

## **DEPARTMENT OF PSYCHOLOGY**

**American University -- 321 Asbury**

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**202-885-1710**



# **Graduate Student Handbook 2008-2009**

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## INTRODUCTION: GRADUATE PROGRAMS IN PSYCHOLOGY

The Psychology Department of American University offers two graduate programs. One program, leading to the Ph.D. in Psychology, has separate tracks in Clinical Psychology and Behavior, Cognition & Neuroscience (BCAN). The Clinical Program is accredited by the American Psychological Association. The other, leading to the M.A., has a track in General Psychology and specialty tracks in Personality/Social and Biological/Experimental psychology. Each program and track within it has a separate application procedure.

A student accepted to graduate study at American University is expected to be a member of our psychology community. This concept of community implies an atmosphere in which people provide mutual support rather than competition, communication rather than isolation, and stimulation rather than disinterest.

Each graduate student will be assigned to an advisor before arriving at school. The advisor and student should work together to develop an individual program of study. The student has the option of changing advisors at any time, provided the student receives a commitment from another faculty member who is willing to advise him or her.

Whereas the advisor is the best resource for a student to consult in planning the choices made in trying to get the most out of graduate training, this handbook spells out the rules that constrain those choices. Some of the needed information is program-specific and is detailed in separate sections for M. A. students, Clinical Ph.D. students, and Behavior, Cognition & Neuroscience (BCAN) Ph.D. students. There is also a general section at the end covering material that cuts across programs, such as the committee structure of the department, rules for testing out of courses, a list of faculty, grievance regulations, and so on. This handbook is revised annually by the chair of the Graduate Curriculum Committee (GCC), and suggestions for improving its clarity and user-friendliness are always welcome.

## WHAT HANDBOOK APPLIES TO ME?

Graduate students should follow the requirements in the most recent handbook published prior to their entrance into the program. Minutes of the GCC and of the department council are published electronically after each meeting.. If you're going to be away (e.g., on internship), arrange to have notices sent to you. Copies will always be on file with the

Departmental administrative assistant for you to check. It is your responsibility to keep up to date.

## **M.A. PROGRAM REQUIREMENTS**

### **Course Work**

Please see the General Information section of this handbook for more information about courses (prerequisites, testing out, etc.).

	<u>Units</u>
9 courses (including statistics and other required courses)	27
2 research courses	6
A pass on one written General Comprehensive examination	---
Total units	33

### Transferring in Courses Taken Elsewhere Prior to AU Enrollment

Masters students may transfer in up to 3 courses from other schools, and up to 4 courses taken at American University, but no more than 6 courses total.

Transfer credits must be approved by the Graduate Curriculum Committee and supported by the student's academic advisor or by the director of the masters program.

### Taking Courses Elsewhere While Enrolled at AU

Masters students may take a maximum of 6 credits outside the department. This limit and the permission process described next refer to courses taken in other departments at American University or through the Consortium. They do not refer to courses transferred in from other universities prior to beginning graduate work or to statistics courses taken in the AU Department of Mathematics and Statistics.

Permissions needed by Masters students to take courses elsewhere vary by type of course, as follows:

--any student who wishes to take a statistics course elsewhere must have the permission of the Departmental Statistician, Scott Parker.

--for any course, students must have the permission of the advisor and of the instructor (if any) of the same course at American.

--for required (not elective) courses, students must have approval from the GCC.

Thesis and Non-Thesis Options

Those who choose the thesis option must also take Masters Thesis Seminar and Masters Thesis Research. *Directed Research* can be a pilot for the Masters Thesis research, but cannot be the same project as the Masters Thesis research. For the thesis option, students must have a faculty thesis advisor.

Students in the M.A. program must take one statistics course STAT-514 or higher and MA students must earn a C or better in any statistics course taken. Note that Stat-514 does not count toward the A.U. Ph.D. statistics requirement.

Aside from the requirements listed above, MA program course requirements differ by track, as follows:

(I) Masters Program: General Track

(a) Two courses from:

- PSYC-505     Advanced Personality Psychology
- PSYC-514     Industrial/Organizational Psychology
- PSYC-521     Ethnic and Minority Issues in Psychology
- PSYC-540     Advanced Social Psychology
- PSYC-545     Psychology of Sex Similarities and Differences
- PSYC-551     Psychopathology
- PSYC-560     Advanced Child Psychology
- PSYC-570     Behavioral Medicine
- PSYC-596     Advanced Topics courses such as Forensic Psychology
- PSYC-630     Psychotherapy: Theory, Research, and Practice
- PSYC-633     Psychological Assessment I
- Any one graduate seminar in clinical, personality, or social psychology

(b) Two courses from:

- PSYC-501     Physiological Psychology
- PSYC-513     Neuropharmacology
- PSYC-518     Advanced Human Neuropsychology
- PSYC-530     Conditioning and Learning
- PSYC-585     Advanced Memory and Cognition
- PSYC-596     Advanced Topics courses such as Evolution of Evolution
- Any one graduate seminar in experimental psychology or neuroscience

(c) One graduate statistics course

(d) PSYC-550 Psychological Research (Grade must be a B- or better in this course.)

(e) One of the following:

- PSYC-555     Improving Human Services
- PSYC-698     Directed Research

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Grade must be a B (3.0) or better in whichever of these two courses is used to satisfy this requirement..

(f) Four graduate elective courses totaling 12 units, of which at least 6 units are from the Department of Psychology. The remaining 6 credits may come from a Psychology related area outside of the department but must receive approval from the student's advisor indicating relevance to the MA degree.

(g) One Written General Comprehensive examination passed

(h) Students taking the thesis option must take 6 units of Thesis Research and Thesis Seminar and successfully defend their thesis.

(II) Track in Personality/ Social Psychology

(a) Four courses from:

- PSYC-505 Advanced Personality Psychology
  - PSYC-533 Cognitive Behavior Therapy
  - PSYC-540 Advanced Social Psychology
  - PSYC-545 Psychology of Sex Similarities and Differences
  - PSYC-551 Psychopathology
  - PSYC-560 Advanced Child Psychology
  - PSYC-570 Behavioral Medicine
  - PSYC-633 Psychological Assessment I
  - PSYC-596 Advanced Topics courses such as Forensic Psychology
- Any one graduate seminar in clinical, personality, or social psychology

(b) Two courses from:

- PSYC-513 Psychopharmacology
  - PSYC-501 Physiological Psychology
  - PSYC-518 Advanced Human Neuropsychology
  - PSYC-585 Advanced Memory and Cognition
  - PSYC-530 Conditioning and Learning
  - PSYC-596 Advanced Topics courses such as Evolution of Evolution
- Any one graduate seminar in experimental psychology or neuroscience

(c) One graduate statistics course

(d) PSYC-550 Psychological Research with a grade of B- or better

(e) One of the following:

- PSYC-555 Improving Human Services
- PSYC-698 Directed Research

(f) Two Graduate Electives

(g) Written General Comprehensive examination passed

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(h) Six units of M.A. thesis research (PSYC-796 or PSYC-797)[6 credits composed of Thesis Seminar (3) and Thesis Research (3)]

(III) Track in Experimental/Biological Psychology

(a) Four courses from:

- PSYC-501 Physiological Psychology
- PSYC-513 Psychopharmacology
- PSYC-515 Biopsychology Laboratory Methods
- PSYC-518 Advanced Human Neuropsychology
- PSYC-530 Conditioning and Learning
- PSYC-585 Advanced Memory and Cognition
- PSYC-596 Advanced Topics courses such as Evolution of Evolution
- One graduate neuroscience seminar
- One PSYC-690 Independent Study in a recognized area of experimental/biological psychology

(b) Two courses from:

- PSYC-505 Advanced Personality Psychology
- PSYC-514 Industrial/Organizational Psychology
- PSYC-540 Advanced Social Psychology
- PSYC-545 Psychology of Sex Similarities and Differences
- PSYC-551 Psychopathology
- PSYC-560 Advanced Child Psychology
- PSYC-570 Behavioral Medicine
- PSYC-633 Psychological Assessment I
- PSYC-596 Advanced Topics courses such as Forensic Psychology
- Any one graduate seminar in clinical, personality, or social psychology

(c) One graduate statistics course

(d) PSYC-550 Psychological Research

Students must receive at least a B- in *Psychological Research*

(e) Six units of M.A. thesis research (PSYC-796 or PSYC-797)[6 credits composed of Thesis Seminar (3) and Thesis Research (3)].

(f) Written General Comprehensive examination passed

Each master's level candidate (in either the Ph.D. or M.A. program) must pass one area of the General Written Comprehensive exam before receiving the master's degree.

## **Master's thesis**

Please see the General Information section at the end of this handbook for details of the master's thesis requirement.

## PH.D. REQUIREMENTS – CLINICAL TRACK

The Clinical program is fully accredited by the American Psychological Association Committee on Accreditation (COA) and has been accredited since 1972. COA is part of the Office of Program Consultation and Accreditation (OPCA). OPCA contact information is as follows: Office of Program Consultation and Accreditation  
750 First Street, NE • Washington, DC • 20002-4242  
Phone: 202-336-5979 • TDD/TTY: 202-336-6123  
Fax: 202-336-5978 Email [apaaccred@apa.org](mailto:apaaccred@apa.org).

Clinical students need to complete 72 credits of course work, 4 comprehensive exams, one of which is an ethics exam, a predoctoral full-year internship, 2 tools, a master's thesis, and a Doctoral Dissertation. Each requirement is explained in more detail below.

### Course Work

Please see the General Information section of this handbook for more information about courses (prerequisites, testing out, etc.).

Clinical students must take 72 credits (24 courses), as follows:

PSYC-797 Master's Thesis Research (3 credits)  
PSYC-799 Doctoral Dissertation Research (6 credits minimum, can take up to 24)  
PSYC-502 History and Systems of Psychology  
PSYC-550 Psychological Research  
PSYC-551 Psychopathology: Theory and Research  
PSYC-630 Psychotherapy: Theory, Research, and Practice  
A 3-year sequence of therapy practica, as follows:

(year 1) PSYC-680 and PSYC-681 Experiential Psychotherapy Practicum I and II  
(year 2) PSYC-791 and PSYC-792 Psychodynamic Psychotherapy Practicum I & II  
(Year 3) PSYC-710 and PSYC-711 Cognitive-Behavior Therapy Practicum I & II

A clinical assessment sequence, as follows:

(A) PSYC-633, Psychological Assessment I (required, taken first)

(B) PSYC-652, Assessment of Intellectual Function and Personality (required, taken second)

(C) After 633 and 652 are completed, students must take at least one of the following testing courses. None of the courses is a prerequisite for any of the others.

