

UNL

Department of Psychology

Graduate Student Handbook

Spring 2015 Edition

Disclaimer: This Guidebook is intended to provide useful information for Department of Psychology graduate students. Although efforts are made to keep the Guidebook accurate and up to date, the information contained herein is subject to change and may be superseded by Department, program, or University policies.

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Welcome to Graduate School!

Graduate study begins in a manner that seems similar to undergraduate school. You take courses and strive to do well. But even at the beginning, the differences are apparent. You are invited to work closely with one or more faculty with whom you will develop close working relationships. You will have greater responsibility for self-initiated research and most of you will teach your own classes. Clinical and law/psychology students participate in practica under the guidance of experienced faculty supervisors. In this respect, your experience as a student is changing from classroom-based learning to becoming an independent scholar. As a graduate student, you will participate in the many and varied activities of our department -- brown bag luncheons, colloquia, symposia, and social get-togethers. The relationships that you will develop with faculty and fellow students will be among the most memorable features of these years. We are excited that you are here, and look forward to the talents that you bring to our learning and working together!

This handbook is a reference tool intended to help you make your way through graduate study. Although the handbook is designed to assist you, be aware that program requirements, deadlines, and procedures may change at any time. The goal is to provide you with an overview of what follows in graduate study so you can proceed onward with knowledge and confidence.

You should be aware of the many sources of good information and advice available to you. The Department of Psychology (<http://www.psychology.unl.edu>) and the Office of Graduate Studies (<http://www.unl.edu/gradstudies>) have websites with information and resources you will find useful. All the forms necessary to document your progress in graduate school are available on those websites.

- The Graduate Studies Bulletin provides considerable information concerning graduate program requirements at UNL, and is the final authority on all formal aspects of graduate study.
- The University of Nebraska-Lincoln web site (at www.unl.edu) is also an excellent source of updated information concerning graduate program requirements, and enables you to download forms that you may need at a moment's notice!

Perhaps the best sources of information and advice, however, are the people around you. Faculty members are happy to answer questions and provide guidance (solicited or unsolicited) on anything you need to know, whether concerning course selection or presenting a paper. Fellow students are also excellent informants, especially about how things "really get done" in graduate school. Just as you will experience the pleasure of offering helpful guidance to junior students in the department when you are an advanced graduate student a few years from now, your fellow students are happy and willing to help you in any way they can. Bon Voyage!

Graduate Education at the UNL Department of Psychology

The University of Nebraska-Lincoln (UNL) has a deep and significant place in the history of psychology in the United States. If psychology dates its founding to Wilhelm Wundt's laboratory at the University of Leipzig in 1879, and the founding of psychology in the U.S. to William James's laboratory at Harvard several years later, psychology arrived at the UNL not long afterward. Harry K. Wolfe, a Nebraska native, obtained his undergraduate degree at the UNL and then traveled to Leipzig to become one of Wundt's first two doctoral students. At the close of his program, Wolfe returned to the UNL as a faculty member in the Department of Philosophy where, in 1889, he founded the first psychology laboratory in the U.S. devoted primarily to undergraduate instruction. As a consequence, the Department of Psychology at UNL was one of the first in the nation to celebrate its centennial, and the twin themes of research and undergraduate education continue to define our department's mission in the field.

UNL was thus an early center for psychological research because of Wolfe's work, and more presidents of the American Psychological Association (APA) have received their undergraduate education at UNL than from any other institution. The department is nationally prominent also because of the *Nebraska Symposium on Motivation*, the oldest and one of the most visible annual symposia in psychology. The Clinical Psychology program is one of the oldest APA-accredited programs in the country and the Law Psychology Program is one of the first joint degree programs of its kind in the world. As you can tell, your department has a tradition of firsts!

Description of Each Psychology Program

The UNL Department of Psychology has graduate programs in five areas: clinical, developmental, law/psychology, social and cognitive, and neuroscience and behavior. All are research-intensive graduate programs with clinical students supplementing their training with extensive work in therapeutic practice, and law/psychology students obtaining advanced degrees in law as well as psychology. The department endorses a *Mentoring Partnership Model* of graduate training that involves graduate students in a variety of professional activities under the close supervision of faculty members.

Clinical Psychology

The Clinical Psychology Training Program is one of the oldest clinical training programs in the country, having had continuous accreditation since 1948. The goal of this program is to produce broadly-trained, scientifically-oriented, doctoral psychologists who have skills in both research and professional roles. The Clinical Psychology Training Program is well-integrated in the surrounding community and many clinical and research activities occur in community settings. At the broadest level, training can be divided into Adult, Child and Family, and Forensic areas. Within these broad areas, a concentration on a variety of specific topics is possible. Examples of program of study emphases include alcohol abuse, clinical and experimental psychopathology, family and relationship

violence, forensic psychology, mental health policy, pediatric psychology, and treatment process and outcome.

Developmental Psychology

The graduate program in Developmental Psychology focuses on exploring the conditions of children's lives in which development unfolds. Faculty members have expertise in fundamental processes related to child and adolescent development (e.g., social, cognitive, moral, and behavioral development), as well as in parent-child interactions in diverse families and developmental impact of growing up in conditions of poverty and deprivation. They are also committed to integrating their knowledge with public policy issues concerning adolescent risk-taking, cultural processes related to morality and self, and the educational contexts of human development. This research-oriented, multidisciplinary program is a collaborative effort with developmental faculty in the College of Education and Human Sciences. The developmental program is strongly allied with the Center on Children, Families and the Law, so it provides valuable opportunities to explore the policy implications of developmental research. Several faculty members are also members of the Latino Research Initiative, which pursues interdisciplinary scholarship on issues relevant to Latino youth and families.

Law/Psychology

Under the dual sponsorship of the Department of Psychology and the College of Law, the Law/Psychology Program at the UNL has been recognized since its inception in 1974 as a leading program in training scholars who are engaged in basic and applied research and writing on psycho-social issues and problems related to the law. The program is the world's oldest, on-going integrated program in psycho-legal studies. The Law/Psychology Program offers interdisciplinary training in psychology and law, with three distinct degree tracks: JD/PhD, PhD/MLS, and JD/MA (for more information see the Law-Psychology Program homepage). The Law/Psychology Program trains researchers and professionals to identify and evaluate the psychological assumptions underlying laws and court decisions and to apply their psycho-legal expertise to improve understanding of the operation of law in society. All students in the law/psychology program are associated with another program (i.e., social-cognitive, clinical, developmental, or neuroscience and behavior).

Neuroscience and Behavior Program

The Ph.D. program in Neuroscience and Behavior is a highly individualized, research intensive, program of study. Because the Neuroscience and Behavior program is specifically designed to be flexible in terms of matching specific research interests of a given student, the specific course requirements vary with individuals. Typical course work for an incoming student with a Bachelor's degree includes a two course sequence in research methods and data analysis and several seminars in such areas as comparative and physiological psychology, pharmacology, genetics, learning processes, drug abuse, and related fields. In addition, students will typically take directed readings in their

specialty. Students with a Master's degree in a related area will be able to transfer some coursework. Transfer credit is determined by UNL Office of Graduate Studies policy and the Neuroscience and Behavior faculty. Students in the Neuroscience and Behavior program are required to be continuously engaged in research which often includes three semester hours in a research course each semester (e.g., 975, 996).

