



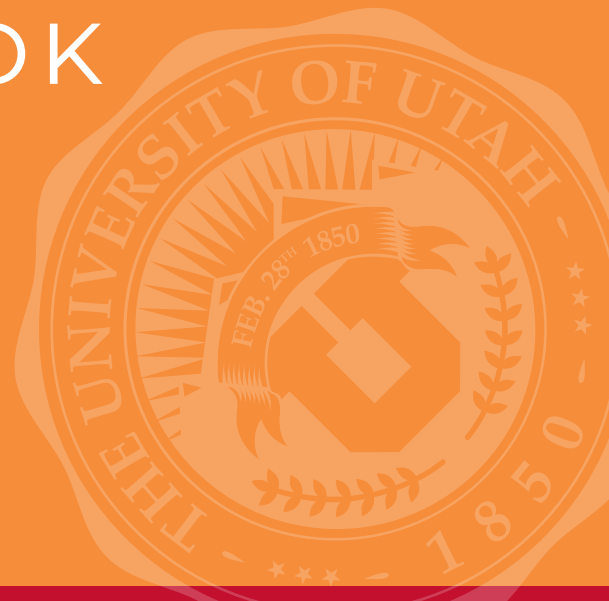
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DEVELOPMENTAL

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HANDBOOK

v.1
2018





Graduate Handbook

Developmental Psychology Program

University of Utah

REVISED JANUARY 2019

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PREFACE

This Handbook provides basic information about the Developmental Psychology Program at the University of Utah as of November 2017, and the requirements here apply to all students entering in Fall 2016 and beyond. It contains information pertinent to Developmental Graduate students at all levels. Most questions about rules and procedures can be answered by careful reading of this Handbook. Additional requirements and/or procedures are found in the Departmental Graduate Student Handbook and in the Bulletin of the Graduate School. Rules, regulations, requirements and policies of course may change during a student's enrollment in the graduate program. Any changes that do occur will be relayed to students in writing, with emphasis as to whether the changes apply to particular years of entry into the program. Students should consult advisors and the Developmental Area Coordinator for problems that may be encountered or questions that arise in reading the Handbook.

THE DEVELOPMENTAL PSYCHOLOGY PROGRAM

Goal of the Program

The goal of the developmental psychology program is to train students with a broad background in developmental psychology and in the conduct and design of research. This program may be tailored to suit the career goals of individual students.

The developmental psychology program offers a rigorous, stimulating, research-oriented program of graduate training. It is primarily designed for students seeking careers in psychological research, teaching, or clinical practice, but our graduates have also pursued a range of other careers, such as community service and public policy. Most students enter the program with a Bachelors degree, but students with a Masters degree are also welcome. All students are expected to pursue a Ph.D. Although students may elect to receive a Masters in psychology during the course of their study (usually after two years) we do not admit students who are seeking only the Masters degree.

Faculty Descriptions (see Appendix B for a list of Allied Faculty)

Cynthia A. Berg, Professor. Ph.D., 1987, Yale University.

Dr. Berg examines how individuals across the life span collaborate together to solve everyday problems and deal with daily stressors. For example, she examines how parents may facilitate or derail problem solving in collaboration with their adolescents as they deal with problems surrounding the adolescent's type 1 diabetes. In addition, she examines how collaborative problem solving may provide a context for understanding physiological processes in married couples in normal interaction and in interaction as they deal with treatment decisions regarding chronic illness (e.g., making treatment decisions regarding prostate cancer). Her research shows that in addition to having cognitive benefits, collaboration can serve to enhance relationship satisfaction, reduce psychosocial distress, and in the case of dealing with health-related problems, enhance adherence to a medical regimen.

Elisabeth Conradt, Assistant Professor. Ph.D., 2011, University of Oregon.

Dr. Conradt examines how some children seem to thrive, while others succumb to the effects of early life stress. She studies behavioral, physiological, and epigenetic factors to identify who may be particularly susceptible to the development of psychopathology. Ultimately, she expects to uncover sensitive developmental periods and individual traits that, when targeted for preventative intervention, will mitigate the negative health effects of early life stress.

Pascal Deboeck, Associate Professor. Ph.D., 2007, University of Notre Dame.

Dr. Deboeck's interests are focused on the development and application of methods for the analysis of intensive, intraindividual time series. In particular he focuses on the development and application of derivatives, differential equation modeling, and dynamical systems concepts to

time series that have characteristics common to behavioral and some physiological measures such as relatively low sampling rates, large amounts of measurement and/or dynamic error, and unequally spaced or missing observations. With these data, questions can be asked related to the role of variability and less-stable change (the “error” in many statistical models). These methods have the potential to inform theories that address how, when and why people change over time. Dr. Deboeck has worked with a range of applied topics including: resiliency and affect in older adults, health and depression as long-term outcomes of daily stress processing, sustained attention while driving, adult attachment, the coupling of maternal depression with child behavior, modeling of proteins associated with Alzheimer's, mood change in patients with rapid cycling bipolar disorder, and the motion of dancing individuals and dyads.

Lisa M. Diamond, Professor. Ph.D., 1999, Cornell University.

Dr. Diamond's research focuses on two distinct but related areas -- the nature and development of affectional bonds and the nature and development of same-sex sexuality. The common thread uniting these lines of research is her interest in the psychological and biobehavioral processes underlying intimate relationships and their influence on emotional experience and functioning over the life course.

Primary research questions are as follows: (1) what are the basic psychological and biobehavioral processes underlying the formation and functioning of affectional bonds; (2) how are these processes related to sexual desire and sexual orientation; (3) what are the implications of affectional bonding for mental and physical well-being at different stages of life? In addressing these questions, a diverse range of research methods, including in-depth qualitative interviews, controlled social-psychophysiological experiments, and assessment of naturalistic interpersonal behavior are used.

Bruce J. Ellis, Professor. Ph.D., 1995, University of Michigan.

As an overarching goal of his career, Dr. Ellis seeks to leverage knowledge from both evolutionary biology and developmental science to address core issues in developmental psychopathology, especially in relation to child and adolescent health. This work employs life history theory to model stress-health relations over the life course. A major emphasis of his research has been the development of Biological Sensitivity to Context theory and its recent extension the Adaptive Calibration Model, which focus on how our biobehavioral systems respond to specific features of family environments and the larger ecological context. Dr. Ellis' empirical work examines the impact of fathers, family relationships, and socioecological conditions on children's biological stress responses, timing of pubertal development, risky adolescent behavior and cognition, and related health outcomes. In addition to this basic research, he is interested in real-world applications in the form of theoretically-based interventions.

