Department of Psychology
University of Memphis
Graduate Programs Orientation
August 21, 2019
This Session

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

- Dr. Robert Cohen, Graduate Coordinator
  - *General Information*

- Dr. Randy Floyd, Associate Chair and School Psychology PhD Program Director
  - *Embodying Ideals as a Graduate Student*

- Dr. Meghan McDevitt-Murphy, Clinical Psychology Program Director
  - *Productivity and Success in Graduate School*
Overview

- Structure of the Department
- Graduate Student Activities
- Student Evaluations
- Sources for Help
- Final Comments
Structure of the Department

- Research Areas
- Programs
- Major Professor
<table>
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<tr>
<th>Program</th>
<th>Director</th>
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<tbody>
<tr>
<td>Clinical</td>
<td>Dr. Meghan McDevitt-Murphy</td>
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<tr>
<td>Experimental</td>
<td>Dr. Robert Cohen</td>
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<tr>
<td>School (MA/EdS)</td>
<td>Dr. Tom Fagan</td>
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<tr>
<td>School (PhD)</td>
<td>Dr. Randy Floyd</td>
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<tr>
<td>General (MSGP)</td>
<td>Dr. Melloni Cook</td>
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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
- MA/EdS: Dr. Fagan

- Importance of the Major Professor/Student relationship
  - Apprenticeship model
  - Milestones
Graduate Student Activities

Courses
Research
Milestones
Graduate Student Activities:

Courses

- Requirements vary by Program
  - See Graduate Catalog and Grad Student Handbook
- 9 hours is generally considered full-time
  - Exceptions to this for Clinical and School Students
  - Need Program approval to register for > 9 hours
  - Does not cover summer hours
- Consult with Major Professor

First Year Colloquium

First session: **Friday, August 30**
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 MA/EdS students:
  - MA: Oral exam
  - EdS: Praxis
- For Doctoral students:
  - Masters Thesis
  - Mid-Point Project (Options by Program)
  - Dissertation
- See Department Graduate Handbook for committee membership, forms, etc.
Student Evaluations
Student Evaluations

- All students for all Programs are evaluated in May/June
  - Evaluation by Program faculty.
- Important to meet with Major Professor before and after evaluation meetings.
Sources for Help
Sources for Help

- Graduate Catalog
  - [https://catalog.memphis.edu/content.php?catoid=9&navoid=219](https://catalog.memphis.edu/content.php?catoid=9&navoid=219)

- Department Graduate Handbooks and Milestone forms
  - [https://www.memphis.edu/psychology/resources/mediaresources.php](https://www.memphis.edu/psychology/resources/mediaresources.php)

- Clinical Handbook

- School MA/EdS and PhD Handbooks

- Health Plan: Memphis Plan
  - With Church Health Center

- Department Grievance Committee
Sources for Help

- Graduate Student Coordinating Committee
  - Represent you at faculty meetings
  - Distribute travel fund

- Faculty
  - Chair
  - Program Directors
  - Me
Sources for Help: Staff

- 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
Sources for Help: Staff

- Administrative Assistant to the Chair: Laura Simpson
- Some of her duties:
  - Assist students, faculty, & staff
  - Assign offices
  - Distribute supplies
  - Organize student workers
  - Coordinate course scheduling
  - Handle room reservations & special functions
  - Organize mail & copy room
  - Address building issues

Laura Simpson
Shenan Arnold, Student Worker
Sources for Help: Staff

- Publications Writer
  - Ann Brock
    - annbrock@memphis.edu

- Some of Her Duties
  - Responsible for all areas of media and public relations
  - Social Media Manager
  - When you publish a major article or win an award she will write up a press release about it.
  - Kodachrome Extraordinaire
Sources for Help: Funding

- Business Officer: Belinda Scott
- Some of her duties:
  - Develop GA contracts
    - Distributed via email three times a year
  - Problem-solves fees
  - Aided by Jackie Davis, Financial Services Associate
  - Facilitates reimbursement for travel
Sources for Help: Tech

- Local Computer Technical Support Provider: James Beel
Final Comments

I want to finish by emphasizing:

Importance of understanding the structure and activities of the Department and the roles of faculty, staff, and students in these.

Importance of being proactive and in planning.

