

**GRADUATE STUDENT HANDBOOK
DEPARTMENT OF PSYCHOLOGY**

2005 - 2007



**College of Social & Behavioral Sciences
Northern Arizona University
Flagstaff, AZ 86011-5106**

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Table of Contents

Preface	i
Student Agreement (I have read this document.)	iii
Introduction to Faculty	v-vi
The Graduate College	1
Mission Statement	1-2
Admission Requirements	2-3
Admission Criteria	2
Nonacademic Criteria	2
Graduate College Admission	2
Classification of Admitted Students	2
Petition for Transfer of Credit	2-3
Leave of Absence Policy	3
Psychology Graduate Student Association	3
Graduate Committees	3-4
Advisors	4
Departmental Information	4-5
Department Chair	4
Department Office	4
Office Assistance to TA's and RA's	4-5
Supplies, Computer, and Xeroxing Facilities	5
Your Department File	5
Department Mailboxes, Board & E-Mail Accounts	5
Criteria for Maintaining Regular Status in the Graduate Program	6-8
Academic Criteria	6
Incomplete Policy	6
In Progress Policy	6
Time Limit Policy	6-7
Non-Academic Criteria-University Regulations	7
Professional and Ethical Standards	7-8
Procedures When Students Do Not Meet These Standards	8
Following Graduate Program Policies and Procedures	8
Work Outside the Department	8
Procedures for Selecting and Assigning Graduate Assistants	8-9
General Job Descriptions for Assistantships	9

Table of Contents (Continued)

Graduate Student Evaluation	9-10
Academic Performance	10
Assistantship Performance	10
Experiential Performance	10
Yearly Evaluation	10
Academic Requirements	10-12
General Psychology Program	11
Applied Health Psychology Program	11-12
Certificate Programs	12
Application for Graduation	12
Thesis Requirements	12-17
Identifying a Thesis Chair	13
Thesis Proposal/Prospectus and Approval	13-14
IRB Approval for Research Using Human Subjects	14
Thesis Data Collection	14
List of Thesis Deadlines	14
Funding for Thesis	15
Data Analysis	15
Thesis Defense	15-16
Thesis – Final Steps	16
Enrollment Policy for PSY 699	17
Resources on NAU Campus	17
Graduate Student Library Privileges	17-18
Evaluation of the Graduate Program Coordinators, the Director Of the Health Center, the Fieldwork Coordinator and Program	18
Departmental Colloquium Series	18
Graduate Student Interdisciplinary Symposium and Other Presentations on Campus	18
Sources of Funding for Graduate Students	18-19
Thesis Scholarships	18
SBS Dean and Associate Provost Travel Scholarships	18-19
Other Scholarships	19
Non-Academic Graduate Assistantships	19
Appendix A – Policies Related to Graduate Courses	21-26
Policy-Course Substitution from Another University	23
Policy-NAU on Transfer Credit	23-24
Criteria for Graduate-Level Courses	24

Table of Contents (Continued)

Recommended Criteria	25
Appendix B – Program of Study Forms	27-34
Program of Studies – General Psychology Program	29
Program of Studies – Applied Health Psychology Program	31
Selection of Electives	33-34
Appendix C – Ethical Principles of Psychologists & Code of Conduct	35-60
Appendix D – Guidelines for Providers of Psychological Services To Ethnic, Linguistic, and Culturally Diverse Populations	61-68
Appendix E - Thesis Information and Forms	69-86
Checklist for Master’s Students in Thesis Programs	71-73
Progress Update Form (PUF)	75
Report on Final Oral Examination for Master’s Degree	77
Tasks to Complete for your Masters Thesis	79-81
Bindery and Microfilming Checklist	83-84
Turning in Final Thesis Copies	85-86
Appendix F – IRB Information	87-90
Appendix G – Travel Applications	91-96
College of Social and Behavioral Sciences	93
Office of the Vice Provost	95
Appendix H – Psychology Graduate Fieldwork PSY 608	97-100
Appendix I – Materials for Use of PSY 101 Subject Pool	101-108
Registering for the First Time	103
Logging in Once Approved	103
Creating a New Experiment	104-105
Creating Time Slots for Participants	106
Making your Experiment Visible to Students	106
Changing Your Password & Profile	106
Research Policy	107
Appendix J – Writing Your Vita	109-116
Tips on Creating an Academic Vita	111
Several Do’s and Don’ts in Vita Preparation	111-112
Sample Vita Template	113-115
Appendix K – Disclosure of Social Security Numbers	117-120

Table of Contents (Continued)

Appendix L – Graduation	121-124
Steps in Application for Graduation	123
Instructions for Completing the Application	
For Graduation Master’s or Doctorate	124
Application for Graduation	124
Appendix M – Useful Website Addresses	125

PREFACE

The guidelines and policies contained in this handbook are designed to serve as aids for graduate students, academic advisors, faculty, and thesis committee members in the discharge of their responsibilities. This document is intended to establish procedures that are clear and current and should help the graduate student make consistent progress toward the M.A. degree in Psychology. While these are the current guidelines and policy statements, they are subject to change. Students will be notified of any relevant changes in policy; however, students should consult with their academic advisor on a regular basis.

In addition to using this handbook, graduate students should also become familiar with the Graduate Catalog, particularly the sections on regulations and requirements for Master's programs and degrees. The Graduate Catalog also contains important information on residency requirements, enrollment requirements, and financial support. The catalog of relevance to the 2005 incoming graduate class is the 2004-2006 catalog, available on-line at www.nau.edu/gradcol/. Please refer to the Graduate College web site for further information regarding the Graduate Catalog.

I, _____, have read and understand the policies and procedures
(print name)

outlined in the Psychology Department Graduate Student Handbook.

Please submit this form to the Psychology Department Office by August, 29, 2005. A copy will be placed in your graduate student file.

Signature

Date

Northern Arizona University

Department of Psychology

2005 - 2006

Faculty

Steven D. Barger, Ph.D. (University of Utah, 1995); NIH Postdoctoral Fellow (1996-98); M.A. (Southern Methodist University, 1988); B.A. (Southern Methodist University, 1987); Associate Professor (2003). Cardiovascular behavioral medicine, psychophysiology, risk factor testing, social and health psychology.

Jack Bauer, Ph.D. (Catholic University of America, 1999); Postdoctoral Fellowship (Northwestern University, 2002); B.A. (College of the Holy Cross, 1989). Assistant Professor (2002). Lifespan development; identity and personality development in adulthood; intentional self-development; life stories; life transitions; happiness and meaning in life.

Virginia Blankenship, Ph.D. (University of Michigan, 1979); B.S. (Indiana State University, 1974); Professor (1997). Personality; achievement & power motivation; computer simulations.

Suzanne R. Daiss, Ph.D. (Texas A&M University, 1988); M.S. (Texas A&M University, 1985); B.A. (University of Texas at Austin, 1981); Associate Professor (1993). Clinical Psychology; behavioral medicine; biopsychospiritual aspects of women's health; human sexuality.

K. Laurie Dickson, Ph.D. (University of Utah, 1994); M.A. (San Francisco State University, 1990); B.A. (Hamline University, 1988); Associate Professor (2000). Developmental Psychology; Pedagogical techniques.

Steve Funk, Ph.D. (University of Kansas, 1989); M.A. (University of Kansas, 1986); M.A. (Sociology, Brown University, 1983); B.A. (Washburn University, 1981); Associate Professor (1995). Personality; evolutionary psychology.

William E. Gibson, Ph.D. (University of Utah, 1970); M.A. (University of Utah, 1966); B.S. (University of Utah, 1964); Professor (1987). Psychobiology; learning and memory; motivation and emotion; evolutionary psychology.

Ann H. Huffman, Ph.D. (Texas A&M University, 2004); M.Ed. (University of Maryland, 1997); B.S. (University of Maryland, 1997); B.A. (San Diego State University, 1989). Industrial/Organizational Psychology; work-life interface; organizational commitment; occupational stress.

Kathleen Knights, Ph.D. (Florida Atlantic University, 1995); M.A. (Florida Atlantic University, 1993); B.A. (Florida Atlantic University, 1989); Associate Professor (2002). Perception, cognition; visual neuroscience; motion perception.

Lesley D. Lutes, Ph.D. (Virginia Polytechnic Institute and State University, 2003); M.S. (Wake Forest University, 1998); B.A. (Concordia University, Montreal, 1996). Disease prevention; health promotion; treatment of obesity; health promotion in children and in rural populations.

Michelle D. Miller, Ph.D. (University of California, Los Angeles, 1997); BA (Pomona College, 1990); Associate Professor (2005). Cognitive psychology, language and memory; cognitive aging; applied pedagogical research; sociolinguistics.

Wayne G. Sjoberg, Ph.D. (Oklahoma State University, 1967); M.S. (Oklahoma State University, 1966); B.A. (Kansas State University, 1963); Professor (1993). Experimental Psychology; research design and statistics.

Constance J. Smith, Ph.D. (Texas Tech University, 1985), NIH Postdoctoral Fellow, 1985-1987; B.S. (Kearney State College, 1979); Professor (1998). Neuroendocrine correlates of stress-induced elevations in glucocorticoid brain cytotoxicity, the role of reproductive hormones in cardiac disease, psychopharmacology; obesity and depression.

Larry C. Stevens, Ph.D. (University of North Texas, 1983); M.S. (North Texas State University, 1976); B.A. (University of Colorado, 1971); Professor (2003). Clinical Health Psychology; behavioral medicine; biofeedback; neurofeedback; hypnosis.

Sumner Sydeman, Ph.D. (University of South Florida, 1998); M.A. (University of South Florida, 1995); B.A. (University of Virginia, 1991); Assistant Professor (2000). Clinical Psychology; Health Psychology & Behavioral Medicine; Cardiac Psychology; Health Promotion.

Robert Till, Ph.D. (University of Minnesota, 1974); B.A. (University of San Francisco, 1969); Professor (2000). Cognitive psychology; cognitive aging; reading comprehension and inference processes; curricular assessment.

Andy S. Walters, Ph.D., MPH (University of Georgia, 1997); M.P.H. (University of California, Berkeley, 1997); M.A. (The Ohio State University, 1988); B.S. (The Ohio State University, 1986). Health and human sexuality; sexuality among disenfranchised populations; masculinity; sexuality education.

Heidi Wayment, Ph.D. (University of California, Los Angeles, 1992); M.A. (UCLA, 1989); M.A. (University of Southern California, 1987); B.A. (Biola University, 1977); Associate Professor (2002). Chair (2005). Social Psychology; Health Psychology; Psychological responses to threat and loss.

Derrick Wirtz, Ph.D. (University of Illinois, Urbana-Champaign, 2004); A.M. (University of Illinois, 2002); B.S. (University of Illinois, 1999); Assistant Professor (2004). Social psychology; culture, emotion, and subjective well-being; the role of emotion in everyday beliefs, judgments, and choices.

THE GRADUATE COLLEGE

The Graduate College is located in the Ashurst Building. It governs all graduate programs and has dual and cooperative functions with academic departments throughout the university. It is responsible for many policies and procedures, which affect graduate students in the Department of Psychology. The Graduate College determines standards of admission and retention, requirements for graduation, regulations governing transfer credit, and other matters pertaining to academic activities.

The Psychology Department supports the mission statement of the Graduate College which is as follows:

- serving the citizens of Arizona as the state's premier residential university by preparing our students to be well-educated, informed, and productive participants in their communities and the larger society
- offering graduate programs and supporting research in areas that are important to the development of our state and region
- providing an educational environment that offers a global perspective and values the diversity of human experience
- encouraging independent and critical thought and creativity in our students and staff as well as the habits of cooperation and teamwork
- addressing critical challenges facing the American Southwest by providing educational opportunities in both residential and nonresidential environments
- offering instruction through educational partnerships throughout the state that employ a variety of strategies to support distance learning
- providing public service in areas such as teacher education, natural-resource management, and rural community development

GRADUATE PROGRAMS: MISSION STATEMENTS

Applied Health Psychology

The mission of the Master's Program in Applied Health Psychology is to prepare graduate students to work in a variety of applied health psychology settings or to apply to doctoral programs in related fields of study.

The program provides advanced training in:

- The four general areas of Health Psychology
 1. the promotion and maintenance of health
 2. the prevention and treatment of illness
 3. the etiology, detection, and diagnosis of wellness, illness, and dysfunction
 4. analysis and improvement of the health care system and health policy
- Working collaboratively in interdisciplinary settings with professionals from a variety of disciplines
- Classic and contemporary theoretical foundations and empirical research in the areas of psychology most relevant to health psychology
- Research design, methodology, and statistical analysis to enable students to conduct experimental, quasi-experimental, and evaluation research and assessment projects.

General Psychology

The mission of the Master's Program in General Psychology is to provide graduate students with a program of study in the theoretical and methodological foundations of psychology. This program provides students with an opportunity to explore a variety of historical and current theoretical viewpoints as well as classical and contemporary research in the major area of psychology. This program also emphasizes the exploration of a variety of research designs as well as the acquisition of statistical expertise using both classic inferential and multivariate strategies. This program is appropriate for students who plan to pursue a doctoral degree or a career involving master's level teaching and/or research.

ADMISSION REQUIREMENTS

Admission Criteria

Students are considered for admission to the graduate program if: a) their undergraduate Grade Point Average (GPA) is at least 3.0; b) they have 18 hours of coursework in psychology (including Introduction to Psychology, Statistics, and Research Methods which are required); and c) their Graduate Record Examination (GRE) scores (V+Q) are at least 1000. GRE scores and GPAs are used as guidelines and do not necessarily represent absolute criteria for admission if other parallel evidence of competency is available. Prior research experience is desirable. Applicants must submit : a) a statement of purpose, b) a completed application form, and c) at least three letters of reference from individuals familiar with the applicant's potential for completing the graduate program. A vita is recommended.

Nonacademic Criteria

Information obtained from interviews, either by telephone or in person, may be used to facilitate the decision-making process.

Graduate College Admission

Application to the program must be done through the Graduate College. The application is designed to fulfill the application process for the Graduate College and the Department of Psychology. If the departmental program admissions committee chooses to admit an applicant, the committee recommends to the Graduate College the student be admitted. The Graduate College typically accepts the recommendation (unless there is some unusual circumstance) and officially notifies the applicant of his/her status. Note that the student meeting standards for the Department will also meet standards for the Graduate College.

Classification of Admitted Students

The Department of Psychology generally admits students under one admission category: Graduate Regular Standing. This characterizes the student who has met all admission requirements of the Graduate College and of the program. The Department does not typically admit students under provisional status. Students are accepted to matriculate in the Fall semester only.

Petition for Transfer of Credit

If you have taken graduate coursework elsewhere and want to apply it toward your masters degree at NAU, you need to first petition the appropriate Master's Program Committee and then the Graduate College. The Graduate College requires you to complete a Petition for Transfer Credit Form, which is

available online (<http://www.nau.edu/gradcol/publications.htm>).

You must seek approval from the Department first. The Master's Program Committee will accept a maximum of 9 semester hours of graduate coursework transferred from another institution. The Committee requires you to write a petition letter explaining what you have taken, specifying to which requirement category you wish the course to apply (e.g., a required course, an elective), and including documentation such as transcripts and course syllabi. Each request will be reviewed by the Committee, which will decide whether it will be accepted. Courses with a grade lower than "B" will not be considered for transfer. You will need to petition the Department for Transfer of Credit soon after beginning the Graduate Program. Discuss this issue with your Academic Advisor. Refer to the Department's and the Graduate College's Policies on transfer credit in Appendix A.

As a graduate student, you have the right to petition the Program Committee or the Department for exceptions to program rules. See the Coordinator or the Department Chair for advice.