Monisha Pasupathi, Professor. Ph.D., 1997, Stanford University.

Dr. Pasupathi studies the development of self, identity, and memory, and she is especially interested in how children and adults integrate experiences within their sense of self.

Hearing and telling stories is one of the human endeavors that span both our ancient and present cultures, from the hunting narrative implied by cave art to the latest Tim Burton film. Despite the advent of sophisticated technology (i.e., internet blogs) and entire economies (Hollywood in the U.S. and Bollywood in India, for example) founded primarily around modern practices for storytelling, we continue to also tell stories in the 'old' ways - in words, face-to-face, among intimates. Dr. Pasupathi believes that these 'old' ways of telling stories create our selves and our relations with others. Moreover, they do so in collaboration, both positive and negative, with family and friends.

Lee Raby, Assistant Professor. Ph.D., 2013, University of Minnesota

Dr. Raby's research addresses longstanding questions regarding the significance of early parent-child relationship experiences. Specifically, he examines the degree to which various early caregiving experiences predict individuals' social, cognitive, and behavioral functioning during childhood, adolescence, and into adulthood as well as the representational and psychophysiological processes that may account for these enduring effects. Dr. Raby investigates these issues among families with adopted children. The two-fold goal of this work is to deepen our understanding of the interplay of children's genetically based characteristics and environmental experiences while simultaneously providing information about how parent-child relationship experiences can promote the healthy development of these at-risk children.

Cecilia Wainryb, Professor. Ph.D., 1989, University of California, Berkeley.

Dr. Wainryb studies moral development. Her research concerns how children and adolescents further their moral understandings through their everyday experiences, and how these developments are shaped by violence, war, and injustice.

Further information about faculty is available at the department of psychology web site: www.psych.utah.edu.

Program Structure

I. Timetable

The Developmental program is usually a five to six year program, depending largely upon the pace of the student's thesis and dissertation research. While there is considerable variability in students' timetables because of specific needs, and interests, the combined Departmental and Graduate School timetables should be consulted. The Graduate School sets a seven year limit on doctoral work.

II. Advisor

The advisor is one of the most important resources in students' graduate careers, serving as a professional role model, a guide to graduate study, and a supervisor of a student's professional development. The Utah program operates on a modified tutorial model, which means that each

student is admitted to the program under the supervision of a particular developmental faculty member, although students may switch advisors upon application and with the consent of the new advisor.

Students are typically integrated into cohesive research groups composed of faculty members, postdoctoral fellows, graduate students at various levels, and undergraduate students. These research groups allow students to become involved in multiple lines of faculty research, at different levels. Students are encouraged to participate in several different research groups over time in order to broaden their theoretical and methodological training. Students are expected to meet regularly and frequently with their advisor to discuss their research, coursework, and professional development. The advisor should be the first person contacted to answer program questions, deal with professional problems, etc.

The Developmental Program is responsive to changing patterns of interest among students and advisors. A student's interests may change such that a "co-advisor" situation best suits the circumstances. Additionally, a student's interest may change more dramatically so that a different advisor would best suit his or her research interests. Infrequently, changes in advisor may occur as interpersonal difficulties arise between advisor and student. In these latter cases, the Developmental Area Coordinator should be notified of the situation in order to assist in decision making.

III. Financial Support

The Developmental Program is committed to the financial support of all students in good standing. The most typical form of support is through Teaching Assistantships, which require that students assist an instructor in teaching courses, or Graduate Instructorships, which require that more advanced students teach a course. Other forms of support include research assistantships and fellowships (see Graduate Student Handbook for the department for further information about the range of support available). Students are asked each Spring to indicate their need for support and are notified in late spring of their funding. It is the goal of the Developmental Program, and is most typical, for all students in good standing to receive some form of funding for at least five years. After five years, funding may be offered depending upon availability but there is no guarantee. Courses may be taken outside the Psychology Department so long as they are graduate level. Also, students should add thesis and dissertation research credits to increase their load if they are taking few courses.

Departmental and University funding, such as Teaching Fellowships and Research Assistantships, include payment of tuition for up to 12 credit hours per semester. Receipt of this tuition waiver requires that a student be registered for a course load of at least 9 hours and not more than 12 hours. Students taking fewer than the required number of credit hours will be responsible for paying their own tuition.

The Graduate School and the Department have placed limitations on when and how long tuition waivers can be received. Specifically, tuition waivers are not available during summer

semester. Graduate students can receive no more than 6 semesters of tuition waivers prior to completing the masters thesis, and no more than 10 semesters of tuition waivers prior to completing the Ph.D. Thus, if the Ph.D. is not completed after five years of continuous Department and University funding (i.e., two semesters of tuition waivers each year), students will be required to pay their own tuition.

The rule from the Graduate School is that students who enter with a masters degree, even if that degree is not in psychology, are entitled to 4 years of tuition benefits. Should a faculty member or clinical site wish to pay for a 5th year of funding for the student, additional funding (either from the grant, clerkship site, or the students' own resources) would be required to pay tuition. As students need to be continuously enrolled for at least 3 credit hours, the minimum resident tuition for each semester would be \$1959 for 3 credits, \$4270 for a full load of 12 credits.

Program Requirements

Course Requirements: Note: Graduate courses are frequently numbered at both the 5000 and 6000 level. Graduate students should enroll for courses numbered at the 6000 level when possible.

Students in their first year typically enroll each semester in

- (a) one of the Psychology 6500 psychological statistics series (taking 6500 and 6510 in the first year)
- (b) a core course
- (c) Psychology 6290
- (d) possibly a developmental seminar of interest, and
- (e) if needed, directed readings with their primary advisor.

The maximum credit load per semester is twelve credits, the minimum nine.

Students in their second year enroll for masters thesis hours (Psych 6970) for variable amounts of hours until the completion of the master's thesis. A "T" is awarded each quarter [denoting work in progress until the thesis is defended]. Similarly, dissertation students enroll for variable amounts of dissertation hours (Psych 7970) until the dissertation is completed. For the masters, the student must have completed a minimum of 30 to 36 semester hours of graduate courses (5000 level and beyond), 24 of which must be in residence. At least 24 to 30 hours must be in coursework and at least 6 hours in thesis research (Psych 6970). Students are required to maintain a B average or better.

REQUIREMENTS FOR THE MASTERS DEGREE

Developmental Core Courses

The developmental area offers three core courses: Psych 6220 (Cognitive Development), Psych 6260 (Social Development across the Lifespan), and Psych 6465 (Biosocial Mechanisms of Health, Development and Stress). Students are required to take all three developmental core courses: They must complete two of the core courses prior to masters; the third core course must be completed prior to Ph.D.