PSYC-618 Principles of Neuropsychological Assessment.(Prerequisites: Neuroanatomy and Advanced Human Neuropsychology  
PSYC-653 Advanced Assessment: Projective Personality.

**PSYC-654 Advanced Assessment: Integrative Battery.**

Clinical students who complete a three day intensive Rorschach workshop organized and administered by the clinical program will not have to complete a third assessment course.

**Statistics courses**

Any two courses from Stat 515 through Stat 524 (must get B- or better to fulfill the requirement). Other courses may be substituted if approved by Scott Parker, the departmental statistician.

This requirement represents a minimum. Statistics courses 500 to 514 can be taken as electives. These courses, while they may not be used to fulfill the statistics requirement, may be used to fulfill the overall credit hour requirement.

**Distribution Requirements**

Clinical Ph.D. students must take one of the course options from each of the following four sections (I-IV):

**I. Biological Bases of Behavior:**

PSYC-518 <i>Advanced Human Neuropsychology</i> or PSYC-513 <i>Neuropharmacology: The Biochemistry of Behavior</i> or PSYC-501 <i>Physiological Psychology</i>
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**II. Cognitive-Affective Bases of Behavior:**

PSYC-530 <i>Conditioning and Learning</i> or PSYC-575 <i>Advanced Memory and Cognition</i>
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**III. Social Bases of Behavior:**

PSYC-540 <i>Advanced Social Psychology</i> or PSYC-521 <i>Ethnic and Minority Issues in Psychology</i> or PSYC-545 <i>Psychology of Sex Similarities and Differences</i>
--

\*If you plan to be licensed in Massachusetts take Advanced Social Psychology NOT Psychology of Sex Similarities and Differences to fulfill the Social Bases of Behavior requirement. Also for Massachusetts, make sure you take Ethnic and Minority Issues in Psychology

**IV. Individual Bases of Behavior:**

PSYC-560 <i>Advanced Child Psychology</i> or
---

23-24. Two electives

### Transferring in Courses Taken Elsewhere Prior to AU Enrollment

Clinical students may transfer up to 30 credits into the program if the following conditions are met:

- a) Students must petition, in writing, the GCC for consideration of transfer credits. This petition should attach relevant syllabi.
- b) Students' petitions must be approved and countersigned by their advisors.
- c) Transfer of courses must be approved by the GCC (and cannot include courses such as MA Thesis, Thesis Seminar or Independent Study).
- d) Courses taken at other universities must have a grade of at least B in order to be transferred into the graduate program. B- is not acceptable.
- e) Courses transferred from other schools must not have been taken more than seven years prior to admission.

### Taking Courses Elsewhere While Enrolled at AU

Clinical Ph.D. students may take a maximum of 12 credits outside the Department. This limit and the permission process described next refer to courses taken in other departments at American University or through the Consortium. They do not refer to courses transferred in from other universities prior to beginning graduate work or to statistics courses taken in the Department of Mathematics and Statistics.

Permissions required for clinical students to take courses outside the Department while enrolled at AU vary by type of course as follows:

--students who wish to take a statistics course elsewhere must have the permission of the Departmental Statistician, Scott Parker.

--For any course, students must have the permission of the advisor and of the instructor (if any) of the same course at American.

--if the course is required (not elective), the student must have approval from the GCC.

## **Comprehensive Exams**

Clinical students must pass four comprehensives: one part of the general written comprehensive exam, one specialty comprehensive, an ethics comprehensive and one other.

### General Written Comprehensive

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Please see the General Information section at the end of this handbook for details of the scheduling, content, format, and grading of the general written comprehensive exam.

### Specialty Comprehensive

The format for the required specialty comprehensive exam for clinical doctoral students will be modeled on the colloquia presented by faculty job candidates as follows: The student will prepare a presentation of approximately 45 mins. demonstrating advanced, specialized competence in clinical practice. A committee of two faculty members, one of whom must be full-time (not on reduced load) in the department, will conduct a 2 hour oral exam, starting with the student's 45-min presentation and proceeding with additional questions. A written product (e.g., detailed outline of the presentation, psychotherapy report, testing report, and other supporting materials, or data etc.) must be made available to the committee at the time of the oral. The presentation might also include an audio or videotape of a therapy session, as well as slides or transparencies.

A longer description of the specialty comprehensive format appears on the department website.

### "Other" Comprehensive

There are many ways to fulfill the last comprehensive requirement. All you need is to reach agreement with the readers on a project of appropriate scope. The idea is to encourage students to engage in the types of activities required of professional psychologists. Two faculty members will serve as readers. One must be from within the AU psychology department; the second may be from outside the department. The comprehensive will be evaluated as satisfactory (pass) or unsatisfactory (not pass).

Possible formats include:

- literature review paper (a la *Psychological Bulletin*), not on same topic as thesis or dissertation
- writeup of an existing data set
- grant proposal submission
- cost effectiveness analysis (consult Dr. Yates for specifications)
- convention symposium or poster presentation or journal article submission (readers must verify that the work was done well and is not with overlapping thesis or dissertation)

### Ethics

Matters of ethics are covered in courses such as *Psychopathology*, *Psychological Assessment I*, *Psychotherapy*, *Psychological Research*, *Assessment of Intellectual Function and Personality and the clinical practica*.

There are two ways to fulfill the Ethics requirement. The first is to pass the Ethics comprehensive (reading list available from the department office and at the end of this manual -- changes in the reading list take effect one year after they are made).

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- 1) The examination will be given two times a year—during Spring semester and during the Summer.
- 2) Questions will be designed from the reading list.
- 3) Students will answer six of seven possible exam questions. To pass, a student's overall average grade must be B-, with no grade on any individual question lower than a C.

Second, students in the Clinical Program can also fulfill the Ethics requirement by taking a course in Ethics at another APA accredited clinical program and receiving a B or better grade. The syllabus for the course must be approved by the GCC.

### **Internship**

Clinical Ph.D. students may apply for internships only if 1) thesis orals have been passed, 2) final copy of the M.A. thesis has been submitted to the library with the signatures of all members on the committee, 3) the dissertation proposal has been signed by three members of the committee supervising the research, and 4) one area of the general written comprehensive examination and the ethics exam have been passed. Students who have not fulfilled all these requirements may not apply for internships; faculty members are not to write letters of recommendation for such students.

Clinical students must complete 400 hours of practicum experience before beginning the internship.

Clinical Ph.D. students are required to serve a one-year internship prior to the completion of the Ph.D. Information regarding the availability of these internships is available from the Director of Clinical Training.

A psychology internship is an organized training program which, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

The internship agency must have a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program, actively licensed (certified or registered) by the State Board of Examiners in the jurisdiction where the program exists, and present at the training facility for a minimum of 20 hours a week.

The internship agency training staff should consist of at least two full time equivalent doctoral level psychologists who serve as primary supervisors, who are actively licensed (certified or registered) as psychologists by the Board of Examiners in the jurisdiction where the program exists.

Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. At least 2 hours per week of regularly scheduled individual supervision are provided by one or more doctoral level licensed psychologists (regardless of whether the internship is completed in one year or two). Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services. At least 25% of the trainee's time is in face to face psychological services to patients/clients.

The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in service training, or grand rounds. Internship programs have documented due process procedures for interns which are given to interns at the beginning of the training period.

The internship experience must be completed in at least one year full time or two years half time. The agency issues a certificate of internship completion which includes the word "Psychology" to all interns who have successfully completed the program.

Students are strongly encouraged to serve internships accredited by the American Psychological Association or Canadian Psychological Association.

### **Tools**

Clinical students must complete two tools. For detailed information on tools, please see the General Information section at the end of this handbook.

### **Master's thesis**

Please see the General Information section at the end of this handbook for details of the master's thesis requirement.

### **Doctoral Dissertation**

Please see the General information section at the end of this handbook for details of the Doctoral Dissertation requirement.

### **Degree Completion Information**

Before being awarded the doctoral degree, clinical students need to complete all the program requirements listed above, including the internship.

Before receiving an MA degree along the way to the Ph.D., clinical students must complete the requirements for the MA, general track, thesis option, in order to receive the MA.

### **Brown Bag Meetings**

Clinical doctoral students are expected to attend the Wednesday brown bag series during the academic year, which will typically meet three times per month. First and second year students are required to attend. Topics will include issues of research, supervision, consultation, ethics, diversity, and other professional issues.

## PH.D. REQUIREMENTS-

### BEHAVIOR, COGNITION & NEUROSCIENCE (BCAN) TRACK

#### Course Work

Please see the General Information section of this handbook for more information about courses (prerequisites, permissions needed to take courses outside the department, testing out, etc.).

Behavior, Cognition & Neuroscience (BCAN) students must take at least 72 credits, as follows:

A. Core Courses (18 Credits)

Each student must take a minimum of six content courses that provide a foundation in the area of behavior, cognition, and neuroscience. Below are the current core courses in our focus areas for students interested in pursuing a traditional regimen in one of these areas. Students wishing to combine two or more of the areas or to formulate their individualized focus area may take any six of these courses in consultation with their advisors. Note that other courses (either at AU or any of the consortium universities such as Georgetown, George Washington, University of Maryland) may be substituted for one or more of these core courses with the approval of the academic advisor.

BEHAVIOR	COGNITION	NEUROSCIENCE
History and Systems of Psychology (PSYC-502)	History and Systems of Psychology (PSYC-502)	History and Systems of Psychology (PSYC-502)
Conditioning and Learning (PSYC-530)	Conditioning and Learning (PSYC-530)	Physiological Psychology (PSYC-501)
Advanced Memory and Cognition (PSYC-575)	Advanced Memory and Cognition (PSYC-575)	Neuropharmacology (PSYC-513)
Physiological Psychology (PSYC-501)	Neuropharmacology (PSYC-513)	Advanced Human Neuropsychology (PSYC-518)

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Neuropharmacology (PSYC-513)	Advanced Human Neuropsychology (PSYC-518)	Human Neuroanatomy & Basic Neurology (PSYC-597)
Projected Behavioral Seminars/Courses (PSYC 597) <ul style="list-style-type: none"> <li>• Contingencies of Reinforcement and Single Subject Designs</li> <li>• Behavioral Economics and Choice</li> <li>• Stimulus Control &amp; Incentive Motivation\</li> <li>• Applied Behavior Analysis</li> <li>• Evolution &amp; Behavior or Evolution of Evolution</li> <li>• Addiction: Human &amp; Animal Models of Drug Abuse</li> </ul>	Artificial Intelligence (CSC-568)	Introduction to Neurobiology (BIO-505)
	Principles of Linguistics (TESL-500)	Developmental Biology (BIO-550)
	Language Acquisition (TESL-522)	Molecular Biology (BIO-583)
	Second Language Acquisition (TESL-523)	Principles of Pharmacology (CHEM-670)
	Artificial Neural Networks (CSC-589)	Principles of Toxicology (CHEM-671)

**B. Statistics (6 Credits)**

Each student must take a minimum of two courses in statistics (Stat-515 through Stat-524).

