occurred.
- 3) The course instructor will report academic misconduct violations to the Department Chair as soon as possible.

Professional Misconduct

- 1) Students are encouraged to promptly report any professional misconduct to the Department Chair or their advisor (who will then report the misconduct to the Department Chair) as soon as possible. If the misconduct occurs at a clinical training site, the student should report it to the Director of Clinical Training, and the Director of Clinical Training will report it to the Chair and on-site practicum supervisor. With regard to confidentiality regarding the reported situation, the Department will follow NDSU policy guidelines (e.g., Title IX policy) as appropriate.
- 2) Faculty members and other department personnel who become aware of a professional misconduct violation should report it to the Department Chair as soon as possible.

2.b. Disciplinary Sanctions

Academic Misconduct

- 1) The course instructor is responsible for determining the sanction(s) for academic misconduct in the course. Sanctions may include, but are not limited to, failure for a particular assignment, test, or course.
- 2) The course instructor will inform the student of the sanction(s) in writing by completing the Student Academic Misconduct Tracking Form per University Policy 335 and submitting it to the student and the Department Chair.
- 3) The Department Chair will submit a copy of the form to the Dean of the Graduate School, the Dean of the College, and the Registrar and Provost/VPA, in accordance with University Policy 335.
- 4) A copy of the Student Academic Misconduct Tracking Form will be placed in the student's academic file.
- 5) The College Dean may recommend University suspension or expulsion in addition to the sanctions listed above.

Professional Misconduct

- 1) Professional misconduct issues may happen outside of the classroom and have broad implications for the well-being of students, faculty, and staff in the Department. The Department Chair has the initial and primary responsibility for administering and enforcing professional misconduct issues.
- 2) Consistent with SB 2150, all non-academic misconduct complaints that may result in suspension or expulsion include the right of the accused and complainant to be represented by an attorney or nonattorney advocate, at the student's expense, and the right to be informed of this right before the proceeding takes place. All processes will follow the law outlined in SB 2150, which can be viewed in its entirety at this link: <http://www.legis.nd.gov/assembly/64-2015/documents/15-0596-02000.pdf?20150731133631>.
- 3) The Department Chair will work in collaboration with a three-member ad hoc faculty committee to determine the consequences for professional misconduct. The faculty committee will include representation from each of the three graduate programs within the Department and will be approved by the Department full-time faculty.
- 4) The committee will determine if additional reporting of the misconduct should take place per NDSU policy and will report the incident to other offices, as appropriate (e.g., Equity and Diversity Office, Student Affairs, the Graduate Dean, the Registrar, the Behavioral Intervention Team).

Department-Related Sanctions

In addition to any sanctions imposed by the College or University, the Department Chair (informed by the ad hoc faculty committee) may assign further sanctions, depending upon the circumstances and nature of the misconduct. The Department Chair will notify the student in writing of the sanction(s) and rights to due process and forward a copy to the Graduate School Dean and other offices, as appropriate per NDSU policy (e.g., Diversity and Equity Office, Student Affairs, the Registrar, etc.). If there is a complainant(s) involved in the incident, the complainant(s) will also be informed, in writing, of the sanctions and the right to appeal if allowable according to the Family Educational Rights and Privacy Act Regulations (FERPA; e.g., if the conduct involves crimes of violence and/or Title IX actions). For more information on the FERPA, see 99.31 (14) and (15):

<https://www2.ed.gov/policy/gen/guid/fpcos/pdf/ferparegs.pdf>. For more information on Title IX, see <https://www.ndsu.edu/fileadmin/policy/603.pdf>.

Disciplinary action for academic and professional misconduct will depend on the severity of the misconduct. In general, sanctions may include, but are not limited to, any of the following:

- 1) Probation
- 2) Supervised probation
- 3) Suspension or Termination from the Graduate Program*
- 4) Recommendation to the Graduate School Dean that the student be expelled from the University (in cases of particularly egregious or multiple instances of academic/professional misconduct)*

*Consistent with SB 2150, all non-academic misconduct complaints that may result in suspension or expulsion include the right of the accused and complainant to be represented by an attorney or nonattorney advocate, at the student's expense, and the right to be informed of this right before the proceeding takes place.