Statistics Courses

Students must take Psych 6500 (Quantitative Methods I) and Psych 6510 (Quantitative Methods II) (a year-long sequence). These courses must be completed by the end of the second year, but are strongly recommended for the first year.

First-year and Teaching Practicum

Psych 6000 (First-year Practicum) should be taken in the first semester of graduate study and provides an overview of professional development information for success in graduate school. Psych 6100 (Teaching Practicum) should be taken in the second semester of graduate work, and provides basic skills in teaching undergraduate courses, preparing students for instructing their own courses.

Thesis Research

6 hours of Psych 6970

Current Research in Developmental Psychology Lecture Series (Brown Bag)

Students must attend regular meetings with the developmental and CCF faculty and graduate students. Students, faculty, and invited guests present their current research and ideas, with an emphasis on research proposals at all levels. In addition, the forum includes discussions of topics of shared interest in the service of developing new research ideas and collaborations. Finally, for first year students, the fall semester of the lecture series contains one session with each developmental area faculty member to discuss how the varied intellectual traditions within developmental psychology culminate in current research questions. Students should enroll in Psych 6290 when possible (so as to not exceed the University's 12-credit hour limit per semester). Faculty outside developmental and CCF, including guest speakers from other departments or campuses, also give presentations on occasion.

Additional hours to meet the 30-36 semester credit hours can be taken as developmental seminars or other coursework relevant to the student's program.

**Ph.D. DEGREE REQUIREMENTS
(IN ADDITION TO MASTERS REQUIREMENTS)**

Developmental Seminars

Two developmental seminars of the student's choice from the developmental series:

- 7210 Topics in Developmental Psychology
- 7220 Seminar in Developmental Theories
- 7230 Seminar in Developmental Methods
- 7240 Relationships and Health over the Lifespan
- 7270 Professional Development
- 7960 Current Topics in Developmental Psychology

Additional Core Courses

Students must complete the third developmental core course (the one not taken during their masters training.)

In addition, they must complete one additional core course from the following list.

Area 1 Biological Bases of Behavior

Psych 6700 (Neuropsychology) or Psych 6750 (Neurobiology of Behavior) to complete this requirement.

Area 2 Social Bases of Behavior

Psych 6340 (Family, Systems, and Child Psychopathology) or Psych 6410 (Advanced Social Psychology) to fulfill this requirement

One seminar outside the developmental area

Psych 7508 (History and Systems)

14 hours of Psych 7970 (Thesis Research Ph.D.)

Psych 6560 (Analysis of Temporal Data, or similar course)

Additional coursework as specified by the student's major area for a total of 30-36 semester credit hours.

Auditing a class:

To audit a class (attend the class for no grade or credit) students must register for the class and then go to the Student Services Building and fill out a Drop/Add form. It is courteous to obtain the instructor's permission to audit a course. Students drop the course registered for and add it back as an audit. Currently, audited courses count towards minimum and maximum credits on tuition waivers and are paid for, this could change. For more information regarding auditing of a class - 581-5808.

RESEARCH REQUIREMENTS FOR MASTERS THESIS

The purpose of the masters project is to involve students in all phases of the design, execution, analysis, interpretation, and communication of research. The developmental faculty believe that these educational objectives can best be met by developing a research question that is part of the advisor's ongoing research program. Masters level students are research apprentices. It is neither necessary nor usually desirable for beginning students to design and carry out projects that are completely independent of the advisor's research. It is necessary that students understand the theory and methods they use and understand how research decisions are made, even if they are made primarily by the faculty advisor. It is desirable that the master's project be designed to be at least a part of a publishable piece of work.

An equally important goal of the masters project is to impress upon students the importance of transparency and open science. In response to the replicability crisis in psychology, as well as calls for improved transparency, rigor, and reproducibility in psychological research, the developmental faculty decided to require all masters theses to be pre-registered. We believe it is critically important that our students be socialized to adhere to best research practices in open science. To this end, students will be required to submit a pre-registered report to the Open Science Framework upon the successful defense of their masters proposal.

The masters thesis is to be completed by the end of the spring semester of the student's 3rd year in the program. To this end, students are expected to adhere to the following timeline. Failure to adhere to this timeline may result in a student being declared in bad standing (see the Department Graduate Handbook for details). For students who enter with a masters degree from another program or institution, please see the Departmental Graduate Handbook for information on the procedure for evaluating masters theses completed elsewhere.

1. At the beginning of spring semester of the 1st year, **selects a committee.**
2. During spring semester of 1st year, and no later than three weeks prior to the last day of class, submit a pre-registered report describing research questions, hypotheses, and methods to the committee. A pre-registered report template can be found in the appendix. Other examples are on the Open Science Framework website (osf.io). Your advisor may also provide you with a template to be submitted to your committee.

3. By February of the 2nd year, discuss the pre-registration and full project at a **masters proposal colloquium**. The purpose of the colloquium is to allow the committee members to review the pre-registered document and assist in improving the project. The pre-registration document should be submitted to the committee no later than 2 weeks prior to the scheduled meeting. A two-page abstract must be submitted to the departmental administration for circulation to the department five working days in advance of the proposal meeting. Students typically prepare their presentation with A/V aids, including the use of Powerpoint and/or other A/V examples.
4. **Within 1 week of the masters proposal colloquium**, the student is expected to submit their pre-registered report to the Open Science Framework.
5. By the end of the spring semester of the 3rd year, hold a **defense meeting**. The student will make a formal presentation and will answer questions from the committee. The student is expected to be familiar with and able to describe all aspects of the completed project. The complete masters thesis (see attached guidelines) should be submitted to the committee no later than two weeks prior to the scheduled meeting.

Ph.D. PRELIM PROJECT: INTEGRATIVE LITERATURE REVIEW

Overall Objective

The purpose of this prelim project is to demonstrate that you have the potential for doctoral level scholarship in developmental psychology, and to facilitate your professional development. Performance on the prelim project will be specifically used, in addition to other indicators of performance, to make decisions about a student's advancement to candidacy. To complete this project, you will be expected to: (1) identify an important issue to be examined in a particular area of developmental psychology; (2) identify a broad base of literatures that can inform this issue; (3) integrate and evaluate different perspectives on the issue; and (4) write a cohesive, conceptual synthesis. In addition to the knowledge and skills gained by doing this Preliminary Examination Project, we expect you to be able to submit the final product for publication although the success of such submission does not form the basis of final grade assignment.

