

DEPARTMENT OF PSYCHOLOGY

FORT HAYS STATE UNIVERSITY

A GUIDE TO GRADUATE STUDY IN PSYCHOLOGY

August 2012

INTRODUCTION

The Department of Psychology welcomes you to graduate study at Fort Hays State University. We are pleased that you decided to come here for your graduate work.

The most important faculty member in the early part of your graduate work is your Program Advisor, the director of the program to which you have been admitted. This individual is your primary resource person, and along with you is responsible for most of the paper work necessary for the administration of your graduate program..

You will experience fewer frustrations if you take the time to become informed about rules, regulations, and procedures. You should consult this guide often. In addition to the information contained in this guide, students are reminded to become well acquainted with all of the rules and regulations contained in the official University Catalog.

Your file is maintained by your Program Advisor and the Department Secretary, kept in the Departmental office, and should reflect all decisions regarding your program. Whenever an important decision is made, make certain that the decision is recorded in writing and placed in your file. A second file is kept in the Graduate School office. The maintenance of these files is the responsibility of the graduate student with the cooperation of the Program Advisor. Your grades and copies of official forms such as your degree summary will be placed in your file automatically.

The main psychology office is in Martin Allen Hall, Room 104. Mailboxes and bulletin boards for graduate students are in the second floor lounge. Students are expected to be aware of information provided to them in their mailboxes and on bulletin boards.

At the beginning of each semester, you should give the Department Secretary a copy of your schedule of classes, office hours, etc. You should also inform the Department, in WRITING, of changes of address, telephone number, etc. Make sure that such changes are made with the Department Secretary. Do this promptly.

PROGRAMS IN PSYCHOLOGY

The entire graduate program is oriented toward a broad education in psychology. In addition to the broad education, the student will concentrate in one of three areas: (1) Clinical Psychology, (2) General/Experimental Psychology, or (3) School Psychology. SPECIFIC REQUIREMENTS OF EACH PROGRAM WILL BE EXPLAINED BY THE STUDENT'S PROGRAM ADVISOR. The progress of each student in the program will be followed by the Department Chair and the Psychology Graduate Faculty.

The Psychology Department emphasizes that each graduate student should consider the various parts of their program (courses, research, comprehensive examination, thesis, etc.) as entities contributing to the total graduate program, not just as ends in themselves. The department also emphasizes that the student needs to spend concentrated time and effort in order to complete the graduate program. The student needs to be actively involved in the graduate program on a full-time basis in order to maximize the benefits of graduate training.

Two faculty members play crucial roles in the progress and success of a student's graduate program:

PROGRAM ADVISOR: The Program Director of the student's area of concentration is the student's Program Advisor. No later than the end of the student's first semester of graduate study, Clinical and School students must ask their Program Advisor for help in planning a formal degree program. General/Experimental students should ask for this help at their first enrollment conference.

The program should provide as much breadth as possible in the basic subject areas in psychology, within the requirements of the student's specific program. It is understood that the Program Advisor and the student will consult the Psychology Faculty on the program if necessary. Copies of the degree program will be prepared by the Program Advisor and distributed to the Student, Program Advisor, Department Chair, and Graduate School Dean.

and:

THESIS ADVISOR: The Thesis Advisor will be chosen by the student and will serve as chair of the student's thesis committee. This person can be any member of the Psychology Faculty who is a member of the Graduate Faculty or has special permission, and who is interested in and well prepared in the area of the student's interest and willing to work with the student.

or:

SCHOOL PSYCHOLOGY PORTFOLIO ADVISOR: The Portfolio Advisor will be chosen by the student and will serve as chair of the student's Portfolio committee. This person can be any member of the Psychology Faculty who is a member of the Graduate Faculty or has special permission, and who is interested in and well prepared in the area of the student's interest and willing to work with the student.

or:

SCHOLARLY ACTIVITY ADVISOR: The Scholarly Activity Advisor will be chosen by the student and will serve as chair of the student's Scholarly Activity committee. This person can be any member of the Psychology Faculty who is a member of the Graduate Faculty or has special permission, and who is interested in and well prepared in the area of the student's interest and willing to work with the student.

Program Obligations of Students

It is the responsibility of the student to maintain contact with the Graduate School Dean, the Department Chair, Graduate Program Advisor, and Thesis/Portfolio/Scholarly Activity Advisor regarding progress toward the degree.

It is also the responsibility of the student to:

1. Carefully read and follow the Graduate School policies in the University Catalog.
2. Enroll in the correct coursework at the recommended time.
3. Meet with the Program Advisor to plan a program before the end of the first semester of graduate study. Students in the General/Experimental Program should plan a program of study at the time of the first enrollment.
4. If deficiencies were specified on admission to graduate study, see that those deficiencies are completed.

5. School Psychology students should choose between the Scholarly Endeavors, School Psychology Portfolio, or Thesis option, and Clinical Psychology students should choose between the Scholarly Endeavors or Thesis option. Discussion with advisor or other faculty is encouraged.
6. As applicable, choose a Thesis/Portfolio/Scholarly Activity topic and Advisor as early as possible and inform the Program Advisor and department secretary of the Thesis/Portfolio/Scholarly Activity Advisor's name. The student will consult with the Thesis/Portfolio/Scholarly Activity Advisor concerning the selection of members of the Committee.
7. Satisfy the requirements for admission to candidacy (see below).
8. Sign-up at the proper time for the Comprehensive Examination with the graduate school.
9. Take the Comprehensive Examination at the proper time(s). If the comprehensive exam requires a fee, payment is the responsibility of the student.
10. Once the student has been admitted to Candidacy and has developed an acceptable Thesis/Portfolio/Scholarly Activity prospectus, the student will schedule a prospectus meeting. The student will provide a copy of the Thesis/Portfolio/Scholarly Activity prospectus to each member of the committee at least SEVEN DAYS PRIOR TO THE PROSPECTUS MEETING. The student will also request that the Department Secretary send electronic memos to each member of the Psychology Faculty inviting the members to attend the prospectus meeting.
11. (Thesis track only) Submit a thesis title to the Graduate School Dean at the beginning of the semester or summer session that graduation is expected, or no later than the deadline established by the Graduate School.
12. Schedule an oral examination with the Thesis/Portfolio/Scholarly Activity Committee when the requirements are met for such a meeting (See Oral Examination Section). A two hour time block should be set aside for the oral examination. Each member of the Thesis/Portfolio/Scholarly Activity Committee will be informed of the meeting and given a copy of the Thesis/Portfolio/Scholarly Activity AT LEAST SEVEN DAYS PRIOR TO THE ORAL EXAMINATION. It is also the student's responsibility to contact the Psychology Department Secretary AT LEAST FIVE DAYS prior to the oral examination and request an electronic memo be sent to each member of the Psychology Faculty inviting the members to attend the meeting. It is a departmental policy to NOT schedule oral examinations within one week of the deadline for turning a thesis/Scholarly Activity to the Graduate School. It is the student's responsibility to complete the project with adequate time remaining for revisions and corrections.
13. Obtain the examination report sheet for the oral examination from the Psychology Department Secretary and return this completed sheet to the Graduate School (See Oral Examination Section).
14. (Thesis track only) Submit final copy of the thesis to the Graduate School (See Thesis Section).
15. File an "Intent to Graduate" form in the Graduate School office before the deadline for the semester in which graduation is expected.
16. Maintain continuous enrollment consistent with Graduate School policies.

Suggestion

It is very likely that at some point in your career you will be asked to document course content in order to be certified to teach a certain course or provide a special service. Transcripts do not provide enough information to satisfy certifying personnel. Therefore, it is very important that you save all course documentation (e.g., copy of catalog, copies of both undergraduate and graduate syllabi). Some licensing boards require documentation (hourly logs or diaries) of practicum and internship experiences.

Admission To Candidacy For The Degree

Upon completion of the first 9 required hours for the degree, the student will be considered for admission to candidacy for the degree.

Candidacy application forms are obtained from the Graduate School or from the department secretary. The student must take the initiative in applying for candidacy. In order to be admitted to candidacy for the degree the student must meet the following qualifications:

1. Removal of all deficiencies that were a condition of admission to graduate study.
2. Completion of Experimental Methods 845, and enrollment in Inferential Statistics.
3. A grade average of 3.0 or above for all hours of graduate work that are a part of the degree program to that point.
4. Agreement by a simple majority of the Psychology Faculty that the student is personally adequate (both academically and/or nonacademically) to assume the role of a professional psychologist at the Master's level. If the student fails to meet any one of these criteria, the student will not be admitted to candidacy and will be informed by the Department Chair at the direction of the Psychology Faculty that the student is to be allowed a probationary semester. During the probationary semester, the student will be required to rectify any deficiencies specified by the department. After the probationary semester, the student will then be either admitted to candidacy or dismissed from the program.
5. Any student who has more than one C in the first 12 program hours of coursework will be dismissed from the program. The student will not be eligible to have a Thesis/Portfolio/Scholarly Activity prospectus approved or take the Comprehensive Examination until the student has been admitted to candidacy for the degree.