**C. Specialized Seminars (6 Credits)**

Each student must take a minimum of two specialized seminars (PSYC-598, which can be repeated for credit). The topics of the seminars will vary from semester to semester but will focus on issues in behavior, cognition, and neuroscience. Some examples include courses on “Emerging Plagues”, “Neuropsychological Aspects of Psychiatric Disorders”, “Intensity Coding in Sensory and Perceptual Systems”, “Bilingualism”, and “Music Cognition.”

Note that seminars offered in other departments at AU or consortium universities may be substituted with the approval of the academic advisor.

D. Laboratory Research (24 Credits)

Each student is expected to participate in research every semester, whether he/she receives academic credit for it or not. In addition, a minimum of 24 credits must be earned through such research participation for the degree. Note that credits from Masters Thesis Research, Doctoral Dissertation Research, and laboratory rotations (if done for credit) can be used to fulfill this requirement.

E. Electives (12 Credits)

Each student must take a minimum of four elective courses. These courses can be additional content or laboratory-based courses within the department or from other departments within the University or consortium approved by the academic advisor and head of Behavior, Cognition and Neuroscience program.

F. PSYC-797 Master's Thesis Research (3 Credits)

G. PSYC-799 Doctoral Dissertation Research (6 Credits)

Transferring in Courses Taken Elsewhere Prior to AU Enrollment

BCAN students can transfer up to 10 graduate-level courses (and not more than 30 credits) previously taken at an accredited university, and in which they have received at least a B (B- is not acceptable). In addition, they can transfer up to 4 courses (and not more than 12 credits) taken in non-degree status at American University. No transfer credit is allowed for such courses as the equivalent of "independent study" or "master's thesis seminar". All transferred courses must have the advisor's support and be approved in writing by the GCC.

Taking Courses Elsewhere while Enrolled at AU

BCAN students have no specific credit limit for courses taken outside the department [e.g., in the Consortium]. Permission is needed, however, to take courses outside the department while enrolled at AU, as follows:

--any student who wishes to take a statistics course elsewhere [not at AU in the Department of Math and Statistics nor in the Department of Psychology] must have the permission of the Departmental Statistician, Scott Parker.

--for any course outside the department, students need the permission of both the advisor and the director of the Behavior, Cognition & Neuroscience (BCAN) program. If these two disagree, the issue will be settled by the Behavior, Cognition & Neuroscience (BCAN) program advisory committee.

--for a required [not elective] course taken elsewhere, BCAN students need the permission of the GCC.

**Additional Requirements**

I. Two (2) Lab Rotations: In addition to being active in one's primary laboratory, each student must engage in research in a minimum of two other laboratories. These laboratory rotations may be done in any core BCAN faculty's laboratory, other AU laboratories, or any research affiliation approved by the academic advisor (e.g., Armed Forces Radiation Research Institute, Georgetown University, National Institutes of Health, Walter Reed.) Students may elect to sign up for research credit for participating in these rotations. Note that a contract between the student and the host laboratory director, which specifies the activities and goals of the rotation, is necessary before beginning each rotation.

II. Two (2) Tools of Research: Each student must complete two tools (See the General Information Section of the Graduate Student Handbook for details). The tools are expected to be completed in an area relevant to the student's research focus.

III. Four (4) Comprehensive Examinations: Each student must complete four comprehensive examinations.

1) General Written Comprehensive Examination (Details specified in the General Information Section of the Graduate Student Handbook)

2) Written Area Specialty Comp:

Prerequisite: Masters degree and successful completion of Written Comprehensive Exam

1. Deadline: At least one semester before the dissertation defense. Suggested time is before the approval of the dissertation proposal.

A student, with the help of his/her advisor, will choose a topic to fully specialize in and form a committee of at least 4 members (including the advisor), at least two of whom are full time psychology faculty at American University. This committee may or may not later comprise the dissertation committee. A broad-based research and reading list on this topic will be compiled by the student with input from every member of the committee. The student will then be given a personalized written examination on this topic prepared and scored by the committee members. The format of the examination is up to each advisor and the committee members. The advisor may also require an oral examination by the committee. If the student is not successful, he/she will be allowed up to 2 more attempts. The topic and committee members may remain the same or may change at every attempt.

3 & 4) Two other comprehensive examinations, one of which must be an oral presentation (please see "other" comprehensive section under clinical psychology requirements).

IV. Master's Thesis

Please see the General Information section at the end of this handbook for details of the master's thesis requirement.

V. Doctoral Dissertation

Please see the General Information section at the end of this handbook for details of the Doctoral Dissertation requirement.

**MA requirements for students in the BCAN program**

33 credits, including  
3 credits of Masters Thesis Seminar  
3 credits of Directed Research or Thesis Research  
3 credits of Statistics (STAT 515 through 524)  
24 credits of graduate electives, which must be approved by the student's advisor

Students must also pass the general written comprehensive examination and complete a Masters Thesis.

Note that if any BCAN student applies for a terminal masters degree and wants to switch over to the non-thesis option, the above no longer applies since an approved (i.e., successfully defended) thesis is part of the requirements in this setting.

Note also that the requirements for the MA are a subset of the requirements for the PhD.

**Recommended Schedule**

We anticipate that progression through the Behavior, Cognition & Neuroscience (BCAN) program will be structured. That is, for any given entering class the students will be completing similar requirements at the same time.

1. In the **First Year**, it will be expected that the student will satisfy two of the six core course requirements. He/she will take one of their statistics requirements, and develop a Masters Thesis Research proposal.
2. In the **Second Year**, the student will take two additional core courses, continue with laboratory activities and take a second statistics course and a specialized seminar. At the end of the second year, the student should defend his/her Masters Thesis. Once the student has defended his/her Masters Thesis, he/she must take and pass the general written comprehensive. Passing this allows him/her to begin doctoral research.
3. In the **Third Year** of the program, the student will finish the remaining two core course requirements, take an elective, continue laboratory activities and develop a Doctoral Dissertation research proposal.
4. In their **Fourth Year**, the student will finish the remaining elective requirements (9 credits), take an additional research seminar and continue his/her research efforts. We anticipate that by the end of the fourth year all course and laboratory requirements will be completed. The student should be able to defend his/her dissertation at this time (or within the following year).

## GENERAL INFORMATION FOR ALL GRADUATE STUDENTS

### Changing Tracks or Programs

Any doctoral student wishing to change track or program enrollment within the Department of Psychology must reapply and be evaluated competitively with other applicants.

Students in the MA program who wish to establish or change specialty tracks should communicate their wish and their course plans in writing to the Director of the MA program.

### Committees in the Psychology Department

There is a psychology graduate student council. Officers are elected, usually in the Spring. The council is allotted a certain amount of money each year, to be distributed in any way the students decide. Positions include:

- 1) President
- 2) Vice-President
- 3) Secretary/Treasurer
- 4) Representative to the Graduate Student Council of the University. This council meets regularly, and the representative will have a role in University policies as a source of student input.

There are also several departmental committees upon which graduate students serve. Elections for these representatives are held approximately two weeks into the fall of each year, and the elections are run by the previous year's president. For descriptions of departmental committees, see the "constitution of the Psychology Department council".

### Comprehensive Exam (general, written)

#### Scheduling

The Chair of the GCC will be responsible for scheduling the general written comprehensive examinations, having them supervised by a faculty member, and informing students of their performance on the examination. Comprehensive examinations for each of the four areas will be held on a single day. Annual dates for General Written Comprehensive Examinations will be the second full weeks of October (Fall exam), April (Spring exam), and July (Summer exam).

#### Registering and Studying

Students must notify Sara Holland at least four weeks ahead of time if they plan to take a particular comprehensive examination. Students with documented learning disabilities who need accommodations for the exam should discuss the exam procedures in advance with

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the chair of the Graduate Curriculum Committee. All students must pay a \$25 application fee prior to taking the written comprehensive exam.

Test questions will not be announced ahead of time. Questions will be likely to change from test to test. Questions from previous written comprehensive examinations will not be made available to students. Reading lists for each area of the comp are available from the main psychology office.

Reading lists for the Comprehensive exam are available at the end of this manual.

### Exam Procedures

When the general written comprehensive exam is offered, students may take only one area test. The examination will be closed book. Students must take the current form of the comprehensive as it exists when they take it. The use of typewriters and computers will be prohibited during comprehensive examinations.

### Content Areas

Each of the four area tests will consist of questions from a reading list suggested by the faculty in that area. The areas will be (with faculty assigned to areas included):

**Biological Bases of Psychology:** Fantie, Riley, Juliano

**Learning/Cognition/Perception:** Parker, Peynircioglu, Silberberg, Weiss

**Psychopathology/Psychotherapy/Assessment:** Carter, Gray, Haaga, Gunthert

**Social/Personality/Developmental:** Ahrens, Weissbrod, Haaga

Each area must create a single reading list for all students. Reading lists for each of the four areas will be established by the faculty of that area working in collaboration. The same groups of faculty will generate their area examination and criteria for what is a Pass in that area.

Students may feel free to discuss a reading list with the faculty members who designed that list. A reading list may comprise any type of readings that professors in an area choose (e.g., books, book chapters, journal articles, monographs). It is suggested that a reading list be from 3-7 books in length.

An area may change its reading list at any time, but the comprehensive exam will reflect these changes six months after the changes have been introduced.

### Grading and Regrading

Doctoral students will need to pass a test in one area. Students in the MA program in Psychology can pass the written general comprehensive examination by passing one of the four areas.

