This Session

- Dr. Frank Andrasik, Department Chair
  - Welcome to the Department

- Dr. Robert Cohen, Graduate Coordinator
  - General information

- Dr. Randy Floyd, Associate Chair
  - Embodying Ideals as a Graduate Student

- Dr. Jim Murphy, Clinical Director
  - Productivity and Success

- Dr. Meghan McDevitt-Murphy, MSGP Director
  - The Many Roles of a Grad Student
Overview of my part of this session

- Structure of the Department
- Graduate Student Activities
- Graduate Student Funding
- Student Evaluations
- Sources for help
- Final comments
Structure of the Department

Programs
Research Areas
Major Professor
Structure of the Department:

Programs

- Clinical  Dr. Jim Murphy
- Experimental  Dr. Robert Cohen
- School  Dr. Tom Fagan  Dr. Randy Floyd
- General (MSGP)  Dr. Meghan McDevitt-Murphy
Structure of the Department: Research Areas

- Behavioral Neuroscience
- Child and Family Studies
- Clinical Health Psychology
- Cognitive Psychology
- Psychotherapy Research
Structure of the Department: Major Professor

- Doctoral Programs: Assigned
- MSGP Program: Arranged by student
- M.A./Ed.S.: Dr. Fagan

- Importance of the Major Professor/Student relationship
  - Apprenticeship model
  - Milestones
Structure of the Department (continued)

- **Graduate Secretary:**
  
  **Cynthia Walker**
  
  Room 326

- **Some of her duties**
  - Issues permits for restricted courses
  - Manages student files
  - Communicates deadlines, etc.
  - She will communicate with you through your memphis.edu address
Graduate Student Activities

Courses
Research
Milestones
Graduate Student Activities:

Courses

- If on Graduate Assistantship, must be enrolled for 9 hours.
- Consult with Major Professor
- First Year Colloquium
  
  First session:

  **Friday, September 8, 2017**
  
  **Room 208**
  
  **1:00 - 2:00**
Graduate Student Activities: Research

- Research involvement required *every* semester
- Research practica
- Research area meetings
- Lab meetings
Graduate Student Activities: Milestones

- For MSGP students:
  - Masters Thesis or Specialty Review

- For M.A./Ed.S students:
  - M.A.: Oral exam
  - Ed.S.: Praxis
Graduate Student Activities: Milestones

- For Doctoral students:
  - Masters Thesis
  - Mid-Point Milestone
  - 4 options for Clinical students
  - 4 options for Experimental students
  - Specialty exam for School students

- Dissertation
  See Department Graduate Handbook for committee membership, forms, etc.

- For forms:
  http://www.memphis.edu/psychology/resources/mediaresources.php
Student Evaluations
First year Clinical and Experimental students evaluated in December, by program faculty.

All students for all programs are evaluated in May/June, again by program faculty.

Important to meet with Major Professor before and after evaluation meetings.
Funding
Graduate Student Funding

- Types of funding
  - GAs: RAs versus TAs
    - RAs: Department assistantships
      - Grants
  - Placements/Outside agencies
  - Fellowships and awards
- Travel funding
  - Department and University
- Obligations for GAs and Placements
Sources for Help
Sources for Help

- Graduate Catalog
  [memphis.edu/gradcatalog/degree_planning/cas/psyc.php](memphis.edu/gradcatalog/degree_planning/cas/psyc.php)
- Department Graduate Handbook
  [memphis.edu/psychology/pdfs/graduate_handbook_8_16.pdf](memphis.edu/psychology/pdfs/graduate_handbook_8_16.pdf)
  - Clinical Handbook
    [memphis.edu/psychology/pdfs/clinical_student_handbook_august_2016.pdf](memphis.edu/psychology/pdfs/clinical_student_handbook_august_2016.pdf)
- Chair, Program Directors, Cynthia, Me
- GSCC
  - Represent you at faculty meetings
  - Distribute travel funding
- Department Grievance Committee
- Health Plan: Memphis Plan
  - With Church Health Center
Final Comments
Embodying Ideals as a Graduate Student: Professional and Research Ethics, Respect for Diversity, and Institutional Protections