Academic Probation, Suspension, and Separation

Probation, suspension, and separation from a program in which a student is enrolled are rare events. The semi-annual review of progress is designed to help both students and faculty identify potential problem areas early so that appropriate interventions may be made. The faculty consider it a primary responsibility to assist students in their professional development. As discussed below in the Remediation section, faculty may require students to successfully complete additional academic, teaching, research, or clinical training activities (e.g., courses, written work, practicum training, or supervision) before allowing students to progress through the program (e.g., advancement to doctoral candidacy; approval of a Master's thesis or dissertation; approval to apply for clinical internship).

Dismissal from the Department will be explored for graduate students who pose a threat to the safety and well-being of others or in the case of extreme misbehavior or failed efforts at remediation. Often, dismissal will center on guiding the student to pursue other options for their education and career. As mentioned previously, if suspension or dismissal of a student is being considered, the student has the right to an attorney or nonattorney advocate, at the student's expense, and the right to be made aware of this right per SB 2150. A student who is separated from the Psychological Clinical Science program is not permitted to participate in clinical activities or clinical courses and will not be recommended for internship.

2.c. Right to Appeal

Students sanctioned for violations have the right to appeal. If there is a complainant(s) involved the incident(s), then the complainant(s) may also have the right to appeal depending on the nature of the violation per University policy (e.g., the complainant may appeal if it is a violation of Title IX policy). Student appeals must follow the appeal procedure outlined below.

2.d. Graduate Student Appeal Review Process

1. A graduate student may appeal a committee and Department Chair decision about sanctions by requesting a review of the case by the full Department of Psychology faculty. Complainant(s) may also have the right to appeal a decision about sanctions following this process. Complainant(s) may only be lawfully informed of actions and have the right to appeal in instances involving crimes of violence and/or Title IX actions.
2. A written letter of appeal must be written and delivered within 15 days of the decision.
3. After reviewing these materials, the faculty, as a whole, may vote to change the recommended consequences for the misconduct. The decision of the Department will generally be issued within 15 working days of the receipt of the appeal letter, but may take longer during University recesses, or in the event of complex cases.
4. All other involved parties (e.g., Registrar, Student Affairs, etc.) will be notified of the results of the appeal, as appropriate.
5. The appeal process for sanctions imposed by the College or University is described in NDSU Policy 335.
6. As mentioned above, per ND SB 2150, any student enrolled at NDSU has the right to be represented by an attorney or nonattorney advocate, at the student's expense during any disciplinary proceeding or process used to address an alleged violation. This is not applicable for allegations related to academic dishonesty. In addition, a student suspended for more than ten days or expelled from NDSU has the right to seek a review of the institution's decision in the district court. The student must file a petition for review with the appropriate district court no later than one year after the day that the cause of action accrues. For full details, see the SB 2150 document in full here:
<http://www.legis.nd.gov/assembly/64-2015/documents/15-0596-02000.pdf?20150731150151>.

Unresolved Appeals

After the Department appeals process has been completed, involved persons who are not satisfied with the appeal decision may have the right to appeal the decision to the Dean of the Graduate School, who will make the final decision on any appeals. In cases where the complainant is not provided with information about the outcome, per FERPA policy, the complainant may not have a right to appeal.

Incomplete Disciplinary Process

Students with pending disciplinary or legal actions, with sanctions for which an appeal has been submitted but not resolved, or whose sanctions have not been successfully fulfilled, will not be allowed to graduate from NDSU with a degree, major, or program of study offered by the Department of Psychology. In such cases, the Department reserves the right to place a hold on a student's graduation until the case has been successfully resolved and the sanctions have been successfully fulfilled.

3. Other Problems that Interfere with Research, Teaching, Clinical Work, or Program Progress

Examples of problems not severe enough to warrant dismissal or other penalties named in Section 1, but that require remediation, include (but are not limited to) the following:

- 1) Poor academic performance, as shown through poor grades (C or below) in one or more graduate classes, incomplete work, or persistent difficulties completing coursework on time. This also includes deficiencies in research skills, as seen in difficulties conceptualizing research methodology, understanding statistical analyses, or writing an empirical report or integrative literature review. A persistent lack of progress or a failure to pass a major milestone project such as the thesis, area paper, or dissertation will be cause for particular concern.
- 2) Deficits in the clinical skills of Psychological Clinical Science students, as shown by performance in practicum courses, field placements, or role-played simulations. Causes for concern may include interpersonal skills deficits, persistent problems in forming or maintaining therapeutic relationships, a lack of responsiveness to supervision, inadequate or late clinical report writing, or serious errors in assessment procedures or psychological reports.
- 3) A pattern of problematic interpersonal behavior as evidenced by signs of recurrent emotional instability, problems with personal boundaries, persistent disturbances in interpersonal relationships, acts of dishonesty, poor judgment, consistently immature or unprofessional behavior, or a lack of sensitivity toward others.
- 4) A significant psychiatric disorder, such as a mood disorder, anxiety disorder, or substance use disorder, if it interferes with the ability to meet professional and academic expectations.
According to the APA Ethical Principles of Psychologists and Code of Conduct (section 2.06b):
"When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties."