COMPREHENSIVE EXAMINATION

All graduate students in the psychology graduate program at Fort Hays State University must pass the Comprehensive Examination as part of their requirements for graduation. The department considers the Comprehensive Examination a crucial aspect of each graduate student's education, and expects high quality performance on this examination.

The Comprehensive Examination is not a series of examinations of separate content areas. Instead, unlike a final examination in a course, the Comprehensive Examination requires students to synthesize material from diverse areas of psychology. This synthesis requires preparation beyond mere

coursework. In order to recognize the complexity of behavior, psychology students take courses in the various branches of psychology. The Comprehensive Examination enables them to demonstrate their knowledge of the varied causes of behavior and the processes of influence of a specific area on behavior. The organization of information in preparation for the Comprehensive Examination should provide the students with an overview of all branches of psychology. If the comprehensive exam requires a fee, payment is the responsibility of the student.

Students who do a thesis as part of their program must pass 4 hours of Comprehensive Examination. Students who do not do a thesis as part of their program must pass 8 hours of Comprehensive Examination.

Procedures

The normal time to take the Comprehensive Examination would be at the start of the Spring semester of the second year of study (or end of Spring semester of the first year for the M.S. School program). Students beginning a program in the Spring have the option of taking the Comprehensive Examination the following Spring semester or at the start of their second Fall semester.

Part-time students will take the Comprehensive Examination after 24 credits of coursework.

Satisfactory performance on this examination is a requirement for a graduate degree. Students who do not perform satisfactorily can retake the examination at the next regularly scheduled examination period. A Comprehensive Examination can be attempted two times without petition. If the examination is failed a second time the student must petition the Psychology Graduate Faculty for permission to retake the examination a third time. Petitions must be submitted six weeks prior to the examination date. The petitioning student must present a detailed plan of study. If the Department Faculty after review feels the student is capable of appropriate preparation, they may grant the petition to attempt the examination for a third and final time.

Students have two years from the time they first attempt the Comprehensive Examination to successfully pass the examination.

Exam Structure: General-Experimental Program

There are two components to the General-Experimental Comprehensive Examination:

1. Specialty area with content specific to the student's particular program of study (3 hours), and
2. Methodology area with content appropriate to the General/Experimental program (1 hour).

Both the Specialty and Methodology areas of the examination are written and graded by a committee made up of members of the faculty whose expertise is in the area of the examination. The Psychology Faculty as a whole will meet and approve the item content of each section.

Exam Structure: Clinical Program

There are two formats for Clinical Comprehensive Examinations:

1. Students who write a thesis will take only the Evaluation of Professional Practice in Psychology Exam (EPPP) as their Clinical Comprehensive Examination, which will include specialty and methods portions (4 hours). They will have to achieve a score of 50% (based on current PhD licensing level of 70%) to be considered as passing the exam.

2. Students who engage in a Scholarly Activity will be required to:

a) Take the Evaluation of Professional Practice in Psychology Exam (EPPP), which will include specialty and methods portions (4 hours). They will have to achieve a score of 50% (based on current PhD licensing level of 70%) to be considered as passing the exam.

b) Take a Clinical Specialty Exam, which includes an Ethics/Clinical Specialty Area (1 hour) and a Methodology Area appropriate to the Clinical program (1 hour).

c) Do a pre-presentation of Scholarly Activity to the Scholarly Activity Committee (1 hour).

d) Do a Presentation of Scholarly Activity at a Regional or National conference (1 hour).

Exam Structure: School M.S. & Ed.S. Programs

There are three formats for School Comprehensive Examinations:

1. To complete the M.S. School Program, students will have to take a School Specialty Exam which includes:

a) The evaluation of Case Studies appropriate to the School program (4 hours),

b) A Specialty Area including Ethics (2 hours), and

c) A Methodology Area appropriate to the School program (2 hours).

2. For the Ed.S. Program, students who write a thesis will take only the Praxis exam as their Comprehensive Examination (4 hours), which will include specialty and methods portions. They will have to achieve a score of 157 (or current state passing score) to be considered as passing the exam.

3. For the Ed.S. Program, students who engage in a Scholarly Activity will be required to:

a) Take the Praxis exam (4 hours), which will include specialty and methods portions. They will have to achieve a score of 157 (or current state passing score) to be considered as passing the exam.

b) Do a pre-presentation of Scholarly Activity to the Scholarly Activity Committee (2 hours).

c) Do a Presentation of Scholarly Activity at a Regional or National conference (2 hours).

Typing and/or Printing

A student's computer-typed specialty exam is given an ID code. All examinations must be typed. All comprehensive exams will be administered via computer. Students will be expected to keyboard their answers to questions into computer files. Answers will then be printed on our network printer.

Comprehensive Exam Payment

If the comprehensive exam requires a fee (e.g., EPPP or Praxis), payment is the responsibility of the student not the Psychology Department.

Comprehensive Exam No-Shows

If a student is scheduled to take a Comprehensive Examination and fails to do so the department may choose to fail the student on the exam (approved by Psychology Faculty August, 1986).

Summer Comps Policy

The only summer Comprehensive Examination regularly offered will be the M.S. and Ed.S. examinations in School Psychology. Any other Comprehensive Examination offered would be for a student with exceptional circumstances making it absolutely necessary to take the comprehensive in the summer in order to graduate. A request for a special Comprehensive Examination must be submitted for faculty approval at least 30 days before Comprehensive Examinations are given. (approved by Psychology Faculty, 1993).

Comprehensive Examination Grading

The student must pass all sections of the examination. Ratings on the written sections are not to be comparative within the group of students taking the examination. Grading is not relative to the best or worst answers for a given year nor is there a curve or quota for the percentages of students who pass or fail. The standard is the faculty's judgment of the expected performance of a student having completed one year of graduate study in psychology.

Each section will be read by each member of the area committee that wrote the test. The readers will then meet to arrive at a decision concerning the recommendation to pass or fail a student on a section. The committees will make their recommendations to the Psychology Department. The entire Department of Psychology Faculty as one committee will then vote on each student.

The decision will be communicated to the Graduate School Dean. The Dean of the Graduate School will notify students by letter of the decision concerning their performance on the Comprehensive Examination. The student can contact the Chair of the Comprehensive Exam Committee concerning the results of the Comprehensive Examination or wait for official notification from the Graduate School.

THESIS AND FIELD STUDY

A Thesis may be written to meet the requirements of the Master's degree in the General/Experimental and Clinical Programs. A Field Study, which is substantially equivalent to a Thesis, may be written to meet the requirements of the Ed.S. School Psychology Program. It is a written report of a research (e.g.,

experimental, applied, or survey) project carried out by the student under supervision of the faculty. It is intended to be a demonstration of the student's understanding of and skills in research, and a demonstration of an in-depth knowledge of an area of psychology. The area and general problem should be chosen by the student early in the graduate career. The project should be in at least the stage of advanced planning by the end of the student's second semester of graduate study. A Prospectus meeting should be held by the end of the Fall semester of your second year. That allows time for you to collect data during the Spring semester and complete and defend your Thesis by the deadline in May. (Refer to Steps and Proposed Timeline for Thesis/Field Study prepared by Department of Psychology, FHSU. A copy may be obtained in office.)

As of Fall semester 2011, Clinical and School Ed.S. students may choose to engage in a Scholarly Activity in lieu of doing a Thesis or Field Study.

Thesis/Field Study Guidelines

What is the purpose of the thesis?

The thesis is a written example of all your graduate work. You will be considered an expert in your field of choice. The thesis is the culmination of your graduate experience and the final display of your skills and knowledge. Specifically through the thesis process, you will demonstrate your knowledge base and your ability to understand and conduct scientific research in psychology and your specialty area. As a psychologist and scientist, you need critical thinking and writing skills, as well as knowledge of methodology and analysis. The thesis represents your ability to review literature in a specific area and synthesize complex information into a presentable body of work. The final thesis product should move the discipline forward and contribute to the field of psychology.

What is scientific research?

According to The Code of Federal Regulations 45 CFR 46 Section 102 (d), "*Research* means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities."

According to Fort Hays State University, scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of types of Scholarly Activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.

What can a thesis be (Topics and Methodology)?

Any topic related to the field of psychology and to your specific area of study is an appropriate thesis topic. The thesis methodology can be quantitative or qualitative but must demonstrate your ability to synthesize knowledge and data. Some example methodologies are, but not limited to, true experiments,

quasi-experiments, correlational designs, associational designs, descriptive studies, case studies, small N designs, time series, archival, multiple base-line designs, meta-analysis, and observations.

What is the structure and content of the sections of the thesis?

All APA standards must be followed, in addition to the FHSU Graduate School thesis guidelines (<http://www.fhsu.edu/academic/gradschl/current-students/>). The general sections for a thesis are Introduction, Methods, Results, Discussion, References, and all supplemental materials (Appendices, Vita, Table of Contents, List of Appendices, List of Figures, Abstract, and Acknowledgements).