Randy G. Floyd
Associate Chair, Department of Psychology
GENERAL INFORMATION: ETHICAL BEHAVIOR AND RESPECT FOR DIVERSITY

Students enrolled in a Department of Psychology graduate program are expected to behave in accordance with the university’s Code of Student Rights and Responsibilities, found here: http://www.memphis.edu/studentconduct/code.php. The University’s policies on academic and classroom misconduct can be found at http://www.memphis.edu/studentconduct/misconduct.htm. In addition, students should display ethical and appropriate professional behaviors and be guided by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association, http://www.apa.org/ethics/code/index.aspx.
Code of Student Rights and Responsibilities

(x) Academic Misconduct. Plagiarism, cheating, fabrication. For purposes of this section the following definitions apply:

(1) Plagiarism. The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution, or the reuse of one’s own academic work previously submitted for academic credit at any academic institution (including the University of Memphis).

(2) Cheating. Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

(3) Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise. Providing false or misleading information to an instructor.

(4) Any attempt to interfere or tamper with the academic work of another student.

(5) Unauthorized sale, distribution, and/or solicitation of course notes or other course materials. Any sale, delivery, distribution, or solicitation of course materials without the consent of the author and/or the course instructor.

Academic Integrity

(1) Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures.
ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

Adopted August 21, 2002
Effective June 1, 2003

With the 2010 Amendments
Adopted February 20, 2010
Effective June 1, 2010

Including 2010 and 2016 Amendments

Effective date June 1, 2003 with amendments effective June 1, 2010 and January 1, 2017. Copyright © 2017 American Psychological Association. All rights reserved.

- Introduction and Applicability
- Preamble
- General Principles
- Section 1: Resolving Ethical Issues
- Section 2: Competence
APA Ethical Principles

2. Competence
   2.01 Boundaries of Competence
   2.02 Providing Services in Emergencies
   2.03 Maintaining Competence
   2.04 Bases for Scientific and Professional Judgments

3. Human Relations
   3.01 Unfair Discrimination
   3.02 Sexual Harassment
   3.03 Other Harassment
   3.04 Avoiding Harm
   3.05 Multiple Relationships
   3.06 Conflict of Interest
   3.07 Third-Party Requests for Services
   3.08 Exploitative Relationships
   3.09 Cooperation With Other Professionals
   3.10 Informed Consent

7. Education and Training
   7.01 Design of Education and Training Programs
   7.02 Descriptions of Education and Training Programs
   7.03 Accuracy in Teaching
   7.04 Student Disclosure of Personal Information
   7.05 Mandatory Individual or Group Therapy
   7.06 Assessing Student and Supervisee Performance
   7.07 Sexual Relationships With Students and Supervisees

8. Research and Publication
   8.01 Institutional Approval
   8.02 Informed Consent to Research
   8.03 Informed Consent for Recording Voices and Images in Research
   8.04 Client/Patient, Student, and Subordinate Research Participants
   8.05 Dispensing With Informed Consent for Research
   8.06 Offering Inducements for Research Participation
   8.07 Deception in Research
   8.08 Debriefing
   8.09 Humane Care and Use of Animals in Research
   8.10 Reporting Research Results
   8.11 Plagiarism
   8.12 Publication Credit
   8.13 Duplicate Publication of Data
   8.14 Sharing Research Data for Verification
Institutional Review Board (IRB)
All University of Memphis faculty, staff, and students who propose to engage in any research activity involving the use of human subjects—including research for theses and dissertations—must have prior approval from the Institutional Review Board (IRB). The IRB is responsible for safeguarding rights and welfare of all persons participating in research projects, whether funded or non-funded. Information about the IRB including information about forms can be accessed at http://www.memphis.edu/irb/.