Students share the responsibility to take action if they believe that another student's personal problems may be harmful to peers, students, patients (as applicable), or research participants. Typically, students should bring their concerns to the attention of the person who they perceive as potentially causing harm. If that action is not appropriate (e.g., in the case of a peer not feeling comfortable doing so) or does not result in a corrective response, they should consult with a faculty member. Students should also try to recognize whether personal problems might be interfering with their own teaching, research, or clinical activities. Students who believe they have personal problems which are impacting their ability to fulfill their responsibilities should discuss this with their primary research advisor or the Department Chair.

3.a. Remediation Procedures

Engaging in psychotherapy is a common way of dealing with personal problems, managing stress, and clarifying expectations for oneself during graduate school. We encourage students to enter psychotherapy whenever it can be useful for professional development or personal growth, at their own expense. NDSU's Counseling Center offers free psychotherapy services to students on a confidential basis. However, seeking therapy at the Counseling Center may create some issues with multiple roles, because some Psychological Clinical Science students may have practicum placements there. Alternatively, students may seek a referral to a therapist in the community. Students are encouraged to review their individual insurance policies for information on psychotherapy service options. Department faculty can help students identify treatment venue options.

Problems that do not involve academic or professional misconduct are typically resolved through informal mechanisms developed through meetings with faculty or supervisors. The remediation plan for these problems should describe specific goals or changes and should provide guidance for possible strategies for reaching the goals. Ideally, the plan will include criteria for evaluating the effectiveness of

the remediation plan and will establish a timeframe for the remediation process. Remediation options can include any mixture of the following strategies:

- 1) Training options may include some or all of the following: (a) a plan for the student to independently study an issue and write a review paper on a topic directly related to the student's problems, (b) an additional course, even if a course must be repeated, (c) longer or more frequent meetings with clinical or teaching supervisors, (d) longer or more frequent meetings with faculty mentors, or (e) additional supervised clinical, teaching, or research experience.
- 2) Treatment options may include personal psychotherapy. The faculty may be able to provide referrals to local counselors. All details of the therapy sessions will remain confidential.
- 3) Administrative options may include: (a) restricted clinical, teaching, or research activities, (b) probation from the program, (c) a formal leave of absence, whereby the student does not register for any courses for a period of one or two semesters, or (d) counseling out of the program. In order to return to the program after a formal leave of absence, the student will be expected to provide a written summary describing how the problems have been resolved. This must be approved by the involved faculty before the student is allowed to resume his or her program of study.

Remediation plans should be written according to the sample format on the next page. During the formulation of remediation plans, students should have the opportunity to review the concerns about their performance and be able to discuss the proposed plan for remediation. Students should be allowed to contribute to the written plan, with the approval of faculty or supervisors working with them.

The student's progress will be reviewed at a designated follow-up time point to ensure that the remediation plan has been helpful and that the student has made adequate progress to continue his or her program of study. Failure to comply with a remediation plan indicates the existence of a major academic, personal, or professional problem. In such a case, the student's behavior will be addressed in the manner described in Section 1 of this policy.

Sample Remediation Plan for Continued Graduate Training in Psychology

The following problems have been observed:

These problems are related to deficiencies in these expected competency benchmarks:

In order to remedy these deficiencies, the student will perform the following activities:

The following date is set for completion of the plan and re-evaluation of the situation:

If the remediation plan is deemed unsuccessful, the following consequences may occur:

I have reviewed the concerns about my performance, and I have had an opportunity to discuss and have input into the proposed plan for remediation. My signature indicates that I understand the nature of the concerns, and I agree to the plan.