Leave of Absence Policy

A leave of absence may be granted for extenuating circumstances. If students are experiencing problems or environments that make it difficult to focus on their graduate studies and/or GA obligations, it is recommended that the coordinator (and where appropriate the department chair) be consulted. If a leave of absence appears advisable, a petition should be submitted to the appropriate program committee (through the Program Coordinator). With the committee's approval, the leave request is forwarded to the Graduate College for final approval. A Leave of Absence will be extended beyond a year only under exceptional circumstances.

PSYCHOLOGY GRADUATE STUDENT ASSOCIATION

The Psychology Graduate Student Association (PGSA) was established to facilitate communication between the General and the Applied Health students, as well as between students and the faculty/department. All psychology graduate students automatically become members when they are accepted to the program. A meeting will be held early in the Fall semester to elect student representatives to program committees. The PGSA schedules informal talks by faculty on issues that concern graduate students, e.g. writing a vita, statistical software, and the job market. The PGSA also co-sponsors the Fall picnic. The PGSA President (or Co-Presidents) is selected to begin yearly terms of office in the Spring semesters.

GRADUATE COMMITTEES

The Applied Health Psychology Master's Program Committee and the General Psychology Master's Program Committee each consist of those faculty members interested in the functioning and well-being of the specific program. The general functions of the committees are: a) curriculum development and revision; b) establishing program admission criteria; c) evaluation of program students; d) review of graduate applicants; e) responding to problems/requests presented by graduate students in the program; f) establishing program goals and implementing program changes; and g) advising the Coordinator of the graduate program.

The Coordinator of the Applied Health Psychology Program and the General Psychology Program is K. Laurie Dickson.

Graduate students elect an individual to represent them at the program committee meetings. Such meetings may be held one or more times a month. Elections for student representatives are held at PGSA meetings in the Fall semesters.

ADVISORS

Students will be assigned an academic advisor from the appropriate Graduate Program Committee. These assignments are made by the Graduate Program Coordinator. The function of the academic advisor is to help the student in the construction of their degree plan and to address issues and problems that arise while the student is enrolled in the program. Students should take their concerns to their academic advisor. Whereas we will ensure your enrollment for your first fall semester, in all other semesters, your advisor should approve enrollment forms. If your advisor is unavailable, see the Program Coordinator or secondly the Department Chair. Refer to Appendix B for a copy of the Program of Studies Form. It is suggested that a copy of this be kept in your department file as well as one by you.

Note: A graduate student's academic advisor may be different from the graduate student's thesis chair. (Guidelines on selecting a thesis chair are outlined in the Thesis Requirements section of this handbook.)

DEPARTMENTAL INFORMATION

Department Chair

The general responsibility of the Department Chair is to oversee all programs in the Department of Psychology. With advice and feedback from faculty, the Department Chair coordinates curricular offerings; facilitates the development of faculty and coordinates faculty evaluation; supervises the Administrative Assistant, the Health Center Director, and the Coordinator of the Graduate Programs; approves all student petitions, IRB approvals, and theses; oversees all student evaluations; manages the budget; maintains communication with all centralized university units; and represents the Department in interactions with the Dean and Associate Dean of the College of Social and Behavioral Sciences.

The present Department Chair is Heidi Wayment.

Department Office

During the academic year, the Department office is open 8 a.m. to 5 p.m., Monday through Friday. During summer, hours are 7:30 a.m. to 4:30 p.m., Monday through Friday. The department staff are available to assist you in accessing your student file, providing certain forms (e.g., for class registration), stamping over faculty and chair signatures on specific forms, and generally to answer questions.

The computer equipment in the office is for use by the office staff only. Computer equipment is available for your use (see section below). As the office space is crowded, it would be appreciated if you remained in the area only long enough to conduct your business.

The present Administrative Assistant is Diane Nuvayouma. The Office Specialist is Janina Burton. Janina is responsible for all paperwork related to the graduate programs. The Office Specialist is also your liaison with Payroll and the Graduate College.

Office Assistance to Teaching Assistants (TA's) and Research Assistants (RA's)

The office staff will be happy to assist teaching assistants and research assistants with questions that arise. The TA for a class or lab is responsible for work necessary for that class or lab, according to the faculty member supervising the TA. The RA is responsible for work necessary for their position, according to the faculty member supervising the RA. Copy jobs specific to a class, lab, or research

for which you are the TA or RA, are to be handled with your faculty supervisor. The faculty supervisor should discuss specifics with the department office staff. Copy jobs that are to be made by the Department Office should come from the faculty supervisor. The TA/RA may drop off the document to be copied with a Psychology Department Work-Order Form completed by the faculty supervisor.

Supplies and Computer and Xeroxing Facilities

Departmental office supplies are to be used only for assistant-related functions and not for personal use. The Department is not responsible for the costs associated with coursework, theses, or other student research. For example, if you use a GA office computer to write and print your thesis you must supply your own paper and ink cartridges. For assistance, please see the office staff. For personal copying, students may use the student copy machine in 204A SBS. Check out the auditron from the Dean's office (200 SBS). You pay cash for copies when you return the auditron. There is a copy center and a coin-operated machine in Du Bois.

Computers (PCs and Macintosh) are available for your use in the Graduate Assistant's (GAs) office in 019 Du Bois and SBS 229. Both of these workplaces are provided to aid teaching assistants (TAs) and research assistants (RAs) in the implementation and completion of their assistantship duties.

Your Department File

The Department maintains a file for every graduate student. It is strongly suggested that you place a copy of your vita in your file and that you keep this vita up-to-date. This file is open to faculty and to you. If you need to examine your file, ask the office staff to assist you. Items may be copied. However, the file should remain in the office. Note that recommendation letters for which you waived your right of access are sealed in an envelope in your file.

It is the student's responsibility to add copies of awards/presentations to his/her file/or check to see if such has been added.

Departmental Mailboxes, Board, and NAU email accounts.

As a graduate student, you are provided a mailbox in 229 SBS. Please check your box on a regular basis. In addition, information of relevance to graduate students is posted on the board in 229 SBS and forwarded to you via e-mail. Check these sources regularly, also. SBS 229 is open from 8 a.m. to 5 p.m. Mondays through Fridays. It is locked at all other times. When you leave the room, please remember to shut the door.

All current NAU students are provided an NAU email account (dana account). All official email communications from the Department (Office Specialist, Program Coordinator, Department Chair, etc...) will be sent to their NAU email address. Thus, if they plan on using a personal account, they should make sure their NAU account is set up to forward email to the account they will be using. The ITS address to enable forwarding is: <http://www.nau.edu/its/email/>. Please note that some emails that graduate students receive are part of a listserv. If you reply directly to those messages, your replied email is not confidential.

CRITERIA FOR MAINTAINING REGULAR STATUS IN THE GRADUATE PROGRAM

Academic Criteria

Students earning “D” or “F” grade work in a single course or more than six hours of “C” grade work are automatically dismissed from the program. Additionally, students must maintain a GPA of 3.0 overall or greater in order to remain in the program.

Note: In graduate work, B’s are “average” grades. Additionally, graduate students cannot retake a course for a better grade.

Incomplete Policy

If, for reasons beyond your control, you are unable to complete coursework in a scheduled course within the term in which you are enrolled, you may petition your instructor to receive a grade of I.

If your instructor agrees to assign you an incomplete, you and the instructor must complete a written agreement, a copy of which is held in the departmental office, indicating the exact work you need to do to finish the course.

This written agreement must also indicate the date by which you must complete the work, and that date cannot be longer than one calendar year from the end of the term in which you were enrolled in the course. After one calendar year, any grade of I will automatically become a permanent I. This grade is permanent and cannot be changed. It is not included in the students’ GPA calculation.

When you complete the coursework, your instructor submits a final grade to the Registrar’s Office, and that grade and your credit are then entered on your permanent record.

In Progress Policy

Graduate students may receive the “In Progress” (IP) grade for professional paper/practicum (689), thesis (699), dissertation (799), independent study (697), directed reading, and internship. These are courses “that, by their content and requirements, normally require more time than the semester or summer session for which you have registered.” In addition, the student “must also be making satisfactory progress in the course to receive a grade of IP.”

For independent study (697), directed reading, and internship courses the student “must complete the work for an IP grade within two calendar years from the end of the semester” in which the course was taken. If it is not completed within two years, then the IP grade becomes permanent and may not be changed.

IP grades in professional paper (689), thesis (699) and dissertation (799) must be completed within the time limit on the degree (normally seven years).

Time Limit Policy

You must complete all requirements for your Master’s degree within a six-year period. Extensions

beyond this limit are granted only for extenuating circumstances. These are typically granted by the Department for one year only. The student must petition in writing for consideration of an extension. The petition must be approved by the Graduate Program Committee first. Your request is then forwarded to the Graduate College. For further information regarding university rules see the Graduate Catalog.

A letter is sent to each off-campus student every spring. This letter details progress made and reminds the student of the requirement of six years to complete the program. The letter is written by the Program Coordinator in consultation with the Program Committee.

Non-Academic Criteria - University Regulations

When a student accepts admission to NAU, the University assumes that the student thereby agrees to conduct himself or herself in accordance with University standards. The University reserves the right, on the recommendation of the Dean of Students and with the approval of the President, to terminate at any time the enrollment of a student who proves to be an undesirable member of the student body.

In compliance with state law, the Arizona Board of Regents has adopted and promulgates a uniform Code of Conduct, which establishes rules and regulations governing the behavior of any person going upon or remaining upon property of the University. Copies of the Code of Conduct may be obtained in the Office of Student Life or on-line at http://www4.nau.edu/stulife/Judicial/Code_of_Conduct.htm.

Professional and Ethical Standards

The NAU Cline Library provides useful information about plagiarism and academic integrity. It can be found at this site: <http://www.nau.edu/library/information/guides/plagiarism.html>. As described there, and drawn from the Webster's New World Dictionary, plagiarism is the taking of ideas, writings, etc. from another person and offering them as one's own. The Library guide goes on to add that...

“At NAU, plagiarism is a form of misconduct known as ‘Academic Dishonesty.’ Check the Academic Dishonesty appendix of the NAU Student Code of Conduct and you’ll see the various forms: plagiarism, cheating, fabrication, fraud and facilitating academic dishonesty. All are subject to disciplinary action under the Student Code of Conduct.

Plagiarism can be deliberate or unintentional. NAU students are responsible for knowing what plagiarism is and how to avoid it.”

Just as there are general rules against plagiarism, it is not acceptable for a graduate student to utilize the services of consulting firms, companies, or individuals who conduct statistical analyses or prepare written reports for the student. It may be appropriate for the student to consult with such groups for the purpose of learning about statistical analyses, developing good writing style, and so on, but it is expected that the work submitted by the student (e.g., the thesis) will be the student's own work.

Another category of potential reasons for dismissal from the program includes instances of unprofessional or unethical behavior. Graduate students are expected to behave in accordance with accepted professional and ethical standards. Guidelines for professional behavior are provided in part by the American Psychological Association (APA) publications such as Ethical Principles of Psychologists (see Appendix C) and Guidelines for Providers of Psychological Services to Ethnic, Linguistic and Culturally Diverse Populations (see Appendix D).

Graduate students commonly receive constructive feedback on professional and ethical behavior from

their academic advisors, thesis chair, and graduate assistantship supervisors. This should not necessarily be construed as a negative evaluation. However, if the behavior of a graduate student is judged a serious professional or ethical violation, the student may be dismissed from the program. Additionally, if the student consistently displays errors in judgment or inappropriate behavior, he or she may be dismissed from the program.

Procedures When Students Do Not Meet These Standards

The procedure for dismissal would typically involve a probationary period during which the Graduate Program Committee provides the student (and his or her academic advisor) with detailed feedback about his/her behavior, and/or academic performance. The Committee may recommend additional arrangements for supervision (e.g., with practicum-related issues) or supervision by another (other) faculty member(s). Specific parameters for acceptable behavior would be outlined in writing by the Graduate Program Committee and the faculty member overseeing the student. The student would be monitored closely during this period and reevaluated at the end of the specified time. Within a specified period, the student would be expected to remediate the difficulty. At that point, the Graduate Program Committee would make a recommendation as to whether the student is dismissed or returned to regular standing.

Following Graduate Program Policies and Procedures

All students are expected to adhere to the policies and procedures as outlined in this handbook (Note: There are some time lines you are expected to meet.) Failure to adhere to these can lead to disciplinary actions ranging from a reprimand to expulsion from the Graduate Program.

Following completion of review of this Handbook, you will be asked to sign an acknowledgement of your awareness and understanding of the outlined policies and procedures.

Work Outside the Department

Students are required to advise the Coordinator of any volunteer or paid community activities in which they are involved when enrolled fulltime in the graduate program in the Department. Students also are required to notify the Chair of any NAU-paid employment obtained outside the Department of Psychology in the fall or spring semesters. Paperwork for paid positions on campus must be coordinated with that in the Department. Furthermore, no student can receive more than 20 hours in a semester of total funding from NAU.

Caution: Although you should expect to work hard in graduate school, it is important that graduate students take care not to overextend themselves with too many courses, research commitments, graduate assistantship responsibilities, and outside employment.

PROCEDURES FOR SELECTING AND ASSIGNING GRADUATE ASSISTANTS

Prior to any semester (usually in the middle of the previous semester), the Chair will request from faculty and graduate students preferences for graduate assistantships (GA) assignments. It is advisable to submit your preferences as soon as possible; you also will be asked to submit your class schedule for the semester in question.

Based on requests (faculty and student), your class schedule; and your experience and expertise (as well as your previous assistantship performance), assignments are made by the Chair and the Graduate Coordinator. (Note: every semester, faculty GA-supervisors are asked to submit an evaluation on your GA-performance.) You will be advised of your assignment as soon as possible but most certainly with sufficient time to prepare for your obligations before the semester in question begins. It is suggested that you consult with your supervisor as soon as you know your assignment.

In order to accept your GA assignment, you will have to complete a Graduate College Appointment Letter for each academic year that you are awarded a graduate assistantship. The Office Specialist for the graduate programs will provide this form for you to sign.

To receive a GA-ship you must be enrolled as a full time student (a minimum of 9 hours). Note: one to two GA-ships are available in the summer sessions. Summer GAs must be registered for a minimum of 1 credit hour. However, they will be required to pay FICA taxes unless they have registered for 2 credit hours in a 5-week session or 5 credit hours for a 10-week session. Therefore, we recommend that students register for 2 credit hours the summer session that they have GA-ship.

Prior to assigning GA-ships, the Chair will send you a memo asking for your preferences (first three) as well as your proposed class schedule (to avoid conflicts, where possible). (Faculty input also is requested.) For spring semesters, this input is requested sometime in October or November; for your second Fall semester, sometime in March or April. Note that priority for assignments is given to first and second year students. It is exceedingly rare for third year or beyond students to receive GA-ships.

General Job Descriptions for Assistantships

Teaching Assistants may be responsible for the follow duties: a) preparation and delivery of lectures for labs and/or discussion groups; b) administration and possible construction of exams; c) grading; d) keeping track of students' grades; e) holding office hours; and f) assisting individual students when requested and appropriate.

Graduate Assistants who assist faculty members with a large lecture class may be responsible for the following duties: a) administration of exams; b) grading; c) keeping track of students' grades; d) holding office hours; e) assisting individual students when requested and appropriate; f) possible preparation and delivery of lecture(s) for specific topics of interest (should be discussed with faculty member); and g) offering group study sessions.

Research Assistants can be responsible for the following duties: a) literature search and review; b) assisting with research design; c) data collection and analyses; and d) writing.