Social and Cognitive Psychology

The Social and Cognitive Psychology Ph.D. program at the University of Nebraska - Lincoln includes faculty with a broad range of basic and applied research interests, including prejudice, motivation, emotion, social cognition, perception, attention, memory, and decision making. Although our work encompasses diverse theoretical orientations and methodologies, we share a commitment to training graduate students to be highly competent researchers who are qualified to work in a number of contexts, including research universities, liberal arts colleges, and non-academic settings.

In addition to the opportunities within the social and cognitive program, students can take advantage of connections with several university and community programs, such as the Gallop Organization, the Public Policy Center, the Center for Brain, Biology and Behavior (CB3) and the Center for Children, Families, and the Law. As a result, our students have substantial opportunities in areas of applied psychology, such as survey methodology, program evaluation, and public policy. There also is substantial overlap between the social and cognitive program and the Law-Psychology program, with several social and cognitive students taking courses at the Law School or conducting research in areas such as jury decision making. However, students who are interested in earning a law degree (M.L.S. or J.D.) as part of their graduate training should apply to joint degree program in Law-Psychology.

Ongoing lines of research in the social and cognitive program include juror decision making, discrimination, immigration, suspect rights, eyewitness identification, and sexual harassment.

Research

Coursework acquaints you with the scientific literature and research methods of the field, and enables you to develop other professional skills. But independent research is where your knowledge and skills are applied to advancing understanding of your area of interest.

Choose an Advisor

Research is one of the most exciting features of graduate study, and this is why it begins in the first semester of your first year. When you arrive on campus, you will be assigned an advisor who is our best guess of your research interests, typically from the interview process. This advisor provides guidance for the early stages of the student's research program. Many factors enter into a successful relationship with your advisor: the faculty member's research interests and background, style of mentoring students, availability, and

her or his compatibility with the student are important considerations. There is no expectation that the person who provides early guidance to your research will necessarily guide you throughout your graduate program, and students commonly transition from one mentor to another as their interests and goals develop. Moreover, there is no expectation that you have only one faculty member with whom you work closely in research, and students commonly work with more than one faculty. Even so, the early mentoring relationship is an important first step in embarking on research during your first semester.

The First Year Project

Choosing your mentor is an important step because he or she will guide the development of your *first-year ("996") research project* (Also known as the MERP project). The purpose of the 996 project (the name derives from the course number under which you register: Psyc996) is simply to get you started in research. Thus various kinds of projects can be considered. For some students, the 996 projects are their own, self-initiated research studies of topics of special interest. For others, the 996 project consists of undertaking a portion of a faculty member's ongoing research study, assuming responsibility for developing measures or designing analyses for a particular part of the research. For some, the 996 project is a secondary analysis of a research dataset that has been previously collected. Because the 996 project can be one of many different options, students should consider carefully which option to choose. Undertaking your own study can be challenging, but it provides the rewards of completing a study that is entirely your own, and you can guide the project from start to finish (with the assistance of your faculty mentor). It is easier to get started in collaborative research on a faculty member's ongoing project, or conduct secondary data analysis, although the project is not entirely your own. Different faculty members in the your program might have different ways of guiding graduate students in conducting the 996 project, and this can be one factor in the choice of a faculty adviser.

Once you have decided on a project in consultation with your adviser, write a short proposal that describes the research question(s) you intend to address, the methods you will use for doing so, and the findings you expect will be yielded by your project. If you are inaugurating your own study, this will be a formal research proposal that you will submit for review the university's Institutional Review Board (IRB) to ensure protection of the rights of human participants. If you are working on a faculty member's ongoing research or a secondary analysis of an existing dataset, your proposal will probably be less formal. In any case, after your proposal has been read and approved by your adviser, give it to another faculty member for her or his review also. Once your 996 proposal has been approved by two faculty members, you're ready to begin!

Because the format of the 996 project can vary, the scope and timetable for such a project is different for different students. Nevertheless, students should plan to have chosen a faculty mentor and begun planning the 996 project by the end of their first semester of graduate study. Typically, the project should be underway during the second year of graduate study (summer is a good time for progressing in research). When the 996 project is completed, the student writes a report of the research questions, methods,

results, and conclusions under the guidance of the faculty mentor. The report must then be read and approved by two program faculty members (one of whom can be the faculty mentor) before the 996 project is completed. Depending on the outcome of the research, students are expected to present their 996 project at a conference and submit a manuscript for publication, if appropriate.

Other Research Experiences

The 996 project inaugurates a graduate student's research career. Between the time that the 996 project is completed and the doctoral dissertation is inaugurated, students are typically involved in several other research projects. Some are of the student's own design (perhaps as a follow-up to the 996 study), while for others you participate in a research team. Many students work on several research projects simultaneously. By the time a student begins the dissertation, he or she should have experience with all phases of the research process (e.g., designing a new study, gathering original data, analyzing data, writing a report and submitting it for publication). The conclusion of the 996 project provides you with the opportunity to decide whether you want to continue with the research directions inaugurated with this project or move in other directions, perhaps with the assistance of a different faculty adviser. In short, it is all up to you how to proceed. But keeping involved in research is key, because in doing so your skills as a scientist grow and become refined.

Teaching and Teaching Assistantships

If you are planning on an academic career, becoming experienced in teaching is an essential feature of graduate study. But even if you never intend to teach (perhaps because you plan on a research career at a public or private institute), developing teaching skills is important to learning how to communicate complex information clearly and effectively. For this reason, all first-year graduate students who plan to teach or be a teaching assistant are required to participate in the Teaching Methods in Psychology (Psyc974) seminar during their first semester. The seminar is designed as an introduction and overview of issues of teaching philosophy, methods, and practical challenges.

The seminar on teaching methods is a helpful complement to your role as a *Graduate Student Teaching Assistant (GSTA)* when you have a teaching assistantship. Most first-year graduate students are awarded a teaching assistantship as part of their admission package to the program. Your experience as a GSTA hinges critically on the relationship you develop with the faculty member in whose course you are working. Teaching assistants can have many responsibilities: some organize and conduct recitation sections associated with a large lecture course; others contribute by grading papers and exams; many guest lecture in the class; others help to prepare course material, handouts, and exams; some organize internships for the students; most have office hours when they can provide individual assistance to undergraduates. Understanding clearly what is expected of you as a GSTA from the faculty member who is teaching the course is essential. A conversation early in the semester is always wise for clarifying roles and responsibilities. In addition, if you are one of several GSTAs associated with a single course (such as

Introduction to Psychology [Psyc181] or Research Methods and Analysis [Psyc350]), you will find other teaching assistants to be helpful sources of information and support, especially if they have taught the course previously. Finally, keep in mind that the departmental office staff (including the work-study assistants) can be helpful sources of information about everything from how to copy handouts and exams to what to do with course rosters and class evaluations.