Protections for research animals are ensured by the Institutional Animal Care and Use Committee. All researchers must complete an online ethic course. The home website for the IRB is: http://www.memphis.edu/irb/index.php. IRB forms may be found at http://www.memphis.edu/irb/forms.php
Evisions Research Suite
3.5.1

Research Administration Modules
- Cayuse SP (Sponsored Projects)
- Cayuse 424
- Cayuse IRB (Human Studies Compliance)

System Administration Applications
- Backbone
- Research Contacts
- Workflow

Application Help
- Research Suite Support Center
- Browser Support & Configuration

Institutional Review Board Approval

Cayuse IRB

electronic Research Administration (eRA)

Cayuse SP/424/IRB

http://www.memphis.edu/rsp/compliance/cayuse_irb.php

https://memphis.cayuse424.com/
CITI Training Prior to IRB Approval

Over 9 million CITI Program courses have been completed since 2000
CITI Training Prior to IRB Approval

CITI Training Modules
http://www.citiprogram.org

- Complete “Un of Memphis Courses” and “Social & Behavioral Research Basic/Refresher”
- 17 modules
- Achieve an average of 80% on all quizzes

<table>
<thead>
<tr>
<th>Required Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Memphis (ID: 14523)</td>
</tr>
<tr>
<td>Belmont Report and CITI Course Introduction (ID: 1127)</td>
</tr>
<tr>
<td>Students in Research (ID: 1321)</td>
</tr>
<tr>
<td>History and Ethical Principles - SBE (ID: 490)</td>
</tr>
<tr>
<td>Defining Research with Human Subjects - SBE (ID: 491)</td>
</tr>
<tr>
<td>The Federal Regulations - SBE (ID: 502)</td>
</tr>
<tr>
<td>Assessing Risk - SBE (ID: 503)</td>
</tr>
<tr>
<td>Informed Consent - SBE (ID: 504)</td>
</tr>
<tr>
<td>Privacy and Confidentiality - SBE (ID: 505)</td>
</tr>
<tr>
<td>Research with Prisoners - SBE (ID: 506)</td>
</tr>
<tr>
<td>Research with Children - SBE (ID: 507)</td>
</tr>
<tr>
<td>Research in Public Elementary and Secondary Schools - SBE (ID: 508)</td>
</tr>
<tr>
<td>International Research - SBE (ID: 509)</td>
</tr>
<tr>
<td>Internet-Based Research - SBE (ID: 510)</td>
</tr>
<tr>
<td>Research and HIPAA Privacy Protections (ID: 14)</td>
</tr>
<tr>
<td>Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)</td>
</tr>
<tr>
<td>Conflicts of Interest in Research Involving Human Subjects (ID: 488)</td>
</tr>
</tbody>
</table>
Family Educational Rights and Privacy Act Tutorial

- https://my.memphis.edu/
- Graduate Assistant tab
- FERPA channel

University of Memphis FERPA Tutorial

Family Educational Rights and Privacy Act (FERPA)

University of Memphis Policy UM1248 - Privacy of Education Records

PROTECT OUR STUDENTS
PROTECT OURSELVES

To be allowed access to student records, you must carefully review the material presented in this site. Maintaining the confidentiality of student records is everyone’s responsibility -- faculty, staff, and students.

Why?

1. Because federal law requires us to do so.
2. Because failure to maintain the confidentiality of student records can result in the following severe consequences:
   - Loss of University funding from the Department of Education.
   - Sanctions against the University imposed by the Department of Education.
   - Disciplinary action, including possible dismissal, against University employees.