****All graduate assistants are required to take the workshop, SAFE WORKING & LEARNING ENVIRONMENT, which is offered at the Graduate College orientation.****

GRADUATE STUDENT EVALUATION

Graduate students are evaluated on an ongoing basis. The Graduate Program Coordinator oversees the evaluation of graduate students. Copies of all of your evaluations are placed in your departmental file and are used for various reasons such as: making GA assignments for the second semester and beyond, serving as foundations for letters of reference, etc. The various categories of performance upon which graduate student evaluations are based are as follows:

Academic Performance.

Students receive grades for their coursework performance at the end of every semester. Students are expected to maintain a minimum GPA of 3.0 in order to remain in the program. Additionally, students may not receive more than six hours of “C” grade work or receive a grade of “D” or “F” in a course. Each semester, students are expected to make measurable progress toward completion of their thesis. There are deadlines noted in this Handbook for selecting a thesis chair, a thesis committee, and obtaining committee approval for your thesis proposal.

Psychology graduate students can expect to do a great deal of writing while in their program. As you write papers for classes and your thesis, you should be very familiar with, and follow, the Publication Manual of the APA; the manual’s guidelines to Reduce Bias in Language.

Assistantship Performance.

Students’ performance of assistantship duties is evaluated every semester. GAs, TAs and RAs are expected to work and coordinate with the faculty member to whom they are assigned. Faculty members will complete an evaluation form on the graduate student(s) assigned to them at the end of each semester. For some assignments (e.g., labs) student evaluations will be obtained. Faculty are expected to give ongoing feedback (i.e., verbally) to graduate students regarding their assistantship performance. Evaluation materials are provided to the Department Chair and are consulted when the Chair and Coordinator assign assistantship duties. Copies are placed in your file.

Experiential Performance.

Students in the Applied Health Psychology Program will be evaluated regularly on their Practicum and Fieldwork performance. Students from the General Program enrolled in Fieldwork also receive evaluative feedback. Practicum supervision occurs on an ongoing basis, and students can expect constructive feedback about their performance. At approximately midterm, students meet with their supervisors for verbal feedback on their overall performance in Practicum. At the end of the semester, students receive a written evaluation, which follows up on the midterm evaluation. Students read and sign this form and discuss any questions with their supervisor. A copy of the form is then placed in the student’s file. Blank copies of this evaluation form are available to students and faculty. Students will receive a copy of this form prior to participation in practicum so that they are aware of the exact dimensions upon which they will be evaluated.

Yearly Evaluation. Every year during the Spring semester, the Coordinator will compile all relevant evaluation material (including that identified above for all students). This material will be considered by program faculty prior to the Coordinator placing in writing an annual evaluation to be sent to each student. A copy of this yearly evaluation is placed in your file.

ACADEMIC REQUIREMENTS

You will be working with your Academic Advisor in planning your course of study (see the checklist in Appendix B). Prior to graduation, your Academic Advisor will approve your plan of study; a copy will be submitted along with your graduation papers.

General Psychology Program

General Psychology Program (42 hrs) (2005-2006)

CORE PSYCHOLOGICAL FOUNDATIONS (15 hours)

Students must take at least 3 courses from Category A and at least 2 courses from Category B.

Category A

PSY 620 Psychology of Learning

PSY 621 Cognitive Processes

PSY 650 Physiological Psychology

PSY 655 Psychology of Perception

Category B

PSY 610 Psychology of Personality

PSY 633 Developmental Psychology

PSY 635 Social Psychology

CORE STATISTICS AND RESEARCH (12 Hours)

PSY 625 Intermediate Statistics

PSY 673 Techniques of Psychological Research

PSY 725 Multivariate Statistics

PSY 699 Thesis

ELECTIVES (15 Hours)

The purpose of elective courses is to enhance your field of study in accordance with your personal goal and objectives (in consultation with your academic advisor). These electives may include any graduate course offered by the department, approved cognates (up to 6 hours) from outside the department, or additional thesis hours (up to 3 hours).

Applied Health Psychology Program

Applied Health Psychology Program (42 hrs) (2005-2007)

CORE PSYCHOLOGICAL FOUNDATIONS (18 hours)

PSY 601 Introduction to Clinical Skills

PSY 630 Foundations of Health Psychology

PSY 636 Psychology of Health Promotion

PSY 681 Techniques of Behavior Change

PSY 690 Proseminar in Behavioral Medicine

PSY 650 Physiological Psychology

or

PSY 670 Psychopharmacology

CORE STATISTICS AND RESEARCH (9 hours)

PSY 625 Intermediate Statistics

PSY 673 Techniques of Psychological Research

PSY 699 Thesis

CORE APPLIED EXPERIENCE (6 hours)
PSY 645 Behavioral Medicine Practicum
PSY 645 Health Prevention Practicum

ASSESSMENT (3 hours)
PSY 640 Health Psychology Assessment or
PSY 683 Psychopathology

ELECTIVES (6 hours)

The purpose of elective courses is to enhance your field of study in accordance with your personal goals and objectives (in consultation with your academic advisor). Electives may be chosen from departmental graduate course offerings or approved cognates (up to 3 hours) from outside the department. Note: Some courses in the College of Health Professions are cross-listed with Psychology, and, thus, can be taken as psychology courses.

Certificate Programs

Disability Studies(12-15 hrs)

<http://www.nau.edu/ihd/certprog.html>

Women's Studies

<http://www.nau.edu/wst>

Substance Abuse

<http://jan.ucc.nau.edu/~haw4/subcurriculum.html>

Gerontology – (In the planning stage.)

Application for Graduation

The semester before you plan to complete your thesis and graduate (i.e., you have successfully defended your thesis prospectus), you must complete an Application for Graduation Form. If you are on track to complete the requirements for your degree in the recommended two years, you should complete an Application for Graduation in the middle of your third semester. Dates for completing this form will be published by the Provost's office (the date is usually in the middle of the semester before anticipated graduation). Instructions for the application for graduation and the application itself are available at the following website: <http://www.nau.edu/gradcol/gradreqs.html>. A \$10 fee must accompany your application.

THESIS REQUIREMENTS

One of the major projects facing psychology graduate students at NAU is the preparation of a master's thesis. The following guidelines are provided in the hope that they will reduce some of the ambiguity commonly associated with a thesis project.

Identifying a Thesis Chair

One of the first steps to be taken by the graduate student is identifying a thesis chair. After the initial orientation week, you should have a relatively good idea of which faculty member(s) areas of expertise and interest match yours. During the first fall semester, approach those individuals with whom you may potentially be interested in working. In deciding to choose a particular faculty member as a thesis chair, you should consider both commonalities of interests as well as interpersonal compatibility. It is a good strategy to read theses completed by previous students. It is also helpful to read faculty vitas. Copies of these are kept in the Departmental Office. You will need to identify a thesis chair by the end of the 8th week of the Spring Semester of your first year. Notify in writing using the Progress Update Form (PUF) provided by the Graduate Programs Office Specialist (responsible for graduate program papers). The Progress Update Form is found in your file in the Psychology Office. You must include your thesis chair's signature. (See enclosed Progress Update Form in Appendix F.)

You also will need to select two faculty members to serve on your thesis committee. Thesis committees are typically comprised of 3 Psychology faculty members. These should be selected in consultation with your thesis chair. The chair and committee must approve the thesis proposal (prospectus), oral defense (see Appendix F), and final copy of the thesis. It is your responsibility, in consultation with your thesis chair, to complete and submit to the Graduate Program Coordinator the form documenting the membership of your thesis committee by the end of your first year.

Changing the composition of a thesis committee is an unusual move that should first involve discussion between the student, the committee chair, and any committee member directly involved. Consultation with the Coordinator of the master's program is also encouraged, but not mandatory. If after consultations, the student, the committee chair, or a committee member still seeks a change, the next step is for the party requesting the change to submit a written request to the department chair explaining the rationale for the change. The department chair will notify the Program Coordinator of the request and consult with him/her as appropriate. The student, the members of the thesis committee and the Coordinator of the master's program should receive copies of the request. If asked, the student and/or faculty members involved will meet with the department chair to discuss the matter. It will be the decision of the department chair whether any student-initiated change is allowed.

Thesis Proposal/Prospectus and Approval

Graduate students develop a prospective thesis project in close consultation with the thesis chair. Depending on the thesis chair and student, committee members may be more or less involved in this aspect of the project. However, the committee typically becomes more involved and has more input at the time of the thesis proposal meeting. Committee members typically make recommendations about the proposal prior to, and during, the proposal meeting.

The APA publishes The Publication Manual of the American Psychological Association. This manual is critically important and helpful in preparing the thesis proposal. It is available at the NAU bookstore. The thesis must conform to the APA style except in the few instances where the Graduate College supersedes APA style. Examples of this would include margins, headings, and requirements for placement of tables and figures. It is the student's responsibility to see that these guidelines are followed.

Graduate students, when preparing for, and scheduling, the proposal meeting, should give committee members a minimum of two weeks to review a copy of their proposal. Graduate students are strongly encouraged to have

their thesis proposal meeting by the 8th week of their third semester. Give written notification to the Graduate Programs Office Specialist of the date of your proposal meeting. Complete the part of the results of Progress Update Form after your proposal is approved (See Progress Update Form in Appendix F).

IRB Approval for Research using Human Subjects

Once the thesis proposal is approved, the graduate student must submit the research proposal to the NAU Institutional Review Board (IRB). The address for the NAU IRB homepage is <http://www4.nau.edu/ovp/irb/index.htm>. Before you can submit a research proposal to the IRB, you MUST complete the Tutorial, which is on the IRB homepage. The IRB reviews all human research projects on campus, and they must approve your project before you begin collecting data. In many instances, the IRB will grant an expedited review, which typically means that the research proposal will be reviewed and approved quickly. You can anticipate that the IRB review process will take up to one month. Your thesis chair and the department chair must approve your application before you can submit it to the IRB (see Appendix G). Also, see Appendix G for suggested consent forms. Note: the consent form must be on Department Letterhead for IRB approval. You must submit a copy of the IRB approval letter to the Office Specialist to be put in your file before you can begin collecting data.

Thesis Data Collection

Once your proposal is approved by your committee and the IRB, you can begin collecting data. If you use the Department of Psychology undergraduate participant pool (generally the PSY 101 students), you must follow the procedures outlined in Appendix I. To make your study available to participants, it must be posted at the Department of Psychology's on-line participant pool site (<https://experimentrak.net/nau/>). See Appendix 1 for more information on using the web site.

For researchers who need to identify specific subgroups for their research (i.e., high and low phobics, extreme introverts and extraverts, etc.), an on-line screening instrument is offered to PSY 101 students as part of their extra credit opportunity. This session is only for researchers who require prescreening of potential research participants. To include screening questions, researchers must provide a brief (< 1 page) written description of the request and its rationale, and accompany this request with the measure(s) they want to include. This request should be accompanied by an IRB approval number for the project in question. Requests should be submitted to the participant pool coordinator at least 6 weeks prior to the beginning of the semester in which the screening is requested. Completion of the screening battery is voluntary and subject to IRB guidelines. Responses are collected on-line and may be obtained from the participant pool coordinator.

List of Thesis Deadlines

Identify a thesis chair, obtain his/her signature, and inform the Department: 2nd semester 8th week
(The form to use is in your file in the Psychology Office called the Progress Update Form. A sample of this form is in Appendix F)

Identify your thesis committee and inform the Department: 2nd semester Finals week
(Progress Update Form)

Proposal Meeting should be scheduled by the 8th week of the 3rd semester.
(Progress Update Form)

IRB should be completed and submitted for approval as soon as possible after the proposal meeting.

Final thesis defense should be scheduled prior to finals week of the fourth semester.

Funding for Thesis

Graduate students are expected to cover the expenses associated with conducting a master's thesis. There are, however, limited funds available through the Department of Psychology and a scholarship recently established for this purpose. To be eligible you must: 1) currently enrolled and on campus; 2) have a proposal approved by your committee and the IRB; and 3) use the monies for your thesis research. Note: Make sure that you save all your receipts.

Applications are solicited three times an academic year, in October, February, and April. Complete the application form and submit it to the Department Chair. The deadline for consideration for a scholarship award is at the end of October and February, and mid-April. Awards are made at these times by the Department Chair.

Data Analysis

Once your data are collected, you should be ready for data analysis. Several software programs are available within the department. At the Bookstore, student packages are available at a reduced rate. Your thesis chair and committee members may be important resources for statistical consultation when you are conducting your data analysis and interpretation. Note: it is advisable to have identified anticipated analyses in your proposal.

After your data are analyzed, your next task is to write the Results and Discussion Sections. The Results and Discussion Sections, in combination with the previously written proposal, constitute your thesis. You will be working closely with your thesis chair during this phase preparing for the thesis defense. Once you and your thesis chair determine that your thesis is sufficiently prepared, then it is appropriate to distribute it to the committee to solicit their feedback. Plan to give committee members a minimum of two weeks to review your thesis.

The NAU Graduate College distributes two documents entitled, [Turning in Final Theses Copies](#) and [Bindery and Microfilming Requirements](#) (See Appendix F). These documents provide detailed information regarding procedures, format, typing instructions, deadlines, etc. A copy of [Turning in Final Theses Copies](#) may be obtained at the following website: <http://www.nau.edu/gradcol/tdfinal.html>. [Bindery and Microfilming Requirements](#) can be obtained by clicking on [Checklist for proper document format](#) at the following website: <http://www.nau.edu/gradcol/infocurrent.htm>.

[Approval of Thesis Drafts by Graduate College Prior to Orals](#)

Provide a copy of your thesis to the Graduate College prior to scheduling your defense. To quote directly from [Completing Your Master's Thesis](#), Basic Step #3, Submit Your Thesis for Initial Format Review (See Appendix F):

Turn in an unbound copy of your thesis to the Graduate College's format editor. The editor will review your document and issue a report indicating what format requirements must still be met.

Please note that it takes most students an average of three months from this initial formal review until they turn in their final copies and complete the process. Make sure you submit your thesis for initial review early enough to be able to graduate in the semester you intend.

Thesis Defense

In consultation with your thesis chair and committee, schedule your thesis defense meeting. Thesis defenses typically last for one to two hours and require the graduate student to present and defend the thesis. Check with

your thesis chair for details regarding the protocol he or she wants you to follow.

Students should provide their committee members with a final copy of the thesis proposal at least two weeks prior to the thesis proposal meeting. Likewise, students should provide their committee members with a final copy of the thesis at least two weeks prior to the thesis defense meeting. Thesis proposal meetings and thesis defense meetings are not to be scheduled during finals week of any semester, nor are they to be scheduled during the summer.

Students are not to provide food or drinks during thesis proposal or thesis defense meetings. Students are not to buy committee members or committee chairs gifts or gift certificates.

Students who leave Flagstaff before their thesis has been successfully defended must be prepared to return to campus for the defense.

Once a time has been set, the student should reserve a room. Rooms (other than faculty research or office space) are reserved in the SBS Dean's Office (SBS 200). Give written notification to the Office Specialist responsible for graduate program paperwork once your defense is scheduled.

Students will present their thesis research to their committee. The student may invite guests, faculty, or other graduate students to the defense; at the end of the presentation, the student and the guests will be invited to leave. A vote (either pass or fail) will be taken regarding the student's performance at this defense, and this vote will be shared with the student who will be invited to return to the room where the defense was held (minus the guests).

In your thesis defense, you should be prepared to answer a variety of questions about your thesis. A minimum of two out of three votes for approval is required for successful defense of the thesis. Thesis defense forms should be brought to the meeting for committee signatures (copies of these forms are found in Appendix F). The necessary forms include the Progress Update Form and the Report on Final Oral Examination form. The Department will send the latter original form to the Graduate College, and a copy is placed in your departmental file. The former is kept in your file. You are also advised to bring the Cover/Top sheet of your thesis printed on the proper bindery paper (See Appendix F) to be signed in blue ink at this time.