The Introduction is a review of literature, the theoretical foundation, and your research ideas. This is a synthesis of information, NOT an annotated bibliography. The goal of the Introduction is to demonstrate your understanding and knowledge on the topic. Generally, the Introduction should contain a brief overview of the topic, the supporting literature and theory in the field, your reasoning and the logic of your hypotheses, and the actual hypotheses, as well as a discussion of why your project is unique, what the project is adding to the field, and the project's important or social significance.

The Methods section (for a Quantitative study) should contain at Prospectus the proposed participants, materials, procedure, and data analysis. At the prospectus meeting, you must provide the committee with all instruments to be used in the study. This will allow the committee to view your entire idea. At the defense, the Methods section has the same general content areas except the data analysis section. However, in the final thesis document, you must have specific details about your participants, materials (reliability and validity), and procedures.

The Results sections (for the final thesis document) should include: 1) basic descriptive information about your instruments (*M*, *SD*, *N*, and range); 2) any distribution extremes (outliers, skewness, kurtosis, violations of normality, etc.); 3) what was tested, how it was tested, and what was found; 4) any exploratory or supplemental data analysis; and 5) any tables or figures needed to help visually explain your findings.

The Discussion section should be a review of your hypotheses and findings but with much more description about why you found what you did and what those findings mean. The topics should relate back to the initial literature review and theoretical foundation presented in the Introduction. Finally, the study's limitations and implication should be addressed, as well as possible future directions for the topic and methodology.

It is suggested for most cases that also included in the prospectus but not in the final document are all the necessary components of the IRB packet including, consent form, application, materials, debriefing, and any supplemental forms. This will allow the committee to ensure the methodology and ethics are appropriate for the proposed project.

What are the general steps in the Thesis Process?**Step 1: Select topic and obtain a thesis advisor**

Prior to approaching faculty members to request an advisor, you should have at least a tentative idea of what you want to study for your thesis. This will help guide you to the faculty member whose expertise is most relevant for your study. Although it is common to ask your program director to chair your thesis, this is not required. Program directors are generally not able to chair all the theses of their students. Also, some topics you may choose may be a better fit with other faculty members besides your director. Faculty are not required to chair theses for all students who ask. You may have to make more than one

request to find a chair. Your thesis chair must be a member of the graduate faculty at FHSU. Not all faculty are graduate faculty. You should complete Step 1 near the beginning of your first year.

Step 2: Produce thesis prospectus, including literature review and method, and select thesis committee members

First, you work with your Thesis Advisor to create a timeline for progress (see Table 1). Then, you must gather your literature. Realize this step will take time, as you will almost always have to obtain a number of your sources through interlibrary loan. You will need to turn in a number of drafts of your literature review and method to your thesis advisor before it is approved. The exact number of drafts will vary, depending on: a) how you and your advisor agree to work on the project (e.g., will separate sections of the lit review be turned in, or will the whole lit review be turned in at one time); and b) the quality of your drafts. Be aware that each time you turn in a draft, your thesis advisor will need a MINIMUM of a week to read it and give you feedback. Factoring this in with the time it will take you to produce each draft, and the number of actual drafts you will need, it is essential that you START EARLY and WORK CONSISTENTLY to complete your prospectus.

Work with your thesis advisor to select a committee. The committee should consist of two members of the FHSU psychology department, in addition to your chair (more details provided below), and one member of the FHSU graduate faculty who is not in the psychology department. It is recommended that your prospectus already be in APA style and the format required by the Graduate School (<http://www.fhsu.edu/academic/gradschl/current-students/>).

Step 3: Hold prospectus meeting

It is strongly recommended that you have your prospectus meeting no later than November 15th of your second year, if you wish to stay on track for a graduation in the Spring of your second year (in other words, graduating prior to the Fall semester of your third year). However, with the complexity of some projects (data collection, ethics), THE DEPARTMENT HAS A POLICY THAT YOU CANNOT HOLD YOUR PROSPECTUS MEETING BETWEEN MAY 15 AND AUGUST 15. THOSE WHO WISH AN EXCEPTION TO THIS POLICY MUST PETITION THE FACULTY NO LATER THAN THE APRIL 15TH PRECEDING THE SUMMER THE PROSPECTUS MEETING IS PROPOSED TO BE HELD. ONLY IN VERY RARE INSTANCES WILL EXCEPTIONS BE GRANTED (e.g., having unexpected open heart surgery in April is worthy of an exception, failing to plan ahead and allow enough time to have the document ready before the deadline is NOT).

Once your thesis advisor has approved your thesis prospectus, you may schedule a meeting (this process is described in detail below). You must provide your committee members with a hard copy of your thesis prospectus (e-mail copies are not allowed). Committee members must have the thesis a minimum of a week prior to your meeting.

Step 4: Have study approved by Psychology Department Ethics Committee and, if necessary, the Institutional Review Board (IRB)

The instructional packet and forms for putting together your ethics proposal are available through www.irbnet.org. After your prospectus meeting, you must file an ethics packet with the Psychology Department ethics committee before collecting data. This review will take a minimum of a week for each revision. You will need to do as many revisions as it takes to get your study approved. Once you submit your proposal to the university IRB, review could take up to an additional month or more (be aware of IRB deadlines and meeting times). **You cannot collect any data until you have completed the full ethics process required for your particular study.**

Step 5: Gather data

The length of this step will vary, based on the characteristics of the sample you are gathering. Plan at least a couple of months for this step. If you are using the FHSU participant pool, you will need to acquaint yourself with the process by contacting the department administrative assistant.

Step 6: Analyze data, write up results and discussion section, and get thesis in "Graduate School ready" format

You will need to turn in a number of drafts of your results and discussion to your thesis advisor before it is approved. The exact number of drafts will vary. Be aware that each time you turn in a draft, your advisor will need a MINIMUM of 2 weeks to read it and give you feedback. Factoring this in with the time it will take you to produce each draft, and the number of actual drafts you will need, it is essential that you START EARLY and WORK CONSISTENTLY to complete your final document. It is required that your thesis be in the format required by the Graduate School. It is also required that it be thoroughly edited, that references are cross-checked, and that the Table of Contents is exactly correct.

Step 7: Hold defense meeting

THE DEPARTMENT HAS A POLICY THAT YOU CANNOT HOLD YOUR DEFENSE MEETING BETWEEN MAY 15 AND AUGUST 15. THOSE WHO WISH AN EXCEPTION TO THIS POLICY MUST PETITION THE FACULTY NO LATER THAN THE APRIL 15TH PRECEDING THE SUMMER THE DEFENSE MEETING IS PROPOSED TO BE HELD. ONLY IN VERY RARE INSTANCES WILL EXCEPTIONS BE GRANTED (e.g., having unexpected open heart surgery in April is worthy of an exception, failing to plan ahead and allow enough time to have the document ready before the deadline is NOT—even if you have a job that will start before you can do your defense and get your document approved by the Graduate School).

Once your advisor has approved your thesis, you may schedule a defense meeting. You must provide your committee members with a hard copy of your thesis (e-mail copies are not allowed). Committee members must have the thesis a minimum of one week prior to your meeting.

Step 8: Turn in thesis to Graduate School, and have it go through the vetting process

After you have made the changes to your thesis requested by your committee, and your thesis chair has approved the revised document, turn it in to the Graduate School. You must turn in one copy, on the appropriate paper; placed in a large (10" X 14" minimum) envelope. The copy must be signed by your thesis chair and the Psychology Department Ethics Committee chair. The thesis will then be vetted by the Graduate Dean. The amount of time this process will take depends on when you turn in your thesis. The more in advance of the Graduate School deadline you turn in your thesis, the sooner your thesis will be vetted. This process may take a month or more.

After the Graduate Dean returns the changes required in your thesis to the Psychology Department, you must make the changes and have them approved by your advisor. You must turn in appropriate copies, on the appropriate paper; each placed in a large (10" X 14" minimum) envelope. If you want a copy of your thesis for yourself or others, you may turn in extra copies at this time. You will pay a fee for the Graduate School to bind these copies.

Only after this ENTIRE process is finished can you have your thesis chair change all your incompletes related to the thesis to the grade they assign you. If you have your defense meeting and turn in your thesis prior to the Graduate School deadline for a certain semester, you will graduate that semester. However, until the vetting process is completed, your degree transcript and diploma will be held. Your transcript is necessary to begin the licensure process.

What is the Timeline for completing the Thesis?

The student and her committee chair can use the table following as a guide throughout the entire thesis process.

Table 1. *Timeline for Completing the Thesis*

Task	Tentative Due Date	Date Completed
Refining Topic/Hypotheses	_____	_____
Produce Thesis Prospectus		
Lit Review	_____	_____
Method	_____	_____
Data Analysis	_____	_____
Refinement/Revisions	_____	_____
Completed draft	_____	_____
1 week committee review	_____	_____
Prospectus Meeting	_____	_____
Submission of Project to Department Ethics	_____	_____
Submission of Project to FHSU IRB	_____	_____
Data Collection	_____	_____
Data Entry	_____	_____
Data Analysis	_____	_____
Write-up		
Update Methods	_____	_____
Results/Discussion	_____	_____
Refinement/Revisions	_____	_____
Completed Draft	_____	_____
1 week committee review	_____	_____
Hold a Defense Meeting	_____	_____
Committee Revisions	_____	_____
Final Approval from Chair	_____	_____
Turn in Thesis to Graduate School	_____	_____

Graduation

Note. To be completed by student and thesis chair.