This tutorial will give you a basic knowledge of the rules governing the release of student information. You will be asked to answer several questions at the end as part of completing the tutorial. Once you have completed the tutorial, you will receive an e-mail confirming your completion. Although your completion will be recorded in the University’s database, you may want to retain the confirmation e-mail for your records.
Policy Related to Sexual Misconduct/Title IX Guidelines

The University of Memphis is a community of scholars founded on mutual respect and is committed to providing a living, learning and working environment that is free from sexual misconduct and harassment. Such behavior can impair or limit the educational and occupational opportunities of members of the University community and have no place in any academic environment. This policy applies to all University of Memphis students. It defines unacceptable behavior, identifies resources for persons who have been the victims of sexual misconduct, and describes the University’s prevention and education efforts.

Sexual misconduct in any form is a violation of both state and federal laws and may be prosecuted in the criminal justice system as well as through the University's disciplinary process. Legal definitions may vary from those used by the University of Memphis community as outlined here. Pursuing resolution through the University's prescribed process/procedures does not preclude one from pursuing criminal or civil action now or in the future, and vice versa.
Maintaining high standards at all times.

WHAT IS ACADEMIC MISCONDUCT?

Plagiarism - The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution.

Cheating - Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

Fabrication - Unauthorized falsification or invention of any information or citation in an academic exercise.

WHAT IS EXPECTED OF UOFM STUDENTS?

You and your classmates are expected to conduct yourselves with character and integrity in academics and in everyday life. Our distinguished scholastic pursuits mean everything to the University of Memphis, and we do not take the issue of integrity lightly. You are expected to uphold our high academic standards and complete your assignments, exams and other scholastic efforts with 100% honesty. You must cite sources and acknowledge the contributions of others when used in your scholastic work. Academic dishonesty will not be tolerated on any level.

Online Academic Integrity Resources

Academic Integrity at the University of Memphis
http://libguides.memphis.edu/content.php?pid=453733&sid=3717893

University of Memphis History Department- Writing Resources
http://www.memphis.edu/history/using_sources.php

Virtual Academic Integrity Laboratory (VAIL)
http://www.umuc.edu/library/vail/index.html

Purdue Online Writing Lab
http://owl.english.purdue.edu/owl/resource/589/01/

Plagiarism Prevention Resources at Penn State University
http://ltl.its.psu.edu/plagiarism

The University of Wisconsin Writing Center
http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Citation Style Guide (from Concordia University)
http://library.concordia.ca/help/howto/citations.html

How to Properly Cite Sources (from Duke University Libraries)
http://library.duke.edu/research/citing/index.html

TurnItIn.org- Resource Center
http://www.plagiarism.org/
Department Diversity Statement

The University of Memphis Department of Psychology seeks to understand and address issues of culture, disability, ethnicity, gender, generation, sexual orientation, national origin, privilege, race, and different views on religion in education, policy, research, practice, recruitment, and retention of diverse populations. In this, it strives to offer resources that promote goals of cultural humility, mutual respect, and social justice at the level of the department, university, and broader community.

Psychology Diversity Committee
Co-chairs: Dr. Randy Floyd and Dr. Idia Thurston
Members: Dr. Mollie Anderson, Dr. Robert Neimeyer, and Dr. Phil Pavlik
Graduate student members: Ying Fang, Caroline Kaufman, and Brianna Stith
Diversity and Inclusion Initiatives

• **Welcoming Diversity Forum**, Fridays, 12:00 to 12:50 p.m., room 206
  • September 8
  • October 6
  • November 3
  • December 1

• **Welcome Diversity Colloquium Series**

• **ALANA (African, Latino, Asian, Native American) Psychology Group**
  • **Briana Stith** and **Robert Washington**, co-leaders

• Saturday at the National Civil Rights Museum (February)
• SafeZone Ally Training
Harassment and Discrimination Grievance Procedures. No form of sexual or racial harassment will be tolerated. The University procedures for dealing with suspected harassment may be found at: http://www.memphis.edu/oie/harrassment/index.php.