Student (printed name) _____
signature _____
date _____

Primary Research Advisor
(printed name) _____
signature _____
date _____

Department Chair
(printed name) _____
signature _____
date _____

Annual Pledge and Signature

I, _____ (print name), have read and understand the above policy, and I agree to accept and abide by the Graduate Student Conduct Code & Policy of the Department of Psychology. I understand that violations of this policy and sanctions imposed, as well as information used to substantiate violations, may be shared with Department-affiliated clinical training or research sites.

Signature

Date

V. Evaluation of Student Progress

A. Annual Evaluations

A formal evaluation of your progress in the program will take place annually during the spring semester. The faculty will evaluate each student's progress in a meeting devoted to this purpose. Afterward, your advisor will meet with you to discuss your evaluation. Topics discussed will be your strengths and weaknesses to date in the view of the faculty, in addition to plans for the coming year in terms of performance expectations and recommendations relevant to your career goals.

To provide faculty members with a summary of graduate student activities, we ask graduate students to submit an "Annual Progress Report" which is a brief statement of student accomplishments in terms of Research and Scholarly Activity, Coursework and Related Projects, Fulfilling the Teaching Requirement, Meeting Expectations for Your Assistantship, Fulfilling Program of Study Expectations, and Goals and Plans for the Next Year (see *Appendix F*).

B. Addressing Problems with Student Progress

Questions or problems regarding your progress in the program, departmental policies, etc., should normally be addressed to either your advisor, or to the instructor if a specific course is involved. If this does not resolve the situation, you should then discuss the issue with the department chair. This same chain of command should be followed if you should have a grievance or dispute regarding academic matters. In the unlikely case that the issue cannot be resolved at one of these levels, a copy of the University's Procedures for Graduate Student Appeals can be found in the NDSU Graduate Bulletin (see web link in *Appendix D*).

If, during the annual evaluation, the faculty agree that there is a concern with your progress, your advisor will discuss specific steps that you should take to improve performance. You may be given a written evaluation or notice that specifies goals that must be met within a certain time period to maintain an assistantship or to remain in the program. Immediate termination from the program is possible if a serious issue comes to light, according to university policies.

VI. Graduation and Post-Graduate Employment

A. Forms

Students who are finishing the program should complete the Application to Graduate form and the exit survey (<https://tt1.opinio.net/s?s=16104>).

B. Commencement

If you would like to participate in the commencement ceremony, complete the Commencement Participation Form

(http://www.ndsu.edu/gradschool/current_students/forms/commencement_participation_form/).

Check with the Graduate School early in the semester to make sure you have the proper forms, know the filing deadlines, and pass your thesis defense at least seven days before Commencement, which is generally scheduled on the Friday or Saturday on or immediately following the last day of final exams in December and May. Tell your advisor your commencement plans. During the commencement ceremony, your advisor will “hood” you onstage before you receive your diploma.

C. Placement or Employment upon Graduation

It is never too early to start thinking about career goals. Securing employment will likely depend on your flexibility with respect to geographic locations and positions, your vita, letters of recommendation, expertise, etc. As a Ph.D. student, we want you to aim high, which means a competitive vita with multiple publications. Being successful in landing a good job will likely require much more than mere adequacy. Potential excellence in either teaching or research, or both will be an advantage. Publishing original research is quite often the most important criterion for later academic success. Publishing research can be immensely satisfying and need not be viewed as a requirement. Nevertheless, it is your responsibility to obtain satisfactory placement or employment upon graduation.

Faculty can assist you with career plans (see also select books and articles that can aid your efforts, e.g., *The Compleat Academic*). You should inform members of the faculty of your career ambitions so that they can help you select the most relevant activities and courses and suggest possible employment prospects. It is your responsibility to follow up on these suggestions. The faculty can also provide feedback on your vita as you are developing it and write letters of recommendation, but it is your responsibility to ask for such assistance. It is best to talk with several faculty members to get their input and suggestions. The Graduate School and the NDSU Career Center also provide helpful career information (http://www.ndsu.edu/gradschool/graduating_students/career_services/).

You have several career options upon graduation. You may decide to apply directly for academic positions that have a teaching emphasis, a research emphasis, or a balanced teaching and research emphasis. You may choose to gain additional skills or expertise in a post-doctoral research position. Or you may pursue a non-academic position (e.g., research and development in a business environment, statistical consultant, marketing research) or a clinical position. Our faculty can help you weigh your options and decide the best fit for you.