What is the structure of the Thesis Committee?

The committee consists of the thesis chair, two departmental members, and an outside department member. Thesis chairs must have the terminal degree (PhD, EdD, or other Doctorate) or have special permission from the Graduate Dean to serve. If the thesis chair does not have the terminal degree, the other committee members must all hold a terminal degree (as deemed by their field). The out-of-the-department member must be of graduate standing at the university (either Masters I or II level). Only one member of the committee can be a non-terminal degree holding member.

How to find a thesis chair?

At the beginning of each academic year, the chair of the Psychology Department will determine the maximum number of theses each graduate level faculty member can chair based on the number of graduate faculty and the number of incoming students. Once this set number is determined and students have a topic selected, students will approach faculty members to serve as chairs. Students must formally ask the faculty member to serve and not just assume that discussing the thesis topic with a particular faculty member indicates willingness to chair. After the agreement has been reached, students must complete the "Report of Committee Formation" and return it to the department administrative assistant.

What are the roles of the different members of the committee?

The roles of student, thesis chair, committee member, and statistical member are described below. This is not a complete list of duties but, merely, a list of possible roles and responsibilities. As each faculty member has their own way of working with students, the student cannot assume that the members will do any of the items listed below. It is always the student's responsibility. But after that, when in doubt of whose responsibility it is, ask each member what they are willing to do.

Student Roles: Ultimately, students are responsible for the final product. The thesis is your demonstration of knowledge, skills, and activities you have gained during your graduate education. This is your project, thus your responsibility. The student is responsible for all of the following (but not limited to just this list):

- Checking to make sure all references are cited and all citations are referenced.
- Proper APA style and formatting.
- Keeping up with deadlines or altering deadlines once off schedule.
- All data collection, data management, and analyses.
- All ethical review documents and procedures.
- Writing and editing the document.
- Creating table and figures.
- Students cannot hire outside consultants or help to complete the thesis.
- Adhering to the Graduate School formatting and other requirements.

Thesis Chair Roles: As the thesis chair will be the faculty sponsor of the project and the work will reflect on him/her, the chair's primary responsibility is to ensure the quality of the project. Therefore, the thesis chair is the first level of review. All documents and ideas must go through the thesis chair. The

thesis chair can assist with idea formation and methodology but again responsibility for the project lies on the student. The chair can:

- Help the student with writing style and editing but if the document needs substantial work, the chair can refer the student to the FHSU Writing Center.
- Help correct APA style and formatting.
- Help with topic development and methodology.
- Help the student meet the established deadlines or timelines.
- Review all documents (prospectus, IRB forms, measures, final document, etc.) for content and clarity.

Committee Member Roles: The committee is assembled to help the project become the best it can be. The committee members can assist but do not produce the document. The committee is the second level of review. After the chair has deemed the project ready for committee input and review, the document is sent to committee for critique and feedback. Committee members can:

- Help with simple editing and APA style.
- Indicate problems with methodology, theory, literature, ideas or etc. presented in the documents.

Statistical Committee Member: If the thesis chair and the student select a committee member to assist with statistical procedures, the role of the stats member is as consultant. The stats member will not do the work of the student but, instead, will help the student and the thesis chair with analyses. The stats member can:

- Help construct the data analysis plan.
- Ensure that the appropriate stats are selected and run properly.
- Make sure the numbers reported are the correct numbers to report.
- Help with an exploratory or additional analyses to clarify initial statistical procedures.

How long should I give my chair time to read drafts?

How long a chair has to read and edit drafts depends on workload at the time, how long the draft is, how much editing/correcting the document needs but expect at least 2 weeks before the chair returns the draft. However, the chair and the student should agree on how long each member has to make corrections.

Except for the department chairperson, faculty are on nine month contracts (approximately mid-August to mid-May). Essentially that means they are neither paid to be on campus, nor required to be on campus, during the summer months. Most faculty members will still attempt to be helpful in the summer when they can be, if you are working on your thesis drafts. However, as faculty may be out of town or unavailable for other reasons, draft turnarounds may be more lengthy, and it may be markedly more difficult to contact your thesis advisor than during the Fall and Spring semesters.

Should I submit hard copies or electronic copies of the thesis to the committee for review?

Most faculty would prefer hard copies for review, unless otherwise indicated. It is the student's responsibility to make sure all committee members receive paper copies of the thesis document at least one week prior to any meeting.

How do I schedule thesis meeting with the entire committee?

After consulting committee members' schedules, the student should contact each member of the committee with several suggested times for meetings. Once a date has been arranged with the committee, the student must contact the department administrative assistant to officially schedule the meeting. A Lotus Notes invite must be sent to all members of the committee. Additionally, a flyer announcing the meeting date and time must be hung on the bulletin board in MA 108. This notice must be completed at least one week prior to meeting. The meeting is not considered official until all the above steps have been completed. Once the meeting is official, an announcement of thesis defense should be sent to the entire campus faculty/staff.

Who can attend meetings?

All prospectus and thesis defenses are open to the public. So, any interested party may attend meetings.

Do I have to be enrolled in credits while working on the thesis?

According to Graduate School Regulations, students who are using university facilities or faculty/staff must be enrolled in credits. This includes using the library, working with faculty, data collection, and when meetings are scheduled. The Program Directors will track who is enrolled.

What are the meeting procedures?

First, meetings can only be held during the academic year and typically only when school is in session (not during breaks). THE DEPARTMENT HAS A POLICY THAT YOU CANNOT HOLD YOUR PROSPECTUS MEETING BETWEEN MAY 15 AND AUGUST 15. Those who wish an exception to this policy must petition the faculty no later than the April 15th preceding the summer the prospectus meeting is proposed to be held. Only in very rare instances will exceptions be granted (e.g., having unexpected open heart surgery in April is worthy of an exception, failing to plan ahead and allow enough time to have the document ready before the deadline is NOT).

The student should briefly present the information contained in the thesis document (roughly 15 minutes). Questions may be asked during the presentation or held until completion of the presentation based on student preference. During the presentation and questions/answers, the Thesis Chair will take notes for the student of committee comments and suggestions. The student is expected to answer committee questions without the assistance of the Thesis Chair. The student is responsible for the content and quality of the project and is expected to explain and justify all aspects of the project, NOT the Thesis Chair.

After completion of the presentation and questions/answers, the student will step out (as well as any visitors) so the committee may have a private discussion. Decisions are based on a simple majority and do not have to be unanimous. Several outcomes can be selected including:

1. Accept the document as is.
2. Accept the document with minor revisions to be approved by Thesis Chair.
3. Accept the document with minor revisions to be approved by all or select members.
4. Hold the decision until revisions approved by entire committee (without additional meeting).
5. Hold the decision until revisions approved by entire committee (with an additional meeting).
6. Unacceptable and needs substantial changes (rework document and hold another meeting).
7. Unacceptable.

Once the committee has reached their decisions, the student and visitors can return to the room for notification and further discussion. The student must make revisions and suggested changes in accordance with committee instructions and Graduate School timelines.

If prior to a scheduled meeting, any member of the committee feels the document is not ready for prospectus or defense, the committee member should contact the Thesis Chair directly. The meeting may be canceled at that time.

SCHOLARLY ACTIVITY GUIDELINES

What is the purpose of the Scholarly Activity?

The purpose of the scholarly activity track is to provide graduate students in the clinical and school programs with options to help prepare them for their respective futures. This section of the handbook will provide information on the non-thesis track known as scholarly activities. The scholarly activity track was specifically designed to allow students the opportunity to gain skills in research and in the applied setting. Your graduate course work will help provide the basic foundation for your scholarly activities.

*Please note that school psychology students can also select the non-thesis track of portfolio. Information on the portfolio is presented later.

What is the content of a Scholarly Activity?

Students completing the Scholarly Activity track will:

1. Complete a research project that is accepted for presentation at an academic conference

AND

2. Complete a professional development project that is accepted for presentation at a professional conference.

*These two requirements can also be met by completing a research project that is accepted for publication in a peer-reviewed graduate or professional outlet.

Students selecting the Scholarly Activity Track will form a committee. The committee is structured the same as a thesis committee and consists of the chair, two departmental members, and an outside department member. Chairs must have the terminal degree (PhD, EdD, or other Doctorate) or have special permission from the Graduate Dean to serve. If the chair does not have the terminal degree, the other committee members must all hold a terminal degree (as deemed by their field). The out-of-the-department member must be of graduate standing at the university (either Masters I or II level). Only one member of the committee can be a non-terminal degree holding member.

In the following subsections, guidelines for the research project and professional development project are provided. The same committee will be used for both projects. It is possible that students completing the scholarly activity track will have a research and professional development project that are related in topic. However, this is not a requirement.

What is the purpose of the research project?