Procedure & Guidelines

Choose a Topic

The student should talk with his or her advisor(s) and other relevant faculty regarding the focus of the integrative paper/grant proposal to develop some initial directions.

Select a Prelim Grading Committee

With the advisor, the student will determine a prelim grading committee who will

approve the proposed project and the final prelim project. The committee must be composed of three faculty members, one of whom may be allied faculty. The prelim grading committee for the research project is expected to overlap with the masters or dissertation committee although there may be circumstances where this is not the case. It is expected that the advisor will always be part of this committee.

Write and Submit a Proposal for the Prelim

The student should submit a brief (no more than 2 single spaced pages) written proposal for each project to the *prelim committee* for approval (through their advisor). This proposal should describe: (a) the general topic or research questions; (b) why this is an important topic in developmental psychology; and (c) the broad base of literatures that will be drawn on and integrated in the final document. Students will be provided with feedback on their proposal within three weeks of submission. The primary purpose of the proposal is to ensure that the paper/grant is meeting the overall objectives of the prelim project (particularly with respect to the *breadth* and *integrative nature* of the proposed paper) and to provide the student with some assurance that he or she is on the right track to proceed. If there are concerns, the student will be given specific feedback and will be allowed to revise and resubmit until they have an approved proposal.

Writing Process: Models, Advice, and Consultation

The paper is expected to be written in a manner that is suitable for submission to Psychological Bulletin, Developmental Review, Human Development, or other major review outlets. The paper should follow APA style and should be between 30 and 40 pages of narrative (excluding references). In preparing the paper, we recommend that the student read an editorial in the July 1997 issue of Psychological Bulletin (pp. 3-4) regarding the types of papers that are suitable for publication in that journal, as well as a special section on "Writing articles for Psychological Bulletin" in the September 1995 issue of Psychological Bulletin (pp. 171-198).

While consultation is expected prior to the proposal, after the proposal is approved, students are expected to work on the project independently without the help of the advisor. In other words, the project must be the student's own, original work: The student is solely responsible for reviewing the literature, and writing the paper, and so on. If the student has questions at different stages of the project, they should contact the Area Coordinator, who will determine whether it is appropriate to obtain help from faculty or students.

Submission of Completed Project

The prelim paper should be turned in to the advisor for distribution to the grading committee within three months of project approval.

Feedback

During the regular Fall and Spring semesters the committee will provide the student with written feedback and a final grade no more than one month after the submitted project. Efforts will be made to follow these timeline guidelines during the summer, but grading may take longer during this term as faculty are on nine-month appointments.

The advisor will write a cover letter synthesizing the feedback from the committee and will provide the student with the specific written feedback of each committee member. The student and advisor should meet to discuss any issues that require further clarification. The advisor will give a copy of all feedback to the other committee members.

Grading Procedures

Graders will evaluate the project on a number of dimensions (see below) and will provide an overall score. The project will receive a passing grade when the overall scores of two or more graders are pass/high pass. When the scores of two or more graders are rewrite, the project will be revised and resubmitted within one month of receiving feedback. When the scores of two or more graders are fail, the student will have failed the Preliminary Examination Project and should follow instructions for remediation under “Failing grade” below. In the unusual case that the grading committee cannot reach a majority opinion (e.g., pass vs. rewrite vs. fail), the scores will be sent to the Area Faculty for their professional judgment and the assignment of a grade. Once a final grade has been determined, the prelim grading committee will provide to both the student and the area written documentation of the student’s score, along with an explanation of what additional steps, if any, may be needed to pass the Preliminary Examination Project.

The paper will be evaluated on the following dimensions, all of which will contribute to the final grade using a four-point scale.

- Significance* – Does the student demonstrate the importance of the issue? Will this advance our understanding of an important area in developmental psychology?
- Breadth, depth, and accuracy of knowledge* – Does the student demonstrate that they have a solid grasp of the relevant literatures? Are the major relevant topics covered or are there gaps? Is the information provided accurate? Does the student demonstrate an ability to carefully evaluate the extant literatures?
- Integration/Cohesiveness* – Did the student demonstrate an ability to integrate various perspectives into a unified perspective? Is the overall conceptualization cohesive and clear?
- Writing style* – Is the organization of the paper reasonable? Is the writing style clear?

Grading Scale

Each project will be graded by the prelim committee using a 4 point scale:

- 0 = Fail (Inarticulate, vague, below that expected of modal students)
- 1 = Rewrite (Underdeveloped, areas of significant weakness)
- 2 = Pass (Clear, complex, concise)
- 3 = High Pass (Exceptional, better than expected of modal students)

Rewrites

If a student is asked to rewrite the prelim, he or she will have one month to do so following receipt of written feedback. The student should hand in the revised prelim to the advisor, who will distribute it to the grading committee. The grading committee will grade the revised project no more than two weeks after it has been turned in and distributed using the same criteria outlined above. The chair will then provide the student with written feedback and a final grade. Only one set of rewrites is allowed.

Failing

If the student fails outright (without a rewrite option) or fails after a rewrite has been completed, the student will be allowed a second chance to successfully complete the prelim. In such a case, the student needs to develop a plan to remediate the problems noted (in collaboration with his or her advisor; typically this will involve proposing and writing an alternative project on a new topic). The developmental area faculty are required to formally approve the plan. Once the remedial plan is approved by the area faculty, the student must complete the plan and turn in the written product within three months. If the student fails a second time, he or she may be dismissed from the program.

PROCESS OF DOING THE DISSERTATION

1. Select a five-person committee

Committee consists of advisor and four additional faculty members. At least one member must be from another department on campus or off campus. This often consists of the original masters committee and two additional members but not always. Student meets individually with faculty members to describe research interests and plans.

2. Advisor-Student consultation

Topic and project are chosen.

3. Committee-Student individual meetings

Information is exchanged. Student updates committee members of dissertation interests.

4. Proposal Development

Topic is developed, with advisor and consultation with committee members (as needed), proposal drafts are written and revised (and revised), pilot data are collected, as necessary.

5. Proposal Draft Submitted to Committee

Final proposal draft should go to the committee members at least 2 weeks prior to scheduled dissertation colloquium. Should students wish to have feedback prior to the meeting, students should allow two weeks to receive comments. Announcement of dissertation colloquium is distributed to faculty 5 working days prior to date of colloquium. This announcement is given to the departmental administrative assistant.