The Department of Psychology expects that graduate students will proceed through several stages in their development as teachers, with each successive stage involving greater responsibility and independence as an instructor. First-year students are most likely to work as a GSTA in a large-lecture course, while more advanced students may co-teach a summer session course together. Like all other experiences of graduate school, becoming an effective teacher can be challenging and time-consuming. Although other graduate students and faculty who have taught the class can often helpfully provide sample syllabi, lecture notes, exams, and textbook recommendations, most of your skill in teaching depends on you. Thus it is wise to plan your teaching experiences carefully. Teaching the same course on several occasions does not necessarily contribute to becoming a better teacher if you are doing the same thing from one semester to the next. Working as a GSTA in many different classes is not necessarily helpful if you are unlikely to teach each of these classes in your future professional career. Teaching your own class -- an opportunity afforded some advanced graduate students -- can be exhilarating, but the time-consuming demands of teaching a class for the first time may make it difficult to accomplish much else during that semester. Summer is often a fantastic time to develop instructional skills by co-teaching a summer session course -- unless you are planning on making significant progress on a research project at the same time. Consequently, it is wise to consider carefully the teaching opportunities available to you and choose carefully among them in consultation with your faculty adviser. There is also an advanced teaching practicum available for individuals who wish to teach their own class for credit or it may be taken concurrently with an instructor level assistantship.

What else should I do . . . ?

Read Voraciously

Anything you can find that is current and important to the field. Consult with faculty about what to read next. Develop your knowledge, especially in the topics that interest you in psychology. Subscribe to the major journals of the field and read them, even if they are challenging to comprehend at the outset, to keep up with the latest advances in the thinking and methods of the field.

Look for Funding Opportunities

Although the department will support your graduate study as long as you remain a student in good standing in the department, many funding opportunities can provide financial support for you without the responsibilities of a teaching assistantship. One of these opportunities is a university graduate fellowship. Students typically apply for these

in the spring semester (an application requires a statement of purpose, your transcript, and three letters of support from faculty), and they are prestigious and can be a valuable source of additional financial support for graduate education. Funding opportunities also exist outside the university, especially in the graduate fellowship programs of federal agencies (such as NSF or NIH) and private organizations. Exploring these opportunities early in your graduate career can pay off significantly.

Become Professionally Connected

A student membership is cheap, and enables you to subscribe to the leading research journals of the field. You also will receive newsletters that tell you what is happening in the professional organization with which you are affiliated as a scientist. Attend professional meetings, where you can meet the people who produce the research you read, and contribute your own scholarship in a research poster session. Travel funding to attend professional meetings can be obtained through application to the Warden funds, which offers travel fellowships when you are the first author of a poster or presentation. In addition, RAC Funds are also available for students in clinical psychology. Be aware of the deadlines for applications, however, so you do not inadvertently miss out.

Become Involved in the Governance Processes

A valuable source of experience can be obtained through the Graduate Student Association (GSA). GSA representatives are included in the Department's Executive Committee and participate in faculty meetings, which is important to ensuring that the graduate student voice is heard in decision-making. Consider running as a representative.

Talk about your ideas with others

Do not be hesitant or embarrassed to float a new idea about research or teaching with a graduate student colleague or a faculty member. You may be surprised by their appreciative and positive response.

Program Requirements: Supervisory Committees, Courses, Comps, and Dissertations

Supervisory Committees

Once students are established in the department, typically about the second year, the students and their advisors ask the program to propose the student for a doctoral supervisory committee. Permission to set up a supervisory committee is given by the Graduate Executive Committee. Specific committee members are approved by the Graduate Chair, in consultation with the Graduate Executive Committee as needed. Per Graduate College guidelines, the supervisory committee must consist of at least 4 faculty members, one of which is outside the Department of Psychology. Advisors help students identify appropriate committee members. Once approved, the supervisory committee meets and approves a plan for the comprehensive exam process and coursework that is

consistent with the students training needs and the requirements of the particular program. Typically the supervisory committee serves as the dissertation committee but occasionally there are changes in membership as a student's research interests evolve.

Requirements

The overall university requirements for a doctoral degree are published in the Graduate Bulletin <http://www.unl.edu/gradstudies/bulletin/doctoral>

In addition to these requirements, the Department of Psychology has general requirements for all graduate students. Some requirements may be met with transfer credit.

Psyc974 Teaching Methods in Psychology (at least 1 credit)

9 credit hours of statistics and/or research methodology

9 credit hours of proseminars (Psyc01-910) or relevant equivalent as approved by program

1 credit hour of ethics

Beyond these minimum requirements, each program has its own requirements that are available via links off the department website. Each student should check with his or her advisor and program director for updates and specific details relevant to their own background and training goals. .

1. Neuroscience and Behavior Program Requirements

The requirements are available at <http://psychology.unl.edu/neuroscience-and-behavior>

2. Clinical Psychology Program Requirements

See the Clinical Psychology Training Brochure at <http://psychology.unl.edu/clinical> and the Clinical Program Training Manual available from the Director of Clinical Training.

3. Developmental Psychology Program Requirements

The requirements are available on the homepage for the developmental program: <http://psychology.unl.edu/developmental>

4. Law/Psychology Program Requirements

The requirements are available on the home page for the law and psychology program: <http://psychology.unl.edu/law-psychology>

5. Social and Cognitive Psychology Program Requirements

The requirements are available on the home page for the social and cognitive psychology program:

<http://psychology.unl.edu/social-and-cognitive>

Graduate Concentrations Available to All Students

Concentration in Quantitative Methods. Known informally as the “quant minor”, this is an opportunity to document specific training in statistics and methodology. When students meet with their supervisory committee to develop your program of studies, you can specify whether you wish to do quant minor. This concentration requires 18 hours of statistics and methodology classes and a comprehensive exam. See Cal Garbin for more information. Note this is not an official university minor and should not be listed as such on the doctoral program of studies.

Diversity Concentration. The diversity concentration is for students who wish to document specific training in diversity – typically race/ethnicity, gender or sexual orientation. The required coursework and exam process is described below. As with the quant minor, the specific concentration is defined on the program of studies at the supervisory committee meeting. See Deb Hope for more information.

Worksheet for Diversity Concentration in
Graduate Study in Psychology

The Diversity Concentration was developed as a mechanism by which graduate students can develop and document extended study in one of the following three areas: cultural diversity, sexual minorities, and/or gender studies, in addition to their regular program of studies. It is similar to the “quant minor” in that it is not a formal university program but is recognized within our department and can be documented on CV’s and in letters of recommendation in a meaningful way.

It is recommended that the following worksheet be used to develop the list of courses and plan the comprehensive exam. It should be discussed with the chair of your supervisory committee and be presented at the supervisory committee at which the doctoral program of studies is approved.

A. Course Requirements – 15 hours drawn from the attached list (occasional courses not on the attached list can be used, at the discretion of the supervisory committee. If you wish to use a course not on the list, please alert the chair of the Sarata Committee on Diversity to see whether the course should be added to the list.)

6 hours from the Department of Psychology

6 hours from outside the Department of Psychology

3 hours either inside or outside the Department

How many hours are less than 900? _____ (No more than 6 hours can be at less than the 900-level)

How many hours are readings courses? _____ (No more than 6 hours can be readings courses -- Psyc 971 or 972 or equivalent).

On what date did you consult with the chair of the Sarata Committee on Diversity to discuss the plan of study? _____ (the chair’s role is advisory and does not represent approval of a specific plan).

B. Coherent Program of Study - Describe briefly how this series of courses forms a coherent program of study that is appropriate for the doctoral level and meets your educational or career goals?

C. Describe the Plan for the Comprehensive Exam

The preferred comprehensive exam is an oral presentation, such as a colloquium, or brown bag presentation. A paper meeting the same goals can be substituted at the discretion of the supervisory committee. The format and content of the presentation should be consistent with the student’s overall educational program (e.g., a research talk for psychologists, a lecture/teaching demonstration for an advanced undergraduate class, a clinical workshop). Details of the presentation or paper must be approved by the supervisory committee within the following guidelines.

1. The presentation must demonstrate breadth and depth of knowledge in the area of the minor.
2. The presentation must demonstrate integrative or creative work appropriate for the doctoral level. This could include presentation of original research, critical analyses of an important theory or problem, or synthesis and integration of the existing literature, for example.
3. The presentation must be open to the entire faculty and graduate students of the Department and be widely advertised in the Department. (Not applicable for the paper.)
4. The student must provide a written record of the presentation (e.g., annotated PowerPoint slides) to the faculty evaluating the comprehensive exam.
5. At least 2 members of the supervisory committee (or 2 faculty in the Department of Psychology that they designate) must be present for the entire presentation and provide a brief written evaluation to the student and the supervisory committee that includes a

recommendation of whether the comprehensive exam is passed. These two faculty members may seek the input of other faculty who are present.

GRADUATE COURSES FOR THE DEPARTMENT OF PSYCHOLOGY'S DIVERSITY CONCENTRATION

ANTH 810. Women and Men: An Anthropological Perspective

(3 cr) Prereq: 9 hrs ANTH.

Cross-cultural exploration of the meaning and impact of gender definition, with special emphasis on women. Gender is examined as a correlate of biology, language, economic systems, social and political structures, and belief systems.

ANTH 812. Social Structure (3 cr) Prereq: ANTH 212 or equivalent.

Analysis of social structure emphasizing kin and local groups.

ANTH 813. Culture and Personality (3 cr) Prereq: ANTH 212 or permission.

Advanced study of selected topics in cultural anthropology.

ANTH 820. Ethnic Identity and Ethnic Conflict (3 cr)

Concept of ethnicity and ethnic groups. Reviews way in which ethnic groups emerge and ethnic relations affect the modern nation state. Several ethnic conflicts reviewed and examined, accompanied by discussion of the dynamics of each of these situations. How ethnic identity is formed, adjusted and recreated.

ANTH 821. School Culture of Minorities: Investigations in Educational Anthropology (3 cr)

Principles of anthropology to school settings and educational processes. Major emphases include American minorities, the culture of schools, and education as process in the range of societies studied by anthropologists. Introduction to ethnographic methods.

ANTH 840. The Black Family (3 cr) Prereq: ETHN 200.

Social, political, and cultural rights of black families: family secrets and stories, gender roles, issues of intimacy and equality in family relationships, the role of children and external factors that impact black family structures and patterns in African on the African Diaspora

ANTH 844. Biology of Human Variation (3 cr) Prereq: ANTH 110 or permission.

Introduction to the scope and meaning of human biological variation with emphasis on present day populations.

ANTH 845. Black Social Movements (3 cr) Prereq: ETHN 200.

Mass or popular black movements emphasizing human rights and their political, cultural, and intellectual impact, historical continuity and organization.

ANTH 872. Belief Systems in Anthropological Perspective (3 cr)

Prereq: ANTH 110 or permission.

Cross-cultural examination of the structure, form, and functions of belief systems. Interrelationship between the ideological subsystem of a culture and its social, political, and economic organization. Primitive and contemporary societies surveyed.

ANTH 876. Human Rights, Environment, and Development

(3 cr) Prereq: ANTH 212.

Human rights from an anthropological perspective. Assesses issues of significance in the area of international human rights, development, and the environment, paying specific attention to concerns such as Western and non-Western perspectives on human rights; individual rights and collective (group) rights; social, economic, and cultural rights; women's rights; indigenous peoples and minority groups' rights; and planetary (environmental) rights. Particular emphasis on rights to food, culture, development, and a healthy ecosystem.

COMM *850. Seminar in Gender and Communication (3 cr)

Prereq: COMM 200 and 201.

Relationship between gender and communication. Theories and research on gender and communication, serving as the basis for studying the interrelationships among language, social reality, sex role stereotypes, and cultural values.

COMM 852. Communication and Culture (3 cr) Prereq: COMM

200 and 201 or permission. Theories of communication and culture as the basis for investigation of human communication in a variety of cultural contexts and activities.

COMM 950A. Perspectives in Communication and Culture (3

cr) Prereq: Permission.

The ways race, gender, ethnicity, and nationality are constructed in cultural discourses. Influence of various media on the standardizations of images.

COMM 950D. Current Issues in Communication and Culture

(3 cr) Prereq: Permission.

Investigation of current topics in the research on the relationship between cultural processes and human communication. Current research on the relationship between communication and gender, ethnicity, and politics.

EDPS *868. Multicultural Counseling (3 cr) Prereq: EDPS *866 or comparable course or permission.

Ethnic subcultures in the US, cross-cultural communication systems, and change strategies. Cultural cues and barriers in counseling, personal assumptions and values, and active experiencing of cultural diversity in the counseling relationship.

SPED 872. Psychology and Sociology of Deafness (3 cr)

Brief overview of education of the hearing impaired including history of, professional roles in, and educational programming within this field. Overview of social/psychological theories as related to the hearing impaired. Patterns of social/emotional development, psychological characteristics, issues of the family stress and social adaptation and discussion of counseling techniques.

FACS *875. Youth in Cultural Contexts (3 cr) Prereq: Admission to family and consumer sciences graduate program. *Distance education course delivered by Michigan State University.* Cultural context factors that affect youth from a holistic perspective within and outside the family unit. The cultural heritage of differing family types. Social and educational processes.

FACS 893. Special Topics in Contemporary Family Issues (1-3 cr, max 18) (UNL, UNO)
Current family related issues such as: debt management, gender and family, low income families, retirement planning, work and family, mothering, fathering, and housing. Topics vary.

FACS 895. Special Topics in Family and Cultural Diversity
(3 cr, max 18) (UNL, UNO)
Current topics related to diverse populations. E.g., religion, sexual orientation, ethnicity.

FACS 956. Treatment of Human Sexual Dysfunction (3 cr)
Prereq: Permission. *This course is only open to those students involved in clinical training.*
Investigation of the literature, research, and theories of typical and atypical sexual behavior and expression. Assessment and treatments of sexual dysfunctions and other problematic sexual behavior will be examined from a theoretical and applied perspective.

FACS 980. Comparative Family Systems (3 cr)
Structure and functioning of families in other cultures. Analysis of the interchanges between the family and larger society at different stages of the life cycle.

FACS 981. Readings in Family Life (3 cr) Prereq: 18 hrs family and consumer sciences, psychology, educational psychology, or sociology. Analysis and critical evaluation of major theories and current related literature in such phases of family life as development of personality, mate selection, and adjustment in marriage.

GEOG 844. Geodemographics: Theoretical Concepts and Practical Applications (3 cr)
Geodemographic analysis and interpretation of geographical patterns of population size, population composition and population change. Emphasis on applications of geodemographic techniques in fields such as retail site selection, marketing research, environmental impact analysis, public facilities planning, electoral redistricting and the operation and maintenance of socioeconomically oriented geographic information systems (GIS).

GEOG 847. Political Geography (3 cr)
Importance of factors of a physical, economic, and human character in political development at local to global scales; international geopolitical aspects of environment, territoriality, core areas, capitals, and boundaries; national geographical patterns of voting, representation, public administration and public policy.

GEOG *831. Cultural Geography (3 cr)
The history of cultural geography from von Humboldt through Carl Sauer to the “new” cultural geographies of Don Mitchell, Gillian Rose and Noel Castree. The current theoretical debates of feminism, post-structuralism, post-colonialism and environmentalism, and the influences of literary and cultural studies in the development of cultural geography and the various methodologies involved.

GEOG 931. Comparative Studies of the Dispossession of Indigenous Peoples (3 cr)
Dispossession of the indigenous peoples of Australia, Canada, New Zealand, and the United States from a historical, spatial and interdisciplinary approach. Emphasis on human rights, including topics such as the legal assumptions of colonization, reduction of land holdings, population loss, resistance, and land claims.

GEOG 940. Seminar in Human Geography (1-9 cr, max 9)
Structure of settlement patterns and the factors influencing their development.

HIST 844. American Urban and Social History II (3 cr)
Survey and analysis of the impact of metropolitan development, industrialization, and the modernization of values, ideas, and mores on American society between the Civil War and the recent past. Breakdown of the old criteria of class and group definitions and their replacement by newer, more impersonal, economic categories; the declining role of the farmer in American life; the rise and fall of elite “society”; and the further development of the middle and working classes after World War II.

HIST 847. Family History of the U.S. (3 cr)
Broad trends that underlay American family history. Introduces students to the theory, sources, and methods of family history by exploring the impact of such demographic phenomena as population growth, immigration, racial and ethnic heritage, slavery and emancipation, marriage, gender, migration, fertility, and life expectancy.

HIST 848. History of Women and Gender in the American West (WMNS 848) (3 cr)
The effect of colonialism on women and gender in the American West. The impact of Spanish, French, British, and American colonization on American Indian and Spanish/Mexican gender systems. Migration and immigration of Anglo, African American, and Asian women to the West; women’s work and community life; and women’s reform movements and activism.

HIST 856. Black and/or African American Women’s History
(ETHN 456, WMNS 856) (3 cr)
From African origins in the 15th century to the late 20th century. The transatlantic slave trade, “New World” experiences, slavery and resistance, sexuality, cultural persistence and evolution, racial strife, the struggle for civil rights, and black womanist and feminist theories.

HIST 860. The Civil Rights Movement (ETHN 460) (3 cr)
The origins, contours, ideas, movement centers, personalities and legacies of the U.S. Civil Rights and Black Power movements, 1950s-1970s. The roles of African-American masses, college and high school students, and women. Points of conflict and cooperation between African-America and mainstream America.

HIST 864. Native American History: Selected Topics (ETHN 464) (3 cr)

Readings and discussions that cover in depth one or more central issues in Native American history. Includes Native Americans and the environment, Native Americans in the 19th or 20th century, Native Americans and federal Indian policy, Native Americans and gender, and Native Americans of regions other than the Great Plains.

HIST 865. History of Plains Indians (ETHN 465) (3 cr)

History and culture of Native Americans of the Great Plains from earliest times through the twentieth century, stressing the history of migration, religion, diplomacy, politics, and society. All of the Indian nations of the Great Plains considered.

HIST 951. History of Women and Gender (WMNS 951) (3 cr) A comparative approach, offering readings on a central theme from a variety of periods and/or areas. Themes vary.

SOCI 844. Social Demography (3 cr)

Historical and cross-cultural approach to population issues by linking changes in fertility and mortality to social institutions. Focus on the link between population processes and such issues as gender roles, the role of the family, Third World poverty, and inequality.

SOCI 848. Family Diversity (ETHN 448) (3 cr) Prereq: 9 hrs

sociology or related social science. Analyzes diversity in family structure and family choices. Topics: rural families, gay/lesbian families, Native American families, African American families, Latino families, working class and working poor families and cohabitation.

SOCI 849. Family Research and Theory (3 cr)

Contemporary theory and research dealing with family structure and change. Focuses on family systems that characterize different social classes and various ethnic groups in our society. Selected problems and contemporary research emphasized.

SOCI 852. Sociology of Religion (3 cr)

Sources and nature of religion, drawing on the contributions of anthropologists, sociologists, psychologists, and others. Emphasis on the interaction of religion and society.

SOCI 881. Minority Groups (ETHN 481) (3 cr) Prereq: 9 hrs

sociology or related social sciences. Systematic examination of racial, ethnic, and other minority groups. History and present status of such groups, the origins of prejudice and discrimination, and the application of social science knowledge toward the elimination of minority group problems.

SOCI 890. Sociology of Women (3 cr)

Evaluation and application of scholarly theory and research on women in their societal context. Nature and effects of sex stratification, gendered culture, institutionalized sexism, feminist theory and sociology of knowledge.

SOCI 904. Seminar in Family (3 cr, max 9) Prereq: Permission.

SOCI 905. Seminar in Stratification, Class, and Inequality (3 cr, max 9) Prereq: Permission.

SOCI 906. Seminar in Race and Ethnicity (3 cr, max 9) Prereq: Permission.

SOCI 907. Seminar in Sex and Gender (3 cr, max 9) Prereq:

Permission.

PSYC 979. Cultural Diversity in Psychology (3 cr) Prereq:

Permission.

Influence of culturally driven world-views on psychological functioning and on psychological theory. American psychological theory, research and practice influenced by the socialization and world-views of the contributing psychologists. Ways in which existing theory and practice accommodate—or fail to accommodate—the world-views and experiences of racial/ethnic minorities in the contemporary United States.

PSYC 920-930. Seminars in Psychology (1-9 cr each) Prereq:

Advanced graduate standing and permission.

929. Social Behavior – Psychology of Racism and Ethnicity

Readings courses with appropriate topics may be used. Presently the graduate level of Psychology of Diversity is taught under a readings course.

PSYC 971. Psychological Literature I (1-6 cr)

Reading assignments in special fields; library reading, conferences.

972. Psychological Literature II (1-6 cr) For course description, see PSYC 971.

Note – 800 level classes in the Department of Psychology such as PSYC 821 and PSYC 825 are not considered appropriate for the Diversity Concentration as they are taught at more of an undergraduate level.

Note – 800 level classes in the Department of Psychology such as PSYC821 and PSYC825 are not considered appropriate for the Diversity Concentration as they are taught at more of an undergraduate level.

Checklist of Paperwork Due and Time Table (print this form)

Fall Semester, First Year

_____ 1. **(Clinical Students ONLY)** Record of Attendance for Research Team Meeting and Completion of MERP Proposal - Due at end of semester - Turned into Director of Clinical Training.

_____ 2. Graduate Student Activity Report - Due at end of each semester until you graduate, emailed from a department assistant and completed online .

Spring Semester, First Year

_____ 1. Memorandum of Courses Required for Candidacy for MA - Due before completion of the semester - Signed by your advisor and Graduate chair.

_____ 2. Graduate Student Activity Report - Due at the end of each semester until you graduate, emailed from a department assistant and completed online.

Fall Semester, Second Year

_____ 1. Appointment of Supervisory Committee for Doctoral Degree - Organized approximately one month prior to the end of the semester and approval given during the January Graduate Executive Committee meeting. After approval to form a committee, the specific committee members are approved by the Graduate Chair early in the spring semester and the committee meets within 3 weeks of approval. Note – students in law/psychology and other non-clinical studies may form their supervisory committee somewhat later, depending upon the advice of the mentor and program head.

_____ 2. Graduate Student Activity Report - Due at the end of each semester until you graduate, emailed from a department assistant and completed online.

Spring Semester, Second Year

_____ 1. Application for Degree - Due early February (be on the lookout for paperwork)

_____ 2. Supervisory Committee for Doctoral Degree meets and program of studies is submitted to Graduate College (see above on exceptions).

_____ 3. Final Examination Report for MA Degree - Due early February (be on the lookout for paperwork) - Signed by Graduate Chair.

_____ 4. Graduate Student Activity Report - Due at the end of each semester until you graduate, emailed from a department assistant and completed online.

Other Paperwork

_____ 1. Application for Candidacy for Ph.D. - Completed once comprehensive exam is passed and must be 7 months prior to dissertation defense.

_____ 2. **(Clinical Students ONLY)** Petition to Clinical Faculty to Apply for Internship - Early October the year preceding internship

_____ 3. Graduate Student Activity Report - Due at the end of each semester until you graduate, emailed from a department assistant and completed online.

How To Do Things

Keys: To obtain keys for your lab/office space please go to the main office. The department secretary will need your N-Card to check your keys out to you. For security purposes, please do not give your key to others and return them to the department once they are no longer needed..

Accessing Burnett after hours and on weekends: Burnett Hall is locked Monday through Friday at 10:00 P.M. and on weekends beginning at noon Saturday through Monday morning. In order to gain access to the building you must have a current Student Identification card. These cards can be obtained at the ID Card Office located in the Student Union. As a student, you must be enrolled in classes and present an application form at the ID office before a card will be issued. You will need to activate your ID card with staff in the psychology office so that it will allow you access into the building.

Your ID card serves as your “key” to Burnett. Outside of the east and west entrance doors there are card-swipe devices. Swipe your card through the reader and it will unlock the door for you. If for any reason your card does not allow you access into the building during off hours, go to the nearest telephone and contact the UNL Police Department at 472-2222 and they should be able to allow you access into the building. You may be required to show your ID.

It is imperative that we maintain high security in Burnett in order to protect ourselves, our equipment, and our valuables. Therefore, please do not ever prop open the outside doors for any reason. If you are running research and have participants coming to the building, arrange to meet them at the door. Doors that are propped open sound an alarm at the Police Department and officers will be dispatched to the building.

On another note, please be sure to lock your office door when leaving the office, even for a moment, as there have been problems in the past with thefts. If you have a purse or other valuable belongings, please keep them in a secure place such as a locked drawer or cabinet.

Opening Doors in Burnett during the day: Obviously keys are not issued to every door in Burnett but there are ways to access doors to labs and/or other rooms which you may need to utilize during the day.

We have a wide array of keys in the main office that can be checked out for a minimal amount of time to gain access into the rooms.

In order to check out a key you must present your ID to office staff and ask to borrow the key that you need. **There is a five (5) minute limit on key checkout due to the high demand for these keys.**

Doors that have combination locks: There are five doors in Burnett that have combination locks on them. To obtain the combinations please come to the main office. These combinations are changed periodically during the semester for security reasons.

Email accounts: You may use your personal email or request a UNL specific email address. It is imperative that you update the staff if your email address changes so that we can change our records accordingly. The Psychology Department communicates almost exclusively via email so having an email account is extremely important.

Address and Phone Changes: You should always keep the main office informed of any changes of address or phone numbers. We distribute a directory of names, addresses and phone numbers for all faculty, staff and students **only**. This information is not given to non-department folks. **If you have a phone number which is unlisted and do not wish to have it distributed on the department directory, please let us know when we request that information.**

Mail Pick-up and Delivery: Mail is picked up and delivered in Burnett Hall on even numbered days between 8:00A.M.and 11:00 A.M. Therefore if you have mail to be picked up, please allow time for it to be taken downstairs. There are four labeled mail trays located in Room 237 for outgoing mail. The pickup schedule is 8:00 AM so please be sure to place sorted mail in the bins before this time to meet the daily delivery schedule. **All outgoing mail (with the exception of inter-campus mail) must include a Psychology Department return address.**

If you have inter-campus mail please be sure to use the extended campus zip code on the envelope as mail is routed this way. Do not, however, put a return address on any campus mail. It confuses the Postal Services and this can delay outgoing mail. Used envelopes are appropriate for inter-campus mailings. If you need envelopes please contact someone in the main office. In the event you are using Business Reply envelopes (for a research project) you must put some type of identifying information in the upper left hand corner (perhaps your initials). Be certain to inform the staff so that when those envelopes are returned in the mail, we will know to whom they belong.

If you are mailing research material, please contact the office for mailing supplies and postage information. We can arrange a special pickup with Mail Services if it is a large or bulky quantity. If you are sending a large number of letters that should be charged off a grant (e.g., faculty grant, Warden/RAC funds, etc.) please alert the staff before mailing them as these types of mailings must be bundled separately.

We encourage you to pick up your mail from the Faculty Lounge side (237 Burnett) rather than the office to help keep traffic in the main office down. If you have an item that is too large for your mailbox, we will put a notice in your mailbox and place it in the credenza under the outgoing mail.

NOTE: The University of Nebraska Mail Services does not process personal mail, even with a stamp. There is an area in the Nebraska Union by the bookstore for purchasing stamps and mailing personal mail.

Express Mails: If you have business related priority/express mail needs please go to the main office for assistance.

Faxing: The fax machine is in the main office. Faxes that are job-related may be sent free of charge. There is no charge for receiving faxes. There are fax cover pages on the file cabinet beside the fax machine.

Copy Requests: If you are teaching a course in Psychology you may request that materials are run off for your class by office assistants. It is office policy that requests for course materials be submitted at least 24 hours in advance. This is especially critical during busy times such as the beginning of the semester, midterms and finals, in which a 48-hour notice is a reasonable turnaround time for busy times. However, we will certainly do our best to accommodate every request. Copies we make for course material are generally put in your mailbox. If the copies are too large for your mailbox, or if it's an exam, a notice will be put a note in your mailbox directing you to where the copies are stored. See the office staff about paying for copying for research.

RAC/Warden Funding: Approximately three times during the year, the RAC/Warden committee solicits requests from graduate students to apply for funds that can be used for presenting research at conference and other research costs, including copying. Please view the section on RAC and Warden for more details. **NOTE: These funds may be expended during the year, but any balances received are not transferable to another student or to any other year other than the one in which the award was granted.**

Travel: If you are planning a trip that involves spending University funds you must complete a Travel Authorization (TA) form that can be obtained in the main office. The TA form should be completed **prior to** the trip. This allows a number to be assigned to you. After you have returned from your trip, you must submit the appropriate documentation to receive your travel fellowship. See section on RAC/Warden funding for more details. The staff will be happy to show you how to prepare the forms for both travel and reimbursement. You must purchase travel insurance, rated at \$0.25/day, for the duration of your trip. Inquire at the main office for specific details.

All UNL travelers must make their travel arrangements solely through Travel and Transport. This applies to situations in which the airline ticket is purchase directly with university funds such as off a grant. In most cases, students receive travel fellowships and can purchase travel the most economical means.

Course Evaluations: A standard departmental course evaluation form can be obtained from the main office for each instructor to use. You may add additional questions if you have other criteria that are not addressed in the standard form. This form is designed for scantron (bubble) sheets that can be sent to the Teaching and Learning Center for

tabulation. Instructors should not have access to the completed evaluations until final grade rosters are turned in to the main office. One of the students taking the class should collect completed course evaluations, put them in a manila envelope with your name, the course number, and semester on it. They should then bring it to the main office. Please return them to the main office when you are finished reviewing them. Course evaluations should be kept by both faculty & graduate students.

Research Rooms: There are several spaces available for you to conduct research. Please go to the Psychology Department (238 Burnett) to check out a room. If you have research assistants who are running your research, please inform them of the checkout procedure for keys and ensure they lock the rooms after use.

Emergencies: Any time there is an emergency the alarms will sound in Burnett. Everyone is expected to evacuate to the appropriate place, even if you are in classes. You will hear a voice with the alarm instructing you of the emergency type.

In the event of a tornado, (usually March-September), everyone is expected to move quickly to the basement rooms and hallways. If you are in another building when the tornado warning sounds, go to the designated safe place for that building (notice the orange tornado posters posted in the buildings).

In case of a medical emergency, please contact the office immediately so the appropriate measures may be made.

Classes are rarely cancelled during severe weather, including snowstorms. In the unlikely event they are canceled, it will be announced over local television and radio stations. It is highly recommended that you sign up for the university text alert service <http://emergency.unl.edu/unlalert/> .

Recycling: There are two types of trash cans in Burnett, the plastic rectangular ones designated for recycling office paper and regular wastebaskets. You must empty your own recycling. Bins for paper recycling are located in the soda machines on the first floor of Burnett and on the west side of Bessey Hall. Plastic soda/water bottles, aluminum cans, and newspapers can be recycled near the soda machines also. HP brand printer cartridges can be recycled in the main office.

Lost and Found: If items are left in your classroom or around the building, please bring them to the main office and they will be put in the Lost and Found.

Parking: Parking passes can be purchased at Parking Services located in the multilevel parking garage west of the football stadium. You are also eligible for a year-long bus pass for **free** that allows you to use the city buses. Bus passes are mailed to your address listed on MyRed.

Computer Lab: There is a computer lab in 227 Burnett for your use.

Building and Classroom Information: If there are spills on the floor or carpet, you have a problem with the room temperature (please **do not** open the windows), light bulbs are burnt out, or anything else, please advise someone in the main office and the appropriate persons will be contacted. We discourage eating and drinking in the classroom areas since they are carpeted.

***Never, ever tape, nail or stick anything on hallway or office walls** as it will pull the paint off the plaster. There are tack strips on the outside of the doors for notes to students and/or other materials. If you have other needs, please speak with someone in the main office and we will try to accommodate you.

Warden/RAC Fellowships and Other Sources of Support for Research and Scholarly Activity

Graduate students in the Psychology Department have the ability to apply to a wide range of funding sources to support research activities, travel to scholarly meetings, dissertation projects, etc. These sources include local funds administered by the Psychology Department, UNL sources administered through the Graduate College, local, regional and national foundations, and professional societies. The following discussion provides guidelines for seeking funding from several of these sources. You should note that while some of these funding opportunities are publicly announced and well documented in print and electronic media that psychology graduate students will encounter as part of their normal activities, some (such as grants from local or community foundations) may be less apparent. If you keep your eyes and ears tuned, do some web surfing, communicate with your fellow students as well as your faculty mentors, you may discover opportunities that others may miss. It is also important to our department that if you are **successful** in obtaining support from a less obvious source such as a local foundation, or a professional organization, to **let the Psychology Department Fellowship Committee know about it** (even if it is a small grant-in-aid for research initiation or funds to attend a scholarly meeting). By doing so, you will help us direct others to such sources.

Department Resources for Fellowships and Research Support:

There are two Psychology Department sources of funding available to graduate students for research related activities. The first of these, **Warden** funds, are available to **all graduate students** in the department, while the second of these, **RAC** funds, are available **only** to students in the **Clinical** program. These two funding programs have **common application deadlines** three times per academic year, for which both requests to support travel to conferences and requests for small grants to support a research project may be submitted. These three application deadlines are:

1. September 15th for conferences or research activities between September 30th and January 30th.
2. January 30th for the period between February 1st and June 30th.
3. June 1st for the period between July 1st and September 30th.

Note that these three funding periods slightly overlap the boundaries of both calendar and academic years.

Policies for Support of Travel:

Applications for travel support from either RAC or Warden funds are made using the same “Request for Travel Fellowship” application form. Copies of this form are available on the department web page. Note that this form requires a signature from a Faculty Sponsor, and that applications will not be considered unless this item is completed. Travel support requests from Clinical students will typically be considered

by both RAC & Warden and supported by one or other of these programs based on eligibility guidelines described below.

Warden funds will support travel to **one conference per year, defined as the period between October 1st and September 30th**. Support will be given only to students who are **first authors** of accepted presentations or posters. The **maximum amount** of travel funding that can be reimbursed by Warden funds may vary from year to year, mainly due to fluctuations in market conditions that affect the UNL Foundation source of those funds. In recent years, typical awards have ranged from \$150-\$350.

RAC funds will consider support travel to conference by clinical students who are first or second authors on an accepted presentation or poster. The maximum amount of RAC funding for travel is \$500 for a given trip or \$750 in a given year defined as October 1st to September 30th, (Actual awards will depend on available funds.). However, clinical students have the opportunity to increase the amount for a given trip by a performance award system described below. Students may choose to distribute this money across more than one conference if they so choose, but no more than \$750 will be reimbursed for an individual trip. Reward money may be carried over from one academic year to another. **All monies must be used by the end of internship year or will no longer be available.**

Award Amounts and Reward System:

Clinical students (RAC) can apply for \$250 more per year based on the reward system delineated below. Students may distribute this amount over several conferences, with the restriction that no more than a total of \$750 can be used for any one trip. Money awarded for a specific conference must be used within 3 months of attending the conference. Reward money may be carried over from one academic year to another.

Reward System (for earning additional maximum of \$250)

- \$250 - For submission of a grant worth at least \$10,000
- \$100 - For every publication submitted to a peer reviewed journal as first author.
- \$100 – For every first authored invited chapter upon final acceptance with editors.
- \$100 – For any other external grant or financial award received.
- \$50 - For every accepted publication as a first author-this means all revisions done and “in press”
- \$50 - For every publication submitted to a peer reviewed journal as second author

****Your faculty advisor is required to submit a letter with his/her signature attesting to your accomplishment of the above to receive the monies.**

Summary of Travel Funds Available

- Warden funds only first authors and there is a maximum of one trip per year with a maximum of \$500.
- RAC (for clinical students only) will fund first or second authors and may be used for more than one trip. There is a maximum of \$750 per year from all sources

(RAC, Warden, Reward) and \$750 per trip if award money is used, \$500 maximum per trip without Reward money.

• **Receiving Your Travel Money**

Travel money is given as a travel fellowship. After you return from the trip, submit the copy of your travel award letter with the certification of attendance signed by your faculty advisor. The fellowship will then appear in your next pay check (or perhaps the next month for trips that occur very late in a month). Fellowships are generally not subject to tax. Prior to the trip, you must file a **Travel Authorization Form** (available in the psychology department office) and pay for travel insurance (25 cents per day).

Policies for Support of Research:

Applications for research support by either Warden or RAC require submission of a “Research Application” form (that requires a faculty sponsor signature) and attachment of a 1-2 page description of the project, including an explanation and justification of each budget item. Copies of the application form are available on the document desk in the Burnett hallway or on the department website. Special attention should be made to justify material copying to insure that the most economical method has been selected and to justify participant remuneration (since we have a volunteer subject pool available during the fall and spring semesters). Budget items that will NOT be considered for funding by either RAC or Warden, include payment for data entry or computer programming services. Note that equipment purchased by either RAC or Warden funding become the property of the Psychology Department (in the Case of RAC, the Clinical Training Program) once the research project is completed.

Warden funds support for general research is limited to \$500 per student during the academic year. While the application deadlines are the same as for travel support, money that is awarded may be spent any time during the modified academic year that the award is made (i.e., carried across the fall and spring periods) as long as it is spent by September 30th. Due to unpredictable fluctuations in the availability of Warden funds among the three annual funding periods, and the fluctuations in numbers of travel requests across different periods, **a request for research support cannot be submitted for Warden funding at the same deadline period in which a student has requested travel support.** However, a student who received travel support in the fall period (Sept. 30th – January 30th), may submit a research support request in either spring or summer periods. RAC research funds are independent of travel and may be submitted simultaneously with travel requests.

Note that **Warden** funds for research must be spent within **one calendar year** of the start of the funding period in which the award was granted. For both Warden and RAC research funding, you **must not make any purchase before you check Jamie.**

Examples of Travel and Research Funding for Graduate Students if Maximum Amount Available.				
	Fall	Spring	Summer	Annual Allowed Totals All Sources
Clinical Student A – no reward money.	\$250 Warden, \$250 RAC (1 st author on poster at ABCT)	\$250 RAC (2nd author on poster for APLS) \$500 research from Warden		\$750 travel \$500 research
Clinical Student B – reward money	\$250 Warden \$500 RAC for ABCT (1 st author on poster) \$500 research from RAC			\$750 travel \$500 research
Non-clinical student	\$500 for research	\$500 Warden for APLS		\$500 travel \$500 research

Research Compliance Issues:

Before receiving funding for projects that involve human participants or animal subjects, students must have appropriate certification of compliance. Copies of IRB or IACUC approval notices for research projects may be attached to the RAC/WARDEN application forms themselves if approval is complete at the time the application is submitted (the ideal case) or they need to be shown to a member of the Fellowship committee when approval is obtained, in order to have the funds released.

University Fellowship Support:

Each year, the UNL graduate college offers a variety of competitive fellowships to which currently enrolled graduate students may apply. Recently, both the policies concerning eligibility, application procedures, and support levels for these programs have varied considerably from year to year. Some of these programs may have limits on the number of awards that can be given to an individual department. **Please note the policy concerning department screening of limited application fellowships**, outlined below. Typically, deadlines for competitive fellowship applications to the Graduate College are in the early part of the spring semester. You should consult the Graduate Studies website at frequent intervals for the latest information on fellowship opportunities, application procedures, and deadlines.

Funding from Professional Societies:

A variety of funding support for both research activities and travel to scholarly meetings is available from various professional organizations. For example, the Science Directorate of the American Psychological Association offers competition for several different fellowship and dissertation support awards, and several graduate students in our program have received such awards over the past few years. In addition to describing support programs of its own, the APA funding website <http://www.apa.org/students/funding.html> also lists a wide variety of funding sources from *other* organizations that may be useful to psychology graduate students. Thus, it may be useful for students to make frequent visits to this site. Note that several of the APA funding programs place limits on how many applications can come from a single department, so please note the policy statement on **limited application fellowships** listed below.

Another professional society that provides grant-in-aid support is Sigma Xi (The Scientific Research Society of North America). See www.sigmaksi.org concerning membership information and descriptions of these programs. Several members of the Psychology Department are Sigma Xi members; you may need sponsorship from one of these members to take advantage of some of the opportunities provided by this organization.

If you are a member of a more highly focused professional organization related to specific areas of psychology, it may pay to visit their websites frequently. Even if those smaller societies do not, of themselves, sponsor or fund financial support for graduate student research, they may well have links to programs that do, or useful information about funding strategies in general. A number of specialized societies who sponsor conferences have programs that support graduate student travel to those conferences, reduced registration fees, etc., sometimes in exchange for assistance with helping out with the conference operation (e.g. registrations, preparing poster facilities, moving AV equipment, etc). Taking advantage of such opportunities can sometimes help you take better advantage of a limited funding from departmental or other resources.

Private Foundations

Local or regional foundations (e.g., Woods) as well as larger national or international foundations (e.g. James S. McDonnell Foundation) occasionally have research related funding opportunities from which some of our previous and current students have benefited. Often, such organizations may be narrower in scope than those supported by government research agencies, but sometimes their interests may overlap with those of a particular research topic in which a student is engaged (this may be particularly true for students doing research with targeted populations in our community such as particular ethnic groups, individuals with substance abuse issues, etc). If you are successful in obtaining support from such an organization, please follow the advice given at the beginning of this section of the handbook, and communicate your success with other students, and the fellowship committee!

Federal Government Research Agencies

This is perhaps the most obvious source for large scale funding of graduate student research, and our department strongly encourages students who have a well developed research plan to consider applying for a National Research Service Award from an NIH agency, an NSF fellowship, or some similar program from another large government agency. Your advisor may be able to provide you with mentoring about this process. Surfing the websites of such agencies might give you an overview of available programs, and you might also find useful information on UNL's Research Services website. In recent years, a number of students have worked on an application for a NRSA or something similar as part of their comprehensive exam process – and a few of these have paid off! Even if you do not get funding from such an effort, you will learn about the process of large scale research funding, and in addition, you may find the process extremely useful in developing your dissertation plans.

Note on Limited Application Fellowships -- Important!

If you apply for any local or national funding source that **places limits on the number of applications from a given department** you **and** your advisor must notify the Graduate Committee Chair of your intention to apply **at least three weeks prior to the application deadline**. If the graduate committee chair determines that there are more applications than are allowed from this department for that program, copies of these proposals will be forwarded to the **Psychology Department Fellowship Committee** for evaluation and decision about which one or ones go forward. This means that you should **already have** an essentially completed application ready three weeks prior to the deadline!