VII. Appendices

Appendix A: Support of Student Research

The Department of Psychology has Foundation funds and other monies set aside to help graduate students complete their thesis work. This announcement describes how students should request help and some of the spending procedures.

Requesting Help

The Department Chair will take research support requests to facilitate completion of the master's thesis or doctoral dissertation. Requests will depend on specific research plans.

To request research support, you should prepare a proposal not to exceed two pages in length. The proposal must contain three sections: (1) an abstract of the research proposal, (2) proposed line-item budget, and (3) budget justification. The request should be signed by both you and your advisor. Allowable costs and how to spend research support money are described below.

Use of Funds

The typical research support limit is \$200. You may, however, request less or more depending on your special project needs. For example, if you pay participants you may ask for more money. Check with the administrative assistant for information about record keeping before starting your project. Here are some possible ways to use the research support:

Photocopying and Printing. You may budget for photocopying and printing. For multiple copies it is cheaper to have your printing done at Document Publishing on campus rather than simply copying it on the department machine. See the administrative assistant for advice and help about the best way to meet your printing needs.

Travel. You may need to travel to obtain participants. If so, you should keep a log of your mileage, and we will reimburse at the state approved rate.

Other. You may need special supplies for your thesis. Or perhaps you need a small piece of equipment. These sorts of costs are allowable. Simply describe why they are needed for your project. After you complete your research project, "ownership" of such equipment reverts to the department.

Not allowable. Research support funds cannot be used for additional stipend support or final thesis costs (e.g., the costs of binding or special paper).

Appendix B: Student Travel and Professional Development

- I. Requests for travel funds should be submitted in writing to the Chair of the Department as early as possible but at least one month before the trip.
- II. Approval Policy
 - A. Requests will be routinely approved if they involve:
 - 1. Presentation of thesis-related (graduate or undergraduate) research at a major conference (e.g., regional or national) regardless of order of authorship.
 - 2. First author presentations or posters of non-thesis research at major conferences. *You should check on the availability and simultaneously apply for Graduate Student Travel Awards from the Graduate School for which the department funds will serve as a match.* Also apply for College-level funds if available.

\$300.00 should be provided for the above purposes, negotiable in exceptional circumstances (e.g., need, distance).
 - B. Decisions will be made on a case-by-case basis for funding attendance at workshops, conferences at which no presentations will be made, and other activities related to professional development.
 - C. Students receiving awards should contact the administrative assistant for instruction on reimbursable expenses. Travel Authorization Requests must be completed at least ten days before departure in order to receive reimbursement.
 - D. Save receipts (for airfare, hotel, registration, ground transportation, food) during your trip. You will need these receipts for reimbursement purposes. Organize the receipts and give them to the administrative assistant when you return. Note that there is a per diem (i.e., daily allowance) for food expenses – check with the administrative assistant before you travel to learn the current per diem rate.

Appendix C: Sample Requirements for PSYC 790 Graduate Seminar

You should register for the weekly colloquium series each semester (1 credit). Course requirements for colloquium may change from semester to semester, depending on the faculty organizers. What follows is a representative example of criteria for a course.

1. Submit one substantive discussion item or a thought-provoking question each week based on the reading assignment. The submission should address some significant theoretical or methodological issue or an issue pertaining to the implications of the results. Your contribution should be turned in to the organizer of the colloquium series by 3 pm of the Thursday preceding the talk.
2. Anyone missing three or more colloquia without a valid excuse (e.g. illness, death in family, professional meetings) will be given a failing grade for the course.
3. If you miss a colloquium for any reason you will need to get another student to video record the talk for you. You will be required to submit a one page typewritten summary of the presentation. The only exception to this is for attendance at a professional conference. Failure to submit the summary within one week will be counted as an unexcused absence (see #2 above).

Appendix D: Important Links to NDSU and Graduate School Policies

Graduate School Bulletin:

Please see: www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Bulletin_2010-12.pdf

Graduate School Scholastic Standards

Please see: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/>

Procedures for Graduate Student Appeals

Please see: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/graduate-student-appeals/>

NDSU Code of Student Behavior

Please see: www.ndsu.edu/fileadmin/studentlife/StudentCode.pdf

NDSU Code of Academic Responsibility and Conduct

Please see: www.ndsu.edu/fileadmin/policy/335.pdf

Appendix E: Psychological Clinical Science Degree Requirements Checklist

Name _____ Date _____

A. Evaluation and Intervention Courses

These courses include content related to the history of clinical psychology, ethics, diversity, psychopathology, and empirically supported approaches to assessment and treatment.