We are happy that you are here and we look forward to collaborating with you over the next few years.
Embodying Ideals as a Graduate Student: Professional and Research Ethics, Respect for Diversity, and Institutional Protections

Randy G. Floyd
Associate Chair
Program Director, School Psychology PhD Program
Department of Psychology
APA Ethical Principles

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
Code of Student Rights and Responsibilities

Office of Student Accountability, Outreach and Support

359 University Center
901.678.2298
studentconduct@memphis.edu

(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.
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.
Institutional Review Board Approval

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
Complete "Un of Memphis Courses" and "Social & Behavioral Research Basic/Refresher" CITI Training Modules

http://www.citiprogram.org

17 modules

Achieve an average of 80% on all quizzes

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

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<th>Required Modules</th>
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<tr>
<td>University of Memphis (ID: 14523)</td>
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<tr>
<td>Belmont Report and CITI Course Introduction (ID: 1127)</td>
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<tr>
<td>Students in Research (ID: 1321)</td>
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<tr>
<td>History and Ethical Principles - SBE (ID: 490)</td>
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<tr>
<td>Defining Research with Human Subjects - SBE (ID: 491)</td>
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<td>The Federal Regulations - SBE (ID: 502)</td>
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<td>Assessing Risk - SBE (ID: 503)</td>
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<td>Informed Consent - SBE (ID: 504)</td>
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<tr>
<td>Privacy and Confidentiality - SBE (ID: 505)</td>
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<tr>
<td>Research with Prisoners - SBE (ID: 506)</td>
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<tr>
<td>Research with Children - SBE (ID: 507)</td>
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<tr>
<td>Research in Public Elementary and Secondary Schools - SBE (ID: 508)</td>
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<tr>
<td>International Research - SBE (ID: 509)</td>
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<tr>
<td>Internet-Based Research - SBE (ID: 510)</td>
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<tr>
<td>Research and HIPAA Privacy Protections (ID: 14)</td>
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<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>
All University of Memphis faculty, staff, and students who propose to engage in any research activity involving the use of animal subjects-including research for theses and dissertations must have prior approval of IACUC. IACUC is responsible for safeguarding the welfare of animal subjects, whether funded or non-funded.

Protections for research animals (in accordance with federal laws, regulations, and guidelines) are ensured by the Institutional Animal Care and Use Committee (IACUC).
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.
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
Faculty members: Dr. Mollie Anderson, Dr. Tracy Hipp, Dr. Robert Neimeyer, and Dr. Phil Pavlik
Graduate student members: Ying Fang, Caroline Kaufman, and Allyson Topps

Visit the website at http://www.memphis.edu/psychology/diversity-committee/index.php
Diversity and Inclusion Initiatives

• Welcoming Diversity Forum
  • Fridays, 12:00 to 12:55 p.m., Room 206
    • September 7
    • October 5
    • November 2
  • Clinical and School PhD students are required to attend

• Welcoming Diversity Colloquium Series

• ALANA (African American, Latino/Latina, Asian American, Native American) Psychology Group
  • Robert Washington and Allyson Topps, student co-leaders
  • Dr. Idia Thurston, faculty sponsor
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.
General Department Grievance Procedures

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.
Welcome to OIE

The Office for Institutional Equity monitors the University’s policy on equal opportunity and affirmative action in employment and education in that it will not discriminate based on race, color, national origin, religion, age, sex (except where sex is a bona fide occupational qualification), disability, where the person is a qualified disabled person, or because of their status as a qualified disabled veteran or veteran of the Vietnam era.
The University of Memphis is committed to ensuring that each member of the campus community works or studies in an inclusive and respectful environment, in compliance with Titles VI & VII of the Civil Rights Act of 1964.

Students, faculty, and staff are entitled to a place of work and study, 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. As such, all reported allegations of discrimination, harassment and/or retaliation, as defined by UM1781 - Non-Discrimination and Anti-Harassment policy, will be investigated and adjudicated accordingly. If you have experienced or have knowledge of an act of discrimination, harassment and/or retaliation involving a student, staff, faculty member, or affiliated organization, please report the incident(s) by completing this complaint form.

If you have any questions about the complaint process, please contact the Office for Institutional Equity (OIE) at 901.678.2713, Monday through Friday from 8:00 A.M. to 4:30 P.M., or email us at oie@memphis.edu. For additional information, please visit: http://www.memphis.edu/oie/harrassment/index.php.
Office of Institutional Equity

Title IX - Sexual Misconduct | Complaint Form

The University of Memphis is committed to providing an environment that is free from discrimination on the basis of sex to our campus community, in compliance with Title IX of the Education Amendments of 1972, and the Violence Against Women Reauthorization Act of 2013. Sexual misconduct is a form of sex discrimination strictly prohibited by the University, which includes, but is not limited to, sexual assault, sexual harassment, stalking, and domestic/dating violence. All reported allegations of sexual misconduct, as defined by UM1786 - Sexual Misconduct and Domestic Violence policy, will be investigated and adjudicated accordingly. If you have any questions about the complaint process or need assistance completing this form, please contact the Office for Institutional Equity (OIE) at 901.678.2713, Monday through Friday from 8:00 A.M. to 4:30 P.M., or email oie@memphis.edu.