The comprehensive will be graded as satisfactory or unsatisfactory only. Satisfactory performance in the general examination must be achieved before the master's degree is awarded.

Comprehensive examination regrading policy: Grades on comprehensive exam questions are similar to grades for courses. As the GCC does not consider appeals of grades for courses, it will not consider appeals of grades on comprehensive exams. Comprehensive exam graders are encouraged to provide ample feedback on comprehensive examination answers, so that students understand the reason for the grades received.

We expect students to be able to fulfill the General written Comprehensive Examination requirement successfully with no more than two failures total. Therefore, failing more than two examinations, regardless of how many areas have been attempted during the student's tenure as a graduate student at AU, is sufficient grounds for dismissal.

The Chair of the GCC will inform the program director of any student who fails the General Written Comprehensive Examination more than twice. The program director will then file a report concerning the student's academic, research, and professional record, with recommendations, to the GCC, who will decide what action, if any, should be taken.

A student who arranges to sit for one of the general comprehensive examinations, shows up for the administration of the examination, and leaves without submitting anything to be graded, will be considered as having taken the examination.

## **Courses**

### Prerequisites

Please see the schedule of classes for information on prerequisites as you plan your program. For example:

--only students who have completed the prerequisites and have the permission of the instructor may take PSYC-618 Principles of Neuropsychological Assessment, regardless of the track in which they are enrolled;

--only students in the clinical Ph.D. program track may take the therapy practicum courses;

--students must have an advisor who will sponsor their research before they may take Masters' Thesis seminar (PSYC-796) and must at least be in the process of working on an approved proposal (e.g., you must have at least a draft);

--Students who have not defended their Master's thesis should not register for *Doctoral Dissertation Research*.

### Testing Out of Required Courses

Students may test out of required courses by passing an exam prepared by the professor who teaches the course. Except for entering first year students, students should notify the professor of their intent one month prior to the start of the course. Students may test out of a maximum of three courses but if they fail any test, they may not retake it.

## Dissertation and Thesis Procedures

### Content Overlap

Theses and dissertations should be different experiments. However, these experiments can be in the same topical area; the dissertation cannot be a replication of the thesis and should be a substantially additive contribution. If there is a question concerning similarities between a student's thesis and dissertation, the question should be brought to the Graduate Curriculum Committee.

### Committee Composition

Thesis. The student's master's thesis committee must consist of at least three members (at least 2 must be Psychology Department full-time faculty). One of the three members will preferably be from outside the Department and will be chosen by the student and the chair of the thesis committee. One of the three members need participate only in the oral exam. Members of thesis committees cannot include former American University graduate students who have graduated less than 5 years before the date of the oral examination. "Outside" members of thesis committees must be approved by the chair of the committee and must have clear, proven expertise in the area of the thesis. In order to preclude any misunderstandings, it is essential that the details concerning how the committee will operate and the respective role of each member of the committee be discussed and agreed upon at the time the committee is formed. Students must have at least one core committee member who has demonstrable expertise in the area being investigated. Students are reminded that they may select the faculty members for their committees from the entire faculty, not just their area of specialization.

Dissertation. The dissertation committee must consist of at least four members; one of them must be from outside the Department, and two must be faculty members of the Department. All members are encouraged to become involved in the planning and execution of the dissertation. The chair of the committee must be a full-time member of the Department. Adjunct professors may not serve as chairs of doctoral committees. Students must have at least one core committee member who has demonstrable expertise in the area being investigated. Students are reminded that they may select the faculty members for their committees from the entire faculty, not just their area of specialization.

Members of dissertation committees cannot include former American University graduate students who have graduated less than 5 years before the date of the oral examination. "Outside" members of dissertation committees must be approved by the chair of the committee and must have clear, proven expertise in the area of the dissertation. In order to preclude any misunderstandings, it is essential that the details concerning how the committee will operate and the respective role of each member of the committee be discussed and agreed upon at the time the committee is formed.

### Preliminary Orals

Students are strongly encouraged, at the time of the completion of the written dissertation proposal, to meet formally with the committee for a "preliminary oral" regarding the design and content area of the proposal.

### Transfer of M.A. Thesis

When a student wishes to have the Masters Thesis requirement waived, the candidate should present the thesis completed elsewhere to the Graduate Curriculum Committee who will send it to two faculty members whose expertise is in the area of the thesis for consideration. If both approve, the requirement is waived. If both disapprove, it cannot be waived. If there is a difference of opinion between the two readers, the matter is returned to the Graduate Curriculum Committee. During the time, the thesis should be on file in the Psychology Department office for 10 days, and its availability made known to the department at large.

With an approved waiver, the Department requirement for the master's thesis itself is satisfied. University regulations prohibit transfer of course credits to fulfill the necessary 3 hours of thesis research, however, so that course credits for the thesis cannot also be transferred, although the requirement that these 3 credits be allocated to thesis research may be waived. Thus, with an accepted thesis transfer, the 3 credit hours otherwise allocated to thesis research may be used to take another course to fulfill the 33 (Masters) or 72 (Doctoral) hour total credit-hour requirement.

### Proposals

When submitting the thesis or dissertation proposal, be sure to include the addresses and social security numbers of any outside committee members on the graduate academic action form, to enable the Dean's office to process the necessary paperwork.

Thesis and dissertation proposals are not contracts that obligate in any way acceptance of the product of the proposed research by the thesis or dissertation committee.

### Oral Defense Scheduling and Attendance

Master's and dissertation orals must be public. It is the student's responsibility to reserve a room that will accommodate at least 20 people. Students are also responsible for an announcement in *Today@AU* and notification to every faculty member and graduate student two weeks in advance of the orals. Graduate students are required to leave a copy of their thesis or dissertation on file in the departmental office by at least one week before their oral defense.

- For the dissertation orals, at least three of the four committee members must be physically present and the fourth committee member must be either physically present or participate via phone or computer connection.
- For the masters orals, at least two of the three committee members must be physically present and the third committee member must be either physically present or participate via phone or computer connection.
- No more than one member of the thesis or dissertation committee can participate in oral defenses via phone or computer connection *if* this is agreed to by the student, the chair of the thesis or dissertation committee, and the person to be "tele-present" at the defense.

Oral Defense Procedures

- A. The chairperson will determine the examination procedure and the sequence of questioning.
- B. It is expected that final oral examinations will require approximately two hours, and a three-hour period should be scheduled for committee members. During the examination, each committee member should have a minimum of 30 minutes for presenting questions.
- C. Questions from visitors will be taken at the discretion of the chairperson, but only after an initial round of questions by the committee members has been taken. Questions may be submitted in advance of the examination by interested faculty and students not planning on attending. Such questions should be submitted to the chairperson, at whose discretion they may be raised during the examination.
- D. Following the oral defense, the candidate and all visitors will be excused from the room. However, the committee members may request consultation from one or more visitors who have attended the examination. All non-committee members must leave the examination room before a final decision is made concerning the candidate's performance.

Written Format and Revision Timeline

The format for the thesis and dissertation must follow the University guidelines. A manual titled "Requirements for Preparation of Theses and Dissertations" is available from the Dean's office. Issues not discussed there should follow the APA format, as per the Publication Manual of the APA, 5<sup>th</sup> edition (2001). One bound copy of every thesis and dissertation must be placed on file in the Department of Psychology. This is the student's responsibility before graduation.

After the oral defense of the thesis or dissertation, students are expected to make requested revisions and to submit the revised manuscript to the thesis or dissertation committee chair within two months. The final manuscript should be submitted to the Associate Dean for Graduate Studies within six months from the date of the oral defense.

## **Faculty of the Psychology Department and Their Interests**

### **Full-Time Faculty**

ANTHONY H. AHRENS, Associate Professor, Ph.D., Stanford University. Depression; gratitude, mindfulness, fear of emotion.

MICHELE CARTER, Associate Professor, Ph.D., Vanderbilt University. Assessment and treatment of adult anxiety disorders; psychotherapy outcome; interpersonal relationships; African-American issues.

CLARA M. CHENG, Assistant Professor, Ph.D., The Ohio State University. Social cognition, particularly the study of priming and nonconscious processes; nonconscious behavioral mimicry; mindfulness.

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BRYAN D. FANTIE, Associate Professor, Ph.D., Dalhousie University. Human neuropsychology, neural mechanisms and correlates of behavior and cognition: (emotion, language, memory, attention, etc), brain dysfunction, closed head injury, autism, schizophrenia, dementia, behavioral neurology, diagnosis.

MARIA GOMEZ-SERRANO, Assistant Professor, Ph.D., American University. Neuroscience, basic physiology, immunoreactivity, epigenetic factors in drug abuse, maternal behavior in drug use and abuse.

JAMES J. GRAY, Professor, Ph.D., Fordham University. ABPP in Clinical Psychology. Behavior therapy; psychotherapy; training of behavior therapists; abnormal psychology; psychology of religion.

KATHLEEN C. GUNTHER, Assistant Professor, Ph.D., University of Delaware. Stress and coping, depression, cognitive therapy, body image, anxiety.

DAVID A. F. HAAGA, Professor, Ph.D., USC. Cognitive assessment, cognitive therapy, rational emotive behavior therapy, cigarette smoking, depression.

LAURA JULIANO, Assistant Professor, Ph.D., State University of New York at Binghamton. Smoking, caffeine, drug expectancies, placebo effects, anxiety

DAVID KEARNS, Assistant Professor, Ph.D. American University. Learning. Conditioned inhibition. Stimulus control. Drug self-administration.

GISHAWN MANCE, Assistant Professor, Ph.D. DePaul University. Prevention; depression; African American youth; mental health disparities; stress and coping.

BARRY W. McCARTHY, Professor (Full-Time, reduced load). Ph.D., Southern Illinois University. ABPP in Clinical Psychology. Behavior therapy and behavioral groups; training and utilization of paraprofessionals; sex therapy and human sexual behavior; crisis intervention.

SCOTT PARKER, Professor. Ph.D., Columbia University. Psychophysics, scaling, and measurement; perceptual and judgmental processes; sensation and perception; mathematical and statistical models.

ZEHRA F. PEYNERİOĞLU, Professor, Ph.D., Rice University. Cognitive Psychology, human memory, inhibition in memory, non-verbal memory.

ANTHONY L. RILEY, Professor. Ph.D., University of Washington. Animal learning and behavior; role of learning in species-typical behavior; psychopharmacology; drug addiction; conditioned food aversions.

