

Department of Psychology University of Memphis

**Graduate Programs Orientation
August 18, 2016**



This Session

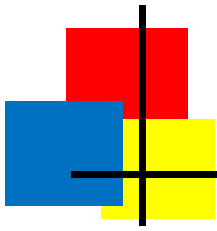
- Dr. Frank Andrasik, Department Chair
 - *Welcome to the Department*
- Dr. Robert Cohen, Graduate Coordinator
 - *General information*
- Dr. Randy Floyd, Associate Chair
 - *Embodying Ideals as a Graduate Student*
- Dr. Jim Murphy, Clinical Director
 - *Productivity and Success*
- Dr. Meghan McDevitt-Murphy, MSGP Director
 - *The Many Roles of a Grad Student*



Graduate Programs Orientation

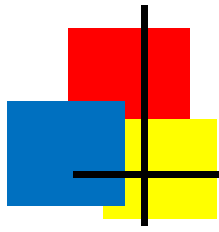
Overview of my part of this session

- ☐ 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

- | | |
|---|----------------------------------|
| <input type="checkbox"/> Clinical | Dr. Jim Murphy |
| <input type="checkbox"/> Experimental | Dr. Robert Cohen |
| <input type="checkbox"/> School | Dr. Tom Fagan
Dr. Randy Floyd |
| <input type="checkbox"/> 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



Structure of the Department:

Major Professor

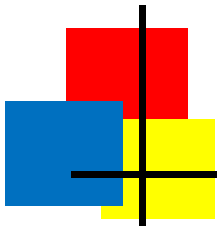
- ❑ Importance of the Major Professor/Student relationship
 - ❑ Apprenticeship model
 - ❑ Milestones
- ❑ You're not an undergrad anymore!
 - ❑ Commitment to lab



Structure of the Department (continued)

- ❑ Graduate Secretary:
Cynthia Walker

- ❑ 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 at least 9 hours.
- ☐ Consult with Major Professor
- ☐ Common courses across doctoral and MSGP programs
 - ☐ Methods (7301)
 - ☐ Stat 1 (7302)



Graduate Student Activities: Courses

☐ First Year Colloquium

First session:

Friday, August 26, 2016

Room 208

1:00 – 2:00



Graduate Student Activities:

Research

- ☐ Research involvement required *every* semester
- ☐ Research practica
- ☐ Research area meetings
- ☐ Lab meetings
- ☐ Department Subject Pool



Graduate Student Activities: Milestones

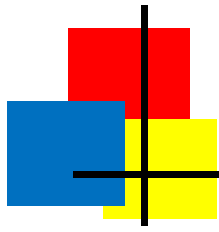
- ❑ For MSGP students:
 - ❑ Masters Thesis or Specialty Review

- ❑ 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



Graduate Student Activities:

Milestones

- ❑ See Department Graduate Handbook for committee membership, forms, etc.
- ❑ Registering for Milestone Hours
- ❑ There is paperwork for *both* proposal and final defense meetings.
 - ❑ Some for department
 - ❑ Some for Graduate School
 - ❑ Grad School forms go to Laura Simpson in Main Office

Graduate

> Clinical

> Experimental

> School

> Masters in General Psychology

> Apply to Psychology Graduate Programs

> Graduate Student Coordinating Committee

Graduate Program Forms and Resources

> APA Required Disclosures

Psychology Graduate Programs Application

Click on link to Apply to the Department of Psychology Graduate Program

The Psychological Services Center

PSC provides general outpatient psychotherapeutic and psychological assessment services to individuals and families

Undergraduate

Graduate

People

Centers

Research

Resources

Home > Department of Psychology > Graduate

Graduate Programs

The Department of Psychology is home to five Graduate Programs:

- Masters/Doctoral Programs in Clinical, Experimental, and School Psychology
- Masters in General Psychology (either thesis or non-thesis)
- Masters/Specialist degree in School Psychology (MA/Ed.S.)

General **research interests** across these programs include:

- Clinical Health Psychology
- Behavioral Neuroscience
- Child and Family Studies
- Cognitive Psychology
- Psychotherapy Research

The Department of Psychology at the University of Memphis:

- is a recognized **Center of Excellence** in the State of Tennessee
- has over **30 full-time faculty**
- provides **office space and conference travel funds** to graduate students
- provides **four years of assistantship funding** to masters/doctoral students
- fosters **involvement in research** during students' first year while developing individual research projects with their primary mentor and other faculty
- has **extensive collaborative research opportunities** including:
 - Institute of Intelligent Systems housed at the FedEx Institute of Technology (on campus)
 - St. Jude Children's Research Hospital
 - University of Tennessee Health Sciences in Memphis

RESOURCES FOR... >

Resources

▼ Resources

Other Documentation and information

Department of Psychology

UndergraduateGraduatePeopleCentersResearchResources

Home > Department of Psychology > Resources > Psychology Media Resources

Resource and Information

Expand and "Click" your topic below

>School Psychology Program Documentation and Resources

>Psychology Department and Graduate School Forms

>University Forms

>Other Graduate School Information

Psychology Graduate Programs Application

Click on link to Apply to the Department of Psychology Graduate Program

The Psychological Services Center



[Undergraduate](#)

[Graduate](#)

[People](#)

[Centers](#)

[Research](#)

[Resources](#)

▼ **Resources**

[Other Documentation and
information](#)

[Home](#) > [Department of Psychology](#) > [Resources](#) > [Psychology Media Resources](#)

Resource and Information

Expand and "Click" your topic below

> [School Psychology Program Documentation and Resources](#)

> [Psychology Department and Graduate School Forms](#)

DEPARTMENT AND GRADUATE SCHOOL MILESTONE FORMS TO COMPLETE

Masters Thesis: Proposal

[Department: Student Milestone Project Rating Form](#)

[Graduate School: Thesis/Dissertation Faculty Committee Appointment Form](#)

[Graduate School: Thesis or Dissertation Proposal Defense Form \(including IRB\)](#)

Masters Thesis: Final Defense

[Department: Student Milestone Project Rating Form](#)

[Graduate School: Thesis/Dissertation Final Defense Results](#)

[Graduate School: Final Committee Approval Form for Electronic Thesis or Dissertation
Submission](#)

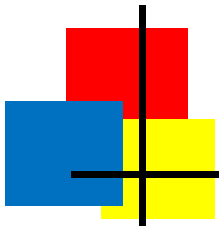
[Graduate School: Comprehensive Examination Results Form](#)

Psychology Graduate Programs Application

Click on link to Apply to the
Department of Psychology
Graduate Program

The Psychological Services Center

PSC provides general
outpatient psychotherapeutic
and psychological assessment
services to individuals and
families

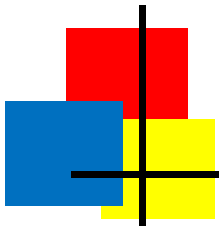


Funding



Graduate Student Funding

- ❑ Types of funding
 - ❑ GAs: RAs versus TAs
 - ❑ Department assistantships
 - ❑ Grants
 - ❑ Placements/Outside agencies
 - ❑ Fellowships and awards
- ❑ Obligations

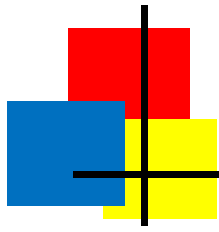


Student Evaluations



Student Evaluations

- ❑ First year Clinical and Experimental students evaluated in December, by program faculty.
- ❑ *All* students for all programs are evaluated in May, again by program faculty.
- ❑ Important to meet with Major Professor before and after evaluation meetings.

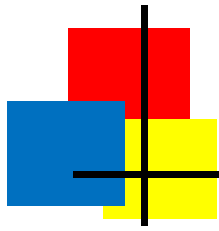


Sources for Help



Sources for Help

- ☐ Graduate Catalog
- ☐ Department Graduate Handbook
- ☐ Chair, Program Directors, Cynthia, Me
- ☐ GSCC
 - ☐ Represent you at faculty meetings
 - ☐ Distribute some travel funding
- ☐ Department Grievance Committee



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 & Responsibilities

Office of Student Conduct
University Center Suite 359

studentconduct@memphis.edu
901.678.2298

(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



We're not 'kids'
Graduate students and early career psychologists share advice on how to handle ageism.

APA convention Keynote

Sport psychologists and athletes

Capitalism and compassion

We're not 'kids'

APA Actions in Response to Independent Review

Practice Central

Resources for practitioners from the APA Practice Organization

[Go to Practice Central >](#)

Quick Links

- [Accreditation](#)
- [Advocacy](#)
- [APA Style](#)
- [Center for Psychology and Health](#)
- [Continuing Education](#)
- [Convention](#)
- [Divisions](#)
- [Ethics](#)
- [Find a Psychologist](#)

APA is the leading scientific and professional organization representing psychology in the United States. Our mission is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.

[Who we are >](#)

Psychology Topics

- | | | |
|------------------------------|---|--|
| ■ Addictions | ■ Emotional health | ■ Personality |
| ■ Anger | ■ Ethics | ■ Sex |
| ■ Anxiety | ■ Human rights | ■ Sleep |
| ■ Children | ■ Learning & memory | ■ Sport & exercise |
| ■ Depression | ■ Lesbian, gay, bisexual, transgender | ■ Stress |
| ■ Education | ■ Parenting | ■ Teens |

Ethical Principles of Psychologists and Code of Conduct

2.	<i>Competence</i>	6.03
2.01	Boundaries of Competence	
2.02	Providing Services in Emergencies	6.04
2.03	Maintaining Competence	6.05
2.04	Bases for Scientific and Professional Judgments	6.06
3.	<i>Human Relations</i>	7.01
3.01	Unfair Discrimination	
3.02	Sexual Harassment	7.02
3.03	Other Harassment	
3.04	Avoiding Harm	7.03
3.05	Multiple Relationships	7.04
3.06	Conflict of Interest	
3.07	Third-Party Requests for Services	7.05
3.08	Exploitative Relationships	
3.09	Cooperation With Other Professionals	7.06
3.10	Informed Consent	7.07

7.	<i>Education and Training</i>
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.	<i>Research and Publication</i>
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

DEPARTMENT OF PSYCHOLOGY
**GRADUATE STUDENT
HANDBOOK**

REVISED 8/2016

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>



USA - English

Text Size: A A

[Log In](#) | [Register](#) | [Help](#)



Collaborative Institutional Training Initiative

Search Knowledge Base



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CLINICAL TRIAL BILLING COMPLIANCE (CTBC) COURSE

New!

Over 9 million CITI Program courses have been completed since 2000

Username

Password

[Log In](#)

[Forgot Username or Password?](#)

Log in through my institution

[Log in via SSO](#)

Create an account

[Register](#)

Access requires registration as an affiliate of a subscribing CITI institution or as an unaffiliated learner.



COURSES



CMEs/CEUs



SINGLE SIGN-ON

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

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

Family Educational Rights and Privacy Act (FERPA) 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.

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. **Xiange Hu**, Dr. **Elizabeth Meisinger**, and Dr. **Robert Neimeyer**

Student members: **Kenneth Barideaux**, **Alison Pickover**, and **Brianna Stith**

DEPARTMENT OF PSYCHOLOGY
**GRADUATE STUDENT
HANDBOOK**

REVISED 8/2016

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.”

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, marital 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 OF PSYCHOLOGY
**GRADUATE STUDENT
HANDBOOK**

REVISED 8/2016

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 GSCC mailbox. With the exception of harassment and discrimination complaints, the nature of these conversations can be kept confidential.

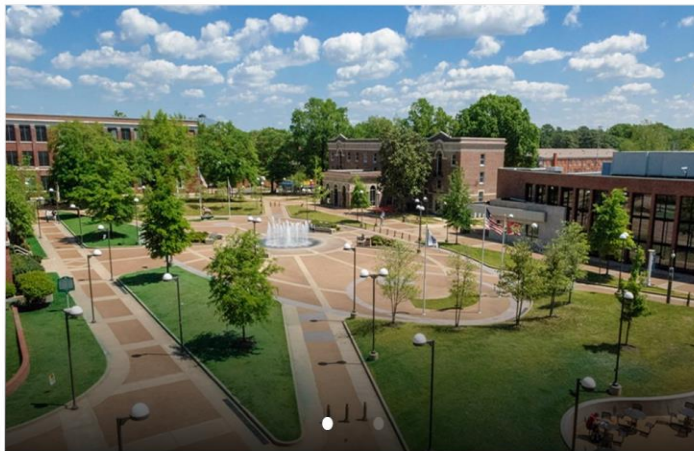
If you are unsatisfied or remain concerned, you may directly go to any Graduate Program Director to address the issue; you may go to the Graduate Coordinator; or you may go to the Department Chair or Associate Chair. After consulting with any or all of the individuals above, if you wish you may take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

Office for Institutional Equity



[About](#) [EOAA](#) [Harassment](#) [Title IX](#) [ADA](#) [Policies](#) [Resources](#)

[Home](#) > [OIE](#)



COMPLAINT FORM FOR DISCRIMINATION/HARASSMENT/RETALIATION COMPLAINTS

Instructions: Please fill in all of the information requested below as completely as possible.

Last Name: First Name: MI:

Address: City: State: Zip Code:

Mobile #: Home #: Work #:

Email: ☐ Check here if we may send official notices by email

Prefer contact by: ☐ Email ☐ Mobile ☐ Home

Are you a current student?

Are you an employee/applicant?

COMPLAINT SPECIFICS

Type of Complaint: ☐ Discrimination ☐ Harassment ☐ Retaliation

Please indicate the protected status(es) that form the basis of the alleged discrimination or harassment (Please select all that apply):

Name of person(s) you believe discriminated against or harassed you or retaliated against you (respondent).

Most recent date of alleged discriminatory, harassing or retaliatory action.

In your own words, briefly describe what happened to you that you believe was discriminatory, harassing, or retaliatory. Please begin with the most recent incident and explain how the behavior or action relates to the category or categories checked above. If you are alleging retaliation, be specific as to why the person is retaliating against you. Please be as detailed as possible.

File a Complaint

Anyone wishing to make a complaint of discrimination, harassment, sexual misconduct or retaliation may contact the office by:

- Sending an email to oie@memphis.edu,
- Calling 901-678-2713, or
- Completing the online [Complaint Form](#).

Training

OIE sponsors several online training modules, available in Learning Curve.

Contact Us

OIE provides a range of services that support equal opportunity and nondiscrimination.

How to File a Complaint

File a complaint of discrimination, harassment, sexual misconduct or retaliation.

Sexual Misconduct

General information and resources

Two Additional Tutorials

Welcome to...

Welcoming Diversity

CONTINUE



THE UNIVERSITY OF
MEMPHIS

Copyright 2009 Workplace Answers, LLC
Reference: 115y

<http://training.newmedialearning.com/diversity/umemphis/>

Welcome to...

Preventing Sexual Harassment

CONTINUE



THE UNIVERSITY OF
MEMPHIS

Copyright 2009 Workplace Answers, LLC
Reference: 115

<http://training.newmedialearning.com/psh/umemphis/>
Obtain a score of 80% or higher

Office of Student Conduct

Parking Citation Appeals

Information on how to file a Parking Citation Appeal.

Ethics In Action Online Workbook

For UofM students who have been in contact with OSC.

Resources

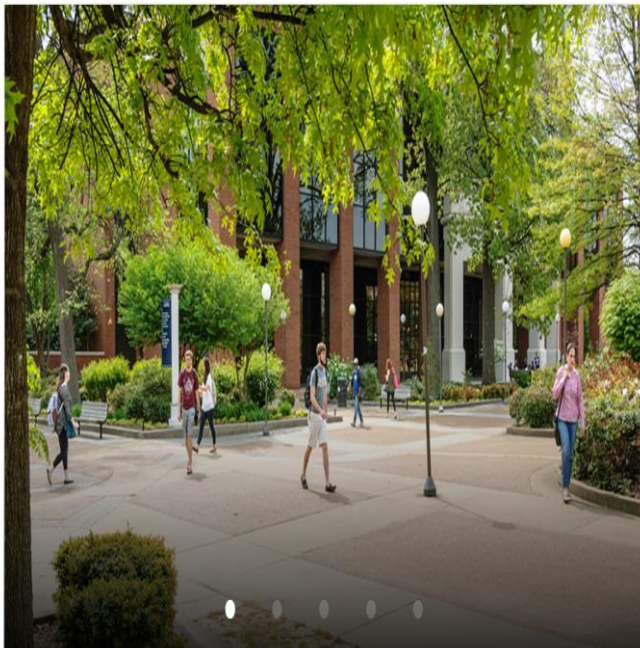
OSC related information for our campus and community.

Contact Information

Here is how to reach the OSC staff and Student Court members.

[Academic Misconduct](#) [Sexual Misconduct](#) [Behavioral Intervention Team](#) [Code of Rights](#)

[Home](#) > [Office of Student Conduct](#)



Office of Student Conduct

[Academic Misconduct](#) [Sexual Misconduct](#) [Behavioral Intervention Team](#) [Code of Rights](#)

[Home](#) > [Office of Student Conduct](#) > [Sexual Misconduct](#)

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.

Office of Student Conduct

Academic Misconduct

Sexual Misconduct

Behavioral Intervention Team

Code of Rights

[Home](#) > [Office of Student Conduct](#) > [Academic Misconduct](#)

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://tlt.its.psu.edu/plagiarism>

The University of Wisconsin Writing Center

http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Citation Style Guide (from Concordia University)

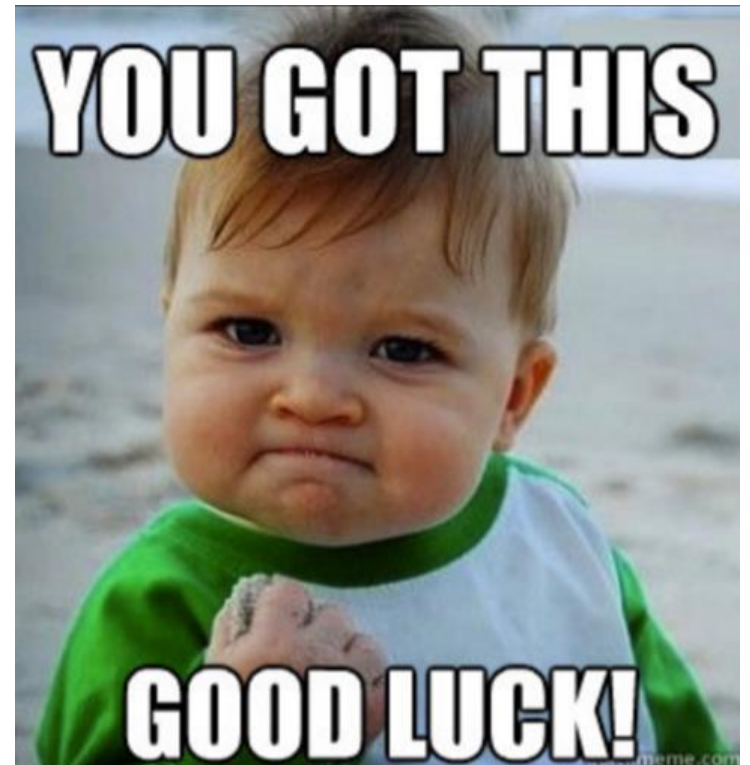
<http://library.concordia.ca/help/howto/citations.html>

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/>



Productivity and Success in Graduate School

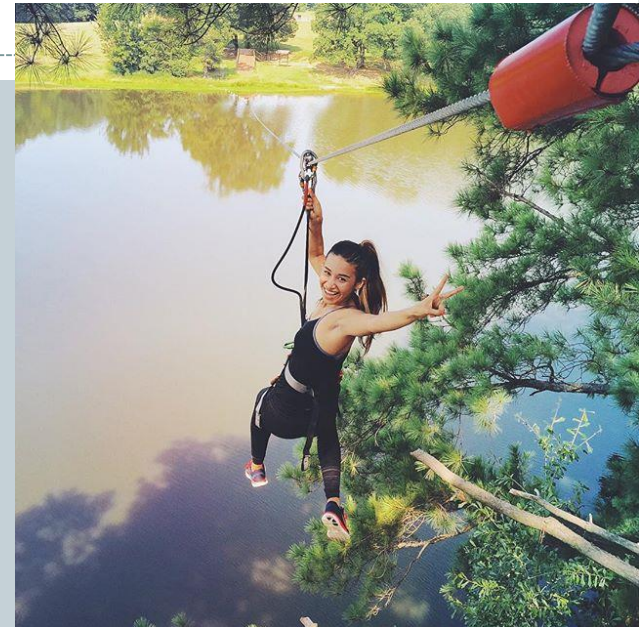


James G. Murphy, Ph.D.
Professor
Department of Psychology

THE UNIVERSITY OF
MEMPHIS®

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



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
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



What does it mean to be a student



- Undergrad?
- Grad?

What does it mean to be a student



- Undergrad?
- Grad?

What does it mean to be a student

- Undergrad?
- Grad?



A new gift idea for your loved ones: Graduate School Barbie (TM).



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

Missing work



- Even if your site allows for “sick” or “personal” days. . .
- Some reasons are more valid than others



When the unexpected happens

- What if you wake up sick?
- What if your car breaks down?
- What if you are hung over?
- What if you have a paper you need to finish?





When the unexpected happens



- What if you wake up sick?
- 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?

What if your car breaks down?





- If you have car trouble ...
- You still need to do everything in your power to keep your commitments
 - Let supervisor know you will be late
 - Call a friend for a ride
 - Call AAA
 - Car repair shop
 - Public transportation



- What if you are hung over?



- What if you are hung over?



- Probably **NOT** a good reason to call out



- What if you have a paper you need to finish?

- What if you have a paper you need to finish?



- **NOT** a good reason to call out
- Your assistantship/placement is a commitment
- One meta-skill you will need to develop is time-management

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
- Avoid social media relationships with supervisors

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



- For further reading on professional behavior:
- <http://money.usnews.com/money/blogs/outside-voices-careers/2013/07/22/what-does-it-mean-to-be-professional-at-work>