Remember that you must complete an Application for Graduation Form several months prior to your graduation date. Dates for completing this form will be published by the Provost's office (the date is usually in the middle of the semester before anticipated graduation). Instructions for the application for graduation and the application itself are available at the following website: <http://www.nau.edu/gradcol/gradreqs.html>. A \$10 fee must accompany your application.

Graduate students will be invited to present their thesis research at an informal colloquium for the department. The brown bag seminars (see below) accommodate such presentations. However, an official presentation of their work to the department is not required.

Thesis - Final Steps

Typically, after a successful thesis defense, the graduate student makes revisions and obtains final approval from the committee members and the thesis chair via signatures on the cover page of the thesis (if not done at the orals). Note: The cover page of the thesis must be signed in blue ink. During these latter stages of thesis preparation, the graduate student is coordinating with a specialist in the Graduate College thesis office in regard to thesis format. This assures the student that the format is in order and minimal changes will be required prior to submitting the final copy to the Graduate College. There are specific steps, type of bond paper, etc. that must be followed. (Please refer to Appendix F).

Enrollment Policy for PSY 699

The Graduate College requires that you must be enrolled for thesis credit hours during all semesters that you use university facilities or require the professional time of faculty members. When you are working on a thesis, we expect you to register for the number of credits that adequately reflects the amount of faculty involvement and your use of university facilities; this is for the protection of both you and the university. If you are in residence and are using laboratory and other research facilities and are interacting with your faculty adviser on a regular basis, you should register for at least 3 or more credit hours. If you are not on campus but are corresponding with your adviser as you work on your thesis, you should register for at least 1 credit hour. You can register for 1 to 12 hours of thesis (PSY 699) credit during any fall or spring semester or 1 to 6 hours of credit during any summer session that you are working on your thesis. However, keep in mind that during the semester that you complete and defend your thesis you should register for at least 2-3 credit hours to reflect your demands on faculty time. If you are unable to complete your thesis during the semester in which you defend, you must register for thesis credit each semester after your defense until you submit your final copies to the Graduate College. See Appendix F for a guideline of tasks to complete the thesis process.

RESOURCES ON NAU CAMPUS

The NAU Bookstore offers a variety of services and products to students to help meet course requirements. Other general books are available, as well as art supplies, imprinted clothing, and gift items. The bookstore also assists in placing special orders. Computer equipment (hardware and software) also can be purchased at the Bookstore often at a discount to students.

The Career Planning and Placement office provides consultation and information regarding development of a professional profile, as well as on-campus interview opportunities with a variety of employers.

Computer labs for general student use are located in various buildings around the campus. The various locations have different equipment including IBM compatible and Macintosh personal computer and mainframe computer access.

Services provided to all NAU students include the following. Fronske Student Health Center provides health services. The NAU Counseling and Testing Center offers services including individual and group counseling; substance abuse intervention and education; services to students with special needs; and educational, interest, aptitude and personality testing. The Dental Hygiene Clinic provides dental services. Some of these services are free; others are offered at reduced rates.

GRADUATE STUDENT LIBRARY PRIVILEGES

Graduate Students have special library privileges available to them at the NAU Cline Library. Students are encouraged to avail themselves of these services.

- Graduate students may check out periodicals for purposes of duplicating.
- Graduate students are afforded 3-month checkout. Renewals may be made by phoning the circulation desk and giving the clerk your personal identification number from your NAU ID.
- Document delivery requests are made online - <http://www.nau.edu/cline/> at Request Materials under Services.

- PsycINFO, Pubmed, ERIC, and other databases are available on line.
- When working on the thesis, students may obtain a library carrel. Students should contact the library to make these arrangements.

EVALUATION OF THE GRADUATE PROGRAM COORDINATOR, THE DIRECTOR OF THE HEALTH CENTER, THE FIELDWORK COORDINATOR AND PROGRAM

At the end of each academic year, (if relevant, the end of each semester), you will be given an opportunity to evaluate the Graduate Program Coordinator and, if appropriate, the Director of the Health Center. At the end of any semester in which you are signed up for Fieldwork Placement (PSY 608), you will be given an opportunity to evaluate the Fieldwork Coordinator. Job descriptions and evaluation forms will be provided to you by the Department Chair. You will be asked to return these directly to the Department Chair. This input serves as part of the annual evaluation of faculty serving in these positions.

DEPARTMENTAL COLLOQUIUM SERIES

From time to time, the Department of Psychology sponsors a colloquium series where speakers present on a variety of topics related to psychology. Because the colloquium series is for the benefit of the faculty and graduate students, it is strongly recommended that you attend these presentations.

When brown bag seminars are held throughout the academic year, graduate students are encouraged to present their research ideas or data at these seminars. Please check with the Chair of the Colloquium Committee if you are interested. All graduate students are strongly encouraged to attend all Brown bag seminars. These seminars traditionally have been held over the noon hour on Fridays.

Note: The Graduate Coordinator schedules workshops as needed or requested by students. One such workshop regards the construction of a vita. See article in Appendix J regarding writing vitas.

GRADUATE STUDENT INTERDISCIPLINARY SYMPOSIUM AND OTHER PRESENTATIONS ON CAMPUS

The Graduate College sponsors a two-day Graduate Student Interdisciplinary symposium in the Fall where graduate students from all over America present papers for competition. The symposium is an opportunity to gain experience in doing professional presentations and you are encouraged to participate.

Additionally, the Graduate College sponsor presentations, brown bag seminars, and workshops for graduate students. Check your mailbox and the graduate student board for announcements of these.

SOURCES OF FUNDING FOR GRADUATE STUDENTS

Thesis Scholarships

See above section on Funding for Thesis.

SBS Dean and Associate Provost Travel Scholarships

Many of the thesis chairs in the department will encourage their students to present their thesis at regional or

national professional meetings. In order to assist by subsidizing students' travel to these conferences, the Dean of SBS and the Associate Provost for Research and Grants provide funds.

The College of Social Behavioral Sciences (SBS) sponsors student research travel awards (see application in Appendix G). When submitting these, please include an abstract of your presentation. Submit a copy of all information to the Department Chair (signed by your academic advisor). These will be signed, copied for your file, and forward to the SBS Dean.

The Associate Provost for Research and Graduate Studies also provides student research travel awards (see application in Appendix H).

Other Scholarships

NAU, as well as State and National organizations, frequently sponsors funds or scholarships for graduate students; sometimes these are specific to graduate students. Notices of such opportunities will be placed in your mailbox, posted on the graduate student board in the workroom/mailroom, or forwarded to you via e-mail. You can access some of this information through the University's web site at:

<http://www4.nau.edu/finaid/misc/ApplyingForFinaid.htm>.

Non Academic Graduate Assistantships

In addition to departmental graduate assistantships in the Department of Psychology, other assistantships (non-academic graduate assistantships) are available around campus. Information about these graduate assistantships can be found at the Graduate College website: <http://www.nau.edu/gradcol/>.

APPENDIX A

Policies Related to Graduate Courses

THE DEPARTMENT OF PSYCHOLOGY'S POLICY FOR APPROVAL OF REQUESTS TO USE A COURSE TAKEN AT ANOTHER UNIVERSITY TO SUBSTITUTE FOR A REQUIREMENT FOR THE MASTER'S DEGREE

Adopted by the General Psychology Master's Program Committee Nov. 10, 1997

Adopted by the Applied Health Psychology Program Committee Nov. 17, 1997

The Chair will forward to the appropriate Graduate Committee materials related to a student's request to use a course taken at another university to substitute for a course requirement for the master's degree.

The Committee shall seek the opinion of the instructor of record of the course to be substituted.

After the Committee decision, the Graduate Coordinator will notify the graduate student in writing and place a copy of the notice in the student's file.

Both Psychology Master's Programs will accept a maximum of 9 semester hours of graduate coursework transferred from another institution. Each course will be reviewed by the appropriate Psychology Master's Committee, which will decide whether or not it will be accepted, and if so, whether it can substitute for a specific course or will count only as a program elective. Courses with a grade lower than "B" will not be considered for transfer. Students requesting transfer credit may be required to submit relevant supporting material such as the course syllabus, reading list, etc.

NORTHERN ARIZONA UNIVERSITY'S POLICY ON TRANSFER CREDIT FOR STUDENTS SEEKING A MASTER'S DEGREE

A student who has been admitted to a master's program and has earned resident graduate credit at another university may petition to apply such credit toward a master's degree at NAU.

Normally, a maximum of 8 hours may be accepted under a thesis or comprehensive examination plan and 10 hours under an extended coursework plan. A student may transfer a maximum of 16 hours of coursework taken at Arizona State University (ASU) or the University of Arizona (UofA) if all courses are equivalent to courses offered at NAU. A student combining transfer credit from ASU or U of A and another university is limited to 8 or 10 hours as described above.

To be considered for transfer credit, your course must:

- have been earned with a grade of A or B
(A pass grade will be accepted if the course is graded only on a pass/fail basis.)
- have been earned within the six-year period required for completing your degree at NAU
- be applicable to a graduate degree at the institution where the credit was earned
- meet the Arizona Board of Regents requirements for credit

(Note: A minimum of 45 hours of work is required for each unit of credit. [An hour of work is equivalent to 50 minutes of class time, often called a "contact hour," or 60 minutes of independent study work.] Ordinarily, a course must cover a one-week period for every unit of credit given. NAU will grant a maximum of one credit for a one-weekend course.)

Other points to remember:

- Extension and correspondence courses are not acceptable for transfer credit.

- Some institutions offer “graduate” courses for certification purposes only and do not use the same courses in a degree program. NAU does not accept such courses for graduate programs.
- A course in supervised teaching may not be transferred to a master’s degree program at NAU, even if the course was accepted as graduate credit at the institution where it was earned.

Before you enroll in one or more courses at another institution with plans to transfer them to a degree program at NAU, you must consult with your academic advisor about the probability of the courses being accepted.

CRITERIA FOR GRADUATE-LEVEL COURSES

Adopted by the General Psychology Master’s Program Committee Nov. 10, 1997
Adopted by the Applied Health Master’s Committee Nov. 17, 1997 with bold added

The purpose of the criteria listed below is to provide guidelines for the level at which graduate courses are taught; the criteria are in no way intended to limit a faculty member’s academic freedom with respect to the actual content of any specific course. Rather, the goal is to ensure the highest quality education possible for our master’s students. It was our intention that each specific recommendation would help achieve that goal.

The assumptions listed below guided the development of the recommended criteria:

- 1) We assumed that the primary responsibility of the General Psychology Master’s Program and the Applied Health Masters Program is the education of our own graduate students, with service to other departments being a secondary concern (i.e., courses should be designed to meet the needs of our students, and students from other programs must adapt accordingly);
- 2) We assumed that all graduate-level courses must be demonstrably more rigorous than their corresponding undergraduate classes;
- 3) We assumed that as class level increases from lower division to upper division undergraduate and on to graduate level, that courses should require students to be increasingly independent and to take increasing responsibility for preparing and presenting course-related information. For most classes, this would entail reading and writing assignments that increase in amount and difficulty, class structures that shift from lecture-only to a format requiring increasing student participation;
- 4) We assume that “methods” and “skill” courses (e.g., statistics, research design, Introduction to Clinical Skills, Assessment, Practicum, etc.) are clearly different in nature from most “content” courses and that separate criteria should be developed for them. Nevertheless, these courses must also be demonstrably more rigorous than corresponding undergraduate courses;
- 5) We assumed that these criteria might be used:
 - a) as guidelines for faculty members preparing a graduate-level course for the first time;
 - b) by the graduate program committee to assess new courses as they are proposed;
 - c) by the departmental CFS, annual review committee, and department chair to use in faculty evaluation procedures.

RECOMMENDED CRITERIA

- 1) Reading assignments
 - a) Level should be appropriately sophisticated for master's students.
 - i) For most courses, secondary sources such as textbooks should not be the central focus of the reading assignments. If a textbook is used, it should be either a graduate level text or an upper level undergraduate text;
 - ii) Readings of original research/theory should be incorporated in all graduate level "content" courses, unless it is demonstrated that the original work in a given discipline is well beyond what can reasonable be expected of master's students.
 - b) Amount - should be more than typically assigned upper division undergraduates; ideally, at least one original article should be presented/reviewed each class meeting.
- 2) Writing assignments
 - a) Level should be appropriately sophisticated and challenging for master's level students
 - i) Writing assignments should require students to demonstrate critical thinking skills (i.e., ability to synthesize a body of work; to assess strengths and weaknesses of theory and research; to propose alternate perspectives, etc.)
 - ii) Ideally, there should be a balance between instructor-assigned topics and student-chosen topics (instructor-assigned topics might be covered on exams and/or paper assignments).
 - b) Amount - should be more than for upper division undergraduates. In order to adequately address the issues related to the level of writing assignments, graduate-level writing assignments should be of sufficient length to demonstrate skill in integration and synthesis of material, as well as, critical thinking and creative thinking ability. It is unlikely that very short papers would be able to sufficiently address these issues.
- 3) Class format. Most graduate content courses should be structured around a seminar-type format (e.g., group discussion of reading assignments, individual presentations, class debates, etc.) in which student participation plays a major role. At the master's level, it is also important for the instructor to provide guidance in the form of modeling didactic instruction. This may be especially important during the introductory portion of the course, as well as in providing on-going clarification, etc.
- 4) Assessment. Student assessment may be based on exams, written assignments, or class presentations. Ideally, graduate level courses would include some combination of these.
 - a) Exams. Essays should comprise a significant proportion of all graduate-level exams (except in courses such as statistics, etc.).
 - b) Written assignments. (see 2 (b) above)
 - c) Presentations. At the graduate level student, participation should ideally include some type of formal individual presentation, as appropriate to the course content and structure.
- 5) Feedback to students. University policy states that faculty members must evaluate each graduate student before the middle of the semester and provide him or her a clear understanding of their progress in the course at that time. In addition, we encourage faculty to base course grades on a minimum of three evaluations, scheduled to provide timely feedback to students.

APPENDIX B

Program of Study Forms

**MASTER OF ARTS IN PSYCHOLOGY
GENERAL PSYCHOLOGY PROGRAM
Program of Studies (42 hours minimum)
2005-2007**

Student _____ Phone _____

Local Address _____

Program Advisor _____

Program Admission Date _____ Estimated Graduation Date _____

<u>Psychological Foundations (15 hours)</u>	<u>Semester</u>	<u>Grade</u>
CATEGORY A (3 courses)		
PSY 620 Psychology of Learning (3)	_____	_____
PSY 621 Cognitive Processes (3)	_____	_____
PSY 650 Physiological Psychology (3)	_____	_____
PSY 655 Psychology of Perception (3)	_____	_____
CATEGORY B (2 courses)		
PSY 610 Psychology of Personality (3)	_____	_____
PSY 633 Developmental Psychology	_____	_____
PSY 635 Social Psychology (3)	_____	_____
<u>Core Statistics and Research (12 hours)</u>		
PSY 625 Intermediate Statistics (3)	_____	_____
PSY 673 Techniques of Psychological Research (3)	_____	_____
PSY 725 Multivariate Statistics (3)	_____	_____
PSY 699 Thesis (3)	_____	_____

Electives (15 hours) List other approved PSY courses to be counted toward the 42-hour degree minimum.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Cognates (0-6 hours) List non PSY courses to be counted toward the 42-hour degree minimum.