ALAN M. SILBERBERG, Professor. Ph.D., University of Pennsylvania. Experimental analysis of behavior; autoshaping; choice behavior; microstructural analysis of rate.

STANLEY J. WEISS, Professor. Ph.D., Ohio State University. Conditioning and learning, stimulus control; avoidance behavior; schedules of reinforcement; motivation.

CAROL S. WEISSBROD, Associate Professor, Ph.D., Northwestern University. Clinical-child psychology; ;gender issues in parenting; sports psychology; gender and competitiveness..

BRIAN T. YATES, Professor. Ph.D., Stanford University. Program evaluation; cost-effectiveness and cost-benefit analysis; development and training of self-management; drug abuse treatment; health psychology and behavioral medicine.

### **Additional Faculty (*Emeritus*)**

ELLIOT M. MCGINNIES, Professor Emeritus, Ph.D., Harvard University. Functional analysis of social behavior; persuasion and attitude change; selective exposure; cross-cultural research.

BURTON M. SLOTNICK, Professor Emeritus, Ph.D., University of Illinois, Urbana. Neuroethology; neuroendocrinology; olfaction.

## **Financial Aid**

### Departmental Support

Graduate students in the doctoral program may be supported by departmental fellowships, assistantships or special opportunity fellowships. Only students in good standing will receive such awards. During the academic year (September-April), students with university support:

(a) are prohibited from holding full-time jobs within the university (in accord with university policy);

(b) are prohibited from holding full-time jobs outside the university except with the approval of the Graduate Curriculum Committee; and

(c) are discouraged from holding part-time jobs (20 hours/ week or less) either within or outside the university.

Graduate fellows and assistants supported by the Department are paid monthly from September to April. Fellows are expected to work twenty hours per week and assistants ten hours per week throughout this period, subject to negotiation with their supervisors. University holidays are, of course, excepted. It is expected that the supervisor will allow at least one week of vacation (seven consecutive days) during the contract period. The duties of graduate fellows and assistants cannot include research.

When a student currently in the terminal MA program is admitted to the doctoral program in Behavior, Cognition & Neuroscience (BCAN), at the discretion of the Behavior, Cognition & Neuroscience (BCAN) faculty, that student may be considered a second-year student in the doctoral program entitled to an appropriate share of whatever funds are available for second-year doctoral students that year.

Dissertation Fellowships

Dissertation fellowships are available each year. They must be applied for in the spring semester. You must have a departmentally approved dissertation proposal to apply for these.

**Grievance Procedures**

If you disagree with a decision made by any committee or individual, you can seek reversal of that decision by appealing to the following persons, in the order given:

1. Department Chair;
2. Departmental Grievance Committee (same as the Executive Committee);
3. Associate Dean for Graduate Studies, who then makes a recommendation to the Dean of CAS. The CAS Dean's decision is final.

See the University Academic Regulations for details of Student Academic Grievances.

Please visit the American University Academic Regulations Website at:

<http://www.american.edu/american/registrar/AcademicReg/index.html>

**Human Subjects Committee Reviews**

All data collection involving human subjects, for any purpose, must be reviewed and approved by the departmental Human Subjects Committee before data collection is begun. Even pilot testing must wait for review and approval by the Human Subjects Committee. Even if subjects are not drawn from American University, and even if the research is conducted entirely off campus, it must be reviewed by the Human Subjects Committee of the Department of Psychology at American University before any data are collected. Review and approval by another body cannot substitute for review and approval by the A.U. Human Subjects Committee.

Applications for Human Subjects Committee review are available in the main office of the Department of Psychology and online at <http://web.mac.com/brian.yates/HSC/HSC.html>. [Link available from department home page also].

The Human Subjects Committee will review proposals promptly, issuing oral or written requests to the student investigator for any additional information required before completion of the review. The Human Subjects Committee will give students a copy of the final decision, which can be appealed to the departmental Grievance Committee (the Executive Committee of the Department of Psychology) and then to the university-level Institutional Review Board. The Human Subjects Committee will supply a copy of its review to the chair of the thesis or dissertation committee (or, in the case of other research or data collection, the faculty sponsor or faculty advisor), and will maintain in the main office of the Department a file of additional copies of its reviews and all applications for review.

**Progress Evaluations**

Full Course Load

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Three 3-hour graduate-level courses shall be considered a full semester course load. In addition to this course load, students should also initiate or continue work toward completion of the other requirements of the program.

### Ph.D. Qualifying Exam

A qualifying exam (University Requirement) must be taken before completion of 24 credit hours of course work at The American University. This requirement applies to students admitted with or without a master's degree earned elsewhere. In the Psychology Department this qualifying exam is synonymous with the first-year progress evaluation.

### Statutes of Limitations

All requirements must be completed by the end of the seventh year for doctoral students who enter without a recognized master's degree, by the end of the fifth year for doctoral students who enter with a recognized master's degree, and by the end of the third year for students in the master's program. In some cases, up to three 1-year extensions may be granted if the GCC deems that the extenuating circumstances are sufficiently compelling. Requests for each 1-year extension of the statute of limitations will be denied unless there is an advisor's letter of support.

### Annual Progress Evaluations

For students in all programs, all courses with a grade of C or better count toward graduation. If a masters student's GPA falls below 3.0, they will be put on probation (University rule). If a student receives 2 C's, they may be put on probation or dismissed from the program.

Individual faculty advisors are responsible for monitoring graduate student progress. Also, each graduate program (Behavior, Cognition & Neuroscience (BCAN), Clinical, Master's) will have an advisory committee of faculty, appointed by the program director. This advisory committee will review, at least once per academic year, the progress of all graduate students in its program.

All graduate students are required to complete progress report forms to facilitate the advisory committee's review. The progress report form, and a deadline for its completion, will be distributed each Spring semester by the chair of the GCC.

If the result of a student's evaluation is favorable, a written report to this effect will be completed by the program advisory committee, and copies of the report will be distributed to the student, the student's file, the student's academic advisor, and the GCC.

If the advisory committee's evaluation is unfavorable, the committee will communicate in writing to the GCC a report of what the problems are (e.g., poor performance, delayed progress) and what actions the advisory committee recommends (e.g., warning, probation, recommendation of dismissal from the program). The GCC will then determine what, if any, action to take and will communicate this action in writing to the student, student's file, academic advisor, program advisory committee, and department chair.

### Sample Timetables for All Programs and Tracks

**TIMETABLE FOR MASTER'S PROGRAM: NON THESIS TRACK**

**GENERAL PSYCHOLOGY**

Requirements

33 Credits (11 courses)

1 Graduate Statistics Course (STAT-514 or higher)

PSYC-550 Psychological Research 1

A second research course from PSYC-515, PSYC-601

Suggested TIMETABLE for Completion of Requirements

Suggested Time of Requirement (double if part-time)	Natural Science Courses	Social Science Courses	Research and Statistics Courses	Comp Examination (Written)
After 2 Semesters (4 semesters if part-time)	One to two completed	One to two completed	one or two completed	
After 4 Semesters (8 semesters if part-time)	Two to four completed	Two to four completed	three completed	Taken and PASSED

\* If the thesis option is elected, 6 units of thesis credit must be taken.

**TIMETABLE FOR MASTER’S PROGRAM: THESIS TRACK**

Requirements

33 Credits (11 courses)

1 Graduate Statistics Course (STAT-514 or higher)

PSYC-550 Psychological Research 1

6 Units of Masters Thesis Research

Suggested TIMETABLE for Completion of Requirements

Suggested Time of Requirement (double if part-time)	Natural Science Courses	Social Science Courses	Research and Statistics Courses	Thesis	Comprehensive Examination (Written)
After 2 Semesters	One to two completed	Two to two completed	two completed	Masters Thesis Project Approved	
After 4 Semesters	Two to four completed	Four to four completed	four completed	Masters Thesis orals completed	Taken and PASSED

**TIMETABLE FOR MASTER'S PROGRAM**

**GENERAL PSYCHOLOGY**

Requirements

- 33 Credits (11 courses)
- 2 Natural Science Courses
- 2 Social Science Courses
- 1 Graduate Statistics Course (STAT-514 or higher)
- PSYC-550 Psychological Research 1
- A second research course from PSYC-515, PSYC-601, PSYC-797\*

Suggested TIMETABLE for Completion of Requirements

Suggested Time of Requirement (double if part-time)	Natural Science Courses	Social Science Courses	Research and Statistics Courses	Comp Examination (Written)
After 2 Semesters (4 semesters if part-time)	one completed	one completed	one or two completed	
After 4 Semesters (8 semesters if part-time)	two completed	two completed	three completed	Taken and PASSED

\* If the thesis option is elected, 6 units of thesis credit must be taken.

M.A. Program Timetable: Personality/Social Track

**TIMETABLE FOR MASTER’S PROGRAM**

**PERSONALITY/SOCIAL TRACK**

Requirements

- 33 Credits (11 courses)
- 2 Natural Science Courses
- 4 Social Science Courses
- 1 Graduate Statistics Course
- PSYC-550 Psychological Research 1
- 6 Units of Masters Thesis Research

Suggested TIMETABLE for Completion of Requirements

Suggested Time of Requirement (double if part-time)	Natural Science Courses	Social Science Courses	Research and Statistics Courses	Thesis	Comprehensive Examination (Written)
After 2 Semesters	one completed	two completed	two completed	Masters Thesis Project Approval	
After 4 Semesters	two completed	four completed	four completed	Masters Thesis orals completed	Taken and PASSED

**TIMETABLE FOR MASTER'S PROGRAM**

**EXPERIMENTAL/BIOLOGICAL TRACK**

Requirements

- 33 Credits (11 courses)
- 4 Natural Science Courses (See list in graduate student manual)
- 2 Social Science Courses
- 1 Graduate Statistics Course
- PSYC-550 Psychological Research 1
- 6 Units of Masters Thesis Research

Suggested TIMETABLE for Completion of Requirements

Suggested Time of Requirement (double if part-time)	Natural Science Courses	Social Science Courses	Research and Statistics Courses	Thesis	Comprehensive Examination (Written)
After 2 Semesters	two completed	one completed	two completed	Masters Thesis Project Approval	
After 4 Semesters	four completed	two completed	four completed	Masters Thesis orals completed	Taken and PASSED