Psychology is an ever changing field as new research is constantly being conducted and published. To be a better consumer of information and a better professional, one must stay abreast of the validity and

usefulness of current ideas and trends in the field. Your skills as a professional psychologist will allow you to research various areas of psychology. Additionally, you may be expected to work with information from human participants, whether that be to validate a therapy technique, to explore the effectiveness of a process, to examine the relationship between human characteristics, or much more. The ability to work ethically with human participants is a seminal skill of all psychologists. Through the research project process, you will demonstrate your knowledge and skills in the area of scientific research in psychology and your specialty area. As a psychologist and scientist, you need critical thinking and writing skills, as well as knowledge of methodology and analysis. The research project represents your ability to examine research in a specific area and synthesize complex information into a presentable body of work. The work you do in Experimental Methods (PSY 845), including the IRB packet and the research proposal are a great foundation for the research project. You might wonder how the thesis is similar to or different from the research project. The research project is smaller in scope than the thesis but requires students to attain a similar skill set. You will be expected to thoroughly review the literature, develop a research study (hypotheses, methodology, etc.), obtain IRB approval, collect and analyze data, and draw conclusions. For a research project, you would write a literature review and proposed method section for the prospectus meeting. After that, any writing requirements will be determined by the conference. Typically, the writing component would be less than a thesis. However for the thesis, the introduction, method, results, discussion and supplemental materials are all required to be in paper form according to Graduate School formatting. In contrast, the research project should be submitted for a peer-reviewed conference and presented as either a paper or a poster.

What is scientific research?

According to The Code of Federal Regulations 45 CFR 46 ^{Section 102 (d)}, “*Research* means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.”

According to Fort Hays State University, Scholarly activities at Fort Hays State University are defined as original, innovative intellectual contributions in the form of research, practice, creative activity, or performance. FHSU recognizes and values the diversity of types of scholarship, including discovery, pedagogy, integration, engagement, and application (Boyer, 1997). Scholarly activities must be intended and reasonably expected to lead to the production of scholarly works. Scholarly works must be communicated with and validated by peers beyond the FHSU campus community. The means of communication as well as the comparative value of types of scholarly activity and work are to be determined by each department. These determinations will reflect what is commonly accepted in the discipline.

What can a research project be (Topics and Methodology)?

Any topic related to the field of psychology and to your specific area of study is an appropriate research project topic. The research project methodology can be quantitative or qualitative but must demonstrate your ability to synthesize knowledge and data. Some example methodologies are, but not limited to, true experiments, quasi-experiments, correlational designs, associational designs, descriptive studies, case studies, small N designs, time series, archival, multiple base-line designs, meta-analysis, and observations.

What is the timeline for a research project?

Given that most academic, peer-reviewed conferences have deadlines in the summer or fall, you must start your project in the fall of your first year. Working with a mentor, you should generate an idea and develop an ethics packet. Data collection should begin in the spring of your first year. That will leave plenty of time to analyze data for the upcoming submission deadlines. Most conferences require that data has been collected and partially analyzed for a submission to be considered, so plan accordingly.

What are some academic conferences where I can submit my research project?

Below is a list of academic, peer-reviewed conferences that are appropriate venues for your research project.

- American Psychological Association (APA)—National Conference
 - Deadline is typically late fall
- Association for Psychological Science (APS)—National Conference
 - Deadline is typically the end of January
- Southwestern Psychological Association (SWPA)—Regional Conference
 - Deadline is typically the end of November
- Rocky Mountain Psychological Association (RMPA)—Regional Conference
 - Deadline is typically late fall-early spring
- Midwestern Psychological Association (MPA)—Regional Conference
 - Deadline is typically early to mid-fall

This list is not inclusive but merely a suggestion of places to consider. You may also want to consider going to a field specific conference like SRCD, SPSP, etc. Conferences not included in the list above must be approved by the department and must be peer-reviewed.

What is the purpose of the Professional Development Project?

Scholarship is broadly defined to include discovery, integration, engagement, and application. For many practicing psychologists, the value of research lies in its application and its enhancement of practice. Applied disciplines in psychology are continually evolving and progressing. All applied areas of psychology professions require continuing education that emphasizes psychologist's practice, values, ethics, skills, or knowledge. This is framed around the concepts of best practices techniques and evidence based approaches to assessment and treatment. The growing body of knowledge about services and strategies which have been evaluated and accepted as being effective can be collectively referred to as "best practices." **Evidence-based** practice (EBP) aims to apply the best available evidence gained from the scientific to professional or applied decision making

What is a Professional Development Project?

The professional development project is an opportunity for you to provide professionals in the field with educational experiences utilizing EBP. Specifically, you will develop an area of specialization and share this accumulated knowledge with peers in the profession. Keep in mind that professional development projects are not presentations of materials you learned in a course. Rather, it is your opportunity to synthesize and disseminate new knowledge in the field. For example, limited research is available on how video self- modeling can be used effectively in a school setting to improve targeted behavior in children with disabilities. The current best practices for this treatment and limitations could be researched and developed into a project to present at a professional conference

What can a Professional Development Project be (Topics)?

Any topic related to the field of psychology and to your specific area of study is an appropriate professional development project that enhances a psychologist's practice, values, ethics, skills, or knowledge.

It should be an analysis and summary of new, innovative, current best practices or issues related to the practice of school or clinical psychology. It should demonstrate your ability to synthesize knowledge/data and present it to your professional peers. Your presentation should provide valuable descriptions that illustrate how best practices can be implemented and disseminated, new or innovative information related to practice issues such as diagnosis, assessments, therapy, and ethics.

What is the timeline for a professional development project?

Professional conferences take place throughout the year, however to be sure to get to a conference and graduate within the two year time frame, you must start your project in the fall of your first year. Working with a mentor to find a suitable conference for your topic and the steps for inclusion in the conference is necessary. Expect to file a form describing your presentation from one to six months prior to the conference so that you can be included on the program. You may also need to file a form which may make your presentation eligible for continuing education credits with the respective licensing boards.

What are some conferences where I can submit my professional development project?

- International Conference on Positive Behavior Support
 - Deadline is typically early fall
- Association for the Treatment of Sexual Abusers Annual Research and Treatment Conference
 - Deadline is fall semester
- Kansas Psychological Association – State Conference
 - Invitation only
- Kansas Association of Masters Level Psychologist
 - Invitation only
- Larned State Hospital Mental Health Conference
 - Invitation only- Deadline is typically late spring
- Kansas Behavioral Health Conference
 - Invitation only
- Kansas Mental Health Counseling Association
 - Invitation only
- Kansas Wesleyan University
 - Invitation only
- Kansas Association of School Psychologists (KASP)
 - Deadline is typically late spring
- National Association of School Psychologists (NASP)
 - Deadline is typically early summer
- PERK
 - Deadline is typically mid-fall
- Great Plains
 - Deadline is typically mid-spring

What are the general steps in the Scholarly Activity Process?

Step 1: Select topic and obtain a scholarly activity advisor

Prior to approaching faculty members to request an advisor, you should have at least a tentative idea of what you want to study for your research project. This will help guide you to the faculty member whose expertise is most relevant for your study. Although it is common to ask your program director to chair your research project, this is not required. Program directors are generally not able to chair all the research projects of their students. Also, some topics you may choose may be a better fit with other faculty members besides your director. Faculty are not required to chair research projects for all students who ask. You may have to make more than one request to find a chair. You should complete Step 1 near the beginning of your first year.

Step 2: Produce a prospectus, including literature review and method, and select committee members

First, you work with your advisor to create a timeline for progress. Then, you must gather your literature. Realize this step will take time, as you will almost always have to obtain a number of your sources through interlibrary loan. You will need to turn in a number of drafts of your literature review and method to your advisor before it is approved. Be aware that each time you turn in a draft, your advisor will need a MINIMUM of a week to read it and give you feedback. Factoring this in with the time it will take you to produce each draft, and the number of actual drafts you will need, it is essential that you START EARLY and WORK CONSISTENTLY to complete your prospectus.

Work with your advisor to select a committee. The committee should consist of two members of the FHSU psychology department, in addition to your chair, and one member of the FHSU graduate faculty who is not in the psychology department.

Step 3: Hold prospectus meeting

It is strongly recommended that you have your prospectus meeting spring of your first year, if you wish to stay on track for a graduation. THE DEPARTMENT HAS A POLICY THAT YOU CANNOT HOLD YOUR PROSPECTUS MEETING BETWEEN MAY 15 AND AUGUST 15. THOSE WHO WISH AN EXCEPTION TO THIS POLICY MUST PETITION THE FACULTY NO LATER THAN THE APRIL 15TH PRECEDING THE SUMMER THE PROSPECTUS MEETING IS PROPOSED TO BE HELD. ONLY IN VERY RARE INSTANCES WILL EXCEPTIONS BE GRANTED (e.g., having unexpected open heart surgery in April is worthy of an exception, failing to plan ahead and allow enough time to have the document ready before the deadline is NOT).

Once your advisor has approved your prospectus, you may schedule a meeting (this process is described in detail above). You must provide your committee members with a hard copy of your thesis prospectus (e-mail copies are not allowed). Committee members must have the thesis a minimum of a week prior to your meeting.