Five courses (17 credits)	Semester and Yr taken
1. 755 Empirically Supported Interventions I (4)	_____
2. 756 Empirically Supported Interventions II (4)	_____
3. 770 Testing and Assessment (3)	_____
4. 672 Advanced Psychopathology or 673 Child Psychopathology and Therapy (3)	_____
5. 758 Diversity in Clinical Practice and Cultural Psychology (3)	_____

In addition, a clinical seminar will meet every semester to cover topics and practical issues that are not included in the coursework above.

6. 790 Clinical Seminar (1 credit every sem) Total = 8 _____

B. Clinical Training

Two years of Practicum, most often in 2nd and 3rd years. (Psyc 794, Practicum/, 1 credit per semester)

Indicate semester and year, placement site, primary supervisors, and whether service log and evaluations have been filed in the Department.

Sem.	Year	Site	Primary Supervisors	Filed? Y/N

Internship. One year, full time internship at the conclusion of one's program. Applications are made in the fall through APPIC. Student must be registered for 1 credit of 897 Cooperative Education (Internship) during the fall and spring semesters. A grade will be filed for the spring semester upon notification from the internship site of satisfactory completion.

C. Fundamentals of Psychology

All students must show evidence of learning in each of the following areas. Any of the graduate courses listed below will satisfy the requirement. You must take at least 4 courses at NDSU, 1 of which must be an advanced integrative course. Option for the advanced integrative requirement are marked with an asterisk.

	Semester and Yr taken
1. Affective Aspects of Behavior*	
a. 782 Emotions	_____
2. Biological Aspects of Behavior	
a. 660 Sensation & Perception	_____
b. 665 Psychobiology	_____
c. 681 Health Psychology	_____
d. 686 Neuropsychology	_____
e. 718 Visual Neuroscience	_____
3. Cognitive Aspects of Behavior	
a. 661 Memory and Knowledge	_____
b. 664 Attention and thinking	_____
c. 720 Cognitive Neuroscience	_____
d. 731 Fundamental Processes in Cognition	_____
e. 732 Applied Cognitive Process	_____
4. Social Aspects of Behavior	
a. 653 Organization Psychology	_____
b. 668 Personality*	_____
c. 670 Experimental Social Psychology	_____
d. 771 Social/Health Psychology*	_____
e. 773 Social Judgment	_____
f. 787 Advanced Social Psychology and Health*	_____
5. Developmental Aspects of Behavior	
a. 663 Experimental Developmental*	_____

All students must demonstrate knowledge equivalent to the following course.

6. 680 History and Systems	_____
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D. Research Training

	Semester and Yr
1. 640 Experimental Methods	_____
2. 761 Applied Research Methods	_____
3. 762 Advanced Research Methods/Analysis	_____
4. 790 Seminar (8)	_____

5. 793 Individual Study (Identify Sem, Yr, and projects worked on)

6. 798 Thesis

7. Area Paper (File Form for the Comprehensive Examination)

8. 899 Dissertation

List presentations and publications that resulted from above or attach vita.

E. Teaching Requirement

1. Comm 702, Introduction to College Teaching or
STEM 810, Teaching College Science _____
2. Psyc 892 (3 credits), GraduateTeaching Experience _____

Please note that there are courses offered through Hum (Humanities), AHSS, and EDUC, though the STEM classes are more pertinent to psychology. The numbers and titles seem to change frequently so please look at the current course offerings and visit with your advisor about the best option. Also note, that there are additional elective offerings that could enhance your instructional skills, i.e., STEM 709, Designing Technology-infused Learning Environments in Higher Education.

F. Other Milestones

1. **Filing of Plan of Study** _____

Appendix F: Annual Progress Report

Psychological Clinical Science Program

Date:
Name:

Summary of Research and Scholarly Activity

(list work in lab and any presentations or publications that resulted from that work)

Summary of TA, RA, or Teaching Requirement activities

(what did you do, what skills did you learn)

Summary of Clinical Activities

(List practicum site and supervisor. Did you document your hours and activities on MyPsycTrack or something similar?)

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Goals and Plans for next year

(include coursework, practicum, and research)

You may either use this form or create your own document as long as the headings and details remain the same.

Attach a completed (updated) PCS Degree Requirements Checklist.

Attach a current vita.