## TIMETABLE FOR COMPLETION OF PH.D. REQUIREMENTS

### BEHAVIOR, COGNITION & NEUROSCIENCE (BCAN)

#### Requirements

63 Credits (24 credits must be laboratory research)

3 additional credits of masters thesis research

6 Additional credits (2 courses) of dissertation research

4 Comps

2 Tools

2 Rotations outside of primary laboratory (These can be done for credit)

To be completed by May of year	RESEARCH	COMPS/TOOLS	COURSES	
First year	Satisfactory lab research initiated	1 comp started	6 completed	
Second year		1 comp completed 1 tool completed	12 completed	
Third year	Masters Thesis defense passed. Dissertation proposal reviewed by Committee	2 comps completed 1 tool completed 1 <sup>st</sup> rotation	18 completed	
Fourth year	Dissertation data collection underway	4 comps and 2 tools completed 2 <sup>nd</sup> rotation	All completed	
Fifth year	Dissertation completed			

## TIMETABLE FOR COMPLETION OF PH.D. REQUIREMENTS

### CLINICAL PSYCHOLOGY

Requirements

- 63 Credits (21 courses)
- 3 Credits of masters thesis research
- 6 Additional credits (2 courses) of dissertation research
- 4 Comps
- 2 Tools
- Internship

To be completed by May of year	RESEARCH	COMPS/TOOLS	COURSES	CLINICAL
First year	Thesis proposal submitted to committee	Started 1	3 Completed	Positive evaluations by clinical supervisors
Second year	Masters data gathered	2 Completed	9 Completed	"
Third year	Masters Thesis Defense Passed. Dissertation committee chosen. Draft proposal submitted to committee.	3 Completed	15 Completed	"
Fourth year	Dissertation data gathered, if not on internship*	5 Completed	All Completed	Externship
Fifth year	Dissertation orals completed. Dissertation final copy to Dean.	6 Completed	All Completed	*Internship

Students must maintain matriculation each semester. This can be done by a 1-credit course (PSYC-099).

\*Clinical students may elect to do the internship either in their fourth or fifth years, but masters orals and a signed dissertation proposal must be completed before applying for internship.

**Clinical Program Dismissal Criteria**

The following is a summary of grounds for dismissal of a student from the Clinical track of the Ph.D. program:

- \* Following being placed on academic probation due to having a cumulative grade-point average below 3.00, not bringing the cumulative grade-point average above 3.0 by the end of the following semester. (University regulation)
- \* Receiving a second C (or lower) grade can result in probation or dismissal (Departmental regulation)
- \* Unfavorable evaluation of progress of graduate student progress by the Clinical Ph.D. program advisory committee, followed by determination by the Graduate Curriculum Committee that the student should be dismissed in light of this evaluation. (Departmental regulation)
- \* Not completing degree requirements within the statute of limitations for the degree program (7 years for students entering the clinical program with a Bachelor's degree, 5 years for students entering the clinical program with a Master's degree), and not applying for or not receiving approval for a one-year extension, or exceeding the three possible one-year extensions of the statute of limitations for the degree program. (University regulation)
- \* Failing more than two comprehensive examinations, regardless of how many areas have been attempted during the student's tenure as a graduate student at AU, is sufficient grounds for dismissal. (Departmental regulation)
- \* Not retaking a required comprehensive examination within two years of taking a previously failed examination. (University regulation)
- \* Failing a thesis oral examination twice (only one retake is allowed, according to University regulations).
- \* Failing a dissertation oral examination twice (only one retake is allowed, according to University regulations).

### Tools (Required of doctoral students only)

The idea behind the tool requirement is to acquire proficiency in a new methodology or skill that relates to a particular content area in psychology. This is a separate independent requirement. Some rules regarding tools:

--No course either in or out of the department may be used for both tool and course credit. No psychology course in our department may be used for a tool.

--Entering graduate students who have completed training equivalent for meeting a tool requirement prior to entering may receive credit for one tool provided that the required skill can be demonstrated. However, neither course attendance in which performance has not been formally evaluated nor participation in "workshops" prior to admittance to the graduate program at American can be applied toward the tool requirement. At least one of the two required tools must represent a new skill acquired in residence at American University.

-- Obtain a faculty member's firm agreement on the tool before you begin it.

Five examples of tools (these are illustrative, not exhaustive):

(Learning a new research skill): 50-75 hours of working in a laboratory in which a particular emphasis is put on an area of research clearly different from that with which the student is already familiar. Such laboratory experience may be gained in or out of the Department.

(Learning a new clinical skill): A minimum of 50-75 hours developing a new therapeutic or diagnostic skill. Such experience may be gained in or out of the Department.

(Taking a non-psychology course): Adequate graduate-level performance ("B") in one course offered either by (a) other graduate departments at American University or (b) by non-psychology graduate departments of the Consortium of Universities. This option for a tool should be done with the approval of the student's advisor and be related to the student's program of study.

(Learning a computer language): Develop a working knowledge of an approved higher-level programming language (e.g., C++, Visual Basic, Java, etc.). The candidate must demonstrate proficiency to the advisor (presentation or a test).

a) Flowcharting and coding of an algorithm relevant to the candidate's research field. The algorithm selected must be approved by the student's advisor and any faculty member with demonstrated computer/programming expertise.

b) Debugging and successfully running the programmed algorithm.

c) Preparation of adequate documentation.

Alternatively, the student may demonstrate a proficiency in the use of a laboratory computer for both (1) the on-line control of experimental paradigms and procedures, and (2) the on-line acquisition of and analysis of data, as approved by the student's advisor and any faculty member with demonstrated computer/programming expertise.

**GRADUATE STUDENT HANDBOOK 2008-2009**

(Learning a foreign language) Demonstration of a knowledge of any language other than English or a native language, either by taking and passing an examination given by the Language Department or by taking a course that will give the student reading competence in the language. To receive credit for a tool by taking a language course, a student must earn a "B" grade in the particular language course. The foreign language tool option requires approval of the student's advisor. Students must demonstrate the utility of the particular language for their professional career.

## CONSTITUTION OF THE PSYCHOLOGY DEPARTMENT COUNCIL

### I. Operating Procedures

#### A. The Departmental Council

The Departmental Council shall be composed of the following members, having voting rights as specified in this Constitution of the Department of Psychology:

1. The graduate student constituencies (M.A., Ph.D.) shall elect one student representative each. These two individuals shall have a full vote in the Department of Psychology, save for voting on faculty membership for committees.
2. The following individuals shall have a full vote in the Department of Psychology:
  - a) all persons who hold academic rank in the Department of Psychology as Assistant Professor or above and are employed full-time at the University; or
  - b) all persons who hold academic rank in the Department of Psychology as Assistant Professor or above and are employed at least three-quarters time in the Department.
3. The following individuals shall have a full vote in the Department of Psychology:
  - a) all persons who hold academic rank in the Department of Psychology as Instructor who have completed all requirements for the Ph.D. degree and are employed at the University; or
  - b) all persons who hold academic rank in the Department of Psychology as Instructor who have completed all requirements for the Ph.D. degree and are employed at least three-quarters time in the Department.
4. Votes may be granted for a specific time interval to additional persons on an individual basis by a two-thirds vote of the Department.

#### B. The Departmental Council Meeting

Departmental meetings will be conducted by Robert's Rules of Order. The rules in Robert's Rules of Order shall govern the Department in all cases to which they are applicable and in which they are not inconsistent with the by-laws of the Department. A quorum shall be 60% of the Departmental Council eligible to vote, rounded to the nearest whole number. Faculty on leave or sabbatical shall not be considered in the calculation of a quorum. They shall, however, be allowed to vote if present. In order that the Departmental Council may consider important matters prior to a Departmental meeting, every substantive motion which is to be voted on at a meeting must be distributed to the entire Departmental Council in writing at least seven days before a meeting, or must have been brought up at a previous meeting. In the latter case, the minutes of the previous meeting will be made available at least seven days before a meeting in order to serve as written notice of substantive matters to be considered. A two-thirds vote of those present and eligible to vote will be required to suspend this rule.

Customarily, the Chair will announce the time of a departmental meeting at least seven days in advance of the meeting.

#### C. The Departmental Chair

The chief executive of the department shall be the departmental Chair. The Chair shall be elected by a majority vote of the Departmental Council taken by secret ballot. The term of office shall be for 3 years. One person may not serve more than two consecutive terms. The election of Chair shall be held in the third year of the Chair's term of office in the month of February, with the new Chair to take office in June.

II. Committees

**A. Most of the work of the department will be carried out in committee.**

**B. Faculty membership on all committees shall be determined by the following procedure.** Early in the Fall semester the faculty members of the Departmental Council will, by majority vote, elect faculty members to the following committees. The vote shall be by secret ballot unless all voting members of the faculty who are present choose otherwise. The committee shall elect its Chair by a majority vote of the committee with the exception of the Executive Committee, for which the Chair of the Department will be committee Chair. The following committees shall be standing committees for the department and shall have the functions described below.

1. The Graduate Curriculum Committee:

shall deal with the graduate curriculum, faculty-graduate student relations, and the recruitment and selection of new graduate students. The committee shall consist of (a) two graduate students, one each from the doctoral and masters programs (and elected by students enrolled in the graduate program of the Department of Psychology), and (b) not fewer than three faculty members selected by the Council, at least one of which is not an *ex officio* member of the Graduate Curriculum Committee. The coordinators or directors of graduate programs shall be *ex-officio* members of the committee, if they are not otherwise on the committee.

2. The Undergraduate Curriculum Committee:

shall deal with the undergraduate curriculum and faculty-undergraduate relations, and shall plan and coordinate undergraduate advisement. The committee shall consist of not fewer than three faculty members and one undergraduate student majoring in psychology (and elected by undergraduate students majoring in psychology). The coordinators or directors of undergraduate programs shall be *ex-officio* members of the committee, if they are not otherwise on the committee.

3. The Executive Committee:

consisting of three members of the department and the departmental Chair, shall decide when a new faculty position is to be filled and the area of psychology in which the new member should have expertise. The committee shall also decide upon requests for reconsideration of the departmental Chair's decisions on such department-faculty matters as space allocation, student assistant support, initiation of recommendations for tenure and promotion, teaching assignments, departmental research funds, etc. Requests for reconsideration with supporting justification must be submitted in writing. When an appeal is made the Executive Committee must meet to consider the appeal within two weeks.

4. The Library Committee:

shall be responsible for promoting the acquisition by the library of additional books and journals in psychology. The committee shall consist of not fewer than one faculty member, one undergraduate student, and one graduate student.