Step 4: Have study approved by Psychology Department Ethics Committee and, if necessary, the Institutional Review Board (IRB)

The instructional packet and forms for putting together your ethics proposal are available through www.irbnet.org. After your prospectus meeting, you must file an ethics packet with the Psychology Department ethics committee before collecting data. This review will take a minimum of a week for each revision. You will need to do as many revisions as it takes to get your study approved. Once you submit your proposal to the university IRB, review could take up to an additional month or more (be aware of IRB deadlines and meeting times). **You cannot collect any data until you have completed the full ethics process required for your particular study.**

Step 5: Gather and analyze data and submit the presentation (poster or paper)

The length of this step will vary, based on the characteristics of the sample you are gathering. Plan at least a couple of months for this step. If you are using the FHSU participant pool, you will need to acquaint yourself with the process by contacting the department administrative assistant. Each conference has different requirements for submission so check with the specific conference for how and what to submit. Typically, you will be required to submit an abstract of the presentation and other supporting documents.

Step 6: Prepare and practice the presentation

Just like the prospectus, you will need to turn in a number of drafts of your presentation to your advisor before it is approved. The exact content of the presentation will vary by student and by project. The content of the presentation will be determined at the prospectus meeting by you and the committee. Once the presentation has been completed, you will give a practice presentation to the committee before attending the academic conference. This will allow you to refine and modify your presentation in a friendly environment. Additionally, it will allow your committee to be sure that your project is sufficient and ready for the academic conference presentation.

For second part of scholarly activity-professional presentations:

Step 7: Identify the venues where you can present your papers or posters. Work with your Advisor to create a timeline for progress. This will depend on the dates of appropriate conferences.

Step 8: Development of your project.

Develop your paper, create a poster or power points. Realize these steps will take time, as you will almost always have to obtain a number of your sources through interlibrary loan. You will need to turn in a number of drafts of your literature review and paper before it is approved. The exact number of drafts will vary, depending on how you and your advisor agree to work on the project. Be aware that each time you turn in a draft, your advisor will need a MINIMUM of a week to read it and give you feedback. Factoring this in with the time it will take you to produce each draft, and the number of actual drafts you will need, it is essential that you START EARLY and WORK CONSISTENTLY to complete your prospectus.

Tips for Paper/Poster Presentations

The following Psi Chi web site provides valuable information for paper or poster presentations:
http://www.psichi.org/conventions/presentation_tips.aspx

Paper Presentations

The oral presentation of a paper is usually limited to a 12-minute presentation of your research. Speakers should rely on handouts for all supplemental materials and an overhead projector for transparencies or PowerPoint presentations. Check with the coordinators of the conference for information regarding projection equipment.

Recognize the constraints imposed on your presentation:

1. The short time of only 12 minutes (with an additional 3 minutes for questions). [NOTE: The actual time varies somewhat depending on the conference, e.g., 10 minutes for presentation, 5 minutes for questions.]
2. The limits on attention and comprehension of your audience members who are listening to (not reading) many presentations each day, some of which are outside their area of expertise.

3. The context of the session, in which people may enter and leave at any time causing distractions and a less than-ideal listening/learning situation.

Therefore, it is recommended that in preparing your talk you:

1. Decide on a limited number of the significant ideas you want your audience to code, comprehend, and remember.
2. Minimize details (of procedure, data analysis, and literature review) when highlighting the main ideas you want to transmit.
3. State clearly in simple, jargon-free terms what the point of the research is, what you discovered, and what you think it means—its conceptual, methodological, or practical value.
4. Employ some redundancy in repeating important ideas to enhance comprehension and recall.
5. Write out your presentation as a mini-lecture (with a listening audience in mind), starting with an outline that you expand into a narrative.
6. Practice delivering it aloud in order to learn it well, to make its length fit in the time allocated, and to hear how it sounds.
7. Get feedback both from tape-recorded replay of your delivery and from critical colleagues who listen to it.
8. Do not read your paper. Speak your ideas directly to your audience, referring (only if necessary) to an outline of key points and transitions.
9. Try to speak loud enough, clear enough, and with sufficient enthusiasm to hold the attention of your audience despite distractions (internal and external).
10. State your final conclusions and end on time.

You should have available for distribution, copies of a printed version of your paper with the details of the research (about 25 or more) and/or a sign-up sheet on which interested people can request the paper. Be sure to indicate on the paper your identification, the conference source reference, and whether or not it may be quoted.

It is an honor to have the opportunity of being in the spotlight with an audience of peers giving you their time and attention. You have an obligation to them (and to your profession) to use that occasion wisely and well.

Poster Presentations

Poster presentations provide the opportunity for the presenter and the audience to talk with one another. By facilitating informal discussions between presenters and their audience, poster sessions provide a more intimate forum for exchange than do regular paper presentations. Ideally, a well-constructed poster will be self-explanatory and free you from answering obvious questions so that you are available to supplement and discuss particular points of interest.

In addition to a title/author label and abstract, most successful posters provide brief statements of introduction, method, subjects, procedure, results, and conclusions. Ask yourself "What would I need to know if I were viewing this material for the first time?" and then state that information clearly.

A physical arrangement similar to an exhibit area is used for this interaction. The most common size for posters is 3.5 to 4 feet high by 5.5 to 6 feet wide. Check to make sure your poster adheres to the requirements of the conference at which you will be presenting. A relatively large number of posters will be displayed during each poster session. During the designated period, the audience moves through the poster displays, stopping to interact with those who are presenting research that is of special interest to them. Thus, the interaction between the presenters and the audience is likely to be more meaningful than is typically the case in paper sessions. Therefore, when constructing your poster, remember to utilize the opportunities provided by this method of presentation.

Poster presentation recommendations

1. Construct the poster to include the title, the author(s), affiliation(s), and a description of the research, highlighting the major elements that are covered in the abstract.
2. Minimize detail and try to use simple, jargon-free statements.
3. Remember that pictures, tables, and figures are amenable to poster display.
4. If you can, use color in your visuals.
5. Make sure your lettering is neatly done and is large enough to be read from a distance, i.e., do not simply pin up a set of typed pages, reserve these for your handout.
6. Consider using a flow chart or some other method of providing the viewer with a guide to inspecting your display.
7. Don't overwhelm the viewer with excessive amounts of information; rather, construct a poster display that enhances conversation.
8. Be ready to pin up and take down your poster at specified times.
9. Be sure to bring thumbtacks with you.

Prepare for distribution, copies of a printed version of your paper (about 25) with the details of the research and/or a sign-up sheet on which interested people can request the paper. This can be on regular sized paper. Be sure to indicate on the paper your identification, the conference source reference, and whether or not it may be quoted.

The printing of posters can be done here at the University for a fee or off campus by various independent vendors. It is the student's responsibility to pay any printing fees. Work with your Scholarly Activity chair to arrange printing. If you chose to use printing services on campus allow one week for the printing.

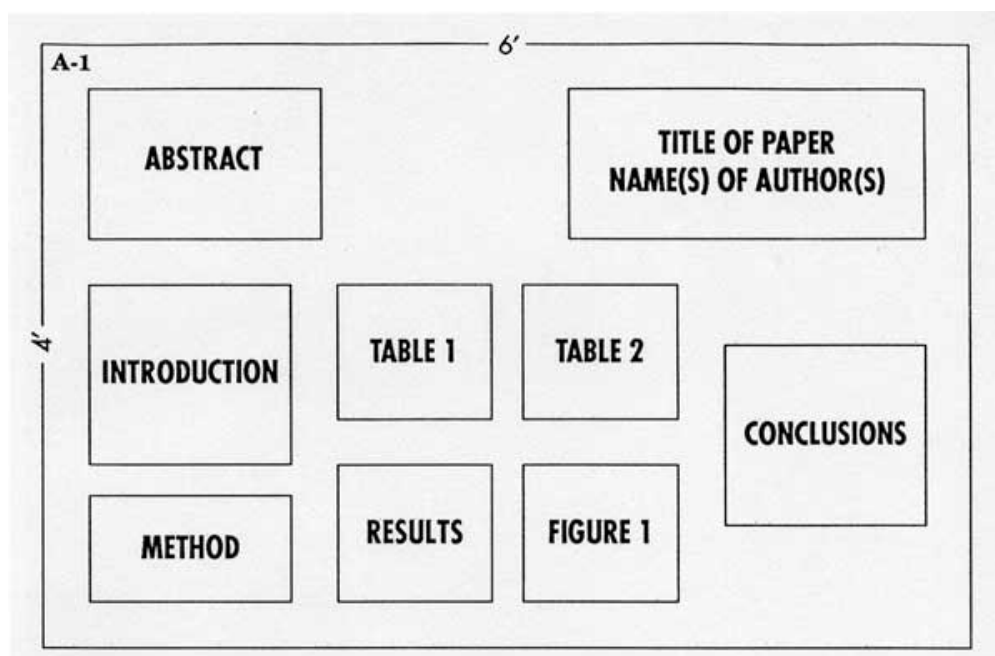
It is an honor to have the opportunity to present at a research conference. You have an obligation to prepare a neat, well-organized display and to be present at your display for the entire poster session

period. With a little thought and creativity, you can make your presentation a very pleasing one for both you and your audience.