_____	_____	_____
_____	_____	_____

Approved by: _____ Total Hours _____

Advisor _____

Director of Graduate Studies _____

Department Chair _____

**MASTER OF ARTS IN PSYCHOLOGY
APPLIED HEALTH PSYCHOLOGY PROGRAM
Program of Studies (42 hours minimum)
2005-2007**

Student _____ Phone _____
 Local Address _____
 Program Advisor _____
 Program Admission Date _____ Estimated Graduation Date _____

<u>Core Psychological Foundations</u> (18 hours)	<u>Semester</u>	<u>Grade</u>
PSY 601 Introduction to Clinical Skills (3)	_____	_____
PSY 630 Foundations of Health Psychology (3)	_____	_____
PSY 636 Psychology of Health Promotion (3)	_____	_____
PSY 681 Techniques of Behavior Change (3)	_____	_____
PSY 690 Proseminar and Behavioral Medicine (3)	_____	_____
PSY 650 Physiological Psychology (3)	_____	_____
or		
PSY 670 Psychopharmacology (3)	_____	_____

<u>Core Statistics and Research</u> (9 hours)		
PSY 625 Intermediate Statistics (3)	_____	_____
PSY 673 Techniques of Psychological Research (3)	_____	_____
PSY 699 Thesis (3)	_____	_____
	_____	_____
	_____	_____

<u>Assessment</u> (3 hours)		
PSY 640 Health Psychology Assessment (3)	_____	_____
or		
PSY 683 Psychopathology (3)	_____	_____

<u>Core Applied Experience</u> (6 hours)		
PSY 645 Behavioral Medicine Practicum (3)	_____	_____
PSY 645 Health Prevention Practicum (3)	_____	_____

Cognates (0-3 hours) List non-PSY courses to be counted toward the 42-hour degree minimum.

Electives (6 hours) List other approved PSY courses to be counted toward the 42-hour degree minimum.

_____	_____	_____
_____	_____	_____
_____	_____	_____

<u>Approved by:</u>	Total Hours	_____
Academic Advisor _____		
Program Coordinator _____		
Department Chair _____		

Selection of Electives—Advising Tracks

Last Revised: August 4, 2004

Health Psychology is an interdisciplinary field. Our Applied Health Psychology (AHP) Master's Program is designed to give you experience in three areas: behavioral medicine, health education/promotion, and research/teaching. In addition to the courses you are required to take to complete your degree, you will be taking some elective courses. In order to help you choose these courses, the faculty of the AHP program recommend choosing one of the three "tracks" that describes a direction or emphasis with your Master's degree. The descriptions that follow refer only to elective classes. Within the 42-hour required course of study, 2 courses are to be electives. Of course, you can take more than 2 electives, though they will be in addition to the coursework required for your degree. Choosing one particular track does not preclude you from any career/post Master's degree options that might be emphasized with the other two tracks. It is important to remember we are only providing guidelines for selecting electives that allow you to focus on one of three specific tracks. If you prefer, you can put together any combination of electives that you feel would strengthen your education. Please note: The Graduate College will only allow courses at the 400-level or above to meet the 42-hour requirement for your degree.

The three tracks are as follows:

1. Behavioral Medicine/Clinical Health Psychology. This track is recommended for students whose primary goal is to work in a health care setting where the major focus is on intervention strategies with individual clients and groups. Such intervention strategies include Stress Management procedures, Behavior Therapy/Behavior Modification, Cognitive Behavior Therapy, Clinical Hypnosis, and Clinical Biofeedback/Neurofeedback. Students are currently required to take one of two courses: Psychopathology (PSY 683) or Health Psychology Assessment (PSY 640). Students interested in this track are strongly encouraged to take both of these courses. It is expected that students interested in this track will take PSY 645, Behavioral Medicine Practicum for 2 semesters. Other recommended courses from which to choose your electives are: Fieldwork (PSY 608) where emphasis is on intervention strategies; Psychopharmacology (PSY 670); additional Practicum in Behavioral Medicine (PSY 645); Seminar in Group Processes (EPS 661); Seminar in Multicultural Counseling (EPS 690); and additional coursework in anatomy/physiology. Other courses that provide valuable cultural perspectives are Medical Sociology (SOC 318) and Anthropology of Health and Healing (ANT 470). The student entering this track should be aware that even with the addition of these elective courses, several additional courses would be required in addition to the curriculum for your Master's degree at NAU in order to meet the Arizona Board of Behavioral Health Examiners' requirements for Counselor Certification. However, specific electives plus the Program's basic curriculum does meet the Basic Workshop requirements toward Certification in Clinical Hypnosis by the American Society of Clinical Hypnosis (ASCH) and the Didactic requirement toward certification by the Biofeedback Certification Institute of America (BCIA).

2. Health Education/Promotion. This track is recommended for students whose primary goal is to work in settings where the major focus is on health promotion and education with individuals and groups. Such settings often require skills related to needs assessment, group and/or individual interventions targeting specific health behaviors, and the evaluation of interventions. Recommended courses from which to choose your electives are: Fieldwork (PSY 608) where emphasis is on health promotion and prevention (e.g., American Cancer Society Smoking Cessation Programs); additional practicum in Health Promotion (PSY 645); Applied Aspects of Program Planning, Implementation, and Evaluation I (HEP 523A—offered in Spring only); Sociocultural and Behavioral Aspects of Public Health (HEP 577, an interactive TV course offered in conjunction with Public Health Departments at NAU, ASU, and U of A); Program Evaluation (HEP 656); and any of the undergraduate

courses offered in Health Education. Students with 27 units of coursework related to Health Education (both undergraduate and graduate) are eligible to become a Certified Health Education Specialist (CHES). Other courses that provide valuable cultural perspectives are Medical Sociology (SOC 318) and Anthropology of Health and Healing (ANT 470).

3. Research/Teaching. This track is recommended for students whose primary goal is to pursue a Ph.D. in a related field in Psychology (e.g., clinical, clinical health, developmental, health, social) or health-related field such as Public Health. Recommended courses from which to choose your electives are: Multivariate Statistics (PSY 725); Social Psychology (PSY 635); Developmental Psychology (PSY 633); Personality Psychology (PSY 610); Cognitive Processes (PSY 621); and Psychology of Perception (PSY 655). Given that many Ph.D. programs offer students teaching assistantships to help support their education, we also suggest taking the graduate teaching practicum (PSY 665) as an elective.

List of Advising Track Electives Last Revised: August 4, 2004

Behavioral Medicine/Clinical Health Psychology

*Health Psychology Assessment (PSY 640)

*Psychopathology (PSY 683)

Additional Practicum in Behavioral Medicine (PSY 645)

Fieldwork (PSY 608) where emphasis is on intervention strategies in health settings

Psychopharmacology (PSY 670)

Seminar in Group Processes (EPS 661)

Seminar in Multicultural Counseling (EPS 690)

Medical Sociology (SOC 318) (cannot count toward the 42-hour degree)

Anthropology of Health and Healing (ANT 470)

Additional coursework in anatomy physiology

*Students are currently required to take one of these two courses. It is recommended for students in this track to take both.

Health Education/Promotion

Fieldwork (PSY 608) where emphasis is on health promotion and prevention

Additional Practicum in Health Promotion (PSY 645)

Applied Aspects of Program Planning, Implementation, and Evaluation I (HEP 532A)

Sociocultural and Behavioral Aspects of Public Health (HEP 577)

Program Evaluation (HEP 656)

Medical Sociology (SOC 318) (cannot count toward the 42-hour degree)

Anthropology of Health and Healing (ANT 470)

Additional undergraduate coursework in Health Education

Research/Teaching

Multivariate Statistics (PSY 725)

Social Psychology (PSY 635)

Developmental Psychology (PSY 633)

Personality Psychology (PSY 610)

Cognitive Processes (PSY 621)

Psychology of Perception (PSY 655)

Teaching Practicum (PSY 665)

APPENDIX C

*Ethical Principles of
Psychologists
and
Code of Conduct*

Ethical Principles of Psychologists and Code Of Conduct 2002

History and Effective Date Footnote

CONTENTS

INTRODUCTION AND APPLICABILITY

PREAMBLE

GENERAL PRINCIPLES

Principle A: Beneficence and Nonmaleficence

Principle B: Fidelity and Responsibility

Principle C: Integrity

Principle D: Justice

Principle E: Respect for People's Rights and Dignity

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

1.03 Conflicts Between Ethics and Organizational Demands

1.04 Informal Resolution of Ethical Violations

1.05 Reporting Ethical Violations

1.06 Cooperating With Ethics Committees

1.07 Improper Complaints

1.08 Unfair Discrimination Against Complainants and Respondents

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

2.05 Delegation of Work to Others

2.06 Personal Problems and Conflicts

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

3.11 Psychological Services Delivered To or Through Organizations

3.12 Interruption of Psychological Services

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

4.02 Discussing the Limits of Confidentiality

4.03 Recording

4.04 Minimizing Intrusions on Privacy

4.05 Disclosures

4.06 Consultations

4.07 Use of Confidential Information for Didactic or Other Purposes

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

5.02 Statements by Others

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

5.04 Media Presentations

5.05 Testimonials

5.06 In-Person Solicitation

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

6.03 Withholding Records for Nonpayment

6.04 Fees and Financial Arrangements

6.05 Barter With Clients/Patients

6.06 Accuracy in Reports to Payors and Funding Sources

6.07 Referrals and Fees

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

8.15 Reviewers

9. Assessment

9.01 Bases for Assessments

9.02 Use of Assessments

9.03 Informed Consent in Assessments

9.04 Release of Test Data

9.05 Test Construction

9.06 Interpreting Assessment Results

9.07 Assessment by Unqualified Persons

9.08 Obsolete Tests and Outdated Test Results

9.09 Test Scoring and Interpretation Services

9.10 Explaining Assessment Results

9.11. Maintaining Test Security

10. Therapy

10.01 Informed Consent to Therapy

10.02 Therapy Involving Couples or Families

10.03 Group Therapy

10.04 Providing Therapy to Those Served by Others

10.05 Sexual Intimacies With Current Therapy Clients/Patients

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

10.07 Therapy With Former Sexual Partners

10.08 Sexual Intimacies With Former Therapy Clients/Patients

10.09 Interruption of Therapy

10.10 Terminating Therapy

INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of

psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political

factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or

minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate

information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity;

(2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3)

promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in

person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the

information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing,

or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from

actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return

for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could

reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be

sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08,

Debriefing.)

8.08 Debriefing

- (a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.
- (b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.
- (c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

- (a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.
- (b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.
- (c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)
- (d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.
- (e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.
- (f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.
- (g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

- (a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)
- (b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

- (a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)
- (b) Principal authorship and other publication credits accurately reflect the relative scientific or professional

contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of

information on which they based their conclusions and recommendations.

9.02 Use of Assessments

- (a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.
- (b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.
- (c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

- (a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.
- (b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.
- (c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

- (a) The term test data refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of test data. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)
- (b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination

of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term test materials refers to manuals, instruments, protocols, and test questions or stimuli and does not include test data as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and

contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or

significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date Footnote

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 21, 2002, and is effective beginning June 1, 2003. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA web site, <http://www.apa.org/ethics>. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:

American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1959). Ethical standards of psychologists. *American Psychologist*, 14,

279-282.

American Psychological Association. (1963). Ethical standards of psychologists. *American Psychologist*, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. *American Psychologist*, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. *APA Monitor*, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). *American Psychologist*, 45, 390-395.

American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Ethics Code 2002.doc 10/8/02

APPENDIX D

Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations

Guideline for Providers of Psychological Services

to

Ethnic, Linguistic, and Culturally Diverse Populations

Introduction

There is increasing motivation among psychologists to understand culture and ethnicity factors in order to provide appropriate psychological services. This increased motivation for improving quality of psychological services to ethnic and culturally diverse populations is attributable, in part, to the growing political and social presence of diverse cultural groups, both within APA and in the larger society. New sets of values, beliefs, and cultural expectations have been introduced into educational, political, business, and healthcare systems by the physical presence of these groups. The issues of language and culture do impact on the provision of appropriate psychological services.

Psychological service providers need a sociocultural framework to consider diversity of values, interactional styles, and cultural expectations in a systematic fashion. They need knowledge and skills for multicultural assessment and intervention, including abilities to:

1. recognize cultural diversity;
2. understand the role that culture and ethnicity/race play in the sociopsychological and economic development of ethnic and culturally diverse populations;
3. understand that socioeconomic and political factors significantly impact the psychosocial, political and economic development of ethnic and culturally diverse groups;
4. help clients to understand/maintain/resolve their own sociocultural identification; and understand the interaction of culture, gender, and sexual orientation on behavior and needs.

Likewise, there is a need to develop a conceptual framework that would enable psychologists to organize, access, and accurately assess the value and utility of existing and future research involving ethnic and culturally diverse populations.

Research has addressed issues regarding responsiveness of psychological services to the needs of ethnic minority populations. The focus of mental health research issues has included:

1. the impact of ethnic/racial similarity in the counseling process (Acosta & Sheenan, 1976; Atkinson, 1983; Parham & Helms, 1981);
2. minority utilization of mental health services (Cheung & Snowden, 1990; Everett, Proctor, & Cartmell, 1983; Rosado, 1986; Snowden & Cheung, 1990);
3. relative effectiveness of directed versus nondirected styles of therapy (Acosta, Yamamoto, & Evans, 1982; Dauphinais, Dauphinais, & Rowe, 1981; Lorion, 1974);
4. the role of cultural values in treatment (Juarez, 1985; Padilla & Ruiz, 1973; Padilla, Ruiz, & Alvarez, 1975; Sue & Sue, 1987);
5. appropriate counseling and therapy models (Comas-Diaz & Griffith, 1988; McGoldrick, Pearce, & Giordino, 1982; Nishio & Blimes, 1987);
6. competency in skills for working with specific ethnic populations (Malgady, Rogler, & Constantino, 1987; Root, 1985; Zuniga, 1988).

The APA's Board of Ethnic Minority Affairs (BEMA) established a Task Force on the Delivery of Services to Ethnic Minority Populations in 1988 in response to the increased awareness about psychological service needs associated with ethnic and cultural diversity. The populations of concern include, but are not limited to the following groups: American Indians/Alaska Natives, Asian Americans, and Hispanics/Latinos. For example, the populations also include recently arrived refugee and immigrant groups and established U.S. subcultures such as Amish, Hasidic Jewish, and rural Appalachian people.

The Task Force established as its first priority development of the Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations. The guidelines that follow are intended to enlighten all areas of service delivery, not simply clinical or counseling endeavors. The clients referred to may be clients, organizations, government and/or community agencies.

Guidelines

Preamble: The Guidelines represent general principles that are intended to be aspirational in nature and are designed to provide suggestions to psychologists in working with ethnic, linguistic, and culturally diverse populations.

1. Psychologists educate their clients to the processes of psychological intervention, such as goals and expectations; the scope and, where appropriate, legal limits of confidentiality; and the psychologists' orientations.
 - o a. Whenever possible, psychologists provide information in writing along with oral explanations.
 - o b. Whenever possible, the written information is provided in the language understandable to the client.
2. Psychologists are cognizant of relevant research and practice issues as related to the population being served.
 - o a. Psychologists acknowledge that ethnicity and culture impacts on behavior and take those factors into account when working with various ethnic/racial groups.
 - o b. Psychologists seek out educational and training experiences to enhance their understanding to address the needs of these populations more appropriately and effectively. These experiences include cultural, social, psychological, political, economic, and historical material specific to the particular ethnic group being served.
 - o c. Psychologists recognize the limits of their competencies and expertise. Psychologists who do not possess knowledge and training about an ethnic group seek consultation with, and/or make referrals to, appropriate experts as necessary.
 - o d. Psychologists consider the validity of a given instrument or procedure and interpret resulting data, keeping in mind the cultural and linguistic characteristics of the person being assessed. Psychologists are aware of the test's reference population and possible limitations of such instruments with other populations.
3. Psychologists recognize ethnicity and culture as significant parameters in understanding psychological processes.
 - o a. Psychologists, regardless of ethnic/racial background, are aware of how their own cultural background/experiences, attitudes, values, and biases influence psychological processes. They make efforts to correct any prejudices and biases.