5. The Human Subjects Committee:

shall review all proposals for conducting research involving human subjects, according to criteria used by the University Institutional Review Board and the American Psychological Association. This committee shall consist of at least two faculty and one graduate student representative. All members must have experience working with human subjects. It is recommended that at least one of the faculty members have served on the Institutional Review Board of the University, to reflect that body's perspectives on the use of human subjects. This committee shall also organize the human subjects volunteer pool.

**C. Members of all committees shall serve for a one-year term. The members shall be selected each year in the month of September.**

**D. The Departmental Chair shall be ex-officio a voting member of all committees.**

**E. All committee reports shall be submitted in writing.** Except for the Executive Committee, committee reports that contain proposed actions specifically falling within the committee's sole jurisdiction shall be dated and distributed in writing to all departmental members. The proposed actions shall be automatically accepted as a departmental resolution unless a written objection is distributed to all departmental members within seven days by a member of the department. If such an objection is raised, the committee proposal specified by the objection (and only that proposal) shall not become a departmental resolution unless the proposal receives a majority vote of the Departmental Council.

**F. All committees shall operate according to Robert's Rules of Order.** Every substantive motion that is to be voted on at a meeting must be distributed to the committee members in writing at least two days in advance of a meeting.

### **III. New Faculty Appointments**

After the Executive Committee recommends an appointment in a given area, it shall appoint an ad hoc committee of faculty to conduct a search. The graduate students of the Department may choose one of their number to serve on the search committee as well. The search committee shall be responsible for recommending candidates for offers of faculty appointments. A body consisting of the entire faculty and also the graduate student who served on the search committee shall consider the search committee's recommendations. A majority vote of that body will determine to whom and in what sequence offers of employment are to be made.

### **IV. Rank and Tenure**

**A.** The Rank and Tenure committee will be composed of one graduate student (chosen by the graduate students in the Spring term), at most one assistant professor, and at least five members total. At least 60% of the committee will be tenured faculty members. Faculty members of all levels will be chosen to serve on the committee if they receive a majority vote of faculty present at a council meeting in the Spring term. The candidate's file for action shall be made available to the Rank and Tenure committee at least one week in advance of any decision as to whether to recommend the candidate for tenure or promotion. A majority vote of the Rank and Tenure committee shall be required for a candidate to be recommended for tenure or promotion. The written recommendations of this committee will be forwarded to the chair of the department.

**B.** The Merit committee will be composed of one graduate student, one assistant professor, one associate professor, and one full professor. The graduate students shall select the graduate student member of the committee. The faculty shall select the faculty members to serve on the committee by majority vote at a meeting held in the Fall term.

Special meetings of the Rank and Tenure committee shall be announced in writing to all members of the Department seven (7) days in advance. An undergraduate student chosen by the undergraduate psychology student organization may speak at these meetings, as may any voting member of the Department. Only voting members of the Rank and Tenure committee may be present at its final vote.

A faculty member may not serve on the Rank and Tenure Committee in a year in which he or she is being considered for tenure or promotion.

### **V. Constitutional Amendments**

The Constitution shall be amended by a two-thirds vote of the total eligible voting members of the Departmental Council.

## VI. Comprehensive Exam Reading Lists

### Area I: Biological Bases of Psychology (Current Version)

#### **Comprehensive Exam Reading List for Area I: Biological Bases of Psychology**

FOR THE OCTOBER 2008 AND APRIL 2009 COMPREHENSIVE EXAMS, THE FOLLOWING READINGS ARE for Area I: Biological Bases of Behavior Comprehensive Examination are:

- **Biological Psychology: An Introduction to Behavioral, Cognitive, and Clinical Neuroscience**, Third (or latest) Edition Mark R. Rosenzweig, S. Marc Breedlove, & Arnold L. Leiman  
Sinauer: Publication Date: 2001  
651 pages, 422 illustrations  
ISBN: 0-87893-709-9

- **Animal Behavior: An Evolutionary Approach**, Seventh (or latest) Edition  
John Alcock  
Sinauer: Publication Date: July 1, 2001  
560 pages, 444 illustrations  
ISBN: 0-87893-011-6

- **Principles of Neuropsychopharmacology** (latest edition) Robert S. Feldman, Emeritus, University of Massachusetts, Jerrold S. Meyer, University of Massachusetts, and Linda F. Quenzer, University of Hartford  
Sinauer: Publication Date: 1997  
909 pages, 500 illustrations  
ISBN: 0-87893-175-9

- **Fundamentals of Human Neuropsychology**, Fifth (or latest) Edition  
Bryan Kolb & Ian Q. Whishaw  
Worth: Publication Date: March 2003  
763 pages,  
ISBN: 0-7167-5300-6

FOR THE JULY 2009 AND SUBSEQUENT COMPREHENSIVE EXAMS, THE FOLLOWING READINGS WILL BE THE LIST FOR AREA I

- 1) Neuroscience (Fourth Edition); Dale Purves, George J. Augustine, David Fitzpatrick, William C. Hall, Anthony-Samuel LaMantia, James O. McNamara & Leonard E. White; Sinauer: Publication Date: 2008; 857 pages; ISBN: 978-0-87893-697-7.

- 2) Animal Behavior: An Evolutionary Approach (Eighth Edition); John Alcock; Sinauer; Publication Date: July 1, 2001 564 pages; ISBN: 0-87893-005-1.
  - 3) Molecular Neuropharmacology: A Foundation for Clinical Neuroscience. Eric J. Nestler, Steven E. Hyman & Robert C. Malenka. McGraw-Hill; Publication Date: 2001; 539 pages; ISBN: 0-8385-6379-1.
  - 4) Fundamentals of Human Neuropsychology (Sixth Edition) Bryan Kolb & Ian Q. Whishaw; Worth: Publication Date: 2009; 763 pages; ISBN: 0-7167-9586-8.
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Area II: Learning/Cognition/Perception

**Comprehensive Exam Reading List for Area II: Learning/Cognition/Perception**

PERCEPTION

1. Atkinson, R.C., Herrnstein, R.J., Lindzey, G., & Luce, R.D. (Eds.) (1988). Stevens' Handbook of Experimental Psychology. 2/e. Volume 1: Perception and Motivation. Pp. 1-500. New York: Wiley-Interscience.
2. Cornsweet, T. (1970). Visual Perception. Pp. 1-89. New York: Academic Press.
3. Gescheider, G. (1985). Psychophysics (2nd. edition). Pp. 135-263. Hillsdale, NJ: Erlbaum.
4. Kaufman, L. (1974). Sight and Mind. Pp. 153-210. New York: Oxford.
5. Schnapf, J., & Baylor, D. (1987). How photoreceptor cells respond to light. Scientific American, ?? (April), 40-47.
6. Schnapf, J., Kraft, T., Nunn, B., & Baylor, D. (1988). Spectral sensitivity of primate photoreceptors. Visual Neuroscience, 1, 255-261.

LEARNING

1. Skinner, B.F. (1938). Behavior of Organisms. New York: Cappleta-Century-Crofs.
2. Mackintosh, N. J. (1984) Conditioning and Associative Learning. New York: Oxford University Press.
3. Mazur, J. E. (1990). Learning and Behavior. Prentice-Hall.

COGNITION

1. Tulving, E. & Craik, F.I.M. (2000). The Oxford Handbook of Memory. Oxford University Press.
2. Roediger, H.L., & Craik, F.I.M.(1989). Varieties of Memory and Consciousness. Lawrence Erlbaum.
3. Anderson, J. R. (1995). Cognitive psychology and its Implications (4th edition), W. H. Freeman.

4. Galotti, K.M. (1999). *Cognitive Psychology In and Out of the Laboratory* (2nd Edition). Brooks/Cole Wadsworth.

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Area III: Psychopathology/Psychotherapy/Assessment (Clinical)

**Comprehensive Exam Reading List for Area III:  
Psychopathology/Psychotherapy/Assessment (Clinical)**

FOR THE OCTOBER 2008 AND APRIL 2009 COMPREHENSIVE EXAMS, THE FOLLOWING READINGS ARE THE LIST FOR AREA III

American Psychological Association (1994). DSM-IV

Gabbard, G.O., Beck, J.S. & Holmes, J. (Eds) (2005). Oxford Textbook of Psychotherapy. Oxford University Press.

Hersen, M., & Turner, S.N. (2003). *Adult Psychopathology and Diagnosis* (4th Edition). New York: Wiley.

Kaplan, R.M., & Saccuzzo, D.P. (2005). *Psychological Testing* (6<sup>th</sup> Edition).

FOR THE JULY 2009 AND SUBSEQUENT COMPREHENSIVE EXAMS, THE FOLLOWING READINGS ARE THE LIST FOR AREA III [NOTE: the only change from earlier list is the edition of Hersen/Turner]

American Psychological Association (1994). DSM-IV

Gabbard, G.O., Beck, J.S. & Holmes, J. (Eds) (2005). Oxford Textbook of Psychotherapy. Oxford University Press.

Hersen, M., & Turner, S.N. (2007). *Adult Psychopathology and Diagnosis* (5th Edition). New York: Wiley.

Kaplan, R.M., & Saccuzzo, D.P. (2005). *Psychological Testing* (6<sup>th</sup> Edition).

Area IV: Social/ Personality/Developmental

**Comprehensive Exam Reading List for Area IV:  
Social/Personality/Developmental**

FOR THE OCTOBER 2008 EXAM THE LIST IS THE FOLLOWING:

**SOCIAL PSYCHOLOGY**

Brown, R. (1986). Social psychology: The second edition. New York: Free Press. Chapter 2. (Exchange and Equity).

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Chaiken, S. (1987). The heuristic model of persuasion. In M.P. Zanna, J.M. Olson, & C.P. Herman (Eds.), Social influence: The Ontario Symposium. (Vol. 5, pp. 3-39). Hillsdale, NJ: Erlbaum.

Cooper, J., & Fazio, R.H. (1984). A new look at dissonance theory. In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 17, pp. 229-266). New York: Academic Press.

Darley, J.M., & Fazio, R.H. (1980). Expectancy and confirmation processes arising in the social interaction sequence. American Psychologist, 35, 867-881.

Ross, L., & Nisbett, R.E. (1991). The person and the situation. New York: McGraw-Hill. ISBN 0-07-053926-X.

#### PERSONALITY PSYCHOLOGY

Pervin, L.A., & John, O.P. (Eds.) (1999). Handbook of Personality: Theory and Research (2nd Edn.) New York: Guilford.