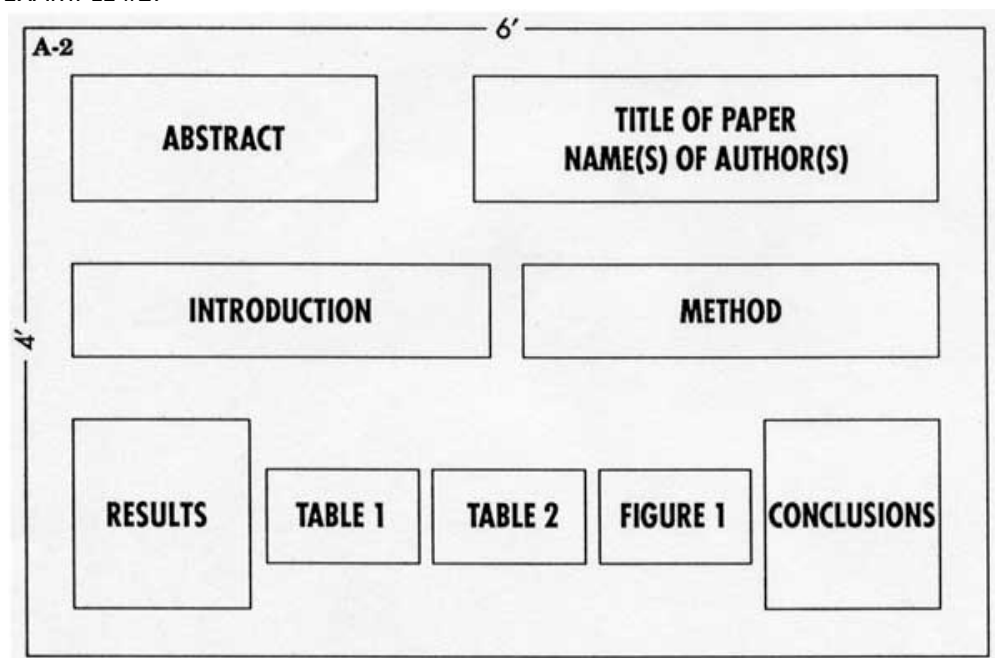
Sample Poster Arrangements

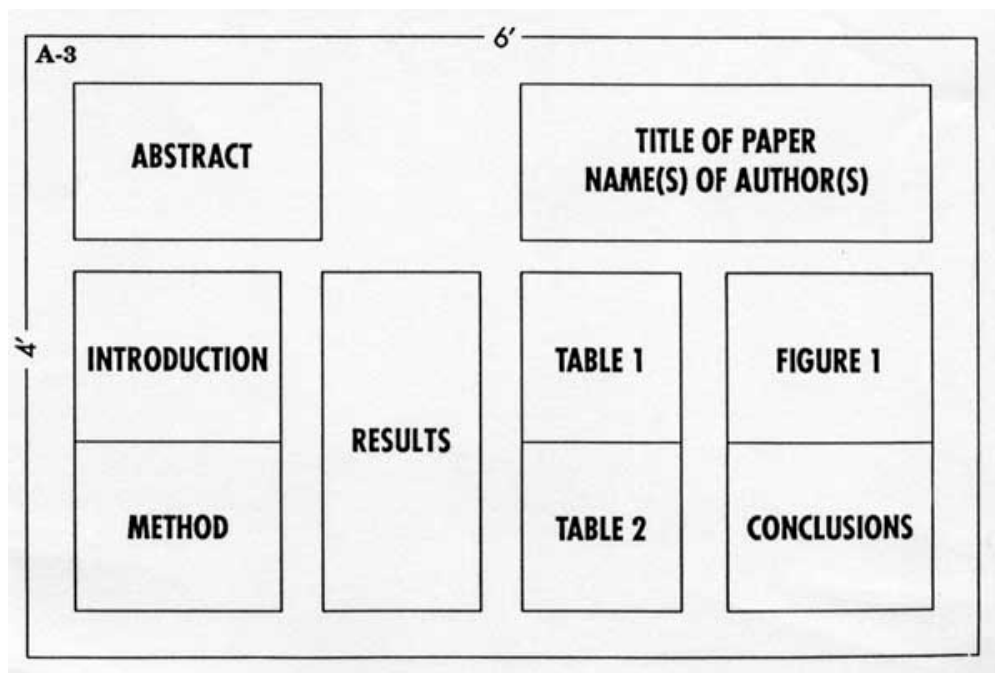
The following three images are sample layouts for a poster presentation.

EXAMPLE #1:



EXAMPLE #2:



EXAMPLE #3:**SCHOOL PSYCHOLOGY PORTFOLIO GUIDELINES****What is the purpose of the portfolio?**

The purpose of the scholarly portfolio is to provide graduate students in the school psychology program with options to help prepare them for their futures. This section of the handbook will provide information on the non-thesis track known as portfolio. The portfolio track was specifically designed to allow students the opportunity to gain skills in research and become very knowledgeable on the 10 Domains of school psychology. Your graduate course work will help provide the foundation for your portfolio.

What is the content of a portfolio?

Students completing the portfolio track will:

1. Complete an annotated bibliography that covers each of the 10 National Association of School Psychology (NASP) Domains

AND

2. Complete the portfolio as outlined by the NASP for the Non-Approved Program guidelines. The portfolio includes documentation of knowledge and skill for each of the 10 Domains in addition to a case study

AND

3. Present the portfolio information to the Psychology Department Faculty in a professional presentation

What is the purpose of the portfolio?

School Psychology is an ever-changing field as new research is constantly being conducted and published. To be a better consumer of information and a better professional, one must stay abreast of the validity and usefulness of current ideas and trends in the field. Your skills as a professional school psychologist will allow you to research various areas of psychology.

What are the guidelines for the annotated bibliography?

Use the 10 NASP Domains listed below to create the Annotated Bibliography. Each Domain should have at least five (5) current (2008 or newer) articles annotated.

An Annotated Bibliography contains several key pieces of information.

1. A complete APA bibliographic citation
2. The annotation: One or two sentences that capture the main idea(s) and coverage of the source
A description of the source's intended audience and purpose, form, arrangement, ease of use.
3. A critique of the source's:
 - accuracy
 - objectivity (including both explicit and hidden biases)
 - authority (author's expertise with regard to this topic)
 - currency (if applicable to this topic)
4. A description of any special features, such as a useful bibliography or a list of Web sites
5. A reflection on the source's usefulness to you, particularly compared with other sources you have read on the similar topics.

A well-written annotation should focus on:

- Brevity (150-250 words; 2-3 paragraphs maximum)
- Conciseness (Make every word count.)
- Complete sentences of varying lengths, or verb phrases (Be consistent.)
- Only significant ideas and details included
- No direct quotations or paraphrases. Use your own words. Do not cut and paste from a database abstract.
- Correct and consistent bibliographic citation style (APA)

What are the 10 NASP Domains?**Domain 1: Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

What information should be included in the portfolio?

Students should begin collected a “clean” copy of each syllabus throughout graduate school to include in the portfolio. These will help to document the “knowledge” requirements for the portfolio.

Additionally, some projects, presentations, or other activities may also demonstrate knowledge of a particular domain or domains. Evidence of Professional Competence is reflected through artifacts collected in the field. The following are examples of evidence of professional competence as outlined by NASP that could be submitted in portfolios. Most applicants submit two to three pieces of evidence per

domain. These are examples of competency meant to assist and not meant to limit your submissions of evidence of professional competency. Some evidence, if strong enough, can work for more than one domain. In no case should an evaluation of performance by a supervisor be the only evidence submitted in a domain.

Domain 1: Data-Based Decision Making and Accountability

- Case study
- An assessment report that ties recommendations to data and shows data on the effectiveness of those recommendations (interventions)
- Tier 1 and 2 intervention data
- Progress monitoring and resulting decisions
- Functional behavioral assessments

Domain 2: Consultation and Collaboration

- Case study—behavior or academic
- Summary reports on a consultation—goals, strategies, outcomes
- Summary reports of collaboration on a school-based project (e.g., class-wide interventions, building wide program)
- Supervisor evaluation

Domain 3: Interventions and Instructional Support to Develop Academic Skills

- Academic intervention case study
- Recommendations and data to support effectiveness from cases
- Presentations to educators on effective instruction in reading, math, etc.
- Intervention worksheets with explanation/interpretation
- Tier 1 and 2 intervention data

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

- Behavior/social-emotional case study
- Class-wide, small group, or individual interventions focused on development of social skills with data to support progress on goals
- Positive behavior support plan
- Sample Social Skills lessons, delivered with data on effects
- Functional behavioral assessment

Domain 5: School-Wide Practices to Promote Learning

- Coursework documenting history of school psychology
- Coursework in school psychology practice and ethics
- Intern evaluation
- Supervisor evaluation
- Active involvement in local/state/national association

Domain 6: Preventive and Responsive Services

- Work to implement school-wide mental health activities such as suicide awareness and prevention, bully-proofing programs, peer mediation
- Crisis response in schools(s)—efforts to support following a tragedy (hurricane, death, other losses)
- Provision of mental health services/counseling groups (provide evidence of goals, strategies, and outcomes)

Domain 7: Family–School Collaboration Services

- Interventions that bring home/school into play
- Coordination of services across home, school, and community
- Supervisor evaluation
- Presentations to families
- Outreach to families

Domain 8: Diversity in Development and Learning

- Assessments that vary to account for differences—cultural/ language differences, disability, etc.
- Interventions/supports offered to diverse groups
- Recommendations that account for diverse learning needs
- Work with English language learners
- Supervisor evaluation

Domain 9: Research and Program Evaluation

- Master’s thesis—abstract
- Program evaluation—review and evaluation of curriculum
- Review and evaluation of programs implemented in Domain 7 or school-wide interventions from Domains 3 or 4
- Appropriate use of single-case design studies

Domain 10: Legal, Ethical, and Professional Practice

- Work with the system on policy development or implementation
- Work on school committees that deal with school climate
- Work with school committees that deal with school safety/school goals/achievement
- Advocacy work, within legislative/regulation
- Involvement in building/district needs assessment

An example of the domain matrix is shown below. Students are required to complete a domain matrix for each of the 10 domains. Blank domains are included on the NASP website provided below and should be completed Microsoft Word. In addition to documenting the knowledge and the competency on the domain matrix, it is necessary to include corresponding supporting documents throughout the portfolio. This information should be thoroughly documented and organized in the portfolio. It is essential for students to keep in mind the reviewer that will be evaluating the portfolio.

Domain 1: Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Demonstration and evidence of knowledge: I received training in this domain through the following courses: SP 502, SP 503, and SP 505. The SP 502 (Consultation) course provided training in using data-based decision-making through the problem-solving process in working with classroom teachers and teams. In SP 503 (Research), we learned how to identify empirically based intervention strategies, in addition to using the research to guide data-based decision making. In SP505 (Assessment) the course provided training in the use of assessment instruments, curriculum based measurement, and other methodologies for gathering data and documenting various aspects of a student's functioning. I have also included student evaluations and blinded work samples from a course that I taught as evidence that the students learned to develop graphs to help them to analyze data for decision-making.

Demonstration and evidence of professional competency: As evidence of my professional competency, I have included three examples of student progress monitoring charts of interventions that I have implemented with elementary students. I have included a portfolio consultation project with a parent and a teacher that demonstrates my competency in using data to analyze a problem, to develop an evidence-based intervention, and to evaluate data relating to outcomes of the intervention. I have included a copy of my evaluation, which provides evidence of satisfactory performance in the area of data-based decision making.

More details of the portfolio can be found at:

http://www.nasponline.org/certification/NON_NASP_approved_NCSP_app.pdf

What should the case study consist of?

The portfolio should also include a case study. NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the NCSP Case Study. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. This case study will take place during practicum. The NCSP Case Study format must be in a 12-point, Times New Roman font, word-processed document that does not exceed 10 pages, including charts and graphs. A scoring rubric is located at on the NASP link listed above on pages 29-32.

What should the presentation consist of?

Presenting the results of the information happens throughout the process of completing the portfolio. The first step will be to complete the annotated bibliography and submit to your instructor/chair of the portfolio. Prior to taking the practicum course, it is necessary to submit a plan using the practicum syllabus to outline where you predict you will be able to demonstrate each of the 11 Domains. This will be submitted to your instructor/chair of the portfolio. Students should give a professional presentation of their portfolio. Information should include (but is not limited to) the literature review, knowledge and professional competence for each domain, the case study, the future of school psychology, limitations found while evaluating the literature, and overall experience in the practicum experience. Once the portfolio is completed, the final step will be an oral presentation of the entire portfolio and the contents demonstrating your knowledge and professional competence in each area. The following areas must be addressed: knowledge and professional competence for each Domain, current trends, and best practices in school psychology, and strengths and weaknesses of personal skills and knowledge. The entire portfolio must be shared with the committee at least one week prior to the presentation. You are responsible for scheduling the presentation with committee members; if applicable, it may be necessary

to reserve a room for the presentation. Presentations may be completed via electronic means (e.g. Skype) if necessary.

POLICIES

Policy on Research

Ethics Committee approval must be obtained before data collection on any research project can be started. This policy applies to any research conducted by either a faculty member or student and includes student research conducted as a course assignment (approved by the Psychology Department June, 1985).

Policy on importance of this document

Violation of the rules and policies contained in this Guide may subject the student to disciplinary action by the Department. Such actions may range from verbal reprimand through probation, suspension, or dismissal (approved by Psychology Department August, 1986).

Appeals policy

Any student who feels that a rule or policy should not be applicable in the student's particular case or that some sort of exception is in order may formally appeal to the Department (approved by Psychology Faculty August, 1986).

1. The student should begin the appeal process by discussing the issue with the program advisor.
2. The student should then draft a formal letter of appeal to the department which describes the situation and the student's proposed solution.
3. All appeals must be made in a timely manner so as to allow both the student and the department reasonable opportunity to act upon, react to, and implement the results of the appeal procedure.

Ethical Standards

Term Papers. Many graduate courses require large scale written assignments (term papers, literature reviews, etc.). It is the expectation of the Faculty that such papers will be independent products of the student whose name appears on the document. Acts of plagiarism and ghost authorship are considered violations of professional ethical standards. Extensive paraphrasing is not appropriate for scholarly work.

Use of the same paper or what is substantially the same paper to satisfy requirements of more than one course is NOT acceptable. It is expected that the student can acquire in-depth knowledge of more than one substantive area or topic, and will do so.

Professional Conduct. Students will be expected to perform their roles as graduate students in Psychology in a competent and professional manner. It is strongly suggested that each student become familiar with APA Ethical Standards.

Violation of any ethical standards may be considered grounds for dismissal from the program (approved by the Psychology Department June, 1985).

ADDITIONAL PSYCHOLOGY GRADUATE PROGRAM POLICIES

Policy of Program Area Changes

1. A graduate student in Psychology who wishes to change from one program to another should first write a letter to the new Program Director requesting admission to that program. He/she should also send a copy of that letter to the director of his/her present program.
2. The student will then arrange to meet formally with the two program directors. The student and the directors should discuss the benefits and difficulties that the proposed program change will create. The two program directors will make a recommendation to the faculty who will then decide if the change is approved.
3. Contact the graduate school and satisfy requirements for acceptance to the new program.
4. If a change is approved, a letter to the student with a copy going to the student's file and a copy to the Graduate School will be written by the new Program Director.

Policy on Continuous Enrollment

If a student completes all classes in a graduate program and has not completed the thesis, the student will enroll for a minimum of one credit hour (Psychology 873 CA: Problems in Psychology) in each regular semester until the thesis (or any other requirement) is completed.

Policy on Walking at Graduation before Degree Completion

All graduate students must have at least held a successful prospectus meeting before they can walk at graduation. For Clinical and General/Experimental students, you must successfully propose the thesis or scholarly activity before walking during the graduation ceremony for the M.S. For School Psychology students, you must propose the field study, scholarly activity, or portfolio before walking during the graduation ceremony for the Ed.S.

Required Courses

All graduate students must take P845, P850, and either P899 or P999(School program only).

Ethical Standards

Term Papers. Many graduate courses require large scale written assignments (term papers, literature reviews, etc.). It is the expectation of the Faculty that such papers will be independent products of the student whose name appears on the document. Acts of plagiarism and ghost authorship are considered violations of professional ethical standards. Extensive paraphrasing is not appropriate for scholarly work.

Use of the same paper or what is substantially the same paper to satisfy requirements of more than one course is NOT acceptable. It is expected that the student can acquire in-depth knowledge of more than one substantive area or topic, and will do so.

Professional Conduct. Students will be expected to perform their roles as graduate students in Psychology in a competent and professional manner. It is strongly suggested that each student become familiar with APA Ethical Standards.

Violation of any ethical standards may be considered grounds for dismissal from the program.

Policy on Enrollment

Only students who have been admitted to either the Clinical Psychology or the School Psychology Programs will be given permission to enroll in Psychology 840, Appraisal of Children.

Policy for Academic Standards

Any student who obtains the grade of C or below in more than 2 courses in his or her graduate program will be dismissed from the program.

Any student whose graduate program GPA drops below 3.00 will be placed on probation and allowed one semester to achieve an overall 3.00 GPA in program courses.

Clinical students are required to earn a grade of B or better in Practicum I prior to being admitted into Practicum II. Students who earn a C or lower in Practicum I must take the course over again during its next regularly scheduled offering.

Clinical students are required to earn a grade of B or better in Practicum II prior to being admitted into internship. Students who earn a C or lower in Practicum II must take the course over again during its next regularly scheduled offering (approved by the Psychology Department).

FOR POLICIES RELATING TO SPECIFIC REQUIREMENTS OF THE PROGRAM, CONTACT YOUR PROGRAM DIRECTOR.

FOR UNIVERSITY POLICIES BE SURE TO READ THE UNIVERSITY CATALOG.