INFORMATION FOR COMPLAINANTS

Your complaint will be handled as confidentially as is reasonably possible, and shared only with persons associated with handling the University's response to the report. If you would like to report an incident, but wish to maintain confidentiality, or request that no investigation be conducted or disciplinary action taken, the University will weigh that request against its obligation to provide a safe, non-discriminatory environment for all the members of the campus community, which includes the Complainant. You may also request to remain anonymous by leaving the identifying fields blank. Below are some resources that may be helpful to you:

University Counselor on Duty Urgent Crisis Services:
901.678.4357 (HELP)

University Counseling Center (confidential & by appointment):
901.678.2068

Student Health Center (confidential):
901.678.2287
Office of Student Accountability, Outreach, and Support

Welcome to Student Accountability, Outreach & Support!

Mission & Values

The Office of Student Accountability, Outreach & Support at the University of Memphis advocates for student rights and promotes academic and personal success.

Guiding Principles

Maintain an environment which is conducive to academic success:

- Promote a safe and secure campus by protecting the rights of all members of the University of Memphis community;
- Encourage students to assume self and social responsibility;
- Provide opportunities for individual growth and development;
- Enhance student decision making and conflict resolution skills;
- Advance the development of student ethical values.
Have a Great Year!

MY ANALYSIS SHOWS THAT YOU ARE AWESOME

YOU GOT THIS
Productivity and Success in Graduate School

Meghan McDevitt-Murphy, Ph.D.
Director of Clinical Training (DCT)
Department of Psychology

THE UNIVERSITY OF MEMPHIS®
My points today

Think about:

- Where is your path headed?
- What are the markers of “success” in graduate school”?
- What does it mean to be a professional?

Remember:

- Put your best foot forward
- Take care of yourself, physically and psychologically
Success in Graduate School

- Not merely checking off required courses, earning A’s
- You are embarking on your career
- Beginning your program of research
- Acquiring skills that will help you to have the career you want to have
- Important to seek out the experiences that will help move you toward your goals
Success in Graduate School

- **Building your CV**
  - Conference presentations
  - Publications
  - Workshops for specific skills
    - Statistics
    - Clinical techniques

- These activities all show that you are **building expertise**
There is no boilerplate

- Your experience will not be identical to anyone else’s
- Your interests and goals will guide many of your activities
“Do you like my hat?”
“I do not like that hat.”
Your many roles

- **Student**
  - Go to class, learn, study

- **Researcher**
  - Design a study, collect data, analyze data, write manuscripts

- **Employee**
  - Work *for* someone, be professional, do a good job

- **Collaborator**
  - Work with faculty/students on projects, cooperation

- **Clinician**
  - Listening skills, therapy and assessment techniques

- **Teacher**
  - Communication skills, understand material
Engage and Contribute

- Fully engage in
  - Your lab,
  - Your program
  - The department
  - Your placements
  - Your field
- Be nice
- Be a good citizen
Engage and Contribute

- 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
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.
Professional Expectations

- When you are working for/with others, be professional
- Expectations of professional behavior
  - Be reliable
  - Dress appropriately
    - Usually “business casual” works
  - Be on time
  - Contribute quality work, on time
  - Maintain good relationships and appropriate boundaries
  - Take responsibility
  - Show initiative
Handling leave time

- When you are working for someone else, you need to make sure you know the expectations
- Ask your supervisor if you are unsure how vacation, sick, and professional time are handled
- Do not assume that you have paid time off
- Avoid last-minute absences unless there is an emergency

- 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
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:

How do you wear all these hats simultaneously?

“Hello again. And now do you like my hat?”
Stay Healthy and Balanced

- Self-Care/wellness is critical
- Make time to do the things you love
- Eat and sleep well!
- Get and provide social support
  - your classmates will be like family so invest in those relationships
  - Also can be helpful to have friends outside of psychology
Refilling the well

- When you have down time, engage in activities that will help to refresh & restore you

Good habits → promote productivity
- Connect with friends
- Go for a walk
- Exercise
- Spend time in nature
- Meditate
- Garden
- Prepare healthy meals
Depleting the Well

Less healthy habits $\rightarrow$ worse productivity

- Stay up late watching mindless TV or on electronics
- Procrastinating
- Eating junk food
- Hazardous drinking
- Recreational drug use
- Eating/Sleeping on an erratic schedule
Managing stress

- Take good care of your body and mind
- Develop good work habits
- Stay on top of your work!
  - Time management tools can help
- Strive for efficiency
  - Save time where you can
  - Develop a schedule and routines
  - Meal prep
  - Combine tasks
Get Help if You Need It

- Good habits can help promote good mental health and productivity
- BUT, sometimes they are not enough
- Recent study: 39% of grad students show moderate to severe depression (Evans et al 2018)
- If you are experiencing psychological difficulties, help is available
Resources

- 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
  - Telephone: 901.678.2068; Email: counseling@memphis.edu

- **Church Health Center** (student health plan)
  - Counseling and medication
Final thoughts

- Have a great year!
- Start off on the right foot
- Don’t be afraid to ask for help!