Illustrative Statement: Psychologists might routinely ask themselves, ‘Is it appropriate for me to view this client or organization any differently than I would if they were from my own ethnic or cultural group?’

- o b. Psychologists’ practice incorporates an understanding of the client’s ethnic and cultural background. This includes the client’s familiarity and comfort with the majority culture as well as ways in which the client’s culture may add to or improve various aspects of the majority culture and/or of society at large.

Illustrative Statement: The kinds of mainstream social activities in which families participate may offer information about the level and quality of acculturation to American society. It is important to distinguish acculturation from length of stay in the United States, and not to assume that these issues are relevant only for new immigrants and refugees.

- o c. Psychologists help clients increase their awareness of their own cultural values and norms, and they facilitate discovery of ways clients can apply this awareness to their own lives and to society at large.

Illustrative Statement: Psychologists may be able to help parents distinguish between generational conflict and culture gaps when problems arise between them and their children. In the process, psychologists could help both parents and children to appreciate their own distinguishing cultural values.

- o d. Psychologists seek to help a client determine whether a ‘problem’ stems from racism or bias in others so that the client does not inappropriately personalize problems.

Illustrative Statement: The concept of ‘healthy paranoia,’ whereby ethnic minorities may develop defensive behaviors in response to discrimination, illustrates this principle.

- o e. Psychologists consider not only differential diagnostic issues but also cultural beliefs and values of the clients and his/her community in providing intervention.

Illustrative Statement: There is a disorder among the traditional Navajo called ‘Moth Madness.’ Symptoms include seizure-like behaviors. The disorder is believed by the Navajo to be the supernatural result of incestuous thoughts or behaviors. Both differential diagnosis and intervention should take into consideration the traditional values of Moth Madness.

4. Psychologists respect the roles of family members and community structures, hierarchies, values, and beliefs within the client’s culture.

- o a. Psychologists identify resources in the family and the larger community.
- o b. Clarification of the role of the psychologist and the expectations of the client precede intervention. Psychologists seek to ensure that both the psychologist and client have a clear understanding of what services and roles are reasonable.

Illustrative Statement: It is not uncommon for an entire American Indian family to come into the clinic to provide support to the person in distress. Many of the healing practices found in American Indian communities are centered in the family and the whole community.

5. Psychologists respect clients’ religious and/or spiritual beliefs and values, including attributions and taboos, since they affect world view, psychosocial functioning, and expressions of distress.

- o a. Part of working in minority communities is to become familiar with indigenous beliefs and practices and to respect them.

Illustrative Statement: Traditional healers (e.g., shamans, curanderos, espiritistas) have an important place in minority communities.

- o b. Effective psychological intervention may be aided by consultation with and/or inclusion of religious/spiritual leaders/practitioners relevant to the client's cultural and belief systems.
6. Psychologists interact in the language requested by the client and, if this is not feasible, make an appropriate referral.
- o a. Problems may arise when the linguistic skills of the psychologist do not match the language of the client. In such a case, psychologists refer the client to a mental health professional who is competent to interact in the language of the client. If this is not possible, psychologists offer the client a translator with cultural knowledge and an appropriate professional background. When no translator is available, then a trained paraprofessional from the client's culture is used as a translator/culture broker.
 - o b. If translation is necessary, psychologists do not retain the services of translators/ paraprofessionals that may have a dual role with the client to avoid jeopardizing the validity of evaluation or the effectiveness of intervention.
 - o c. Psychologists interpret and relate test data in terms understandable and relevant to the needs of those assessed.
7. Psychologists consider the impact of adverse social, environmental, and political factors in assessing problems and designing interventions.
- o a. Types of intervention strategies to be used match to the client's level of need (e.g., Maslow's hierarchy of needs).
Illustrative Statement: Low income may be associated with such stressors as malnutrition, substandard housing, and poor medical care; and rural residency may mean inaccessibility of services. Clients may resist treatment at government agencies because of previous experience (e.g., refugees' status may be associated with violent treatments by government officials and agencies).
 - o b. Psychologists work within the cultural setting to improve the welfare of all persons concerned, if there is a conflict between cultural values and human rights.
8. Psychologists attend to as well as work to eliminate biases, prejudices, and discriminatory practices.
- o a. Psychologists acknowledge relevant discriminatory practices at the social and community level that may be affecting the psychological welfare of the population being served.
Illustrated Statement: Depression may be associated with frustrated attempts to climb the corporate ladder in an organization that is dominated by a top echelon of White males.
 - o b. Psychologists are cognizant of sociopolitical contexts in conducting evaluations and providing interventions; they develop sensitivity to issues of oppression, sexism, elitism, and racism.
Illustrative Statement: An upsurge in the public expression of rancor or even violence between two ethnic or cultural groups may increase anxiety baselines in any member of these groups. This baseline of anxiety would interact with prevailing symptomatology. At the organizational level, the community conflict may interfere with open communication among staff.
9. Psychologists working with culturally diverse populations should document culturally and sociopolitically relevant factors in the records.
- a. number of generations in the country
 - b. number of years in the country
 - c. fluency in English

- d. extent of family support (or disintegration of family)
- e. community resources
- f. level of education
- g. change in social status as a result of coming to this country (for immigrant or refugee)
- h. intimate relationship with people of different backgrounds
- i. level of stress related to acculturation

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- Task Force on the Delivery of Services to Ethnic Minority Populations:
Charles Joseph Pine, Ph.D., Chair

Jose Cervantes, Ph.D.
Freda Cheung, Ph.D.
Christine C. Iijima Hall, Ph.D.
Jean Holroyd, Ph.D.
Robin LaDue, Ph.D.
LaVome Robinson, Ph.D.
Maria P. P. Root, Ph.D.

These guidelines were approved by the Council of Representatives in August of 1990 during the 98th Annual Convention in Boston, Massachusetts.

(<http://www.apa.org/pi/oema/guide.html>)

APPENDIX E

*Thesis Information
and Forms*

Department of Psychology
Checklist for Master's Students
in Thesis Programs
(Adapted from Graduate College Material)

This checklist describes steps you must complete before finishing your master's program. These steps normally occur sequentially, but some may occur concurrently. Steps 8-11 must be done in order and by the stated deadline. Check off and date each step as you complete it on the Progress Update Form kept in your file in the Psychology Office. For additional information, consult NAU's Graduate Catalog, this Handbook, your program coordinator, or your academic advisor.

_____ 1. Be admitted to regular status.

_____ 2. Meet with your academic advisor and identify program/requirements and possible transfer credits. Find out exactly what you are required to take and identify any previous graduate work that may transfer into your program. Requests for transfer of credits should be in writing and addressed to your program coordinator. (See Appendix A.)

_____ 3. Submit the Petition for Transfer Credit form to the Graduate College, if applicable. If you have been approved by the Program Committee to transfer credit for graduate courses already completed at another university, submit a Petition for Transfer (signed by your adviser) to the Graduate College. You must attach an official transcript showing the courses to be transferred if one is not already on file in the Graduate College. (See Appendix A.)

The regulations pertaining to transfer credit can be found in the current Graduate Catalog and on the Petition for Transfer Credit.

If you plan to complete graduate coursework at another university during your master's program, submit a course description and syllabus to the coordinator of your program for approval before enrolling in the course. You must also provide a schedule showing the dates and times of class meetings for the course you plan to take.

_____ 4. You may want to complete a tentative version of your program of studies. The Department of Psychology has a Two-Year Advising Plan outlined previously in this handbook.

You must complete at least 24 hours of formal coursework, which means courses other than individualized study courses as independent studies, directed readings, and research.

400-Level Courses—You may include up to 8 credit hours of 400-level courses (no more than two 400-level courses) in your master's program with prior approval by your program committee or adviser. Note: In Psychology you can take only 3 credit hours (Applied Health) or 6 credit hours (General Psychology) as cognates (toward the required 42 hours!).

_____ 5. Select your thesis chair (Deadline: End of 8th week of the Spring semester of your first year.) Obtain your thesis chair's signature on the Progress Update Form in your file in the Psychology Office.

_____ 6. Select members of your thesis committee. Deadline: Finals Week of Spring semester of your first year.

In consultation with your research adviser and potential faculty members, select your thesis committee.

_____ 7. In consultation with your thesis chair, prepare your proposal.

_____ 8. Defend your proposal. The Department of Psychology requires a proposal meeting before you can begin work on your thesis. Deadline: 8th week of Fall semester of 2nd year. Fill out the appropriate section of the results on the Progress Update Form in your file and have it put back in your file.

_____ 9. Complete the IRB tutorial, and obtain approval from the IRB. You must have received written approval from the IRB (see previous section in handbook) before you can work with human subjects. Please have a copy of this approval placed in your file.

_____ 10. Begin and complete your thesis research.

_____ 11. Analyze your data.

_____ 12. Write the remaining sections of your thesis (results and discussion), update the literature review, and change tense in your methods section.

_____ 13. Complete your Formal Coursework--You must complete at least 24 hours of formal coursework, which means courses other than individualized study courses as independent studies, directed readings, and research.

Time Limit--You must complete all requirements for your master's degree within a six-year period. If you take courses from other institutions and transfer them to your program at NAU, they must also be taken within the six-year period.

_____ 14. Apply for Graduation.

You should submit the Application for Graduation form to the Graduate College during the semester before you plan to complete your degree requirements, or no later than the deadline published by the Registrar's Office in the Class Schedule. Instructions for the application for graduation and the application itself are available at the following website: <http://www.nau.edu/gradcol/gradreqs.html>. A \$10 fee must accompany your application.

_____ 15. Submit Your Thesis for Graduate College Review.

Submit an unbound copy early in the semester you expect to graduate. This must be done before your oral defense. (See the Checklist for Bindery and Microfilming Requirements in this appendix for specific information about these Graduate requirements.) Expect this review to take at least a week.

Be aware that the Graduate College does not generally review theses during the last two weeks of each semester or between semesters. For more information, contact the Graduate College.

_____ 16. Schedule your oral thesis defense.

Schedule your defense as required by the Department. Be aware that it is helpful to have the defense copy of your thesis in essentially final form when you submit it to your committee. However, you may need to change this "draft" as required by the committee.

At the defense, be sure your committee signs the form titled Report on Final Oral Examination for Master's Degree. Turn in original form to the Graduate Office Specialist to be forwarded to the Graduate College.

A copy of the form will be placed in your file. Also complete the appropriate section of the Results of MA prospectus and Progress Update Form forms and provide to the Graduate Office Specialist.

_____ 17. Submit your Thesis for Second Format Review. This second review should happen right after your defense. (All corrections requested by the Committee should be included.)

_____ 18. Turn in final copies of your thesis.
After making any revisions required by your committee and the Graduate College, turn in your final copies to the Graduate College by the last day of the semester. (See the Checklist for Binding and Microfilming Requirements for more information about turning in your final copies.) This information can be found at: <http://www.nau.edu/gradcol/infocurrent.htm>.

The Graduate College's website is <http://www.nau.edu/gradcol/>.

**Progress Update Form – Department of Psychology
Applications/Reports – Master’s Students
Results of MA Proposal/Prospectus and MA Defense Meetings**

Name: _____ Year entered Program: _____

Address: _____ NAU ID#: _____

Academic Advisor: _____ Program of Study: _____

Thesis Advisor: _____

Advisor Name	Advisor Signature	Date
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Thesis Committee Members: _____

Member Name	Member Signature	Date
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Member Name	Member Signature	Date
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Petition for Approval of Master’s Thesis Proposal _____ Date: _____
Proposed Title: _____

Are human subjects involved? Yes No
If yes, approval by the NAU Human Subjects Review Board is required. Copy of letter in File _____
Student’s Signature

Date approved: _____ Approval #: _____
Thesis proposal approved. Yes No

Thesis Chair Signature: _____ Program Coordinator Signature: _____

Committee: _____

Member Signature	Member Signature
-----------------------	------------------

Results of the Oral Defense of the Thesis _____ Date of Defense: _____

Passed: _____ Failed: _____ Graduation Semester: _____

Final Copy of Thesis: Approved: _____ Disapproved: _____

Thesis Chair Signature: _____ Program Coordinator Signature: _____

Committee: _____

Member Signature	Member Signature
-----------------------	------------------

Northern Arizona University
Report on Final Oral Examination for Master's Degree

Candidate's Name: _____

Degree Title: _____

Major in: _____

Vote of committee: Passed: _____ votes

Failed: _____ votes

(Two out of three votes to pass are required)

Members of Committee:

_____, Chair

_____, Department Chair

Date: _____

Tasks to Complete for your Masters Thesis:

Prepared by Dr. Blankenship

With Input from former (successful) students

1. Get an idea – brainstorm.

Meet with other students, look at articles in journals, talk with faculty, and review old theses on the shelf in the department workroom.

2. Find out interests and expertise of faculty. Look up articles done by faculty.

3. Allocate dedicated time to work on thesis – block out time each week.

4. List specific tasks to be done – “Think global but work local.”

5. Do literature review – identify recent articles through PsycINFO and/or PubMed; track older articles through the references (citations). [Note: When you copy articles, always copy all of the reference pages – you will need them.]

Do web search on the internet.

6. Order articles that are not in Cline Library.

You can use your home computer – learn how from the library.

7. READ articles – you cannot get all you need from the abstract.

8. Get organized – purchase a 3-ring notebook to hold articles. Get dividers to separate articles on various topics.

9. Make a cover sheet to list the important topics: number of subjects; age of subjects – this will be specific to your project as you think about different topics and label the articles based on the categories you are studying.

10. Get APA Publication manual.

11. Get format guidelines from Graduate College.

12. Formulate a research question.

13. Talk with faculty. Identify thesis chair and fill out Progress Update Form. Begin thinking about committee composition. Your committee should complement each other and not be too redundant. Find someone to guide you in the topic; someone with expertise in the topic; someone with methodology and statistical expertise to guide your data analysis. Get the signatures of all committee members on your Progress Update Form.

14. Narrow topic. This is a process of reading, thinking, trying out ideas, and finally focusing. Let the process work.

15. Identify subject population. You want to get done in two years so be realistic about your sample.

16. Pick variables – Independent and Dependent. Will your study be correlational or experimental? Will you be measuring and finding correlations or will you be manipulating something and measuring an outcome?

17. Check on the validity and reliability of all of your measures. If at all possible, use measures that have been validated by other researchers. Consult the “Mental Measurements Yearbook” on-line at the Cline Library website.

18. Write your hypotheses in terms of your independent and dependent variables. Your research question was a general

statement. Your research hypotheses are specific. [E.g., Based on previous research, it is predicted that as participants with high self esteem will produce more creative ideas in a thirty minutes testing session than participants with low self esteem.]

19. Design study: Will subjects be tested more than once? What instruments will be used to measure dependent variables? What coding scheme will you use? How will you analyze the data?
20. Locate apparatus, testing instruments. [At this point you may contact other researchers through e-mail to locate tests they have used in previous research. Always ask if there is a fee and the content of citations that they would like for you to list to acknowledge their development of the test. Commercial tests often have to be ordered through your committee chair because some of the tests, such as the Beck Depression Inventory, are sold only to professional in the field.] However, wait to purchase instruments until your committee has approved your design.
21. Justify the number of subjects you will use, either with a power analysis (for experimental design) or by counting the number of variables and allotting from 6-20 subjects per variable included in the correlational study.
22. Write prospectus or proposal. Work with your committee chair. Check with him/her before giving the prospectus/proposal to other committee members. Your chair will want to make sure that the prospectus is in good shape before others are asked to read it. Submit request to department for funds or assistance.
23. Work with chair to refine the prospectus/proposal. Check in with the rest of the committee periodically and offer to let them read a draft if they want.
24. When you and your thesis chair are satisfied that the prospectus/proposal is ready, give copies to other committee members and schedule proposal defense meeting. Give committee members at least two weeks lead-time.
25. Arrange a room for the thesis meeting with the Dean's Office.
26. Prepare for meeting. You will be making a presentation. Prepare handouts and diagrams. A PowerPoint presentation is impressive but make sure the equipment you will need is available – and check it out ahead of time. [Don't wait until the day of the defense to try out your presentation in the room you have scheduled!] Remember, your committee has already read your thesis proposal, so keep the presentation brief.
27. Get approval from committee for thesis research; respond to any suggestions for changes to design and re-write the proposal. There are forms in the department office that you need to have your committee sign to verify your successful completion of the defense. You will have to fill out the Progress Update Form at this time, too, so take it to the meeting for your committee to sign.
28. Check availability of subjects. Some subject populations will require written verification of availability, e.g., school children, before you can submit your IRB form.
29. You must also complete the IRB Tutorial before you can submit your project for approval. This is available on-line.
30. Submit IRB form including subject consent form and any instruments you are using. Wait for approval in writing before running subjects.
31. Prepare procedure and material. Purchase supplies. Purchase copyrighted instruments. Reproduce non-copyrighted materials. Compose script for running subjects. Write computer program to present stimuli and gather data.
32. Pilot test your study. Run your thesis chair as a subject. Run your friends. Run an enemy. (Just kidding!)
33. Obtain data following these steps.
34. Schedule room for running subjects.

35. Schedule subjects. Contact subject or put up sign-up sheets. (In psychology there is a required format – see the department secretary. There is also a defined way of reporting research credit for students in introductory psychology classes. You can get the most up-to-date information from the department secretary.)
36. Run subjects. Have them sign consent form first. Do Procedure. Then de-brief. Always thank them for their time and cooperation and to not divulge the nature of the study to other potential subjects.
37. Code data and enter data into computer. Make out codebook detailing variables, range of scores, and the meaning of categories. When coding categories, use letters, such as ‘M’ for Male and ‘F’ for Female rather than number ‘1’ and ‘2’. You can always have the computer recode the letters and you stand less chance of forgetting what M and F stand for than what 1 and 2 stand for.
38. Determine if you have outliers in your data. Extreme scores can be eliminated but work with your committee to decide what to do with outliers.
39. Analyze data.
40. Interpret results.
41. Write results and conclusion section of your thesis. Rewrite the introduction and methods section of the proposal and put all future tense statements into past tense. Edit and re-edit. Proof read.
42. Work with your thesis chair until he/she is satisfied that you are ready to defend your thesis. If specific questions come up, consult with the other members of the committee.
43. Submit your thesis for format checking to the Graduate Office. Give your committee members a copy of the thesis at least two weeks prior to defense. Schedule room and any audio-visual equipment you will need. Thesis defenses are not to be scheduled during finals week of any semester, nor are they to be scheduled during the summer. No refreshments are allowed at the defense. No gifts or gift certificates should be given to committee members.
44. Defend thesis. Again, you will be making a presentation and answering questions. Be prepared to leave the room at the beginning of the meeting while the committee decides if the thesis is ready for defense. Then be prepared to leave again after the presentation and questioning while they decide your fate. Try to relax.
45. Have committee sign necessary documentation in blue ink. Check with the department office about what all is required. This is another time that the Progress Update Form must be filled out and signed by your committee.
46. Work with your chair to make any adjustments suggested by your committee.
47. Pass final formatting checks. Order your graduation regalia.
48. Party!!

Last updated August 3, 2004

BINDERY AND MICROFILMING CHECKLIST

NAME _____ DATE _____

To meet Graduate College requirements, you must correct any items checked on this form before turning in the final copies of your thesis or dissertation. (If nothing is checked, no changes are required by the Graduate College.)

The Graduate College strongly encourages you to review your document thoroughly for formatting, editorial, and stylistic consistency, which is beyond the scope of these requirements. **For information about such issues, contact your department.**

REQUIREMENTS

Parts of Document—Rearrange so checked page(s) are in the following order:

- _____ title page
- _____ abstract (optional in creative works)
- _____ copyright page (if applicable)
- _____ acknowledgments (optional)
- _____ table of contents
- _____ list of tables (if there are tables in document)
- _____ list of figures (if there are figures in document)
- _____ list of plates (if there are plates in document)
- _____ dedication (optional)
- _____ preface (optional)
- _____ text, divided into chapters
- _____ bibliography (may be called literature cited, references, etc.)
- _____ appendices (if applicable)

Margins

- _____ Correct so left margin is at least 1 1/2" on all pages.
- _____ Correct so right, top, and bottom margins are at least 1" on all pages.

Title Page (see samples on reverse side)

- _____ Reduce title to no more than 15 words.
- _____ Spell out any abbreviations, symbols, or formulas.
- _____ Change this wording to:

**A Thesis [or Dissertation]
Submitted in Partial Fulfillment
of the Requirements for the Degree of**

- _____ Change the name of your degree to _____.
- _____ List committee members' names and terminal degrees below the signature lines. Insure the

committee chair is listed as chair and listed first. (Note: When your committee members sign the title page, they should sign in blue ink.)

_____ Assuming that you submit your final copies by _____, the date on this page must be _____.

Abstract (See sample on reverse side)

_____ Make sure the abstract title includes the word abstract, the document title, and your name as it appears on the title page.

_____ Make sure the title is worded exactly as it is on title page.

_____ Make sure the text of the abstract is no more than 350 words.

Pagination

_____ Make sure all pages are numbered consecutively (the title page is counted, but not numbered).

Text

_____ For optimal readability, double-spaced text is preferred (except for long quotations, footnotes, table titles, figure captions, and entries in the bibliography, which may be single-spaced). With the permission of your adviser, however, you may submit the final copies of your thesis or dissertation single-spaced.

_____ Change the type to 12 points or larger.

_____ Make sure the type is consistently dark and clear.

Oversized Pages

_____ On pages for tables or figures that are larger than 8 1/2" x 11" make sure the fold is inset 1/4" from the right margin (so the fold isn't cutoff in the binding process). See attached instructions.

Appendices

_____ Make sure any previously copyrighted material is preceded by a letter from the copyright holder indicating you have permission to use the material in your document.

Registration for Credit Hours

_____ You must be registered for thesis (699) or dissertation (799) hours this semester. You can register via the web at www.nau.edu/Louie. Contact your academic department to obtain the correct sequence number. (Be aware that you must be registered every semester until you turn in your final copies.)

After correcting all items checked on this form, you may prepare your final copies. If nothing is checked on this form, no changes are required.

You should read the attached instructions carefully: It has all the information you need to prepare your final copies and complete this process.

To graduate this semester, you must submit your final copies to the Graduate College by _____ at the latest.

Remember that the Graduate College will not accept your final copies if the changes identified on this checklist are not made.

rev. 12/2002

TURNING IN FINAL THESIS COPIES

After the Graduate College's format editor has reviewed your thesis for compliance with the university's format requirements, and you have made any corrections noted on the format checklist, these are the last steps you must take to meet the Graduate College's thesis requirements.

Please note that making your final copies requires a great deal of care. These copies will be bound to create a permanent record of your culminating graduate work at NAU. If the final copies you turn in have errors, they will be bound with errors in place.

1. All pages, including the signed title page, must be on white 25% cotton, 20pound paper. Heavier paper is acceptable. (This archival-quality paper has a watermark on it saying "25% cotton." You can hold it up to the light to confirm that the watermark is there.)

2. Check your copies to make sure:

- All pages are present and in order.
- No pages are backward or upside down.
- No pages were photocopied crooked.
- The margins are correct on each page.
- All pages are legible and of uniform darkness.

3. Put each copy of your thesis in separate manila envelopes (10" x 13", for example; or larger, if needed). On each envelope, put your name in the upper right corner. (If you have plates for the bindery to fold and place in a pocket at the back of your book, please submit the plates rolled in a mailing tube with your name on it.)

4. Turn in your final copies to the Graduate College's thesis coordinator by the last day of the semester at the latest. Three copies are required by the university—except for students in biology, chemistry, forestry, and geology, who are required to turn in four copies. At least one copy must have the original title page, on 25% cotton paper, with the signatures of your committee members in blue ink. (All other copies can have photocopies of the signed title page, as long as they are also on 25% cotton paper.)

The copy with original signatures will be retained in NAU's archives; the second copy will be available for circulation in the Cline Library; the third copy will be retained by your department. (In departments that require a fourth copy, that copy will go to your major professor.)

You may turn in as many additional copies as you wish to have bound; however, all copies must be identical. (Please note: We can't guarantee that any particular book will be distributed to a particular location; that's why all copies must be identical.)

5. When you submit your final copies, you must also present a receipt from the Bursar's Office (first floor, Gammage Building, building #1), **showing that you have paid the following fees:**

- **binding—\$17 per copy (Required** of all students)
- **mailing—\$5* per copy (Optional.** For any bound books, beyond those required, that you want the Graduate College to mail off campus for you)

**These fees were correct as of August 2002.*

If you aren't in Flagstaff and can't pay your fees in person, you may send your check (made payable to NAU) directly to the thesis coordinator with your final copies.

After you turn in your final copies and your receipt, the Graduate College will submit a grade change (from In-Progress to Pass) to the Office of the Registrar for your thesis (699) hours. Assuming you have no other pending or incomplete coursework, this grade change signals the completion of your degree requirements. The Registrar then awards your degree at the end of the semester; you should receive your diploma in the mail approximately eight weeks later.

Immediately after the semester ends, the Graduate College sends all final copies to the bindery. Approximately two months later, the copies are returned as bound volumes. The thesis coordinator delivers two copies to the library (one copy for NAU's archives and one copy for general circulation), and one copy to your department. Any copies for which you have paid the mailing fee will be shipped to the addresses you've specified. If you have copies to be picked up, you will be notified by telephone that they are available at the Reception Desk in the Graduate Office.

Note: If you wish to register the copyright of your thesis, contact the U.S. Copyright Office at 202-707-8250, or visit their web site (<http://lcweb.loc.gov/copyright/>).

For more information about completing a thesis, see the Graduate College's web pages (www.nau.edu/gradcol/current/td/index.html).

APPENDIX F

IRB Information

Research Guidelines
Psychology Department
Northern Arizona University

Northern Arizona University and the Department of Psychology are dedicated to excellent in teaching, research, and public service. As part of this commitment, the University requires research to be conducted with the highest possible ethical standards. Whenever humans are participants in research and research-related projects, the University is guided by national and international codes of ethical and legal standards located in these documents.

It is very necessary that research be conducted under the rules and regulations of the Institutional Review Board (IRB). All procedures, guidelines, and applications are available at the following website address:

<http://www4.nau.edu/ovp/irb/index.htm>

APPENDIX G

*College of SBS
Student Research
Travel Application*

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*Office of the Vice Provost
Student Research
Travel Application*

**COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
STUDENT APPLICATION FOR CONFERENCE TRAVEL**

Application must include a letter detailing the nature of travel (conference presentations, data gathering, etc.), location, dates, BUDGET, and expected outcomes. For budget information, please work with the travel specialist in your department. As funding is limited, students are encouraged to submit applications early. Students are eligible for travel funding once a year. Priority will be given to students who are presenting a paper/poster or participating in research activities.

Applicant: _____ Student ID#: _____

Department/Program: _____

Student Status: _____ Undergraduate _____ Graduate

Mailing Address: _____

Phone #: _____ E-Mail Address: _____

Destination: _____

Departure Date: _____ Departure Time: _____ a.m./p.m.

Return Date: _____ Return Time: _____ a.m./p.m.

Purpose of Travel: _____

Are you expecting additional funding from other areas? _____ If yes, please list areas and amounts awarded: _____

Obtain major advisor and department chair approval prior to submitting to the dean's office.

Major Advisor Approval: _____ Date: _____

Department Approval: _____ Date: _____

Dean's Office Use

Amount Awarded: _____

Area/Orgn: _____

Dean's Signature: _____

Date: _____

Distribution: 1 copy to Business Manager; Original to department office

Office of the Vice Provost - Research and Graduate Studies
Student Research Travel Application

Please refer to the following website for guidelines and applications for student research travel funded by the Office of the Vice Provost.

<http://www4.nau.edu/ovp/internalfunding.htm>

APPENDIX H

Psychology
Graduate Fieldwork
PSY 608

FIELDWORK: PSYCHOLOGY 608
Suzanne Daiss, Ph.D., Fieldwork Coordinator

Psychology 608, Fieldwork, is an elective part of the Applied Health Psychology Curriculum and is open to students in the General Psychology Program as well. Sites for the General students will differ from the Applied program to be more consistent with the training and goals of these students. The purpose of fieldwork is to give students an opportunity to work in a “real life” setting, interact with colleagues and supervisors, and to learn how agencies and programs operate. It also gives students a chance to try out an area in their field (for example, health promotion, program evaluation, or behavioral medicine) to see if they are interested in seeking a job in that area.

The semester/s the students are enrolled in fieldwork, they attend bi-weekly classes with the other fieldwork students and the Program Coordinator. Students discuss what they are learning at their sites, share information with the other students, give presentations, and discuss any difficulties. The Program Coordinator will also meet with each student individually several times during the semester and is available to help the students with issues related to their fieldwork. The Program Coordinator is not the primary supervisor for the students, but rather a coordinator of activities. Each site has a supervisor who meets with the students weekly, assigns their duties, and supervises their work.

Applied Health Psychology Students

Three hours of fieldwork are included in the Applied Health Psychology program as part of the applied components (the other being practicum). Students, in conjunction with the Fieldwork Coordinator, review a list of current sites and select several which interest them. The semester prior to enrolling in fieldwork the Coordinator and students set up interviews for the students at the fieldwork sites. *Students are not to contact fieldwork sites on their own* without permission from the Fieldwork Coordinator. The fieldwork site supervisor may choose to select or decline a student applying for that slot. It is important to start thinking early about the type of fieldwork placements that interest you, and to begin communicating with the Fieldwork Coordinator. Obviously, not everyone can work in the same place in the same semester. The Fieldwork Coordinator, the Program Coordinator, and the Department Chair will be working together with the students to place roughly equal numbers of students into the fieldwork and practicum slots in the second, third, and fourth semesters of the program. Students are not eligible for fieldwork or practicum their first semester. One semester of both fieldwork and practicum are required, and many students opt to take additional hours in either or both. Some fieldwork sites prefer a two semester commitment, such as the NAU employee assistance program on campus.

I look forward to working with each of you in fieldwork.

APPENDIX I

PSY101 Subject Pool

DEPARTMENT OF PSYCHOLOGY PARTICIPANT POOL RESEARCHER INSTRUCTIONS

REGISTERING FOR THE FIRST TIME

1. Visit the website: (<https://experimentrak.net/nau/>)
2. Click the tab labeled “Researchers”
3. Enter the following information:
 - a. First name
 - b. Last name
 - c. Title (e.g., “Graduate Student”)
 - d. Department (e.g., “Psychology”)
 - e. Phone number where participants can contact you
 - f. E-mail address
(you must use your account ending in @dana.ucc.nau.edu)
 - g. Your desired password
(Note: although you are using your NAU e-mail address, this should NOT be your NAU password. This system is independent of NAU, and it is recommended that you choose a unique password for this system. Also, note that your password is not private. It is visible to the participant pool coordinator. Therefore, you should choose a DIFFERENT password from your NAU password.)
 - h. Re-enter your desired password
 - i. Click on “Research Policy” and carefully read the researcher guidelines
 - j. Check “Yes” to indicate that you have read and understand the research policy.
 - k. Click “Submit Registration”
4. An e-mail message will be sent to you to verify your account.
Follow the link and instructions in the e-mail to verify your account.
5. Upon verifying your account, you must wait for the participant pool coordinator to approve your account. You may contact the coordinator via the website if you require immediate verification.

LOGGING IN ONCE APPROVED

1. Visit the website: (<http://nau.experimentrak.net>)
2. Click the tab labeled “login”
3. From the pull-down menu next to “Status” choose “Researcher”
4. Enter your full e-mail address (e.g., xxxx@dana.ucc.nau.edu)
5. Enter your password
6. Click “login”

CREATING A NEW EXPERIMENT

1. Log in (see above)
2. For lab studies (i.e., an “in-person” study), follow the instructions below. For web-based studies, contact the participant pool coordinator for assistance.
3. To set up a lab study, click the tab labeled “[lab studies](#)”
4. For a new lab study, click on “[NEW](#)” which is under the heading “[Your lab experiments.](#)”
 - a. Note: You will be asked for the following information prior to continuing:
 - i. IRB approval number
 - ii. A title for your experiment that will be visible to students
 - iii. duration of experiment (in minutes)
 - iv. supervisor of experiment (this may be you if you are faculty or your advisor if you are a grad student)
 - v. contact name, phone, and e-mail (this is visible to participants)
5. When you are ready to proceed, click “[Build Experiment](#)”
6. You will first be asked to enter the following:
 - a. IRB approval number
 - b. Experiment Title
 - c. Click “[continue](#)”
7. You will next see the following fields (move the mouse over the “?” next to each field for more info):
 - a. Experimenters: highlight the experimenters who are part of this study. Note: individuals you select will have full access to study information, time slots, etc.
 - b. Duration: enter duration in 30-minute intervals (30m, 60m, 90m, etc.)
 - c. Close time: how many hours prior to the scheduled start of an experiment do you want to no longer allow new sign-ups?
 - d. Auth code: if you want, you can restrict sign-ups to only those with a code of your choosing
 - e. Credit: from the pull-down menu, allocate credit according to the following:
 - i. 30 minutes = 0.5 credits
 - ii. 60 minutes = 1.0 credits
 - iii. 90 minutes = 1.5 credits
 - iv. etc.
 - f. Compensation: enter any monetary compensation, or leave at \$0.00
 - g. Comp method: ignore this field
 - h. Supervisor: enter the faculty supervisor for the experiment
 - i. Contact name: who should participants contact regarding this experiment?
 - j. Contact phone: phone number for contact person
 - k. Contact e-mail: e-mail for contact person
 - l. Description (optional): If you would like to enter a brief description of the study that will be visible to participants, enter it here.
 - m. Criteria (optional): If you wish to list any criteria that will be visible to participants (e.g., “open to men only; corrected vision only”) enter it here. Theoretically, participants should only sign up if they meet these criteria, but they will be self-screening.
 - n. Prequalifiers (optional): Are there any experiments participants must complete prior to doing your experiment?
 - o. Nonqualifiers (optional): Allows you to disqualify students from participating if they have completed a particular prior experiment.

- p. Info URL (optional): Allows you to provide a link to a web site with more info about the experiment.
 - q. Debriefing (optional): This only applies to web/online studies. Leave blank.
 - r. Administrative notes (optional): Allows you to enter notes that will be visible to you, other researchers who are part of the experiment, and to the pool coordinator.
 - s. When finished, click "continue"
8. Note: at this point, your experiment will be "active" but will not yet be "visible" to students. To make your experiment visible and add time slots, see the next two sections.

CREATING TIME SLOTS FOR PARTICIPANTS

1. Click the tab labeled “[lab studies](#)”
2. A list of your studies (studies that list you as “researcher”) appears.
3. Click “[select](#)” next to the experiment for which you want to post sign-ups or view the details of
4. Click the “[time slots](#)” tab from the top of the screen
5. To add times slots, use the pull-down menu that reads “----select----“ and select “[Add Bulk Timeslots.](#)” This option allows you to add from 1 to 50 sign-ups for any time and date you specify. You will enter information in the fields below:
 - a. Create: how many openings do you want to offer at a time (e.g., 1 participant, 2 participants, etc.)?
 - b. Date: enter the date of your experiment
 - c. Time: enter the time of your experiment (24-hour clock)
 - d. Location: you can select the room of your experiment from the pull-down menu, or add a new location (you will need to add a new location if no researchers have used the same room previously). Click “Add location,” directly beneath the word “location” to specify the room of the experiment.
 - e. After entering the information above, click “Add” to create the time slots.
6. You will see a list of available time slots. You may “[delete](#)” a time slot, or you may click “[fill slot](#)” if you already know of a particular student who wants to participate. Note: the time slots will only be viewable by potential participants after you make your experiment visible (see below).

MAKING YOUR EXPERIMENT VISIBLE TO STUDENTS

1. Click the tab labeled “[lab studies](#)”
2. A list of your studies (studies that list you as “researcher”) appears.
3. Under the heading “status” are the following pieces of information:
 - a. “A” indicates an active experiment
 - b. “H” indicates a hidden experiment (not visible to participants)
 - i. to make your experiment visible to participants, click the “H” and it will change to a “V” (it is now visible to participants)
 - ii. to hide your experiment, click the “V” and it will change back to “H” (it is no longer visible to participants)

CHANGING YOUR PASSWORD & PROFILE

1. Log in (see above)
2. In the top-left part of the screen, beneath the “Northern Arizona University” logo, you will see a small “address card” icon (next to your name & e-mail address). Click the icon to change your profile settings, including your password.

RESEARCH POLICY

Please read the following guidelines before submitting your registration. Note that some of the following guidelines have changed from previous semesters. After acknowledging that you have read these guidelines, your registration will be sent to the system administrator for approval. Once the system administrator approves your account, you will be able to post sign-ups for your research studies.

Participant Pool Guidelines

1. For every $\frac{1}{2}$ hour of research participation, students are to be awarded $\frac{1}{2}$ credit point. For example, if your experiment lasts 1 hour, students should be given 1 credit point for participating. Note that this system replaces the previous credit system.
2. Credits are rounded up to the nearest $\frac{1}{2}$ hour.
3. Individuals are free to withdraw from a study at any time. Individuals who choose to do so will be awarded credit for the experiment using the system above.
4. It is your responsibility to award credit to your participants in timely manner upon completion of the session. Credit can be awarded by logging in and viewing your experiment.
5. Participants who fail to attend an experiment without canceling three hours prior to the start of the experiment will be penalized with a deduction of points equal to the point value of the experiment. It is your responsibility to add or deduct credit from participants in your experiment. Credit can be awarded by logging in and viewing your experiment.
6. If an experimenter does not show within ten minutes following the scheduled start time of a session, participants must be awarded full credit for participation. Please be on time!
7. An experiment option must be available for each study. This option must be equal in time and credit to the study procedure (e.g., if the experiment lasts 1 hour and is worth 1 credit, the optional procedure should take 1 hour and be worth 1 credit). The character of this option is left to the researcher, but experiment options often take the form of reading an article or chapter (ideally related to the present research) and summarizing the article or answering specific questions regarding the reading. Researchers may present the option in a variety of ways, including but not limited to: 1) allowing participants to sign up for time slots and electing to choose the optional procedure at the time of the study session; or 2) providing specific optional study session times when all who are interested in the optional procedure may complete this procedure en masse.

APPENDIX J

*Writing Your
Vita*

Tips on Creating an Academic Vita

An academic vita is a summary of your professional training and background; it serves much the same purpose as a résumé in the business world. In other words, a vita is an autobiographical account that provides the information on which a preliminary decision is made whether to admit you to a program or hire you for a job. Largely on the basis of your vita -- and the cover letter accompanying its submission -- your application will be rejected outright, put into a doubtful category, or considered worth exploring. If the latter occurs, your vita has succeeded.

The main thing to keep in mind when preparing a vita is that it will stand in for you during the initial phase of screening hundreds of applicants. It conveys who you are and what the graduate program or employer will get if you are chosen. You should not depict yourself as a good student or an outstanding research assistant, but as a promising professional.

Although your vita should follow a fairly standard format, it should also distinguish you from the other applicants whose materials float with yours in the Sea of Anonymity. Include all information that you honestly believe will help someone judge whether you are qualified, but keep your vita focused. It is better to develop several versions of your vita than to send an unfocused vita with every application.

~ Several Do's and Don'ts in Vita Preparation ~

- 1. DO** make your vita a clear and concise summary of your professional qualifications. Like any good writing, every word should count.
- 2. DO** try to obtain copies of several vitae from individuals who are at your stage of professional development or slightly ahead. One of the best ways to construct a vita is by seeing how others have done it.
- 3. DO** take the time to create an elegant and inviting format, and be sure to laser print the final product on high quality paper. Style matters, and your vita should appear professional, uncluttered, and friendly to the eye.
- 4. DO** be sure to check the vita carefully for mistakes and typographical errors. Without exception, it must be absolutely error-free.
- 5. DO** have your faculty adviser, colleagues, family, and friends look over your vita before you send it out. They will undoubtedly spot weaknesses you have overlooked and may be able to suggest ways of overcoming them.
- 6. DON'T** give the appearance of padding your vita by including such things as extra-wide margins, high school accomplishments, or excessive detail about your research and teaching experience (e.g., details associated with running an experiment, such as "I contacted participants, scheduled them for sessions...").
- 7. DON'T** list irrelevant personal information such as height, weight, health, or military status. Listing your age, marital status, or the number of children you have is optional (unfortunately, such information

can invite discrimination, particularly against female applicants), and excessive details should be avoided (e.g., names and ages of children). Listing hobbies and outside interests is also optional and should only be done if you feel it will enhance your image as a well-rounded professional.

8. DON'T list categories that have only one item (with one exception: a section entitled "Publication" is acceptable for listing a single publication).

9. DON'T use category subheadings that are more ambitious than their content (e.g., "Articles, Publications, and Grant Proposals" followed by only one grant proposal). Later in your career, you can add some of these sections (for example, "Professional Activities" might include editorships, memberships in academic or grant-reviewing committees, consulting work, and so on).

<http://www.socialpsychology.org/vitatips.htm>

Sample Template for Creating an Academic Vita

**Date: Month, Year
(Update semi-annually)**

Vita Your Name

[School Address]
Department of Psychology
University
City, State, Zip
Office Phone: (with area code and extension)
E-mail Address

[Home Address]
Apartment
Street Address
City, State, Zip
Home Phone: (with area code)

Personal Information

Born: Date, Place
Citizenship: (usually reserved for foreign applicants or international jobs)
Social Security Number: (optional -- may be useful for administrative purposes)
Marital Status: (optional)

Education

B.A., Major Field, Year Received or Expected, University, City, State
M.A. or M.S., Field, Year Received or Expected, University, City, State
Ph.D., Field, Year Received or Expected, University, City, State

Honors and Awards

This is the place to list academic honors, graduation prizes, fellowships, scholarships, writing prizes, and so forth. List each award, the granting institution, and the date awarded (Note: if all your awards are graduation honors, then omit this category and subsume the information under Education).

Association Memberships

In this section, list all memberships in:

Psychology associations such as APA and APS,
APA divisions (e.g., Society for the Psychological Study of Social Issues),
International groups (e.g., International Society of Political Psychology),
Honors societies (e.g., Psi Chi, Phi Beta Kappa, Sigma Chi, Phi Kappa Phi),
Science groups (e.g., American Association for the Advancement of Science),
Other professional organizations that link you with an interest or area of specialization.

Professional Experience

Beginning with your college years, list all work you have done that is relevant to the program or position you are applying to. Include research positions with project titles and supervisors, and optionally, a brief description of the duties you performed. This is also a good place to list any consulting, manuscript reviewing, or editorial experience you have (or, if you have had extensive experience in one of these areas, you can form a separate category for *Research Experience, Consulting Activities, Ad Hoc Reviewing, or Editorial Experience*).

Research Interests (usually for graduate applicants and prospective professors)

Briefly summarize your research interests with 4-6 key descriptors ranging from the very general to the very specific. For example, "I have broad interests in social and political psychology, particularly the resolution of international conflict. Specifically, I am interested in the role that decision heuristics and biases play in Arab-Israeli relations."

Current Research (usually for graduate students and prospective professors)

Describe your current research in one or two paragraphs. This will often be an overview of your thesis work. If you are working in more than one area, summarize each project in a separate paragraph. Conclude with a brief statement describing your future program of research for the next five years or so.

Teaching Experience (usually for teaching positions or prospective professors)

List any courses you have taught, co-taught, or assisted with as a TA. If you received strong teaching evaluations, consider attaching a separate sheet with a statistical summary and 5-10 examples of the most positive praise you have received. Also, faculty job candidates should list 4-6 courses that they are prepared to teach if hired (from the most general courses to advanced courses and specialized seminars). For example, a prospective assistant professor of social psychology might include the following statement:

I am prepared to teach the following courses:

- Introductory Psychology
- Social Psychology
- Introduction to Statistics
- Research Methods in Social Psychology
- Seminar on the Psychology of Prejudice and Discrimination

Professional Presentations

List the titles of talks given to professional audiences, the sponsoring organizations, the places, and the dates.

Publications and Papers

If you are a young professional, this is the heart of your vita -- so be big hearted! List references in APA format according to date (including unpublished manuscripts or papers in press). Be careful, though, not to list any papers you are unprepared to make available if requested.

References

List the names, titles, and addresses of 3-4 people whom you have already asked to serve as references for you.

<http://www.socialpsychology.org/vitasamp.htm>

<http://www2.sjsu.edu/faculty/gcallaghan/graduate/vita.html>

APPENDIX K

*Disclosure of
Social Security Numbers*

Disclosure of Social Security Numbers

A copy of the regulations regarding disclosure of social security numbers is on file in the Psychology Office. See the Office Specialist in charge of the Graduate Records if there are any questions or issues arising about social security numbers.

The rule of thumb is: **Social Security Numbers are Private.**

APPENDIX L

Graduation

Department of Psychology
STEPS IN APPLICATION FOR GRADUATION
For Graduate Students
(Should be initiated the semester before completion of coursework.)

Instructions for the application for graduation and the application itself are available at the following website: <http://www.nau.edu/gradcol/gradreqs.html>. A \$10 fee must accompany your application.

1. Complete Graduation Application form.
2. Pick up copy of current NAU transcript from Records in Gammage Administration Building Office.
3. Take your Graduation Application and your completed Program of Studies Form (available in your file in the Psychology Office – you should have been filling this out as you took courses) to your academic advisor and have him/her sign.
4. Take your Program of Studies form to the Graduate Program Coordinator (K. Laurie Dickson) to have it signed.
5. Have the Department Chair (Heidi Wayment) sign your Graduation Application Form.
6. Take the Application and Program of Studies form to the Graduate Office Specialist who will make copies for your file.
7. Pay \$10.00 application fee to the Business Office in Gammage.
8. Bring signed application form, receipt for fee payment, current transcript, and program of studies form to the Graduate Admission Office – Ashurst Building #11, Room A107.
9. Complete your coursework and your thesis; be sure your Progress Update Form in you file is completed; then you can graduate.

**APPLICATION AND INSTRUCTIONS
FOR COMPLETING THE APPLICATION FOR GRADUATION
MASTER'S PROGRAM**

<http://www.nau.edu/gradcol/graduationapp.pdf>

IMPORTANT DATES FOR GRADUATE STUDENTS TO KEEP IN MIND

<http://nau.edu/gradcol/importantdates0506.pdf>

APPENDIX M

Useful Website Addresses

The Graduate College: <http://www.nau.edu/gradcol/>

NSF Fellowships: <http://www.nsf.gov/home/sbe/>

Scholarship Information: <http://www4.nau.edu/finaid/scholarship/>

IRB Information: <http://www4.nau.edu/ovp/irb/index.htm>

Louie: <http://green.ucc.nau.edu/louie/>

APA: <http://www.apa.org/students/>