#### DEVELOPMENTAL PSYCHOLOGY

Bornstein, M., Lamb, M. (Eds.) (2005, 5th Ed.). Developmental Science. Hillsdale, NJ: Erlbaum.

Eisenberg, N. (Ed.) (1995). Social Development. Thousand Oaks, CA: Sage Publ. ISBN: 0-8039-5685-1

Parke, R.D., Ornstein, P.A., Rieser, J. And Zahn-Waxler. (1994). A century of developmental psychology. Washington, D.C.: American Psychological Association.

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FOR THE APRIL 2009 EXAM THE LIST IS THE FOLLOWING:

#### SOCIAL PSYCHOLOGY

Brown, R. (1986). Social psychology: The second edition. New York: Free Press. Chapter 2. (Exchange and Equity).

Chaiken, S. (1987). The heuristic model of persuasion. In M.P. Zanna, J.M. Olson, & C.P. Herman (Eds.), Social influence: The Ontario Symposium. (Vol. 5, pp. 3-39). Hillsdale, NJ: Erlbaum.

Cooper, J., & Fazio, R.H. (1984). A new look at dissonance theory. In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 17, pp. 229-266). New York: Academic Press.

Darley, J.M., & Fazio, R.H. (1980). Expectancy and confirmation processes arising in the social interaction sequence. American Psychologist, 35, 867-881.

Ross, L., & Nisbett, R.E. (1991). The person and the situation. New York: McGraw-Hill. ISBN 0-07-053926-X.

#### PERSONALITY PSYCHOLOGY

Pervin, L.A., & John, O.P. (Eds.) (1999). Handbook of Personality: Theory and Research (2nd Edn.) New York: Guilford.

#### DEVELOPMENTAL PSYCHOLOGY

Bornstein, M., Lamb, M. (Eds.) (2005, 5th Ed.). Developmental Science. Hillsdale, NJ: Erlbaum.

Damon, W., Lerner, R. M. (Eds.) (2008, 1<sup>st</sup> Ed., ISBN: 0470176571) Child and Adolescent Development: An advanced Course. New York: Wiley.

FOR JULY 2009 AND SUBSEQUENT EXAMS THE LIST IS THE FOLLOWING:

#### SOCIAL PSYCHOLOGY

Brown, R. (1986). Social psychology: The second edition. New York: Free Press. Chapter 2. (Exchange and Equity).

Chaiken, S. (1987). The heuristic model of persuasion. In M.P. Zanna, J.M. Olson, & C.P. Herman (Eds.), Social influence: The Ontario Symposium. (Vol. 5, pp. 3-39). Hillsdale, NJ: Erlbaum.

Cooper, J., & Fazio, R.H. (1984). A new look at dissonance theory. In L. Berkowitz (Ed.), Advances in experimental social psychology (Vol. 17, pp. 229-266). New York: Academic Press.

Darley, J.M., & Fazio, R.H. (1980). Expectancy and confirmation processes arising in the social interaction sequence. American Psychologist, 35, 867-881.

Ross, L., & Nisbett, R.E. (1991). The person and the situation. New York: McGraw-Hill. ISBN 0-07-053926-X.

#### PERSONALITY PSYCHOLOGY

Pervin, L. A. (2003). The science of personality (2<sup>nd</sup> edn.). New York: Oxford University Press.

#### DEVELOPMENTAL PSYCHOLOGY

Bornstein, M., Lamb, M. (Eds.) (2005, 5th Ed.). Developmental Science. Hillsdale, NJ: Erlbaum.

Damon, W., Lerner, R. M. (Eds.) (2008, 1<sup>st</sup> Ed., ISBN: 0470176571) Child and Adolescent Development: An advanced Course. New York: Wiley.

**Ethics Examination Reading List for April 2009 exam only**  
**American University**  
**Department of Psychology**

Examination questions are based on material covered in various courses that address ethical issues (e.g., Psychological Research I, Practica, Psychotherapy, Psychopathology, Assessment, etc.), as well as the required reading list below (which has some but not complete overlap with ethics-related course material). The exam may consist of definitions, short essays, and analysis of written cases. You will choose six out of seven possible questions. Please note that web links are provided for your convenience. It is your responsibility to obtain the article from the original source if the link is not working.

**Required readings**

**APA ethical principles**

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073. <http://www.apa.org/ethics/>

**Books/Overviews/Chapters**

Bersoff, Donald N. (2003) (Ed). *Ethical conflicts in psychology, 3rd ed.* Washington, DC: American Psychological Association.

Koocher, G. P. & Keith-Spiegel, P. (1998). *Ethics in Psychology: Professional Standards and Cases, 2nd Edition.* New York: Oxford University Press.

**Journal articles**

Chenneville, T. (2000). HIV, Confidentiality, and Duty to Protect: A Decision-Making Model. *Professional Psychology: Research and Practice*, 31, 661-670.

Gil, E. F. & Bob. S. (1999). Culturally competent research: An ethical perspective. *Clinical Psychology Review*, 19, 45-55

Kraut, R., Olson, J., Mahzarin, B., Cohen, A., & Couper, M. (2004). Psychology research online: Report of the Scientific affairs advisory group on the conduct of research on the internet. *American Psychologist*, 59, 105-117.

Lamb, D.H. & Catanzaro, S.J. (1998). Sexual & nonsexual boundary violations involving psychologists, clients, supervisees, & students. *Professional Psychology: Research and Practice*, 29, 498-503.

Plante, T.G. (1999). Ten strategies for psychology trainees and practicing psychologists interested in avoiding ethical and legal perils. *Psychotherapy*, 36, 398-403.

Sharkin, B. (1995). Strains on confidentiality in college-student psychotherapy: Entangled therapeutic relationships, incidental encounters, and third-party inquiries. *Professional Psychology, Research and Practice*, 26, 184-189.

Tabachnick, B.G., Keith-Spiegel, P., Pope, K.S (1991) Ethics of teaching: Beliefs and behaviors of psychologists as educators. *American Psychologist*, 46, 506-515.

Ethics Reading List 2

**Supplemental readings/resources  
(suggested but not required)**

American Psychological Association. *APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations.*

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

American Psychological Association. *Guidelines for psychotherapy with lesbian, gay, and bisexual clients.* <http://www.apa.org/pi/lgbcc/publications/guidelines.html>

American Psychological Association. Guidelines for the ethical conduct in the care and use animals. <http://www.apa.org/science/anguide.html>

American Psychological Association (1999). *Standards for Educational and Psychological Testing.* Washington, DC: American Psychological Association.

Eyde, L.D. et al. (1993). *Responsible Test Use: Case Studies for Assessing Human Behavior.* Washington, DC: American Psychological Association.

Harrar, W.R., VandeCreek, L., & Knapp, S. (1990). Ethical and legal aspects of clinical supervision. *Professional Psychology: Research and Practice*, 21, 37-41.

Knapp, S. & VandeCreek, L. (2003). An overview of the major changes in the 2002 APA Ethics Code. *Professional Psychology: Research & Practice*. 34, 301-308.

Kuther, Tara L. (2003) Teaching the teacher: Ethical issues in graduate student teaching. *College Student Journal*, 37, 219-223.

Moser, D. M., Schultz, S. K., Arndt, S., Benjamin, M. L., Fleming, F. W., Brems, C. S., Paulsen,

J. S., Appelbaum, P. S., & Andreasen, N. C. (2002). Capacity to provide informed consent for participation in schizophrenia and HIV research. *American Journal of Psychiatry*, 159, 1201-1207

National Academy of Sciences (1995). On being a scientist. Committee on Science, engineering, and public policy. National Academy Press: Washington D.C.

<http://www.nap.edu/readingroom/books/obas/>

Patten, C., Barnett, T., & Houlihan, D. (1991). Ethics in marital and family therapy: A review of the literature. *Professional Psychology: Research and Practice*, 22, 171-175.

Ragusea, A.S. & VandeCreek, L. (2003). Suggestions for the ethical practice of online psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 40, 94-102.

*Revised March 2004*

**Ethics Examination Reading List for July 2009 and subsequent exams**  
**American University**  
**Department of Psychology**

**Ethics Examination Reading List**  
**American University**  
**Department of Psychology**

The ethics exam is typically administered once in the Spring and once in the Summer. Questions will be based on the material covered in the required reading list below. The exam may consist of definitions, short essays, and analysis of written cases. You will choose six out of seven possible questions. Please note that web links are provided for your convenience. It is your responsibility to obtain the article from the original source if the link is not working.

**APA ethical principles**

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073. <http://www.apa.org/ethics/>

NCI's Online Research Ethics Training course  
<http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>

American Psychological Association. APA guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations.  
<http://www.apa.org/pi/oema/guide.html>

American Psychological Association. Guidelines for psychotherapy with lesbian, gay, and bisexual clients. <http://www.apa.org/pi/lgbcc/publications/guidelines.html>

**Books/ Chapters**

Kazdin, A. E. (2001). Ethical issues and guidelines for research. *In Research Design in Clinical Psychology (4th ed.)*. pp. 497-544. Needham Heights, MA: Allyn and Bacon.

Koocher, G. P. & Keith-Spiegel, P. (2008). *Ethics in Psychology: Professional Standards and Cases, 3rd Edition*. New York: Oxford University Press.

Knapp, S.J and VandeCreek, L.D. (2006). *Practical Ethics for Psychologists: a positive approach*. Washington D.C. American Psychological Association.

Sales, B.D. & Folkman, S. (Eds.) (2000). *Ethics in research with human participants*. Washington D.C.: American Psychological Association.

**Journal articles**

American Psychological Association (2007). Record Keeping Guidelines. *American Psychologist*, 62, 993-1004.

Chenneville, T. (2000). HIV, Confidentiality, and Duty to Protect: A Decision-Making Model. *Professional Psychology: Research and Practice*, 31, 661-670.

Gil, E. F. & Bob. S. (1999). Culturally competent research: An ethical perspective. *Clinical Psychology Review*, 19, 45-55

Knauss, L.K. (2001). Ethical issues in psychological assessment in school settings. *Journal of Personality Assessment*, 77, 231-241.

Kraut, R., Olson, J., Mahzarin, B., Cohen, A., & Couper, M. (2004). Psychology research online: Report of the Scientific affairs advisory group on the conduct of research on the internet. *American Psychologist*, 59, 105-117.

*Revised June 2008*