6. **Complete Ph.D. Program of Study Form**
File form with departmental administrative assistant.
7. **Dissertation Colloquium**
Student prepares a 20 minute presentation following guidelines set out by the department. Open discussion and question-answer session is integrated into formal presentation. Colloquium typically lasts 1.5-2 hours. Students typically prepare their presentation with A/V aids, including the use of Powerpoint and/or other A/V examples.
8. **Memo to Committee**
If changes are made in the proposal during the colloquium, the student will prepare a memo stating their understanding of those changes. The memo will be signed by each committee member to indicate their approval.
9. **Research and Dissertation**
The student conducts the research in consultation with the major advisor and the committee, writes the results in a journal article format and distributes a draft to the committee, two weeks prior to the scheduled defense. As per the Graduate Handbook, an article format is preferred for the dissertation.
10. **Defense**
A formal presentation of the major research questions, results, and interpretations is provided by the student (20-minute presentation). Committee members ask questions regarding research and interpretation. Meeting typically lasts 1.5-2 hours. The defense cannot be scheduled until all prelim projects are completed.
11. **Revisions for Depositing Dissertation**
Revisions are made following defense. Students work with thesis editor filing dissertation with the graduate school.

Helpful Hints for Thesis and Dissertation

1. Have regular meetings with your advisor to produce a plan for your thesis project. Solicit your committee members' opinions about the plan.
2. The colloquium is aimed to produce an agreement between the student and committee about a plan for the thesis project. In the end, the committee will formally approve the student's plan. As can be seen from accompanying table, there are many steps in the design and proposal of a dissertation. All the steps are an important part of graduate training, and full advantage should be taken of the opportunities the process affords for developing relationships with faculty and expanding research expertise.

3. **Research is part method and part communication.** Learning and applying theory and research methods are central training goals of graduate education. Another is the ability to communicate ideas about theory and methods to colleagues. In the colloquium preparation process students have many opportunities to improve their ability to communicate about research, both in writing and orally, in individual meetings and group meetings.

4. **Revision, revision, revision.** Revision is integral to scientific communication. Research is complicated and it is necessary to keep track of the many threads of ideas and approaches. One of the training goals is for students to develop the ability to handle critiques, both emotionally and intellectually. Remember that faculty critiques are designed to help you improve your work. Use them constructively to improve your work product.

5. **Intellectual differences and intellectual debates.** Often there is no single right answer. Students must anticipate major differences in intellectual world views among faculty members. In this sense, the faculty advisory committee is a smaller version of the larger community of developmental psychologists with whom students will be communicating in the future in the form of papers, posters and journal articles. At the doctoral level, the colloquium process is similar to the professional review process because it forces students to communicate with colleagues having different views. Students must present and defend ideas in a form that others can readily understand. This is a difficult skill to acquire, and it usually comes by observing and participating in the kind of debates that go on during colloquium meetings. Students are encouraged to attend other students' colloquia before presenting their own. Students are also encouraged to participate actively in debates in classes and brown bag meetings in order to develop presentation skills.

6. **Whose work is it?** Typically, graduate students develop lines of research that originate with their major advisor's interest, relying on the advisor's theory, methods and data. Faculty recognize that students are apprentices and are not expected to invent a whole new research program or theoretical position on their own. At a minimum, the student is expected to understand and explain the methods and theory that they plan to use, and should be able to field questions about how research decisions were made, even if those decisions were made under the direction of the faculty advisor.

7. **Use of existing data.** Many faculty have collected extensive sets of data that offer fertile grounds for many research projects. The use of existing versus new data will depend on the research question students pose for projects. At least one of the graduate degree projects should involve independent data collection. That is, if a student conducts the masters thesis involving independent data collection, existing data may be used for dissertation or vice versa. Use of existing data is always contingent upon the permission of the original data collectors, the advisor, and the student's supervisory committee, and may require IRB approval.

BEYOND FORMAL REQUIREMENTS: GENERAL EXPECTATIONS AND ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Formal requirements are only one part of acquiring the skills and knowledge you will need for success within and beyond this program. In addition, you should consider some of the less formal expectations for your progress and productivity, and additional activities that can foster your professional development.

Expectations for work in the summer

Faculty generally expect that students will be making research progress in the summer, and will be in residence barring unusual circumstances that were previously discussed with the advisor and committee members.

Expectations in terms of publications (generally)

Every student, lab, advisor, and research area has different details. Below are some good target aims in terms of your research productivity. If you manage to achieve these goals, you are likely to be on track to develop a strong record of published research by the end of your graduate training.

- a) Early in the first year, submit a presentation to a major conference relevant to the student's research interests (e.g., SRCD, SRA, Jean Piaget Society, APA, APS).
- b) By June after the first year, be involved in one multi-authored publication (not as first author), and be on time with respect to masters thesis progress.
- c) Once the masters is completed, a student should be working on one *different* first-author publication per year (as well as co-authoring on other papers).

Additional professional development opportunities

Other aspects of professional development are more variable from person to person and career goal to career goal. Below is a partial list of other experiences that help students develop professionally; some of these experiences may be acquired naturally in the course of doing a masters thesis and dissertation; others may have to be more actively sought out. You should actively seek out these or other experiences, and consult with your advisor, committee, and other faculty and students about areas where you could use additional training or experience. In the process, you will be taking personal initiative in your own professional development; a 'meta-skill' of critical importance in most Ph.D. level careers.

- Visit at least one other developmental lab during your first year; you can even become a habitual guest in another lab if it helps foster your productivity
- Develop and teach a developmental psychology course (child development, adult development, infancy, adolescence and emergent adulthood)

- Develop and teach an important course for the psychology major (introductory psychology, research methods, statistics)
- Think about your teaching and mentoring philosophy
- Mentor an undergraduate researcher (with supervision)
- Publish peer-reviewed papers
- Review for journals
- Engage in the process of self-governance (serving on committees, doing service)
- Manage a project
- Write a grant proposal
- Create a curriculum vitae
- Give a short presentation (conference length)
- Give a longer presentation (job talk length)

EVALUATION PROCEDURES

General Procedures

A student's progress and development is evaluated through a variety of formal processes in addition to informal monitoring by the advisor. The Developmental Faculty conduct semi-annual reviews of all developmental students at the end of Fall Semester and at the end of Spring Semester. At the end of Spring Semester of each year, the psychology department also conducts a review of the progress of all students. At this time the full faculty vote (1) to commend a few students in the areas of research, teaching, and service, (2) to award a Professional Development Award (\$500) to the student making the most significant contribution to research, teaching, and service that year, (3) to recommend deadlines for students making slow progress through the program, and (4) to agree upon remedial measures or probation or dismissal in rare cases.

Prior to each review, students must complete a progress form (see Appendix D). Then students meet with their advisors and review their accomplishments (and any problems) of the past time interval. In addition, goals for the coming interval are developed, including proposals for addressing problems that have arisen.

Advisors present this information and their recommendations to the Developmental Faculty at the semi-annual Developmental Faculty Student Review. Students have the opportunity to personally present their views to the area regarding their progress and their plans for addressing difficulties. A student may also choose to be accompanied by a Developmental Student Representative.

These procedures are designed to prevent problems or address problems as soon as they arise and forestall unpleasant surprises. The process is designed to assist in goal setting and goal achievement. In addition, the procedures ensure that students are notified of their relative progress through the program and those aspects of their academic performance which may

require remediation or may place their status in jeopardy. Students have the opportunity to present their own views on the issues that may be involved and the faculty have an opportunity to acquire sufficient data upon which to base a careful and deliberate decision according to their best professional judgment.

The Developmental Area Coordinator presents the progress of developmental students in an annual student review meeting of the department, and non-developmental faculty have the opportunity to give feedback based on their interactions with the particular student. A formal statement of evaluation and recommendations of the student is then sent to the student by the advisor, with the approval of the Developmental Area Coordinator and the Departmental Chairperson.

Evaluation Criteria and Appeals

The academic criteria for student evaluations are discussed in the departmental handbook and Graduate School bulletin. Students are evaluated in the areas of course work, teaching, research, progress toward the masters and/or Ph.D. degrees, service, and professional behavior. Every attempt is made to help students as they work toward their degrees.

If a student wishes to appeal the recommendations and/or decisions of the Developmental Area, several levels of appeal are possible within the department and at other administrative levels and should be pursued in order.

1) The first level of appeal is the Developmental area itself. If the student believes that additional information exists that should have been brought to the attention of the Developmental area, he/she should immediately bring that information to their attention. It is most helpful if the student writes a petition to the Developmental Area (addressed to the Developmental Area Coordinator), outlining the additional information, or the reasons why he or she believes that the recommendation/decision should be reconsidered.

2) The second level of appeal is to the chair of the department, who, at his/her discretion, may ask that the appeal be heard by the departmental Graduate Student Committee. The procedures for this appeal are given in the departmental Graduate Student Handbook.

3) The next level of appeal is to the Dean of the College of Social and Behavioral Sciences and then the Dean of the Graduate School. These procedures are described in the Graduate School Bulletin and must be followed as prescribed in the current year edition of that bulletin.

Petition Process

In some circumstances, students might want to petition the Developmental Faculty for an exception to the usual procedures or requirements (i.e., changing the nature or scope of the preliminary project, requesting a leave of absence, etc.). In such cases, the student should first

consult with his/her adviser and the other members of his/her committee in order to solicit feedback on whether such a petition is appropriate and justifiable. Although a student can make such a petition without the support of his/her adviser and committee, such petitions are less likely to be approved by the Area. To officially submit a petition, the student must draft a formal letter requesting the exception, describing the requested alternative procedures, and justifying the request. The student must state in the letter whether the petition has the support of his/her adviser and committee members. This letter will be distributed to the entire Developmental Faculty, who will vote on the request within two weeks of its submission. The student may also request a face-to-face meeting with the faculty (in addition to submitting the letter) if they so desire. Faculty members who do not vote within the 2-week time frame will be considered to have voted in favor of the petition. Petitions should be submitted during the regular academic year. If students wish to submit a petition during the summer, they must first confirm that all Area faculty members will be willing and available to review the petition.

Grievances

All developmental graduate students can expect to have problems related to their graduate education resolved in a fair and expeditious manner. It is the policy of the University to solve grievances internally and at the level that is most closely related to the origin of the problem. A graduate student who has a complaint with any member of the faculty, including the faculty advisor, should first discuss the problem with the person involved. If the graduate student is not satisfied at this level, or if discussion of the problem seems inappropriate because of the nature of the student's complaint (which is rare), then the student should seek advice from the director of the developmental area or, if necessary, from the chair of the Graduate Committee.

If the problem is not satisfactorily resolved at the level of the developmental area or by the Graduate Committee, then the graduate student should take the complaint to the chairperson of the psychology department. Depending upon the nature of the problem, the department chairperson may deal with the situation directly or refer the matter to the appropriate committee or authority.

If the grievance has not been resolved at the level of the department chairperson, the matter may then be taken to the dean of the College of Social and Behavioral Sciences, then, finally, to the Dean of the Graduate School as described in the current edition of the Graduate School Bulletin.

APPENDIX A
(A way to track progress)

TRAINING PLAN TEMPLATE

	FORMAL TRAINING (COURSEWORK)		APPLIED TRAINING/ EXPERIENCE		END PRODUCT	
AREA OF EXPERTISE	What	When	What	When	What	When
Research Methods						
Statistics						
Academic writing						
Content Area 1:						
Content Area 2						
Content Area 3						
Clinical Training						

APPENDIX B

Allied Faculty

Brian Baucom (Assistant Professor, Clinical Area, Department of Psychology, University of Utah). How romantic partners' thoughts, feelings, and behaviors during conflict are related to their individual well-being and to the health of their relationships. Serves on student committees, teaches relevant courses.

Sheila Crowell (Assistant Professor, Clinical Area, Department of Psychology, University of Utah). Mechanisms underlying risk for suicide and severe psychopathology among intentionally self-injuring adolescents. Serves on student committees, teaches relevant courses.

Marissa Deiner (Associate Professor, Department of Family and Consumer Studies, University of Utah). The development of emotion in early development. Individual differences in personality development; parent-child interaction; intervention with at-risk children. Serves on student committees, teaches relevant courses.

Michael Himle (Assistant Professor, Clinical Area, Department of Psychology, University of Utah). OCD and OC-Spectrum Disorders.

Russ Isabella (Associate Professor, Department of Family and Consumer Studies, University of Utah). Infant social and emotional development as related to characteristics of the family and the broader social context, infant-mother interaction and relationship development, antecedents and developmental consequences of attachment. Serves on doctoral committees, teaches graduate courses.

Patricia Kerig (Professor, Director of Clinical Training, Department of Psychology, University of Utah). The family processes that contribute to the development of/for protection against psychopathology.

Kevin Rathunde (Professor, Family and Consumer Studies, University of Utah). Adolescent and adult optimal development (e.g., talent development, interests, creativity, wisdom, motivation). Serves on student committees, teaches graduate courses.

Carol Sansone (Professor, Social Area, Department of Psychology, University of Utah). Process through which individuals across the lifespan create and maintain motivation. Collaborates with Berg on life-span study of everyday experiences and problems, serves on student committees.

Cheryl Wright (Associate Professor, Department of Family and Consumer Studies, University of Utah). Early childhood education; family's influence on young children's creative and cognitive development. Directs FCS Child and Family Development Center.

Other Interdisciplinary Resources for Students

Educational Psychology

Elaine Clark-- child assessment

Michael Gardner-- analogical reasoning, teaches stats courses.

Robert Hill-- memory and aging

John Kircher-- attention deficit hyperactivity disorder, statistical resource.

Sue Morrow--qualitative research, victims of sexual abuse

Dan Woltz--methodology

APPENDIX C

General Statement Regarding Social Media

Many students use various forms of social media, including but not limited to wikis, blogs, listserves, fora, websites, and social networking sites. Facebook, MySpace, and Twitter are specific and frequently-used examples of these media. When using social media, students are expected to act with courtesy and respect toward others.

Regardless of where or when they make use of these media, students are responsible for the content they post or promote. Students may be subject to action by the University for posting or promoting content that substantially disrupts or materially interferes with University activities or that might lead University authorities to reasonably foresee substantial disruption or material interference with University activities. This action may be taken based on behavioral misconduct, academic performance, academic misconduct, or professional misconduct, and may range from a reprimand or failing grade to dismissal from a program or the University.

Prior to taking any action against a student, please consult with the Office of General Counsel.

Guidelines for Use of Social Media

Use of social media is prevalent among students. Students should be aware that unwise or inappropriate use of social media can negatively impact educational and career opportunities. To avoid these negative impacts, students should consider the following:

- Post content that reflects positively on you and the University. Be aware not only of the content that you post, but of any content that you host (e.g., comments posted by others on your site). Content you host can have the same effect as content you post.
- Though you may only intend a small group to see what you post, a much larger group may actually see your post. Be aware that your statements may be offensive to others, including classmates or faculty members who may read what you post.
- Employers and others may use social media to evaluate applicants. Choosing to post distasteful, immature, or offensive content may eliminate job or other opportunities.
- Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.
- If you post content concerning the University, make it clear that you do not represent the University and that the content you are posting does not represent the views of the University.

- Make sure the content you post is in harmony with the ethical or other codes of your program and field. **In certain circumstances, your program may have made these codes binding on you, and violations may result in action against you.**
- If you are in a program that involves confidential information, do not disclose this information. **The University may take action against you for disclosures of confidential information.**
- **Realize that you may be subject to action by the University for posting or promoting content that substantially disrupts or materially interferes with University activities or that might lead University authorities to reasonably foresee substantial disruption or material interference with University activities. This action may be taken based on behavioral misconduct, academic performance, academic misconduct, or professional misconduct, and may range from a reprimand or failing grade to dismissal from a program or the University.**

APPENDIX D
(Yearly progress form)

EVALUATION OF PROGRESS

Name:

Area:

Year in program:

Date expected/completed for.....

1) Master's proposal	_____	On track?	YES	NO
2) Masters defense	_____	On track?	YES	NO
3) Pre-doctoral projects-exams	_____	On track?	YES	NO
	_____	On track?	YES	NO
4) Dissertation proposal	_____	On track?	YES	NO
5) Dissertation defense	_____	On track?	YES	NO
6) Other (Area Specific)	_____	On track?	YES	NO

If you are not on track for any of the above, what is your specific plan and timeline for getting back on track?

Please list any publications, conference presentations, or honors / awards in the prior year:

Please list other accomplishments of which you are most proud over the previous year:

Please summarize your specific progress/accomplishments regarding your Masters or dissertation:

List your coursework over the previous year and your grades:

Please list courses that you have taught.

ASSESS YOUR PROFICIENCY IN THE FOLLOWING AREAS

1 = drastic improvement needed	2 = foundation laid, but much more direct experience necessary	3 = solid competence; needs fine-tuning	4 = highly proficient; maintain current skill level	N/A = not applicable
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Development of expertise with specific CONTENT areas (for example, "dynamical systems theory" or "child psychopathology"), needed for successful completion of your Ph.D.. List content areas IN ORDER OF PRIORITY. Do not include methodologies or statistics.

Area 1:	.1	2	3	4
Area 2:	.1	2	3	4
Area 3:	.1	2	3	4
Area 4:	.1	2	3	4
Area 5:	.1	2	3	4
Area 6:	.1	2	3	4
Area 7:	.1	2	3	4

RESEARCH SKILLS.

Critically evaluating research articles.	.1	2	3	4	N/A
Coming up with original research questions.	.1	2	3	4	N/A
Translating research questions into testable hypotheses.	.1	2	3	4	N/A
Basic regression and ANOVA.	.1	2	3	4	N/A
Multivariate statistics.	.1	2	3	4	N/A
Hierarchical linear modeling and other mixed modeling.	.1	2	3	4	N/A
Structural equation modeling.	.1	2	3	4	N/A
Growth curve modeling.	.1	2	3	4	N/A
Power calculations.	.1	2	3	4	N/A
Additional statistical techniques:	.1	2	3	4	N/A
Additional statistical techniques:	.1	2	3	4	N/A
Identifying the right technique to use.	.1	2	3	4	N/A
Using SPSS (including syntax).	.1	2	3	4	N/A

Using other statistical program: 1) _____.	.1	2	3	4	N/A
Using other statistical programs 2) _____	.1	2	3	4	N/A
Screening and cleaning data.	.1	2	3	4	N/A
Handling missing data.	.1	2	3	4	N/A
Experimental design.	.1	2	3	4	N/A
<i>Specific methodologies (i.e., FMRI, SASB coding, cardiac impedance). List in order of importance</i>					
1:	.1	2	3	4	
2:	.1	2	3	4	
3:	.1	2	3	4	
4:	.1	2	3	4	
5:	.1	2	3	4	
6:	.1	2	3	4	

WRITING					
Basic writing style (sentence and paragraph structure, etc.).	.1	2	3	4	N/A
Mastering the style of scientific writing.	.1	2	3	4	N/A
Mastering the style of grant (proposal) writing.	.1	2	3	4	N/A
Revising in response to feedback.	.1	2	3	4	N/A
Sticking to a writing schedule.	.1	2	3	4	N/A
Meeting writing deadlines.	.1	2	3	4	N/A
Juggling multiple writing projects.	.1	2	3	4	N/A
Managing co-authorship.	.1	2	3	4	N/A
Providing feedback on others' writing.	.1	2	3	4	N/A

RESPONSIBLE AND PROFESSIONAL CONDUCT OF RESEARCH					
Writing consent and debriefing forms.	.1	2	3	4	N/A
Managing IRB submissions, renewals, amendments.	.1	2	3	4	N/A
Identifying and minimizing risks to research participants.	.1	2	3	4	N/A
Fair distribution of responsibilities and authorship in collaborations.	.1	2	3	4	N/A

Setting and maintaining priorities.	1	2	3	4	N/A
Time management.	1	2	3	4	N/A

ORAL PRESENTATION AND TEACHING					
Designing an oral presentation, poster presentation or lecture.	1	2	3	4	N/A
Comfort with oral delivery.	1	2	3	4	N/A
Responding to questions.	1	2	3	4	N/A
Writing exams.	1	2	3	4	N/A
Grading student papers.	1	2	3	4	N/A
Selecting readings and supplementary materials for a course.	1	2	3	4	N/A
Designing new courses.	1	2	3	4	N/A
Teaching online.	1	2	3	4	N/A

INTERPERSONAL SKILLS AND PROFESSIONALISM					
Communicating effectively with your mentor and committee members.	1	2	3	4	N/A
Communicating effectively with students and RAs under your responsibility.	1	2	3	4	N/A
Taking constructive criticism.	1	2	3	4	N/A
Providing constructive criticism.	1	2	3	4	N/A
Managing relationships with collaborators and colleagues.	1	2	3	4	N/A
Resolving conflicts.	1	2	3	4	N/A
Sensitivity to diversity (in the classroom, in the laboratory, in the department)	1	2	3	4	N/A
Seeking help and guidance when needed.	1	2	3	4	N/A
Providing help and guidance when needed.	1	2	3	4	N/A
Leading and motivating others.	1	2	3	4	N/A

ADDITIONAL SKILLS (for clinical students, this can include clinical goals)					
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A

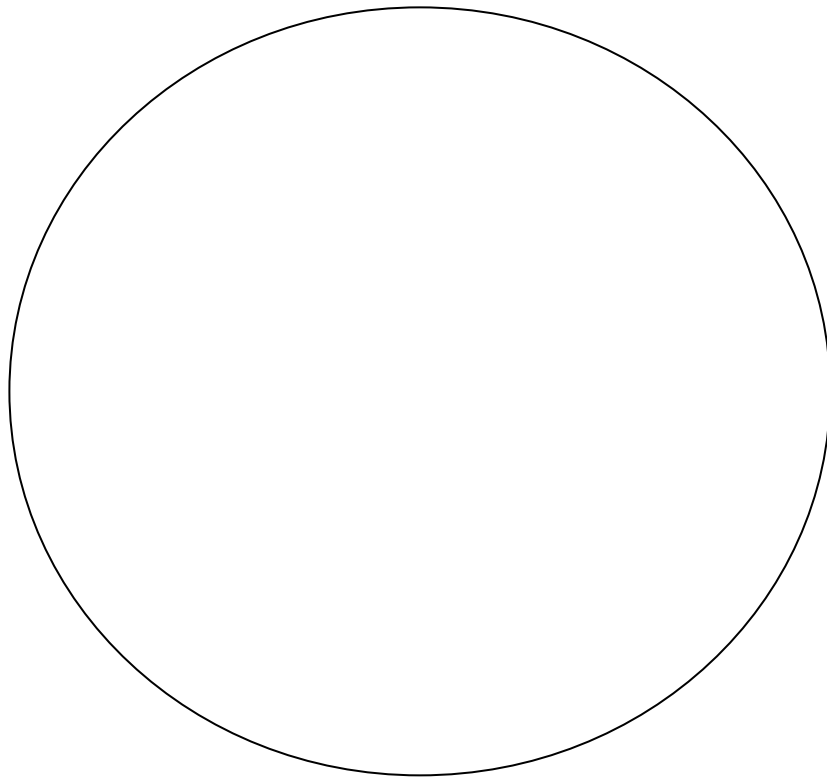
Of the above areas, which are your most important priorities for the coming year?

Of the above areas, which have proved most challenging or given you unexpected difficulties?

Outline the specific steps that you will take in the coming year to address your priorities as outlined above. This might include additional consultation with your advisor or other faculty members, seeking a writing tutor, additional coursework, volunteering time in another laboratory, attending a specific conference. **IDENTIFY A TIME GOAL FOR EACH AREA.**

Distribution of effort: Using the diagram below, roughly chart the percentage of time that you have spent in the previous year devoted to the following activities (or, if you prefer, just list the percentages instead of drawing them, whatever works for you!)

- 1) Coursework
- 2) Research activities
- 3) Writing (thesis, proposal, publication, grants)
- 4) Teaching
- 5) Skill development (outside of coursework)
- 6) Professional activity (conferences, networking, service)
- 7) Clinical work
- 8) Departmental or University service



Are you satisfied with the distribution of your effort? If not, why not? If you would like it to change next year, please outline what specifically should change, and how you plan to accommodate these changes (i.e., if you want to increase the allotment to one area, you will need to decrease it for another).

Please list specific obstacles that have impeded your progress in the previous year (i.e., too much time spent preparing courses, poor time management, writer's block, etc.)

Please outline the specific steps you will take in the coming year to eliminate these obstacles.
IDENTIFY A TIME GOAL FOR EACH STEP.

Please list any areas or obstacles for which you think that you would benefit from additional guidance, or in which you feel "stuck" and are not sure how to proceed. Be as specific as possible, so that we can identify the best way to assist you.

APPENDIX E

OSF Pre-registration form

Project Working Title:

Authors:

Affiliation:

OSF Pre-Registration: As Predicted Template

- 1) **Have any data been collected for this study already?**
 - *“Yes, at least some data have been collected for this study already.”*
 - *“No, no data have been collected yet.”*
- 2) **What's the main question being asked or hypothesis being tested in this study?**
- 3) **Describe the key dependent variable(s) specifying how they will be measured.**
- 4) **How many and which conditions will participants be assigned to?**
- 5) **Specify exactly which analyses you will conduct to examine the main question/hypothesis.**
- 6) **Any secondary analyses?**
- 7) **How many observations will be collected or what will determine sample size? No need to justify decisions, but be precise about exactly how the number will be determined.**
- 8) **Anything else you would like to pre-register (e.g., data exclusions, variables collected for exploratory purposes, unusual analyses planned)?**