It should be noted that, as part of these procedures, “All faculty members, students and staff, particularly management and supervisory personnel, are responsible for taking reasonable and necessary action to prevent and discourage sexual or racial harassment, and are required to promptly report conduct that could be in violation of institutional policies and guidelines. Such reporting should occur when information concerning a complaint is received formally or informally.”
Harassment and Discrimination Grievance Procedures

UM1781 - NON-DISCRIMINATION AND ANTI-HARASSMENT -
The University of Memphis

Policy Statement
The University of Memphis is committed to ensuring that each member of the University community works or studies in an environment free from any form of unlawful discrimination or harassment that is based on race, color, religion, age, disability, sex, national origin, martial status, veteran status, sexual orientation, gender identity/expression or any legally protected class or basis (each a “protected class”). The University of Memphis is committed to compliance with all applicable laws and regulations prohibiting discrimination and harassment in education and employment.

HARASSMENT
Harassment is conduct that is based on a person’s race, color, religion, creed, ethic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information, or any other category protected by federal or state civil rights law that:

1. Adversely affects a term or condition of an individual’s employment, education, participation in an institution’s activities or living environment;
2. Has the purpose or effect of unreasonably interfering with an individual’s employment or academic performance or creating an intimidating, hostile, offensive or abusive environment for the individual;
3. Is used as a basis for or a factor in decisions that tangibly affect an individual’s employment, education, and/or participation in an institution’s activities or living environment.

Examples of such conduct include, but are not limited to:

1. Verbal or physical conduct relating to an employee’s or student’s national origin, race, surname, skin color or accent, offensive or derogatory jokes based on a protected category; racial or ethnic slurs;
2. Pressure for dates or sexual favors or other unwanted sexual advances;
3. Unwelcome comments about a person’s religion or religious garments;
4. Offensive graffiti, cartoons or pictures; or
5. Offensive remarks about a person’s age.
Department Grievance Procedures

As detailed elsewhere in this Handbook, sometimes during a student’s time in graduate school a situation can arise that requires mediation to reduce/resolve conflict. The Psychology Department suggests you use the following procedures. First, you should go to the person with whom you have a complaint and try to come to a resolution. You should feel free to consult informally with any other faculty member about the issue. At any time you may consult with other students, including GSCC officers, to discuss the issue confidentially. You may elect to have a GSCC officer meet with a department administrator to discuss ways to resolve the concern. You may also contact the GSCC officers by email, or you can put a written complaint into the GCCC mailbox. With the exception of harassment and discrimination complaints, the nature of these conversations can be kept confidential.

If you are unsatisfied or remain concerned, you may directly go to any Graduate Program Director to address the issue; you may go to the Graduate Coordinator; or you may go to the Department Chair or Associate Chair. After consulting with any or all of the individuals above, if you wish you may take a more formal step and form a Grievance Committee.
GOOD LUCK!!
YOU Smarty PANTS!

YOU Got THIS
GOOD LUCK!
Stay Healthy and Balanced

- Make time to do the things you love to do
- Sleep and eat well!
- Get and provide social support
  - your classmates will be like family so invest in those relationships (and find friends outside of the department)
- You may have less time for TV/internet relative to undergrad but be sure to carve out time for fun/exercise/family
Stay Healthy and Balanced

- Procrastinating undermines health and balance (you will worry about the things you put off)
- **Reframe:** grad school demands way more time than undergrad but not unlike other professional programs (law/med school) or occupations
- Learn how to manage stress (meditation, support, exercise, etc.)
- Develop interests and friendships outside of the department
Get Help if You Need It

- Free and confidential counseling is available through **Student Counseling Center** in 214 Wilder Tower

- Individual therapy, support group for graduate students

- Wellness videos, mindfulness resources:

- **Relaxation Zone**
  - place for students to slow down and unwind
    - reclining massage chairs, biofeedback computer station, individual and small group instruction on a variety of self-care skills like mindfulness, and deep breathing

Telephone: 901.678.2068; Email: counseling@memphis.edu
Engage and Contribute

- Fully engage in your lab, your program, the department, your placements, your field; be nice and be a good citizen - this matters as much as your grades or other elements of performance

- Make a strong positive impression on all faculty/supervisors
  - They will write you letters for years to come to help you get jobs/internships
  - Think of yourself as a contributor to your lab/placement rather than as a consumer looking to get a particular experience/CV line
  - Be professional in all domains – respond to emails promptly, be engaged in meetings and class, don’t surf the web or text during class or on placement
Find Your Professional Passions, Give yourself Multiple Career Options

- Psychology degrees provide great flexibility; the job market is dynamic and most positions will require a variety of skills
  - People with psych degrees wind up working in a wide variety of settings (clinical, research, schools, admin, teaching, policy, etc.)

- Develop passion/interest for multiple domains within your program (e.g., teaching, research, clinical work, various content areas, technologies/methods)
  - Can take time – need to read/learn enough to be passionate about topics (attending conferences helps this process)
Science and Scholarship

- Develop an identity as a scholar/scientist and writer now (not just as a student)

Read outside of class (science, current events, healthcare), think critically, obsess about improving your writing and knowledge base in psychology and your area of research/clinical work.

You are expected to publish your research and to present at conferences (ethical obligation to your research participants; commitment to the university/department).

Challenge yourself to do things that are hard to understand statistics, talk in class, do ambitious projects, network in the university, at conferences, and via email.
Embrace Your Inner Nerd
Plan Your Timeline

- Figure out your exact goals, make a timeline, and hold yourself to it

- Make progress on your milestone projects & publications
  - Plan daily scheduled reading and writing in your interest area
  - Avoid the *tyranny of the immediate* - there were always be something pressing but focus on your long-term goals
The many roles of a grad student

Meghan McDevitt-Murphy, PhD
Director, MSGP Program
What does it mean to be a student

- Undergraduate?
- Graduate?
What does it mean to be a student?

- Undergrad?
- Grad?
Professional identity

- Developmental process
- Identifying as a professional
- Owning your goals, behavior
- Active vs. passive
My points today

Think about:
- Where is your path headed?
- What does it mean to be a professional?

Remember:
- Put your best foot forward
- This matters
What will your role be?

- Research assistant
- Clinician
- Instructor
- Teaching assistant
Expectations

- What does your role mean for expectations?
- Attire?
- Language?
- Structure?
Expectations of professional behavior

- Be reliable
- Dress appropriately
- Be on time
- Contribute quality work, on time
- Maintain good relationships and appropriate boundaries
Dressing appropriately

- Depends on setting
- “business casual” works well in most settings
- Observe – what are people wearing?
- Talk to others (colleagues, supervisor)
Missing work

- Need to talk to your supervisor about how to handle sickness, professional leave, vacation
  - Important to avoid making assumptions
- You are being hired, and paid to perform a job
- If you are not there, who will do the work?
Leave time

- Ask you supervisor if you are unsure how vacation, sick, and professional time are handled.
- Do not assume that you have paid time off

You are responsible for
- Understanding the policies at your site
- Completing any work that your supervisor expects when you are able
- Communicating with your supervisor when you are absent
When the unexpected happens

- What if you wake up sick? Or another last-minute emergency?
- Understandable, these things happen
- But handle the situation responsibly
- Let supervisor know ASAP
  - What is your plan? Who will see your scheduled participants? When will you complete projects you were working on
- What will the lasting impression be for your supervisor?
Professional relationships

- Be cordial, friendly

- It is OK to get to know people in the workplace; you should develop a good working relationship with your mentor/supervisors

- Maintain appropriate boundaries
  - Do not send friend requests to your supervisors, clients, participants, on Facebook
Why does all of this matter?

- You are building a professional reputation
  - How do you want to be thought of?
- You may need your supervisor to vouch for you in the future
- You are representing the Psychology Department and the University. Your actions have implications for future students
Want to learn more?

For further reading on professional behavior: