

2009 -2010

**Human Development and Family Studies
GRADUATE HANDBOOK**

**Department of Human Development
& Family Studies
University of Connecticut
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Storrs, CT 06269-2058**

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WELCOME!

Welcome to the Graduate School of the University of Connecticut, and to the Graduate Programs in Human Development and Family Studies (HDFS). This Handbook is designed to provide you with basic information concerning what we have to offer, what you should expect of us, and what we expect of you. *It is in your interest to read it carefully and to consult with your Major Advisor or the Associate Department Head for Graduate Studies about any unclear points.* Students in the Marriage and Family Therapy (MFT) clinical program may also wish to direct questions to the Director of the clinical training program. We hope you will feel free to ask questions as they arise, so that you can avoid unnecessary complications.

This Handbook is not meant to displace or in any way void the Graduate School catalog. All University of Connecticut graduate students are held to the basic requirements and regulations of the Graduate School as designated in the catalog. Various programs adopt requirements that apply in addition to the overall Graduate School requirements, and this Handbook includes certain requirements that we have added.

In entering this program, you are joining a field that is being created at the present time. The career you make for yourself at the University of Connecticut and beyond will depend largely upon your own resourcefulness and initiative as you choose from the range of available options. Course requirements are oriented toward presenting you immediately with a content overview, a range of alternative academic and professional directions from which you can choose, and basic research skills. After that, the range of options available to you will depend largely on your choice of directions. Our programs are small enough to be tailored to your personal needs and goals, yet large enough to provide considerable diversity and exposure to a variety of perspectives.

We look forward with excitement to our mutual association, and hope that both you and we may find it a challenging and rewarding experience.

Sincerely yours,

Ronald M. Sabatelli, Ph.D., Department Head, HDFS

Preston A. Britner, Ph.D., Associate Department Head for Graduate Studies, HDFS

SIGNIFICANT DATES 2009-2010

Calendar – Fall Semester 2009

See the University's Academic Calendar:
<http://www.registrar.uconn.edu/fall09.htm>

Calendar – Spring Semester 2010

See the University's Academic Calendar:
<http://www.registrar.uconn.edu/spring10.htm>

I. THE GRADUATE PROGRAMS

Cohesiveness and Purpose

The key word for this program is **context**. All of the HDFS programs are concerned with human behavior as it is embedded within developmental and historical processes, and in social, cultural, and physical settings. Our concerns span the entire course of individual lives and the broadest range of relationship patterns.

Naturally, this “world view” leads to a concern with the contexts in which humans develop and therefore to a focus on the systems aspect of person, family, and process. Just as behavior is best understood in a real life context, professionals in the arena of Family Studies believe that the concept of system is best understood when studied in a real world context. This appreciation of real world contexts leads many Family Studies professionals to view human development through action- and change-oriented lenses.

Subsequently, our program of study is designed to prepare professionals to become intimately involved with families in ways that lead to change. Some students, through our clinical Marriage & Family Therapy (MFT) program, will learn to effect change through the process of treatment. Others will learn to affect change through public policy, program evaluation, or through research focused on developmental and family processes, and social, cultural, and physical contexts.

Our graduate programs of study have been designed to encourage and support students’ personal and professional growth and development. Our programs are predicated on the belief that intellectual curiosity is an intrinsic part of being a successful and contributing professional and that students must feel free to pursue their curiosities while engaged in our programs of study.

A. THE MASTER OF ARTS PROGRAMS

M.A. Academic Requirements

All M.A. candidates are required to:

1. Design and successfully complete a Plan of Study (POS) consisting of approximately 30 course credits plus nine thesis credits (GRAD # 5950). The POS is developed in consultation with the student’s Major Advisor and advisory committee and is designed to meet the student's interests and goals as well as the Graduate School’s requirements for the M.A. degree. Thus, the exact number of courses in a POS depends on each student’s preparation and specific area of study.
2. Include the following courses on their POS - HDFS 5001: Proseminar in Family Studies, HDFS 5003: Research Methods in Human Development and Family Studies I, and HDFS 5215: Models and Concepts of Lifespan Human Development. These courses should be taken as early as possible in their academic program.
3. Design and conduct a master’s thesis study, unless in the Plan B, non-thesis M.A. track of the MFT program. More information about this is provided below.
4. Maintain a “B” average (3.0 GPA) throughout their course of study.
5. Pass a “final” oral examination.
6. Complete any additional requirements deemed essential by their advisory committee.

Please Note: *Students in the M.A. program in MFT have additional required and recommended courses, clinical practica, and professional experience requirements. MFT students are referred to page 21 for specific information pertaining to their degree and licensure requirements.*

Important Information Concerning the M.A. Degree

Thesis

As noted above, all M.A. students except those in the Plan B non-thesis track within MFT are required to write a thesis* and ***must*** register for nine credits of GRAD 5920: Master's Thesis Preparation. It should be noted that MFT students desiring to continue for a Ph.D., here or at another university, are strongly advised to write a thesis. There are many types of appropriate theses. Options for completing a thesis include:

1. Original Research Project

In this option, the most traditional type of M.A. thesis, students design a study in which they collect data, and write a thesis entirely on their own data. This should be done in close collaboration with one's advisor, so that the process does not overwhelm the student. A wide range of topics and approaches are satisfactory to the Department, dependent on agreement by one's advisory committee. These include quantitative and qualitative studies, historical or policy analysis, etc.

2. Replication

Some studies take on properties of a "classic" that everyone cites. Redoing such a study with additional controls or a younger or older age sample is a good way to get an M.A. thesis. You have the structure on which to build and the field benefits from the replication.

3. Secondary Data Analysis through Data Bank Use

There are many data banks at the University of Connecticut and elsewhere that could be used for secondary data analysis research purposes. The Roper Center on campus has several national surveys that involve samples and issues of much relevance to our program; many others are available on the Internet from national data archive sources. Students have used them for their M.A. theses involving women's issues, parent-child relations, health, and similar subjects. Alternately, several faculty members have interview and other data sets available that have not yet been analyzed. The use of these materials is an appropriate route for an M.A. thesis and benefits all concerned.

4. Ongoing Research

Another route used for completing the thesis requirement is through involvement with faculty or doctoral research that is being planned or is underway. M.A. students might collaborate with the study and add some measures of their own or take a specific piece of analysis that might otherwise not be completed. The availability of these data and opportunities for engagement in ongoing research projects are mutually beneficial to all involved.

5. Joint M.A. Theses

On a few occasions, joint projects have been done in the past. In this case, data-gathering and preparation may be done jointly and analysis tasks shared, but each student focuses on different parts of the study. Joint projects can benefit students when there is mutual help and productive sharing of data. The separate final reports incorporate common elements and analysis and interpretation of different aspects of the study.

The Graduate School website (www.grad.uconn.edu/masters.html) provides guidelines for the preparation of the thesis, scheduling the defense, and necessary steps for submitting the thesis.

Timing in the M.A. Program

The typical number of credits in the M.A. program is about 30 course credits plus nine thesis credits, with the exception of MFT students. The number of credits in the MFT program is approximately 55-60.

A master's degree *must* be completed within six years according to Graduate School regulations. However, the overall time for completion of a master's degree is expected to range from 1½ to 2½ years. This is likely to include two years of full-time graduate study and may also include contiguous summers (insofar as faculty may be available for evaluation and assistance beyond the terms of their contracts; summer work is essential to completion of the clinical M.A.).

Faculty Advisory Committee

A faculty advisory committee should be formed *before* the end of the student's first full-time year in the M.A. program, and as early as reasonable according to the student's plans and goals. According to the Graduate School requirements, this committee must consist of *at least* three members of the Graduate Faculty (which includes most but not all faculty), at least two of whom must be in the Department of Human Development and Family Studies. The Major Advisor is automatically the chair of this committee. More detail on advising is given later in the Handbook.

Plan of Study

The Graduate School requires that an approved Plan of Study (POS) be on file in the Graduate Records Office no later than the time at which not more than half the expected course work has been completed. Practically, this means that the POS should be submitted approximately at completion of the second semester of the first year of full-time graduate study, though plans may be filed as soon as they are clear. To be able to file a POS a student must have a Major Advisor and a full advisory committee. Once completed, changes to the POS must be submitted as revisions and approved by the student's advisory committee.

Students design their POS in conjunction with their advisory committee. In doing so, M.A. students are encouraged to:

1. enroll in HDFS 5005 and/or 5004 and a statistics or quantitative or qualitative methods course as may be appropriate to enhance the quality of their thesis;
2. include a limited number of courses outside of the HDFS department (generally two);
3. reflect an area of specialization*; and,
4. "round out" their programs by electing to take an independent study, HDFS 5000: Investigation of Special Topics, and/or a Research Practicum (HDFS 5030) with an appropriate faculty member to provide them with more detailed investigation of a specialized area.

Plan of Study forms (Plan A [with thesis] and Plan B [non-thesis]) are available on-line at www.grad.uconn.edu/forms.html.

* *For more information about the department's areas of specialization, please see page 16 – 28.*

Oral Examination

All students within the M.A. program are required to complete an oral examination. The oral examination is seen as providing closure on the M.A. program experience. It is an educational experience that provides students an opportunity to demonstrate competent achievement and to be challenged to discuss ideas and future prospects in a professional atmosphere.

The oral examination will be scheduled late in the student's program. If the student has written a thesis, the oral exam will be a presentation of that thesis. If a MFT student has chosen the Plan B non-thesis

option, his or her oral presentation will concern clinical issues and philosophies. The student's advisory committee will determine the scheduling, format, and content.

Prior to taking the oral examination, the student must prepare *The Report on the Final Examination for the Master's Degree* form for the signatures of his/her Major Advisor and members of the advisory committee. The form is available at www.grad.uconn.edu/forms.html. Immediately following the examination, the student must provide the Coordinator of the HDFS Graduate Program with the original signed form and three copies. The Coordinator will submit the original to the Graduate School and return copies to the Major Advisor and student and will place the remaining copy in the student's file in the HDFS graduate office.

B. THE DOCTOR OF PHILOSOPHY PROGRAM

The Human Development and Family Studies (HDFS) program is one of a very limited number of programs in the U.S. that offers a Ph.D. in Human Development and Family Studies (HDFS). The Ph.D. student may choose an area of specialization from among those offered by the Department – Child and Adolescent Development, Adult Development and Aging, Family Systems and Relations, Marriage and Family Therapy (MFT). Alternatively, she or he may develop a specialized focus in conjunction with her or his Major Advisor and advisory committee.

Admission to the Ph.D. Program

Students are admitted into the Ph.D. program based on clear evidence of their scholarly potential and ability to conduct independent research. Admittance may be attained via one of two routes:

1. The traditional route is one in which the applicant has completed a master's degree *with a research thesis* in a related area or can present other evidence of empirical scholarship professionally equivalent to an M.A. thesis, such as a published article or research presentations at professional meetings. In this case, the student is providing evidence of past research experience as indication of ability to conduct doctoral level research.
2. The second route exists for a student without post-baccalaureate training *or* who has completed a master's program that did not have a research focus or did not require a thesis (e.g., many MSW and MFT programs). Rather than providing evidence of scholarly achievement, the student is expected to present evidence of her/his strong research *potential*. This may be evidenced in having taken high-level research-focused courses, letters from faculty with whom the student did undergraduate research work, an undergraduate Honor's thesis that was research-based, etc. It should be noted that a student admitted in this way is required to complete a master's degree with thesis as a step in his or her Ph.D. program. She or he does so in similar fashion to those taking the M.A. program as their goal. That is, they will take appropriate course work (amount determined by their advisory committee but not less than 15 credits) and nine credits of GRAD 5920 to complete an appropriate thesis after that course work.

Regardless of route, the Graduate Record Examination (GRE) is required as part of the application process. In rare instances, an applicant may request a waiver of the GRE; such requests will be evaluated on a case-by-case basis. A formal written request for waiver with a detailed explanation of the reason for the request must accompany the application for admission.

Requirements of the Program

The Graduate Faculty of the HDFS (then the School of Family Studies) approved the following curriculum for all Ph.D. students matriculating in Fall of 2000 and thereafter. A student may request a

waiver of required core courses if she/he has completed similar course work. However, the waiver must be discussed with and approved by the student's Major Advisor *and* the Associate Department Head for Graduate Studies. In some cases, the student will be asked to discuss his or her background and qualifications with the instructor of a specific course to allow that faculty person to have input into the decision as to whether or not to waive the requirement. For those students admitted to the Ph.D. program post-baccalaureate or without a thesis and/or appropriate research experience, this curriculum forms the basis for developing the master's degree with thesis step of their doctoral program.

Please Note: *The student should always consult the current University of Connecticut Graduate Catalog for detailed descriptions of general requirements for the Ph.D. degree.*

The Ph.D. Degree in Human Development and Family Studies Curriculum

Structure

The Ph.D. in HDFS needs to be viewed from multiple perspectives. First and foremost, the "field of study" of the degree is "human development and family studies." This means it includes examination of theory, research, and intervention/practice and their interplay across the full lifespan of individual development and within the context of family and social systems. It also includes an appreciation for, and exploration of, the diverse ways in which persons develop within their social and familial contexts. Thus, it includes a *core curriculum* designed to provide all students with that foundation.

All programs of study within the graduate program involve an emphasis on:

- Lifespan Human Development (in ecological context)
- Diversity & Culture
- Promoting Healthy Individuals and Families (prevention, intervention, and policy)
- Basic and Applied Research

Second, it includes an *area of specialization*. For most students, this will be one of four well-developed program areas within the Department. Two of these are primarily human development and two primarily family studies, but all include a focus on how human development and family relations are inextricably linked. These areas are:

- Child and Adolescent development;
- Adult Development and Aging;
- Family Systems and Relations; and
- Marriage and Family Therapy.

Most individual students are likely to elect to have one of these areas of specialization. However, some students may prefer to use a broader definition of their program, based in a thematic approach to their studies that may span several of these areas. The research interests of the Department's faculty and graduate students currently cluster in several overlapping areas of focus:

- Prevention & Early Intervention
- Health and Well-being
- Marriage and Family Therapy
- Couple Relationships
- Parenthood and Parent-Child Relationships
- Gerontology

Even more unique configurations may be developed and pursued, as long as the student ascertains that there are sufficient faculty and resources available to work with the student in her or his specialization area.

Through a process of discussion, reflection and negotiation with her/his Major Advisor and advisory committee, a student will develop a doctoral Plan of Study (POS) that reflects the structure of our Human Development and Family Studies program. The POS will include:

- Required Core Courses;
- Methodology Courses;
- Area of Specialization or Thematic Courses;
- Practicum Experiences and/or Apprenticeships; and
- 15 Graduate Dissertation credits (GRAD # 6950).

It should be noted that the Graduate School requires that an approved *Plan of Study for the Degree of Doctor of Philosophy* be on file in the Graduate Records Office no later than the time at which not more than half the expected course work has been completed. Practically, this means that the POS should be submitted in the second year of course work. However, there is latitude in this process. The student should plan on completing and submitting a POS as soon as the course work that has been taken and will be taken is clear. The POS form is available at www.grad.uconn.edu/forms.html.

Course of Study

The goal of course work is to provide each student with the prerequisite knowledge, skills, and abilities to be a contributing professional working in the area of human development and family studies. Overall, the intent of course selection is to enable the student to understand the dynamic interplay between human development and family systems from a lifespan perspective. In addition, recommended coursework focused on the areas of statistics and research methods is designed to prepare students to conduct quality research.

There is no specific number of courses that are required beyond the minimum expected by the Graduate School, within the structure of the curriculum as outlined above. Instead, the student consults, in the early stages, with her or his assigned Major Advisor and, later, with a chosen Major Advisor and committee to develop a comprehensive POS.

Typically, such course work comprises approximately 50-60 course credits (post-M.A. with thesis) or 80 – 85 credits (post baccalaureate or master’s without a thesis) including an appropriate combination of human development-oriented courses and courses more oriented toward family dynamics, family systems, and prevention, intervention, and policy. Practicum, apprenticeship, and internship activities are also components of the Ph.D. program in HDFS.

REQUIRED CORE COURSES for all Ph.D. students in HDFS * - 19 credits

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| HDFS 5000 | Proseminar (one credit; to be taken in first semester) |
| HDFS 5340 | Prevention, Intervention, and Policy Approaches in Family Studies |
| HDFS 5215 | Models and Concepts of Lifespan Human Development |
| HDFS 5310 | Patterns and Dynamics of Family Interaction |
| HDFS 5311 | Theories of Family Development |
| HDFS xxx | One course in child or adolescent development |
| HDFS yyy | One course in adulthood or aging |

METHODOLOGY COURSES * - 12-15 credits

| | |
|-----------|--|
| HDFS 5003 | Research Methods in Human Development and Family Relations I |
| HDFS 5005 | Qualitative Research Methods in HDFS |
| HDFS 5004 | Research Methods in Human Development and Family Relations II |
| EPSY 5605 | Quantitative Methods in Research I |
| EPSY 5607 | Quantitative Methods in Research II (or appropriate advanced research courses with focus on quantitative or qualitative methods with approval of advisory committee) |

AREA OF SPECIALIZATION OR THEMATIC PROGRAM ADVANCED COURSES *-

Approximately 21-24 credits

Using the guidelines established for specific specialty areas (See Areas of Specialization section, pp 16 – 28), students and their advisory committees will select an appropriate mix of basic and advanced courses, independent study, and research activities to develop a high level of expertise in a selected area of study.

PRACTICUM EXPERIENCES/APPRENTICESHIPS * – Credits determined by advisory committee; approximately 3-6 credits

This includes some combination of teaching, applied research/policy, service/outreach, and basic research apprenticeships as appropriate for the student’s plan of study.

Please Note: *MFT doctoral students have additional required and recommended courses, clinical internships, and professional experience requirements. Students are referred to page 25 for specific information pertaining to their degree and licensure requirements.*

Student Portfolio

As of matriculation beginning in Fall 2008, Ph.D. students will complete a student portfolio. This policy applies to students entering the Ph.D. program beginning August 25, 2008 and after.

All of the benchmarks and criteria apply to Ph.D. students who matriculate with a B.A./B.S. degree; some apply to students who matriculate with a non- thesis M.A./M.S. degree; and others apply to students who matriculate with a thesis M.A./M.S. degree and to thesis M.A. students. The number of presentations/posters, manuscripts, etc., indicated are minimal requirements for satisfactory progress or completion of the Student Portfolio and requirements for the degree. Regular presentation of products, such as presentations and posters, in departmental venues such as research seminars, colloquia, etc., will be expected but not explicitly required.

Many of the items in the Portfolio will be part of a publicly-available package for each student, but selected items, such as evaluations and grades, will not be part of that publicly-available Portfolio. However, they will be included in the student’s file and used in the Annual Review process. Timely progress in fulfilling these benchmarks will be evaluated during the Annual Review, and students will be given appropriate feedback and guidance.

Benchmarks and Evaluation Criteria

| # | Benchmark | Evaluation Criteria |
|---|---|---|
| 1 | Core courses and examinations. Courses should incorporate “essential” readings. | Instructor grade and 1-2 paragraph evaluation of student performance. |
| 2 | Approved and completed M.A. Plan of Study. | Approved by Advisory Committee; submitted to HDFS Director of Graduate Studies and Graduate School. |
| 3 | Completion of <i>Professional Proseminar</i> and <i>Professional Development Modules</i> on research ethics, standards, and procedures. | Grade in Proseminar, evidence of completion of required training. |

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| 4 | M.A. thesis for students who enter Ph.D. program without a Master's Thesis or its equivalent (i.e., published or in press research article in peer-reviewed journal) in HDFS or related area. | Approval by committee and oral defense to department. Paperwork submitted to Graduate School. |
| 5 | Student membership in appropriate national organization(s) required. Participation in departmental, state, regional, national, or international organizational activities strongly encouraged throughout graduate career. | Evidence of membership in national organization(s) and participation in activities at departmental, local, state, regional, and national levels. |
| 6 | Three presentations/posters at state, regional, national, or international conferences, as primary presenter or as part of a research team. Can include one presentation/poster presented prior to entering the program but at least two must be submitted while at UConn and presented (or scheduled to be presented) during the student's UConn graduate career. Those can occur at any point throughout graduate career. One of the presentations <i>may</i> be completed after submission of the Preliminary Portfolio and completion of the Literature Review. | Power Points slides/posters, papers, or other formats of presentation. Checklist from co-presenters to indicate role of student in the presentation. |
| 7 | Authorship of two manuscripts <i>published, in press, or submitted</i> to peer-reviewed journals or as chapters for edited volumes. Can include one article submitted prior to matriculation. <i>At least one</i> manuscript must be completed and submitted at any point throughout the student's graduate career in the HDFS Ph.D. program. One of the manuscripts <i>may</i> be completed after submission of the Preliminary Portfolio and completion of the Literature Review. | Manuscripts and editorial reviews, if available, of article submitted to a peer-reviewed journal or book editor. Checklist from co-authors to indicate role of student in each manuscript submitted. |
| 8 | Approved Ph.D. Plan of Study. | Approved by Advisory Committee. Submitted to HDFS Director of Graduate Studies and Graduate School. |
| 9 | Preliminary Portfolio | Preliminary Portfolio, including current CV and materials indicated in evaluation criteria for items 1-8, submitted to and approved by Advisory Committee and appropriate faculty committee and archived by HDFS Director of Graduate Studies. |

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| 10 | Literature Review: a comprehensive, critical review of the literature in a substantive area of the student's scholarly area of interest. Topic of literature review to be determined by the student's advisory committee. Literature Reviews must demonstrate the student's command of the literature and the ability to synthesize and explain the theoretical, conceptual, and empirical knowledge on the chosen topic. This paper is to be completed independently by the student. | Evaluated by the Advisory Committee plus at least two additional faculty designated for this purpose. Reported to HDFFS Director of Graduate Studies for transmission to Graduate School as completion of comprehensive/general exam. Cannot be submitted before approval of Preliminary Portfolio. Must be approved by at least four of five reviewers. If not passed, student will have one opportunity to rewrite the Literature Review based on comments by reviewers. |
| Remaining Benchmarks (and Portions of Those above as Indicated) Will be Completed after Completion of Preliminary Portfolio, Submission Of Comprehensive/General Examination and Notification by the Graduate School of Ph.D. Candidacy | | |

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| 11 | Dissertation Proposal. | Proposal approved by Advisory Committee and reviewed/evaluated by at least two members of the faculty in addition to Advisory Committee. Dissertation proposal presented orally to department faculty and then revised in accordance with reviews and discussion at defense. Dissertation proposal with approvals by Advisory Committee submitted to HDFFS Director of Graduate Studies for transmission to the Graduate School. |
| 12 | Teaching experience, including as solo instructor, OR internship in research/teaching/clinical service settings. | Concomitant enrollment in appropriate supervisory course, including evaluation by supervisor. Syllabi and evidence of approach/philosophy for teaching. |
| 13 | Complete, Final Portfolio. | Portfolio, including current CV and all materials relevant to items 1-12 (e.g., the Preliminary Portfolio materials plus the Literature Review, Dissertation proposal, and evidence of teaching/research/clinical service), submitted to and approved by Advisory Committee and appropriate faculty committee and archived by Director of Graduate Studies. |
| 14 | Dissertation. | Approval by student's Advisory Committee; Presentation to audience, including at least five faculty members as required by Graduate School. Submitted to Graduate School by major advisor and student. |

Dissertation

Planning Process

After successfully completing the General Exam, the student will begin to plan his or her dissertation research project. The dissertation project should provide a significant and unique understanding of an appropriate topic in HDFFS and upon its completion should make a significant contribution to the field. In the process of designing and conducting the research project, the student will become one of the world's experts on that particular topic. To that end, the planning process requires the student to develop a depth of understanding of the literature in the social sciences about the topic of interest and a proven ability to use appropriate methods to explore the topic and analyze resulting data in a professional way.

The planning process as well as the dissertation research itself will take a significant portion of the student's time and effort in the Ph.D. program. Towards that end, any students matriculating beginning in Fall 1998, or later, are to take at least 15 credits of dissertation preparation (GRAD 6950). Timing of these credits will be worked out with the Major Advisor and the advisory committee. Typically, the time necessary to complete the dissertation will be at least one year of essentially full-time commitment.

Dissertation Proposal

Each student must submit his or her Dissertation Proposal for approval by his/her advisory committee and later by the designated representatives of the HDFFS Graduate Faculty. The proposal is to be typed and double spaced, and it should be prepared with care and attention to style required for scholarly writing and publication. It should specify Background, Purpose for the Research, Research Question, Methods and Procedures, Analytic Procedures, Significance, and Limitations. It should be approximately 20 double-spaced pages in length of text, maximum of 25. Please note that the Graduate School form indicates that ten pages should be sufficient to provide adequate detail, but in our experience with our subject matter it is *not*. However, the general emphasis on being concise is indeed important. For example, the literature review should not contain the kind of detail expected in the dissertation but, instead, should provide essential information to enable reviewers to understand the goals and procedures of the proposed research.

Each student's advisory committee oversees the quality and significance of the proposed research. When the advisory committee approves the proposal, each committee member must sign the Dissertation Proposal for the Ph.D. Degree approval page. The Graduate School provides detailed instructions for procedures as well as forms at www.grad.uconn.edu. Again, however students should ignore the length of ten pages indicated on the form.

Next, the student brings four copies of the proposal (devoid of any identifying information) and the signed approval page to the HDFSS Graduate Program Coordinator. The Coordinator will assign a code number to the proposal and will distribute the "masked" proposal to the Associate Department Head for Graduate Studies and his or her designated reviewers (none of them may be members of the student's advisory committee). Each will independently review the dissertation proposals that have been assigned to them using an approved checklist to ensure that it demonstrates the broad principles of good research (see checklist in Appendix B).

The student and her/his Major Advisor will receive a copy of the resulting review. This review will identify both the strengths and weaknesses of the proposal. Occasionally, with consensus of the reviewers, the proposal may be approved as presented. The DGS will then complete the Dissertation Proposal for the Ph.D. Degree form and arrange to have a copy of the proposal and the signed form submitted to the Graduate School.

In most cases, the reviewers will ask for clarification or revisions before the proposal is accepted and signed. Each student in consultation with their advisory committee is required to respond to the queries and concerns. The responses and revised proposal will be evaluated by the DGS and/or her or his designee to insure that the student has provided appropriate responses. However, this is *not* a full re-review of the content of the proposal. The student will provide a cover letter explaining her or his responses to points made by the reviewers, four clean copies of the revised proposal, and a copy of the proposal with track changes or another way to identify areas that have been changed in response to the reviews. Once the DGS and/or the designated person is satisfied that the student and his or her advisory committee has given careful consideration to the issues raised and made a good faith effort to incorporate the gist of the comments into the dissertation proposal, the DGS will then complete the Dissertation Proposal for the Ph.D. Degree form and arrange to have copies of the proposal and the signed form submitted to the Graduate School.

Upon submission to the Graduate School, a *pro forma* consideration and approval process will be conducted by the Executive Committee of that group, at which point the student will be allowed to deposit the dissertation upon its completion. *Please note that at the latest, the dissertation proposal final approval should be at least six months before the expected date of degree completion.*

Dissertation Research

Subsequently, the student and her or his advisory committee are responsible for completion of the dissertation in the form and manner proposed. Of course, relatively minor changes to the project may be made as the study or studies proceed. However, if the dissertation is altered dramatically, the student *must* resubmit the new dissertation version to the Graduate Faculty of the HDFS and the Graduate Council of the Graduate School for reconsideration.

Oral Defense

The final stage of the dissertation process is presentation of the results in an “oral defense.” The defense occurs after the advisory committee has approved the dissertation as complete and scientifically useful. The *Graduate Catalog* and Graduate School Records Office *must* be consulted to insure that all formatting, announcements, and schedule requirements of the Graduate School are complied with fully.

Please Note: *A listing of resource materials designed to facilitate the successful completion of a dissertation is presented in Appendix C.*

Advising and Review Process

Advising and Advisory Committee (see also Section III on Advising and Conflicts)

A critical element influencing progress and satisfaction with the graduate program is advising. The most important person in that regard is one’s Major Advisor. When a student is admitted to the Ph.D. Program she or he is assigned a Major Advisor. The Graduate Admissions Committee (GAC), working with appropriate members of the faculty, assigns a Major Advisor on the basis of the apparent best combination of student and faculty interests and faculty advising loads. This preliminary Major Advisor provides consultation for initial course choices. However, as soon as possible in a Ph.D. student’s career—and not later than completing a year of full-time course work or its equivalent in part-time work—the student should select a permanent Major Advisor and in tandem form an advisory committee. This selection may be an affirmation of the assigned Major Advisor *or* it may be a different faculty member who is a better fit for the completion of the student’s graduate career in HDFS.

The Major Advisor serves many important roles. She or he:

1. Advises on class content, initially solely and later in conjunction with the student's advisory committee;
2. Recommends appropriate members for the advisory committee;
3. Chairs the thesis or dissertation committee;
4. Provides the student with opportunity for professional exposure and advancement (informing about appropriate organizations, workshops, providing opportunities for co-presentations, etc.);
5. Works with the student to insure appropriate progress and satisfactory completion of all requirements;
6. Reports to the Associate Department Head for Graduate Studies and the entire Graduate Faculty about the student's progress; and
7. Fulfills the goal of providing each student with a high quality education that is the foundation for professional advancement and satisfaction.

A successful relationship with a Major Advisor requires that a student must have reasonable expectations for what can and cannot be done by the advisor. Information about resolving potential conflicts in this relationship is provided later in this document (pages 33-34).

The second step after a Major Advisor is selected is to complete the Advisory Committee with at least two other members of the Graduate Faculty. According to the Graduate School requirements, the advisory committee must consist of *at least* three members of the Graduate Faculty (which includes most but not all faculty), at least two of whom must be in Human Development and Family Studies. The Major Advisor is automatically the chair of this committee and oversees the general examination and dissertation process. Exact composition of this critical committee depends on the individual student's interests and needs. The advisory committee will be responsible for:

1. Reviewing and approving the POS, which is a list of all course work applied to the Ph.D.;
2. Participating in the development and subsequent evaluation of the publishable review of related literature or grant proposal component of the General Exam;
3. Working with the student in all stages of the dissertation project from preparation of the proposal, to writing, to oral presentation;
4. Working in close collaboration with the student on Institutional Review Board (IRB) matters; and,
5. Evaluating and approving the thesis and/or dissertation, and
6. Completing all required paperwork and meeting appropriate deadlines.

Yearly Review of Doctoral Students

Purpose

- To preserve the academic integrity of the program;
- To invest resources in students excelling in their field; and
- To provide constructive guidance to students in the progression of their program.

Annual Reviews

1. In January of the student's second year, the following is expected:
 - Significant progress on core courses.
 - Completion of *Professional Development Modules* on research ethics, standards, and procedures.
 - Student membership in at least one appropriate national organization.
 - M.A. Plan of Study approved and submitted.
 - *Submission* of presentation/poster. This is suggested but not necessary by this time.

2. In January of the student's third year, the following is expected:
 - Successful completion of all the core courses.
 - Presentation/poster at state, regional, national, or international conference, at least as part of a team.
 - Submission of article to a peer reviewed journal or a chapter for an edited volume.
 - Completion of M.A. thesis, including oral defense.
 - Ph.D. Plan of Study approved and submitted.

3. In January of the student's fourth year (MFT Ph.D. may be fifth year), the following is expected:
 - Second presentation/poster at state, regional, national, or international conference.
 - Preliminary Portfolio submitted.
 - Literature review or conceptual/theoretical/applied paper submitter for review as general/comprehensive examination (may only be completed *after* preliminary portfolio submitted).
 - Written dissertation proposal submitted and reviewed; oral defense of proposal before faculty (may only be submitted *after* approval of completion of general examination).

4. Before degree conferral, the following is expected:
 - Second article or chapter submitted; preferred as first author.
 - Third presentation/poster at state, regional, national, or international conference.
 - Teaching and/or service/clinical experience completed.
 - Final portfolio submitted for evaluation.
 - Dissertation approved, presented, and defended.

It is important to recognize that it is the student's responsibility to make satisfactory progress. All students *must* continue to register under appropriate catalog numbers every semester or the Graduate School will terminate the student's candidacy even if the student and student's Major Advisor and advisory committee feel satisfactory progress *is* being made. However, simply continuing to pay continuous registration without progress on one's course work, thesis, general examination, or dissertation is *not* considered satisfactory progress. The Major Advisor is empowered to instruct the Graduate School to terminate a student's candidacy for lack of progress.

C. ARTICULATION POLICY

Admission from the M.A. to Ph.D. within Human Development and Family Studies

Graduate students who were admitted initially only to the M.A. program and then decide to apply for the Ph.D. may apply to the Ph.D. program and ask that the Graduate Admission Committee review their files alongside external applications, upon completing their M.A. or, in some cases, in the final stages of their thesis such that they will be completed prior to beginning of the academic year for which they are applying for the Ph.D. program. Successful applicants will have demonstrated an outstanding record of academic achievement and significant involvement in scholarly research (almost always including an M.A. thesis in HDFS). Successful completion of the M.A. in HDFS is *not* sufficient for admission into the Ph.D. program. They will provide materials required for the Ph.D. application, including the standardized tests, as required by external applicants for the Ph.D. They can ask to have certain elements of their M.A. application materials to be included in their Ph.D. materials (that is, they may ask that GRE scores or transcripts need not be resubmitted). However, they must provide new letters of recommendation (at least some of which may be from faculty with whom they have worked in their M.A. program here) and a new personal statement. In addition, each applicant must provide evidence of his or her scholarly work or potential, in the form of a thesis, publications in referred journals to which they made significant contributions, or other scholarly products.

Current M.A. students interested in pursuing a Ph.D. should talk to their Major Advisor, other faculty, and the Associate Department Head for Graduate Studies as early as possible to discuss their interests.

II. AREAS OF SPECIALIZATION

The HDFS faculty is committed to providing a set of programs that are both responsive to the individual needs and goals of students chosen for HDFS matriculation and consonant with the goals and expertise of the faculty. Students and their advisors have considerable latitude in defining an area of specialization. Because most students have an interest that fits quite well within one of the four “traditional” areas of expertise within the department, core POS are presented for each specialization. Beyond required courses, these plans serve as guides for course selection.

A student need not choose a specialization, but those who do so will have a clearer direction for advising. Students should select courses that reflect a combination of the core curriculum for all students, regular courses available in their area of specialization, and special courses, such as Special Topics (HDFS 5000), Research Practicum (HDFS 5030), Practicum in Teaching (HDFS 5010), and other practicum and internship experiences related to policy, and practice.

A. CHILD AND ADOLESCENT DEVELOPMENT

The department offers several options at the M.A. and Ph.D. levels for students interested in young children, families with young children, and programs established to provide services to young children and their families. The student, with the guidance of his or her Major Advisor and advisory committee, selects a set of courses and experiences for a concentration in one or a combination of the following areas:

1. Research

Students focus their Program of Study on developing an understanding of the existing research on developmental processes during infancy, childhood and adolescence, and on research concerning various issues (e.g., child care, parent-child relations, health-related issues, cultural influences on development), which concern children and their families. Students design and carry out original research as part of their program.

2. Early Childhood Education

The emphasis in this Program of Study is on the development of the skills and abilities needed to become a master teacher in a laboratory school or demonstration program involving children during the birth through kindergarten age period. Students in this track also focus on developing the skills required to train teachers to work with young children and their families.

3. Child Care Administration and Program Evaluation

This concentration focuses on preparation for administrative and supervisory positions in day care centers, public and private agencies, and state departments. The design of innovative programs and program evaluation are included in this course of study.

4. Parent Education and Guidance

The Program of Study can be oriented to address the special needs of a variety of families with young children. The courses and experiences focus on information about parenthood, educational programming, and strategies concerning working with special needs populations.

5. Early Childhood Public Policy

Students selecting the Early Childhood Public Policy concentration focus their Program of Study on public policy as it affects young children and their families. The area of study includes the development and implementation of policy as well as policy evaluation.

Required and Recommended Courses

All M.A. students are required to take HDFS 5001: Proseminar in Family Studies, HDFS 5003: Research Methods in HDFS I, and HDFS 5215: Models and Concepts of Lifespan Human Development. In addition to these required courses, all Ph.D. students must take core courses (pages 11 - 12). Beyond the required core coursework, with guidance from the Major Advisor and advisory committee, students select other courses from within the department and from other departments throughout the University to build their programs, appropriate to the M.A. or Ph.D. It is expected that students will develop a Plan of Study which integrates formal coursework and practicum experiences. Practicum experiences are available with:

- The University of Connecticut Child Development Laboratories (which includes infant/toddler, preschool, and kindergarten programs);
- Various types of community-based early childhood programs;
- Various state agencies concerned with young children; and
- Child Life programs at the Connecticut Children's Medical Center and in community hospitals.

Students are encouraged to select from the following courses to accommodate their particular interests. Final selection will depend on the student's area of concentration and advisory committee's approval.

- HDFS 5002: Special Topics in HDFS (Child and Adolescent Development)
- HDFS 5130: Current Topics in Early Childhood Education
- HDFS 5131: Administration and Leadership in Early Childhood Programs
- HDFS 5115: Cultural Issues in Child Development
- HDFS 5321: Seminar on Parent-Child Relations in Cross-Cultural Perspective
- HDFS 5216: Theories of Human Development
- HDFS 5103: Seminar on Adolescent Development
- HDFS 5342: Parent Education

Students are also encouraged to consider courses in other departments of the University such as Anthropology, Communication Sciences, Educational Psychology, Nutritional Sciences, and Psychology. Examples of a few of the relevant courses include:

- Communications Disorders 5348: Language Assessment
- Educational Curriculum and Instruction 5700: Foundations of Bilingual Education
- Educational Curriculum and Instruction 5705: Curricular Issues for Bilingual Education
- Educational Curriculum and Instruction 6010: Writing for Educational Publications
- Psychology 5303: Child Psychopathology
- Psychology 5470: Special Topics in Developmental Psychology
- Psychology 5410: Advanced Child Psychology
- Psychology 5440: Development of Language and Related Processes
- Psychology 5450: Infancy and the Effects of Early Experience

B. ADULT DEVELOPMENT AND AGING (GERONTOLOGY)

The graduate program in adult development and aging offers students the opportunity to earn an M.A. or Ph.D. in HDFS with a concentration in Adult Development and Aging. Students, in conjunction with their program, may also receive a Graduate Certificate in Gerontology.

Students are expected to develop a specialty area that becomes the focus of their thesis or dissertation research. Suggested concentrations may include but are not restricted to the following:

- Adult Personality and Social Development
- Housing and Residential Environments
- Health Behaviors and Impacts of Disease
- Public Policy and Programs
- Family and Care giving Support

Required and Recommended Courses

All M.A. students are required to take HDFS 5001: Proseminar in Family Studies, HDFS 5003: Research Methods in HDFS I, and HDFS 5215: Models and Concepts of Lifespan Human Development. In addition to these required courses, all Ph.D. students must take core courses (see p. 11)). Beyond the required core course work, with guidance from the Major Advisor and advisory committee, students select other courses from within the department and from other departments throughout the University to build their programs.

Both M.A. and Ph.D. students are expected to enroll in most of the following courses when offered:

HDFS 5002: Special Topics in HDFS (Adult Development and Aging)
HDFS 5240: Aging: Personality and Social Interaction
HDFS 5242: Aging and the Family
HDFS 5244: Housing for the Elderly
HDFS 5545: Public Policy and Programs for the Elderly
HDFS 5240: Social Gerontology
HDFS 5248: Adaptation and Development in Adulthood

Students, especially at the Ph.D. level, are expected to select from a number of courses within the program that are not specific to adulthood and aging to supplement their POS. Students should see their Major Advisor early in their program to discuss these as well as to discuss their area of specialization. For example, students may include within their Plan of Study several of the following courses:

HDFS 3520: Legal Aspects of Family Life
HDFS 3530: Public Policy and the Family
HDFS 5005: Qualitative Research Methods in HDFS
HDFS 5277: Human Sexuality
HDFS 5216: Theories of Human Development
HDFS 5088: Supervised Fieldwork
HDFS 5250: Close Relationships
HDFS 5311: Family Theory

Students are encouraged also to consider relevant courses in other programs such as Anthropology, Communication Sciences, Educational Psychology, Nutritional Sciences, Psychology, Public Health, Health Systems Management, and Sociology. Examples of relevant courses offered in other programs include:

Health Systems Management 5240: Health Care Delivery Systems
Health Systems Management 5545 or 5549: Management of Long-Term Health Care Organizations
Psychology 5285: Neurobiology of Aging
Public Health 5405: Social and Behavioral Foundations of Public Health
Public Health 5461: Healthcare Law and Ethics
Public Health 5475: Gerontological Health
Social Work (HBEL) 5344: Aging and Mental Health
Social Work (SWEL) 5351: Policy Issues in Aging
Social Work (HBEL) 5352: Death and Dying
Social Work (SWEL) 5359: Seminar in Long-Term Care for the Elderly
Sociology 5453: Medical Sociology
Sociology 5406: Health Organizations and their Environments

The Graduate Gerontology Certificate Program

Students (from throughout the University) wishing to focus on adult development and aging may earn a Graduate Certificate in Gerontology while completing the requirements for their M.A. or Ph.D. The Certificate is awarded to students who have successfully completed a minimum of four gerontology courses and a fieldwork placement. Students who are taking the Adulthood and Aging program will normally complete the work for the Certificate within their course work in that area. Other students from HDFS and from a wide range of fields throughout the University may also integrate the Certificate in their POS. The Certificate program has a separate application process. Students interested in the Certificate program should contact the Associate Department Head for Graduate Studies.

1. Two of the following three core gerontology courses are required for the Certificate:

HDFS 5240: Aging: Personality and Social Interaction
HDFS 5341: Aging: Physiological, Cognitive, and Perceptual Changes
HDFS 5240: Social Gerontology

2. Students also select two graduate level aging courses (from the list above for the degree programs) with approval from the Certificate Advisory Committee. A student may also count an Independent Study (HDFS 5000) or Research Practicum (HDFS 5030) dealing with middle adulthood and aging as a part of the certificate *with the prior approval of the Certificate Advisory Committee*.
3. A Supervised Field Placement in a setting working with older adults or with aging issues is also required if the applicant does not have significant work or volunteer experience with older persons and/or their families. If he or she does have such experience, the student may request a waiver from this requirement and instead take a fifth course.

C. FAMILY SYSTEMS AND RELATIONS

Students with an interest in family research and/or family policy will focus their POS on family theory, models of family development and dynamics, family process, methods of analysis of close relationships, and family research methods and public policies relevant to families in current society. These students are expected to develop a specialty area that becomes the focus of their thesis and/or dissertation research.

Required and Recommended Courses

All M.A. students are required to take HDFS 5001: Proseminar in Family Studies, HDFS 5003: Research Methods in HDFS I, and HDFS 5215: Models and Concepts of Lifespan Human Development. In addition to these required courses, all Ph.D. students must take the doctoral core courses listed on pages 11 - 12. Beyond the required core coursework, with guidance from the Major Advisor and advisory committee, students select other courses from within the department and from other departments throughout the University to build their programs.

Students are expected to select from a number of courses, including selected advanced undergraduate courses, within the program to supplement the required courses, such as:

- HDFS 3520: Legal Aspects of Family Life
- HDFS 3530: Public Policy and the Family
- HDFS 5002: Special Topics in HDFS (Family Systems and Relations)
- HDFS 5005: Qualitative Research Methods in HDFS
- HDFS 5751: Foundations of Marriage and Family Therapy
- HDFS 5756: Family Therapy
- HDFS 5277: Human Sexuality
- HDFS 5320: Special Issues in Family Development
- HDFS 5321: Seminar on Parent-Child Relations in Cross-Cultural Perspective
- HDFS 5342: Parent Education
- HDFS 5250: Close Relationships

Students are also encouraged to consider courses in other departments such as Anthropology, Communication Sciences, Educational Psychology, Psychology, and Sociology. Examples of relevant courses offered in other programs include:

- Educational Psychology 5605: Quantitative Methods in Research I
- Educational Psychology 5607: Quantitative Methods in Research II
- Psychology 5703: Advanced Social Psychology
- Sociology 5651: Seminar in the Family

D. MARRIAGE AND FAMILY THERAPY

The MFT program has been approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) at both the M.A. and Ph.D. levels. The M.A. is intended to fulfill the educational requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT) and for licensure by the State of Connecticut. The Ph.D. extends beyond that to prepare marriage and family therapists for research and academic careers.

The students in the MFT program have their own unique set of program requirements and for this reason it is required that an MFT faculty member serve as the Major Advisor for clinical students. The remainder of the committee must include at least one other clinical faculty member. Because of the special clinical elements, we provide more detail on aspects and requirements of the M.A. and Ph.D. in MFT. A more detailed description of the MFT Program is available at:
<http://web1.uits.uconn.edu/familystudies/centers/humphrey/home.html>

The Clinical M.A. Program in Marriage and Family Therapy

Program Objectives

1. To insure that graduates have knowledge of the major historical and contemporary developments in the field of marriage and family therapy;
2. To insure that students have knowledge and basic clinical skills derived from a number of systemic marriage and family therapy approaches including but not limited to: intergenerational, structural, strategic, experiential, empirically-based and post-modern. Students also are expected to be familiar with individual psychotherapeutic approaches, particularly object-relations and psychodynamic therapies, and to integrate an appreciation for individual, couple, familial-social, and cultural levels of analysis into their therapeutic perspective;
3. To foster the integration of theory and practice. Students are pushed to develop a clearly articulated conceptual framework which informs their clinical behavior and which can accommodate to new clinical experiences;
4. To accentuate students' marriage and family therapy training with a solid foundation in the broader disciplines of human development and family studies;
5. To develop as professional practitioners who have knowledge and appreciation of contemporary research methodologies and the relationship between informed clinical practice and recent empirical advances in the fields of marriage and family therapy, human development, and family studies;
6. To promote positive professional conduct and professionally ethical behavior in graduate students;
7. To promote an open, reflective training environment in which self-awareness can be facilitated and used to further the relationship between therapist and client; and
8. To prepare qualified entry-level practitioners who can eventually attain Connecticut State licensure as a marriage and family therapist and become eligible for Clinical Membership in AAMFT.

Requirements

In addition to academic requirements, students in the M.A. program or who enter the Ph.D. program without an M.A. in MFT are required to complete the following:

Practicum I

Practicum I is a clinical experience to be completed in a student's first year unless practical or clinical considerations dictate otherwise (see below). Clinical responsibility and the intensity of the work are to be lighter than in Practicum II. The evaluation of performance in Practicum I is an essential component for making a judgment as to a student's readiness for Practicum II.

Practicum II

Practicum II starts May 15 of a student's first year and continues through the following May, i.e., it is a full 12-month experience. Normally, students spend 16-18 hours a week at their practicum placements.

Family Studies MFT Clinic Experience

Concurrent with Practicum II, students are required to complete 250 client contact hours in the Frederick G. Humphrey Center for Marital and Family Therapy (Humphrey Center).

Practicum I and Practicum II are placements at agencies usually outside of the University, with a field supervisor provided by the agency. During Practicum I, students will be assigned a group supervisor from among the clinical faculty. During Practicum II, students will receive both individual and group supervision from the clinical faculty. The individual supervisor will provide direct supervision of the work at the Humphrey Center and oversee the student's entire clinical work (including the Practicum II placement off-campus placement).

Exceptions to the timing described for these experiences can occur. Notably, assignment to Practicum II is contingent upon successfully completing an evaluation by the Director and faculty of the MFT Program. It is possible that a student may be judged unready for Practicum II. Also, students may be required or permitted to continue a placement beyond the usual ending date. Students should understand that once a case is accepted, clinical responsibilities are paramount. If a clinical supervisor or the Program Director judges that a case cannot be terminated or transferred at exactly the expected time, the student may be required to see the case for an extended period. Finally, practical considerations might affect the beginning and ending dates of experiences, and the size of a student's caseload (either at a field placement or at the Humphrey Center).

All students in the MFT Program are required to complete 500 hours of face-to-face clinical experience with clients, 50 percent of which is with couples and families. The Director of the MFT Program will not attest to a student's completion of the Program without this requirement being met. It is intended that clinical contacts begin slowly, and increase in rate during a student's time in the Program. Some of the time in Practicum I may count toward this total. Both Practicum I and Practicum II placements may vary substantially in both kind and number of clinical contacts.

The Final Examination for the M.A. degree

Content

Students in the MFT program must pass a final examination for the completion of their degree requirements. The examination consists of two parts aimed at integrating HDFS theory and research, marriage and family therapy theory and research, and clinical assessment and practice. The general format and content of the examination follows.

1. An oral presentation and written description of the student's current understanding of change and theory of marriage and family therapy.
2. A discussion of life span human development, family development, and family relational issues.

The process begins as part of HDFS 5790: Theories and World Views of Marriage and Family Therapy during the student's final semester in the program. During the semester, the student's written account of his or her philosophy will be peer reviewed. Finally, all members of the Clinical faculty will evaluate the student's written philosophy or model.

Format

A written description of the student's current understanding of change and of their own evolving theory of marriage and family therapy is completed during the semester in which a student is expected to complete the program. It is evaluated by a member of the clinical faculty, and may be returned for suggested revisions. The written description becomes part of the permanent record for each completing student. At the oral examination, the student is asked to review their paper and then respond to questions. Questions may be specific to marriage and family therapy or on broader issues related to life span human development, family development, and family relationships.

Part I: Personal Theory

The student will submit a written paper, approximately 20 pages in length (double spaced) describing his/her own personal theory of (1) marriage and family therapy and (2) how change occurs in therapy. This paper should be the student's own original thinking but be based upon existing theoretical and clinical literature which will be clearly documented in the paper.

Part II: Oral Defense

In a group meeting with the academic committee, the student presents a brief summary of the essential points covered in the personal theory paper (15-20 minutes). Then he or she must be prepared to orally respond to any questions posed by the academic advisory committee deals with the written material. The student must be prepared to substantiate his/her responses by drawing upon relevant theories, clinical models, and clinical experiences.

Students completing a thesis may substitute the required thesis oral defense for the oral defense portion of the personal theory paper. In these cases at least one member of the MFT faculty must evaluate the students' personal theory paper and deem it acceptable.

Please Note: *Additional information and details regarding all aspects of this process are available in the MFT Program Handbook.*

Required and Recommended Courses

The following are required of all M.A. students and entering post-M.A. Ph.D. students and are ordinarily taken during the first semester:

HDFS 5003: Research Methods in HDFS I

HDFS 5215: Models and Concepts of Lifespan Human Development

Students in the MFT program must fulfill the following additional program requirements:

Area I – Theoretical Foundations of Marital and Family Therapy

Two required courses:

HDFS 5751: Foundations of Marriage and Family Therapy

HDFS 5790: Theories and World Views of Marriage and Family Therapy

Area II – Assessment and Treatment in Marital and Family Therapy

Six required courses:

HDFS 5752: Building Cultural, Contextual, and Integrative Competencies in MFT - I

HDFS 5754: Marriage Therapy

HDFS 5756: Family Therapy

HDFS 5757: Building Cultural, Contextual, and Integrative Competencies in MFT- II

HDFS 5764: Clinical Assessment and Practice

HDFS 5320: Special Issues in Family Development

Area III – Human Development and Family Studies

Two required courses:

Human Development:

HDFS 5215: Models & Concepts Lifespan Human Development

Family Studies:

HDFS 5310: Patterns and Dynamics of Family Interaction

Area IV – Ethics and Professional Issues

One required course:

HDFS 5761: Introduction to Clinical Practice and Professional Issues

Area V – Research

One required course:

HDFS 5003: Research Methods in HDFS I

Area VI – Elective

One required course:

MFT students are required to take at least one elective course. This elective course may be selected from courses offered within the Department of Human Development and Family Studies or from courses offered by other departments within the University.

Area VII – Clinical Requirements

MFT students must complete a minimum of 1½ years of Supervised Clinical Practice and must register for the following courses:

HDFS 5762: Practicum in Marriage and Family Therapy

HDFS 5763: Individual Supervision in Marriage and Family Therapy

Students take HDFS 5762 (section 1, offered as two credits) during the first (Fall) and second semester (Spring) of the first year in conjunction with Practicum I. During the two following summer sessions, students take HDFS 5762 (section 1, 2 credits) as part of Practicum II. Students continue Practicum II through the Fall and Spring semesters of their second year and take HDFS 5762 (three credits) and HDFS 5763 (one credit) concurrently in each of these two semesters.

Recommended Courses

HDFS 5001: Proseminar in HDFS. This one credit course is required of all doctoral students and recommended for all masters-level students who plan to complete a master's thesis. It includes an introduction to research-related policies and procedures in the Department of Human Development and

Family Studies, faculty research interests, and university resources for conducting research. It is to be taken in the student's first semester in the graduate program.

HDFS 5277: Human Sexuality. Although it is not required, this course is strongly recommended for MFT students. It offers important foundational knowledge about sexual development, attitudes and behavior. Course material is especially relevant for any student who plans to work with couples in couples therapy or children and youth who have been sexually abused. The course may be taken to fulfill the program elective requirement.

Students are also advised that some state licensing laws require students to have completed 60 credit hours during their MFT training. If you anticipate practicing in such a state, it is advised that you plan your program of study to include 60 credit hours.

A student desiring courses other than those listed here should consult with her or his Major Advisor and the MFT Program Director. A student's Major Advisor and committee are responsible for determining whether or not a student can receive his or her degree and can set additional requirements as they wish. The MFT Program Director and Clinical faculty can set or modify requirements for the MFT program and determine whether or not the student has satisfactorily completed it. Additional or modified requirements to those indicated above may be set for individual students.

Ordinarily, students begin the MFT Program at the same time they begin the M.A. program. If a student wishes to start at some other time, advance authorization from the MFT Program Director is required; for example, a student may wish to begin the program at the beginning of the second year rather than in the first year, or at some point in a student's doctoral, rather than M.A., program. It is the policy of the MFT Program, wherever possible, to have a group of students go through the program together.

The Ph.D. Program in Marriage and Family Therapy

Due to its very specific requirements, considerable detail will be given to requirements and procedures related to the Ph.D. in Marriage and Family Therapy (MFT). The doctoral program in MFT has been designed to meet the requirements for accredited programs established by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The program offers a Ph.D. degree in Human Development and Family Studies (HDFS) with an area of study in marriage and family therapy.

Program Objectives

The program's objectives are as follows:

1. To foster students' development of a clearly articulated personal conceptual model of marriage and family therapy and to integrate that conceptual model into their clinical practice;
2. To insure that students develop comprehensive knowledge of lifespan, human development and family social science theories and the ability to apply this knowledge to explain, describe, and predict individual and family system behavior;
3. To insure the development of comprehensive skills in research methods and quantitative and qualitative data analysis;
4. To insure the development of extensive knowledge of theory and research in marriage and family therapy;

5. To assist students in the successful completion of a scholarly dissertation; and
6. To prepare students for careers as clinician-scholars, teachers, and trainers of marriage and family therapy and family social science.

Admission to the MFT Ph.D. Program

Students seeking admission to the program are expected to meet the requirements outlined earlier for admission to the Doctor of Philosophy Program in the department of Human Development and Family Studies. In addition, the following is required:

1. All applicants to the program must complete a personal interview with at least one clinical faculty member or be interviewed by an AAMFT Approved Supervisor in their own geographical area at the applicant's expense, if distance from the program is prohibitive. A written report from the supervisor must be submitted to the Admissions Committee.
2. Applicants must provide evidence that they already have completed the MFT Standard Curriculum in an accredited program or its equivalent. Students not having previously completed the Master's Degree Standard Curriculum (including required coursework, hours of approved supervision, and hours of direct client contact) must do so in the MFT Master's Program as part of their required plan of study for the Ph.D. degree. Decisions regarding the suitability of previous master's level coursework, supervision and clinical experience are made by the MFT Program Director. The criteria used for waiving previous clinical or supervisory training are outlined in the following section.

Criteria and Procedures for Waiving Client Contact Hours from Supervised Clinical Practicum Requirement of Standard Curriculum

Students requesting to have previous hours of client contact and supervision applied to the Standard Curriculum requirement of 500 hours of client contact and 100 concurrent hours of supervision are reviewed on an individual basis by the MFT Program Director in consultation with the Practicum/Internship Coordinator. The MFT Program Director makes final decisions. The following criteria are considered when making this determination:

1. Students who have obtained Clinical Membership status in AAMFT, a state license or certification in marital and family therapy, or who can provide evidence of an equivalent level of training and clinical experience, will be considered to have met the practicum requirements of the Standard Curriculum;
2. All direct client contact and supervision hours accumulated while officially enrolled in a graduate degree or post-degree program in marital and family therapy accredited by the Commission on Accreditation will be accepted toward meeting the practicum requirements of the Standard Curriculum;
3. Client contact and supervision hours accumulated while in an academic graduate degree program or post degree program not accredited by the Commission on Accreditation are acceptable if *all* of the following criteria are met:
 - a. At least 50 percent of the student's client contact hours were with couples or families present in the therapy sessions.
 - b. The supervision was provided by an Approved Supervisor in AAMFT or the equivalent. Equivalency is determined by the criteria outlined in Section 202.02 of the MFR Educational

Guidelines (2008) published by the Commission on Accreditation of Marriage and Family Therapy Education.

- c. The supervision focused primarily on raw data from the student's clinical work and included a variety of supervisory modalities (e.g., discussion, live observation, videotapes, audiotapes, co-therapy).
- d. Supervision was received on a weekly basis.
- e. Group supervision included not more than six supervisees per group.
- f. The supervised experience was received concurrently with didactic coursework in marriage and family therapy.
- g. The student received the supervision concurrently with clinical work at a ratio of not less than one hour of supervision for every five hours of direct client contact.

The student must provide written documentation from the original program, supervisor or certifying organization to substantiate that one of the three criteria has been met.

In the event that a student terminated a previous training program prior to completing it, and is seeking to have a portion of the required 500 client contact hours waived, he or she must have written documentation from the former program's director indicating that the student completed those clinical and supervisory hours with a satisfactory level of clinical and professional competence.

Required and Recommended Coursework

Students are expected to develop a Plan of Study (POS) in conjunction with their Major Advisor and advisory committee and to comply with all requirements established by the Doctor of Philosophy Program in The Human Development and Family Studies Department. All Ph.D. students must take core courses listed on pages 11 - 12.

Marriage and Family Therapy Required Course

HDFS 6730: Advanced Family Therapy

Human Development and Family Studies Required Courses

HDFS 5001: Proseminar in HDFS

HDFS 5340: Prevention, Intervention, and Policy Approaches in Family Studies

HDFS 5311: Theories of Family Development

Supervision Required Course

HDFS 6720: Family Therapy Supervision (offered every other year)

Research Required Course

HDFS 6710: Family Therapy Research

A MINIMUM OF THREE ADDITIONAL COURSES IN RESEARCH. These remaining research courses may be selected from those offered in the Human Development and Family Studies (HDFS) Program or from courses offered by other University departments. Students are responsible for mastering both quantitative and qualitative methods in MFT research.

Recommended courses include:

HDFS 5004: Research Methods in HDFS II

HDFS 5005: Qualitative Research Methods in HDFS
HDFS 5007: Current Topics in HDFS (every Spring)
EPSY 5605: Quantitative Methods in Research I
EPSY 5607: Quantitative Methods in Research II
EPSY 5613: Multivariate Analysis in Education
EPSY 5621: Construction of Evaluation Instruments
EPSY 6611: Logistic and Hierarchical Linear Models
EPSY 6621: Program Evaluation
EPSY 6626: Sampling Designs and Survey Research Methods in Education
PSYC 5332: Research Design and Test Construction
PSYC 5130: Causal Modeling in Psychology
PSYC 5131: Meta Analysis: Theory and Practice
SOC 5210: Applied Survey Design and Analysis

Electives

Students are required to complete at least five more courses than those listed as required. These courses should be carefully selected with guidance by the student's Major Advisor.

Internship

MFT doctoral students are required to complete a continuous 9-12 month clinical marital and family therapy internship, of no fewer than 30 hours per week, comprising at least 500 client contact hours and a minimum of 100 hours of supervision. The criteria for determining a student's readiness for the internship are outlined in the following section. Students must maintain continuous enrollment in the following course:

HDFS 6995: Internship in Marital and Family Therapy

Doctoral Dissertation

- a. Every doctoral dissertation is to be directed by a member of the MFT Program Faculty, i.e., the Major Advisor is to be a member of the MFT Program Faculty.
 - b. Each doctoral proposal is to be evaluated for pertinence by the MFT Program Faculty. For a proposal to be acceptable, it must be clearly and explicitly related to MFT. Indirect relevance is not adequate.
 - c. A statement of acceptance will be given to students whose proposals are judged to be satisfactorily pertinent.
6. Certification of Completion.

Each student satisfactorily completing the MFT Doctoral Program is to receive a formal declaration from the Training Director attesting to that fact.

Criteria for Determining Doctoral Students' Readiness for Clinical Internship

Ordinarily, students will not be considered eligible for the internship until the following requirements have been met:

1. Successful completion of the Program's required doctoral curriculum in marital and family therapy and related areas;

2. Successful completion of Qualifying Exam and the General Exam requirement of a publishable review of research or a fundable grant; and,
3. Successful completion of a formal review of the student's performance in the Program and assessment of student's readiness by the clinical faculty.

Post-Degree Evaluation

The Training Director will correspond with each completing student one year after the student's program completion, and three years after the student's program completion, and request the following information. Other requests may be included as well, as the MFT program may decide.

1. What is your present professional position?
2. Please describe briefly whatever professional advancement you may have achieved since completing your doctoral program.
3. Based on your total professional experience so far, what would you now regard as the chief strengths of your doctoral program?
4. Based on your total professional experience so far, what would you now regard as the chief weaknesses of your doctoral program?
5. What suggestions or additional feedback do you have for improving our doctoral program?
6. Please feel free to add any other comments you wish.

III. RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

Climate Statement for the Graduate Program in Human Development and Family Studies

The faculty, administrators, and graduate students in the Department of HDFS are committed to creating a social, intellectual, and interpersonal climate that enhances the experiences of graduate students and faculty. Graduate students and faculty occupy reciprocal and interdependent positions within the University. Any effort to enhance the climate must address both student and faculty contributions to the climate.

In order to create an optimal climate, we believe that it is important to make the responsibilities and rights of both graduate students and faculty explicit. Both are to act in professional and considerate ways. The Graduate Faculty within HDFS is committed to providing the best educational opportunities that they can for graduate students. Members of the Graduate Faculty will be responsive to student needs and will work to create an atmosphere that promotes academic rigor while respecting the rights, dignity, and privacy of HDFS graduate students. At the same time, graduate students are expected to participate actively in activities both inside and outside the classroom that are important to their educational experience and contribute to the broader academic community. Active participation in the academic life in the department entails graduate students taking responsibility for their own education and taking advantage of the unique learning opportunities available in our program.

What follows represents our effort to make explicit what graduate students can expect of faculty members as instructors, advisors, and supervisors. These expectations constitute what we agree are the rights of graduate students in HDFS. This document also makes explicit what the graduate faculty believe they should be able to expect of graduate students, and these expectations constitute what we think of as the rights of faculty. In developing this statement, we have addressed rights and responsibilities pertaining to graduate instruction, advising, assistantships, and overall participation in the University community.

Mutual Rights and Obligations:

- Faculty and graduate students will communicate with respect and dignity.
- Faculty and graduate students will discuss in advance how a graduate student's involvement in a faculty member's research will be recognized.
- Faculty and graduate students are expected to follow ethical standards for professional conduct.
- Faculty and graduate students will be knowledgeable about and abide by HDFS and University grievance procedures.
- Faculty and graduate students are expected to respond to contacts and requests for information in a timely fashion.
- Faculty and graduate students are expected to take responsibility for the overall climate of the department by working to resolve problems that arise in constructive ways.

Student Rights/Faculty Obligations:

- Faculty will be knowledgeable of and abide by the University's policies regarding sexual harassment, confidentiality, and non-discrimination based on race, gender, sexual orientation, religion, and disability.
- Faculty will respond to communications from students in a timely fashion (see the Practices and Policy Statement for HDFS).
- Faculty will provide students with timely feedback concerning course work, theses, proposals, comprehensive examinations, and dissertations (see the Practices and Policy Statement for the Department of Human Development and Family Studies below).

- Faculty will respect and protect student's right to express differing opinions.
- Faculty, as professional role models, will act in accordance with the ethical standards for professional conduct of their respective professional organization (AAMFT, APA, NCFR, etc.).
- Faculty will provide a clear, complete syllabus that includes a listing of all course requirements, with due dates, distributed at the first seminar meeting.
- Faculty will start and end class on time.
- Faculty will provide concrete feedback to graduate students and suggestions for improving the quality of their work (papers and exams should be returned to students with comments and feedback).

Student Rights/Major Advisor Obligations:

- Graduate students have the right to change advisors without recrimination.
- Major Advisors will provide accurate information about requirements for successful completion of degree requirements.
- Major Advisors will meet with their graduate advisees at least twice a year to discuss courses, graduation requirements, and advisee's concerns.
- Major Advisors will complete all academic and administrative paperwork required for advisees' progress in the program.
- Major Advisors will assist students in setting educational-career goals (when asked by the student).
- Major Advisors should provide concrete feedback and suggestions for improving the quality of the student's scholarly work.

Student Rights/Faculty Supervisor Obligations:

- Faculty supervisors will provide assigned graduate assistants with clear expectations regarding requirements and constructive feedback so each student is aware of the supervisor's evaluation of his or her performance.
- Faculty supervisor's demands on graduate assistants should conform to the job description relative to the funding source.
- Faculty supervisors will provide adequate notice to graduate assistants when they request that a student work hours outside of the student's normal work schedule.
- Faculty will not expect a graduate assistant to work beyond the contracted period.

Graduate Student Obligations/Faculty Rights:

- Graduate students will attend class and keep up with assigned readings and assignments.
- Graduate students will arrive for class on time and not leave until the end of class.
- Graduate students will actively participate in their classes, while not engaging in text messaging or other activities that are distracting to themselves and others.
- Graduate students will be involved in their own professional development to enhance their knowledge, professional skills and competencies by participation in educational activities such as colloquia, brown bag presentations, informal research discussion groups, etc.
- Graduate students will keep their Major Advisor informed about their progress and possible impediments to their progress.
- Graduate students will address any problems with faculty in a constructive manner. Graduate students will deal directly with a faculty member in addressing an issue or problem or will follow the appropriate grievance procedure.
- Graduate students will respect the multiple demands on faculty members' time.
- Graduate students will understand that faculty members' contracts are nine months (that is, from the first week of the Fall semester until graduation in May). Consequently, any work with a faculty member during the summer months will be based on individual negotiations.

Graduate Student Obligations/Supervisor Rights:

- Graduate students employed as graduate assistants for the academic year will work from the beginning of fall semester to the end of the spring semester, including semester break and exam periods (8/23 – 5/22). Students and supervisors will work out arrangements for distributing hours and tasks during the year so that they may be able to take advantage of periods of time away from the University and still fulfill their obligations.
- Students employed as graduate assistants will be responsible for assisting with departmental functions, such as proctoring undergraduate exams.
- Graduate students employed as graduate assistants, work-study, student labor, and in any other capacity will keep track of their hours worked and advise their supervisor if work demands exceed or fail to meet the contracted number of hours.

Practices and Policy Statement

As a rule, the following time periods should guide the review and return of student work in a timely manner. Please note that these rules apply during the academic year and not during the summer months.

For Qualifying Exams, readers should make their comments to the Associate Department Head for Graduate Studies. He or she should provide overall evaluations and return the comments, as needed, to the student and the Major Advisor within a period of four weeks from the date of the examination. If this is not possible, students should be informed within the four weeks when the results should be available, however eight weeks should be the maximum time to wait for results.

For a student paper in a class, if the paper is turned in on time then a grade should be provided in a timely fashion and entered at the latest by the end of the semester. If a student receives an incomplete grade, she/he should turn in the work within the allotted time according to University policy. The faculty member has three months to submit a grade from the time they receive the materials to complete the course work.

For thesis/dissertation proposal, advisors should make their comments and return to the student within a period of approximately four to six weeks from receiving the proposal during the academic year, based on a schedule published early in the year. If this is not possible, students should be provided with a reasonable date when they would get their proposal back, not exceeding eight weeks from the time that it was submitted. Similarly, the DGS and her or his designees should review the proposal and provide the student and Major Advisor with the results of the review in a timely manner.

For the dissertation, advisors should make their comments and return to students within a period of six to eight weeks (depending on the number of pages to be read). If this is not possible, students should be provided with a reasonable date when they would get their dissertation draft back not exceeding three months from the time that it was received by the advisor.

Response to student e-mail or telephone messages regarding assignments for class or advising should be within three to four days unless the faculty member is attending an activity at which he or she cannot access and respond to such messages. Even then, it should not be more than a week.

Grievance Procedure for Addressing Problems

It may happen, from time to time, that a graduate student in HDFS feels aggrieved or uncertain about whether or not they have been treated fairly by a member of the faculty or staff. In such situations, there are several routes that can be taken to seek resolution or redress. Many difficulties can result from misunderstandings, and so clear communication and informal mediation are usually the most effective and least anxiety-provoking mechanisms. The first approach in most cases is for the student to request a

meeting with the faculty or staff member, to state the problem politely, and to attempt a direct solution. If that proves unsatisfactory, or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the Department or at other campus units such as the Women's Center or one of the cultural centers or religious institutions. Alternatively, the student may consult with the Associate Department Head for Graduate Studies and the department Head. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the Department report ultimately to the Department Head and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit University policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources, the Graduate School, or the Provost's Office regarding appropriate action.

Conflicts Concerning Major Advisors

Although most relationships between graduate students and major advisors are characterized by trust and professionalism on both sides, on occasion conflicts may arise. If, due to personality conflicts or changes in either the student's or advisor's focus of research, one or both determine that the match is not satisfactory, then they should discuss the situation with the Associate Department Head for Graduate Studies. He or she may be able to mediate the differences or facilitate finding another person who would better serve the Major Advisor role for that student.

The Associate Department Head for Graduate Studies will do everything possible to insure that the student can continue to have high quality advising. Ultimately, however, it is the responsibility of the student to find another Major Advisor; indeed, in the case of the Ph.D. program, the Graduate School requires that if another Major Advisor cannot be located within six weeks of notification by the faculty member that he or she is unable to continue to serve as Major Advisor, the student's candidacy will be terminated.

The bottom line is that it is essential to a high quality graduate experience to have a positive working relationship with one's Major Advisor. Thus, if at any point that is not the case, students are free, and indeed encouraged, to find a more suitable match. The administration of both the department and the Graduate School are prepared to assist in any way with that endeavor. However, it is important to note that a change of advisor may mean it will take longer to complete all requirements (for example, if a change occurs in the middle of General Exam or at the dissertation stage, necessitating review by a new Major Advisor or committee member and, perhaps, a change in the content of the dissertation).

IV. DEPARTMENTAL AND UNIVERSITY RESOURCES AND OPPORTUNITIES OF SPECIAL INTEREST

Brown Bag Series, Colloquia, and Informal Research Discussions

Graduate students are expected to participate actively in both formal and informal extracurricular programs and activities in the department and University-wide. Full participation as a graduate student in the intellectual life of the community involves active involvement in seminars, lectures, colloquia, brown bag presentations, student presentations, and informal research discussions. The brown bag series of presentations are informal lectures and discussions given by members of the HDFS faculty and students, faculty from related fields, and professionals from outside the University. Several program areas and centers provide regular brown bag series.

The HDFS department arranges special colloquia and seminars throughout the year. Other relevant departments and centers on campus, such as Psychology, Sociology, Women's Center, Center on Health Prevention and Intervention, also offer relevant colloquia and seminars to which HDFS students are invited.

Schedules and announcements are posted as much in advance as possible so these activities can be planned for in students' calendars and time budgets.

Supervised Field Work: HDFS 5088

Graduate students in HDFS are encouraged to include at least one semester of supervised fieldwork in their graduate program. Students should consult with their Major Advisor well in advance of enrolling in the course. *This, however, does not apply to students in the M.A. MFT program.*

Graduate Laboratory

The Grad Lab (FS 205) is available to all graduate students in HDFS. Individual workstations are available on request. Formal requests for space will be distributed to all graduate students at the beginning of each academic year. Any student may apply for space. Criteria for allocating individual workstations include ongoing work on dissertation, thesis or other research project, no other allocated space, and other extenuating circumstances underlying the request. Workstations will be awarded at the beginning of each academic year. Renewals must be submitted for subsequent years. Each year, all applications for space will be reviewed.

Students assigned to individual workstations as well as those who use the Grad Lab on a regular basis are expected to share responsibility for overseeing the use of space. To ensure the upkeep of the space, students who use the Grad Lab on a regular basis will be scheduled on a rotating basis to oversee proper upkeep of the space.

In addition to assigned workstations, a common area, kitchen, and computers and printers are available for graduate students to share.

The Human Development and Family Studies Graduate Student Association

The Human Development and Family Studies Graduate Student Association (GSA) affords an important component of active graduate student involvement and input to faculty and administrative decisions. Its mission is to provide a recognized forum for graduate student comments and concerns as well as to create and implement responses to those concerns. Some ways in which the GSA accomplishes its goals are by (a) holding regular meetings at which pertinent graduate student issues are discussed, (b) providing graduate student representation both on a departmental and university level, and (c) providing a means of social support and guidance for graduate students.

Participation in Regional and National Associations

One extremely valuable avenue for graduate students to pursue as they develop a professional identity is professional organizations and societies. Opportunities are available through annual meetings, conferences, and special lectures sponsored by other universities and national organizations and their regional affiliates, such as American Psychological Association (APA), Society for Research in Child Development (SRCD), National Council on Family Relations (NCFR), American Association for Marriage and Family Therapy (AAMFT), National Association for the Education of Young Children (NAEYC), Gerontological Society of America (GSA) and the American Society on Aging (ASA), etc. Student and associate memberships are usually invited at a fairly nominal charge. Many organizations will waive or reduce registration fees for limited service at the conference. It is expected that students take an early step in their professional development by joining one or more of these and participating in the organizations' meetings and conferences as well as other professional meetings. Students are urged not only to join relevant professional organizations, but also to participate in student governance in those organizations and to make presentations alone or in conjunction with faculty members and/or other graduate students. Limited funds are available through the Graduate School for attending conferences, especially when one makes a presentation or poster.

Academic and Personal Counseling Resources

Throughout the course of one's academic career, many questions may arise regarding one's career goals, personal relationships, etc. The most frequently asked question in those cases is "Who do I turn to?" Your Major Advisor or the Associate Department Head for Graduate Studies can often be of help and should be turned to first. They know the various resources available and can make referrals if necessary.

The University's Department of Career Services has expanded the list of programs offered to graduate students. Lunch & Learn Seminars, Resume & CV Assistance, Mock Interviews, and On-Campus Recruiting are just some of the offerings. For more information, visit the UConn Webpages.

Computer Facilities and Assistance

Several terminals with connections to the mainframe and personal computers with printers and basic software belonging to the Human Development and Family Studies Program are available for student use. A significant number of these are located in the Graduate Student Lab/Lounge in Room 205 of the Family Studies Building. Additional terminals are located in the Human Development Center. Other terminals are located throughout campus. Portions of campus, although not our buildings at present, allow for wireless access.

The Computer Center offers regular short-term workshops designed to provide students and faculty with a working knowledge of both the software and the various programming systems available at the University. Graduate students in HDFFS report that these workshops have provided them with many of the

basic skills needed to proceed with the analysis of their thesis or other research data. The printed announcements describing these workshops will be posted in time to register for them. In addition to participating in the software and programming workshops, students should consider utilizing the data sets available through the Institute for Social Inquiry (ISI) data archives. These data sets include political attitude and opinion studies, socialization and youth studies, and community studies. Consult the ISI for further information.

Libraries and Archives

University of Connecticut Library System

The University of Connecticut Library system holds the largest public collection of research materials in the state. More than two million volumes are shelved in the Babbidge Library, which houses nearly three million units of micro text, 180,000 maps, 35,000 reference volumes, and subscriptions to about 5000 current periodicals. The Libraries' World Wide Web site www.lib.uconn.edu provides access to a wealth of information resources in the library, the university, and from around the world. The library home page connects to over 10,000 full text journals, primary reference sources, hundreds of research databases, online encyclopedias, and other resources.

Institute for Public and Urban Affairs (IPA)

IPA oversees both the Center for Survey Research and Analysis (CRSA) and the Center for Policy Analysis and Management (CPAM). CSRA is a non-partisan, non-profit survey research facility dedicated to the study of public opinion. One of the functions that CPAM provides is to provide technical assistance in analysis and management to state, local, and federal government entities.

The Roper Center for Public Opinion Research, founded in 1947 houses the world's largest archive of survey data. It is the leading educational facility in the field of public opinion. The purpose of the Roper Center "*is to promote the intellectual, responsible, and imaginative use of public opinion in addressing the problems faced by Americans and citizens of other nations.*"

The Thomas J. Dodd Research Center houses a number of archives and special collections of interest to Human Development and Family Studies. Special collections include the Alternative Press Collection, a repository for radical and ephemeral publications from the activist movements for social, cultural, and political change. The Alternative Press Collection contains more than 7000 newspaper and magazine titles with approximately 200 on subscription, 5000 books and pamphlets, and other sources. Other relevant collections include the Hispanic History and Culture Collections and Children's Literature.

The Human Development and Family Studies Resource Center

The Resource Center contains a modest but useful collection of journals and books in HDFS-related areas, especially gerontology.

The Lyman Maynard Stowe Library, University of Connecticut Health Center, Farmington, offers extensive holdings in biomedical sciences, including books, journals, audiovisuals, and computer software. The collection includes almost 50,000 books and 5,500 journal titles.

V. FUNDING FOR GRADUATE EDUCATION: GRADUATE ASSISTANTSHIPS, FINANCIAL AID, AND STUDENT EMPLOYMENT

HDFS Statement Regarding Graduate Assistantship Funding

Graduate education is expensive from everyone's point of view. Even at a state-supported institution like UConn, the tuition and fees (plus living costs) are a considerable outlay for the student, and in our fields, at least, a top-level education is not likely to bring vast wealth --the rewards are less material. From the university's point of view, the cost in faculty time means that each graduate student, especially those in clinical or doctoral training, is a net expense, not a source of income. In this context, funding for graduate studies takes on great importance.

The goal in HDFS is to provide at least half-time support (10 hours per week) and, in most cases, full-time support (20 hours per week) for Ph.D. students who request it and are making timely progress. If additional funding is available, support may also be provided to M.A. students. We consider this obligation to be for two years for students who are working toward a Master's degree, and four years for those students who eventually seek the doctorate. We make every effort to maintain funding for graduate students for that number of years at least at the level they received when the initial offer of admission was made, on the assumption that the assistance was a factor in the student's decision to accept. At the same time, because of limitations in funds, we encourage students to be enterprising and creative in developing their own funding opportunities, as illustrated in several of the categories below.

There are essentially five sources of funds for graduate students in the Human Development and Family Studies Program (beyond the student him- or herself): HDFS funds, research grants, Graduate School funds, student fellowships, and "other." The largest of these consist of the departmental portion of funds provided by the higher administration for basic functioning at the University; they provide nearly 60 percent of the assistantships. These funds come from the legislature (and hence the taxpayers of Connecticut) and from the university pool of tuition dollars. The funds are provided in the form of "assistantships" and are allocated by the department Head and Associate Head, in consultation with the Associate Department Head for Graduate Studies, for several kinds of purposes: primarily teaching or assisting in teaching undergraduate courses, helping in the undergraduate Advising Center, and supporting essential departmental functions. These assistantships come with a complete waiver of tuition (that is, additional support from the Graduate School), and health insurance.

Funds from research grants are the second largest source in HDFS, and these also come with tuition payment and health benefits. These are funds provided by the federal government (National Institute of Health, National Science Foundation, etc.) or private foundations to members of the faculty to hire assistants in carrying out a specific research project. Sometimes these assistantships require special skills – interviewing, data analysis, foreign language – and the selection of assistants is the prerogative of the faculty researcher (the "Principal Investigator" for the grant). Research grants usually last between one and four years. Generally, faculty with research grant money for assistantships work with the Department Head and Associate Department Head for Graduate Studies to identify appropriate students and to manage their support. Students desirous of such assistantships should make their wishes known to faculty who have or may be in the process of obtaining research funding.

A very small number of fellowships are available from the Graduate School. These include Graduate Scholarship awards, for those with outstanding academic records, and Multicultural Scholar Awards, for students from under-represented groups. These are usually allocated for recruitment purposes or as a final step of support for students who are nearing completion of their studies.

On occasion, students obtain their own grants, usually for research, from the National Institute of Health or from foundations that have doctoral support programs, such as the Spencer Foundations. The application process usually involves a faculty sponsor, and it requires a high degree of academic maturity and motivation, but the process itself is educational and, when won, these fellowships mark an excellent beginning to an academic vita.

Finally, some HDFS students obtain assistantships from other departments at UConn for assisting in teaching, research, or student counseling.

Graduate Assistantship Appointments

Graduate School degree-seeking students who meet the criteria listed below are eligible. Appointments ordinarily are made for the nine-month period, *{August through May}*, but may be of shorter duration for a variety of reasons. Recipients usually serve the University as teaching assistants, readers, or laboratory and research assistants. They may take fewer than the usual number of courses per year because of this added workload.

To be appointed, to retain an appointment, or to be reappointed, a student must have been accorded (a) Regular (not Provisional) status, (b) must have been maintaining a cumulative average of at least B (3.00) in any course work taken, (c) must be eligible to register (i.e., must not have more than three viable grades of Incomplete on his or her academic record), (d) must be enrolled in a graduate degree program scheduled to extend through the entire period of the appointment or reappointment, and (e) must be a full-time student, counting course work and/or its equivalent together with assistantship duties throughout the period.

The holder of a full assistantship devotes one-half of available time to studies and one-half (approximately 20 hours per week) to assistantship duties, while the holder of a half assistantship ordinarily devotes three-quarters of available time to studies and one-quarter (approximately 10 hours per week) to assistantship duties. Assistantships are not available for less than 10 hours per week.

Ordinarily, a graduate student is not permitted to earn more in a given academic year than the applicable maximum stipend rate indicated below. With the written recommendation of the student's advisory committee and the consent of the Dean of the Graduate School, however, approval may be granted for a student's earnings from University sources to exceed the maximum stipend rate by a limited and specified amount.

Stipend rates for graduate assistants are graduated in terms of progress toward the advanced degree and experience. Ordinarily, a graduate assistant may not exclude any part of the stipend from U.S. taxable federal gross income. The rates for a full-time (20 hour for two semesters) and half-time (10 hr. for two semesters) for the 2009-2010 academic year are listed at:

http://www.grad.uconn.edu/funding_resources.html and
http://www.payroll.uconn.edu/resources/dept_admin/ga_stipend_listing_2009_2010.html

Tuition (but not the General University Fee, the Graduate Matriculation Fee, or other fees) is waived for Graduate Assistants. If an assistantship begins or terminates during the course of a semester, tuition will be prorated on a weekly schedule – charged for that portion of the semester when the assistantship is not in force, waived when it is in force. This often results in an adjustment of the tuition charges, including partial assessment (if the student is registered throughout the semester for course work for which tuition is charged) or a partial refund (if tuition has been paid).

A graduate assistant is eligible for medical benefits (health insurance). Graduate assistants should be aware that it is necessary to complete the proper forms with the Division of Human Resources to activate the health insurance. The health insurance does not take effect automatically.

In exceptional cases a graduate assistant may be appointed on a 12-month basis, with the stipend being increased proportionately. There are, however, no additional benefits or waiver of tuition in the summer months.

When students become eligible for the Level M or Level P stipend rate, it is the responsibility of their department to request such an increase promptly, by filing a new employment authorization effective the first day of the biweekly payroll period following the date on which the student completes master's degree requirements (or satisfies master's degree equivalency) or the date on which the student passes the doctoral General Examination in its entirety. Students are responsible for ascertaining that any required documentation — such as a report of a master's final or doctoral general examination, a transcript, or a report of a pertinent incomplete grade made up — is promptly filed in the Graduate Records Office and that their current stipend conforms with their eligibility.

Other Potential Sources for Graduate Assistantships

Graduate students may seek graduate assistantships outside of Human Development and Family Studies. Graduate assistantships outside of HDFS may include responsibilities for programming and services, research, administrative and technical support.

Most recently, graduate assistantship opportunities have been available from various centers and programs. These include Career Services, the Individualized Major program, Graduate Student Senate, Resident Honors House Supervisor, Neag School of Education University Program for College Students with Learning Disabilities, Student Health Services, and the University of Connecticut Health Center in Farmington.

Other Types of Financial Aid

The following information is compiled from the 2006-2007 {Graduate Catalog and the Graduate School website}. Please refer to the catalog if you have any questions about the information about financial aid and student employment or contact the specific office directly to speak to a staff member. Visit <http://catalog.grad.uconn.edu> to access the online version of the catalog. Students are also encouraged to explore opportunities available at the Research Foundation (information is available on the Research Foundation's website at www.research.uconn.edu).

Two general types of financial aid are available: (1) aid based on academic merit and (2) aid based on demonstrated financial need. The student is advised to apply for both types simultaneously in order not to delay consideration for an award.

Awards based on academic merit include: Graduate Assistantships for teaching or research (previously discussed), University Pre-doctoral Fellowships, Dissertation Fellowships, and Summer Fellowships. Assistantships, fellowships, and other awards from University sources are used in combination with need-based aid to calculate final financial aid amounts offered either for a semester or an academic year. Application for merit aid should be made directly to the academic department. Continuing University of Connecticut graduate students should apply early in the spring semester. New applicants for admission to the Graduate School should apply as early as possible, however no later than the deadline imposed by the appropriate academic department. (See the Graduate Admissions Application for merit aid deadlines.)

General Need-Based Financial Aid Information

United States citizens or permanent residents of the United States may apply for need-based financial aid, which includes Federal Stafford Loans (FSL), Federal Work-Study (FWS), and University of Connecticut tuition remission grants. Federal Stafford Loans are offered to students attending the University at least half time (minimum of five credits for graduate students). The required application materials are: 1) Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA (with Internet access, you can file a FAFSA or a Renewal FAFSA if you still reside at your previous year's address, on the Web at: www.fafsa.ed.gov), and/or 2) A paper Financial Aid Transcript (FAT) for Spring semester only students who attended another college or university in the Fall semester prior to enrolling at the University of Connecticut, whether or not financial aid was received. Forms may be obtained by visiting the Office of Student Financial Aid Services, 233 Glenbrook Road, Wilbur Cross Building or by calling (860) 486-2819. For more information, you can access the student financial aid website at: www.ucc.uconn.edu/~wwwfaid.

Need-Based Financial Aid Deadlines

Deadlines are March 1st each year for continuing graduate students and May 1st for entering University of Connecticut graduate students. The FAFSA or Renewal FAFSA must be received and logged in at the federal processing center on or before the published deadline dates. List the University of Connecticut Federal School Code, 001417, on the FAFSA, Step 6. Use 233 Glenbrook Road, Storrs, CT as the college address. *Do not wait for final income figures.* Use the previous year's estimated income figures, if necessary, to meet the on-time application deadline. On-time status will not be determined by postmark dates or postage receipts. Priority for the awarding of Federal Work-Study as well as University of Connecticut Tuition Remission Grant funds will be reserved for applicants who comply with the above deadlines. Applications received after the deadline will be considered for Federal Stafford Loan eligibility only. [Note: International students are not eligible to receive need-based financial aid.] An award notification letter is mailed to each student after all required documents have been received. It indicates the types and amounts of aid offered. Students must either accept or decline each award offer and return the reply copy to the Office of Student Financial Aid Services.

Finalized financial aid awards (loans, grants, work-study) are based on the student's registration status (number of credits) as of the tenth day of classes in each semester. All need-based financial aid recipients and University funded and merit scholarship recipients must meet Satisfactory Academic Progress (SAP) requirements, which are based on federal regulations. These requirements include maintenance of an appropriate grade point average and satisfactory completion of a percentage of the number of credit hours attempted in each award year. A complete text of this policy is available from the Office of Student Financial Aid Services.

Tuition Assistance Program for Outstanding Master's Degree Students

This program provides tuition assistance for selected students, who are classified as out-of-state for tuition purposes, in master's degree tracks who have not obtained assistantships. A limited number of tuition grants are awarded each year on a competitive basis to out-of-state master's students. These grants permit the selected students, in effect, to pay tuition at the in-state rate. The specific selection criteria for these grants include: admission to and full-time matriculation in a master's degree program which ordinarily does not lead to the doctorate, absence of graduate assistantship support (which carries with it tuition waiver), out-of-state residency status, evidence of academic excellence (based on grade point averages, GRE/GMAT scores, etc.), and U.S. citizen or permanent resident status. Each student chosen for participation in this program is eligible for a maximum of four semesters of support. The Graduate School administers this program.

Multicultural Scholars Program

The Graduate School and the Provost's Office administer this program, and there is no application form. Its purpose is to promote the recruitment and retention of diverse populations of graduate students by matching the funding levels provided by schools, departments or fields of study. Eligibility is based on

academic qualifications and the demonstrated need for increased cultural diversity within the field of study. The student must be a US citizen or permanent resident. Contact the Office of the Vice Provost for Research and Graduate Education (VPRGE), Dottie (486-3620).

University Pre-doctoral Fellowships

These are awarded by the Graduate School on the recommendation of the graduate faculty in the degree program concerned. Students who intend to earn the Ph.D. and who have demonstrated capability for completing a doctoral program may apply for such fellowships at any stage of their graduate career. Award amounts range from small amounts to full fellowships and/or tuition equivalency. Fellowship awards do not include the requirement of teaching, research or any other service duties and are not considered to be employment. Predoctoral Fellows must be Regular (not Provisional), full-time students, regardless of the amount of the fellowship. Recipients must present evidence of such registration and payment or deferment of appropriate fees upon receipt of fellowship checks. The Dean of the Graduate School may cancel or reduce an individual award if the student fails to maintain satisfactory academic and financial standing.

Doctoral Dissertation Fellowships

The Doctoral Dissertation Fellowship program is designed to assist advanced Ph.D. students to complete their dissertations. Minimum eligibility requirements include having passed the doctoral general examination, having a fully approved dissertation proposal on file with the Graduate School, and not exceeding certain annual income limits. Each eligible student may apply for a maximum of \$2,000; the fellowships are “one-time only” awards. Awards will be made via one or two competitions, which means that not all eligible students will receive a fellowship. Contact: Tom Peters, 486-0977 or e-mail thomas.b.peters@uconn.edu. The application can be found on the Research Foundation website/

Doctoral Dissertation Extraordinary Expense Award

Ph.D. students who have passed the general exam and whose dissertation proposal has been fully and officially approved may apply for up to \$500 for non-routine expenses directly related to data collection for the dissertation. Eligible students may apply at any time. Contact: Tom Peters 486-0977 or email thomas.b.peters@uconn.edu The application can be found on the [Research Foundation Website](#).

Travel Funds for HDFS Graduate Students

In 2007 the Department Head and faculty of the HDFS department instituted a policy of providing limited funds for travel to conferences when a student is presenting a paper or poster. A form is available from the departmental office and on the HDFS Graduate HuskyCT site. Funds are limited, and thus maximum amounts per student are \$300-500 (pending availability of funding) and students are encouraged to apply as soon as they know a paper or poster has been accepted.

Summer Fellowships for Doctoral and Pre-Doctoral Students

Students pursuing the Ph.D. degree are eligible, upon nomination by department heads, for up to \$1,500 during the summer for the general examination or dissertation research. Information is available from department and program heads in March of each year.

Part-Time Employment

Federal Work-Study (FWS) is a federally funded financial aid work program for students with a demonstrated financial need, as determined by information submitted on the FAFSA. Unlike other forms of aid, a Federal Work-Study award is not applied to a student's fee bill. Students receive bi-weekly paychecks for hours worked.

The Student Labor Program is a work program open to all University of Connecticut students and designed to supplement regular staff with students seeking part-time employment. The Office of Student

Financial Aid Services advertises available positions through a job referral system. Students identify their job choices and are given a list of supervisors seeking candidates for those jobs. Students then arrange interviews with prospective employers to discuss the details of the job. For additional information about on-campus, part-time employment, contact the University of Connecticut Student Employment Office.

Federal Loan Programs

Federal Stafford Loans (FSLs) are offered to students attending the University at least half-time. Subsidized FSLs are based on financial need; the federal government subsidizes the interest on these loans. If a student does not qualify for a subsidized FSL, he or she may borrow an unsubsidized FSL. The student is responsible for the interest that accrues on the loan, and has the option to either pay the interest while in school or defer payment of the interest until repayments begin, six months following graduation. Annual loan limits for eligible graduate students are: \$8,500 in Subsidized FSL and \$10,000 in Unsubsidized FSL per academic year. The maximum aggregate FSL (Subsidized and Unsubsidized) amount a graduate student may hold is \$138,500. An excellent, detailed source of information regarding federal aid programs and the financial aid process is *The Student Guide*, available at college and university financial aid offices. }

Graduate Student Senate Short-Term Loan Fund

This fund is administered by the Graduate Student Senate, and is generated by graduate student activity fees. It provides loans of up to \$400 to assist graduate students in dealing with financial emergencies. Loans are issued for 60-day periods and are interest free. Borrowers are urged to repay these loans on time so that other students in need can be accommodated. Applications are available in the Graduate Student Senate Office, Room 318, Whetten Graduate Center.

Department of Student Affairs Short-Term Emergency Loan Fund

Short-term emergency loans are available through the Dean of Students' Office. Graduate students who have encountered unforeseen financial difficulties that pose a hardship to their student status may apply. Students must be currently registered and degree seeking to be eligible. To apply, stop by the Dean of Students' Office located in the Wilbur Cross Building. The office telephone number is (860) 486-3426.

Special Graduate Student Fellowships

These fellowships provide financial assistance for newly entering, full-time regular (not provisional) master's and doctoral students who are United States citizens or Permanent Residents (immigrants). Priority is given to students in their first year of graduate study at the University of Connecticut, Storrs campus. Application deadlines are May 1 for fall semester and December 1 for spring semester. Other criteria may apply. Applications and information regarding eligibility may be obtained by contacting the Office of the VPRGE at (860) 486-3619.

Aid for International Students

Before their admission is complete and a student visa can be issued, non-immigrant international students must present documentary evidence of their ability to meet all expenses for at least the first year of study, together with an acceptable plan for financing the remainder of their program. International applicants are not eligible for need-based financial aid. University Scholarships, providing tuition and the general University fee, are available to a small number of international students who are sponsored by certain organizations [e.g., ATLAS and LASPAU] recognized by the Graduate School as being devoted to the promotion of advanced education programs and with which the University has a standing agreement.

Veterans Administration Educational Assistance & Tuition Waiver Program

The Office of Student Financial Aid Services provides information concerning benefits under the various educational assistance programs provided by the Veterans Administration. Students who attend the University and receive educational assistance under the following chapters must contact the Office of Student Financial Aid Services prior to the beginning of each semester: Chapter 31 (Vocational

Rehabilitation Training Act for Disabled Veterans); Chapter 32 (Post-Vietnam Veterans Educational Assistance); Chapter 35 (Dependents Educational Assistance Act: children, wives, and widows of totally disabled and deceased veterans - service connected deaths); Chapter 1606 (Montgomery G.I. Bill - Selected Reserve); Chapter 30 (Montgomery G.I. Bill – Active Duty). Veterans must notify the University every semester of their registration for certification of enrollment. Any changes in veteran status (credit load, withdrawal, number of dependents, etc.) must also be reported promptly to the University.

Additionally, veterans may qualify for a tuition waiver under the State of Connecticut tuition waiver program. Veterans must provide a form DD214 (separation of service) and must be recognized as a resident of Connecticut at the time of admission or readmission to the University.

Veterans seeking fee waiver applications or assistance should go to the Office of Student Financial Aid Services, 233 Glenbrook Rd., Wilbur Cross Building or call (860) 486-2819.

Additional Information and Sources

Federal & Private Loans:

- <http://www.gradloans.com/> -- One of the best Financial Aid sites available, containing deadline calendars, guides for choosing a loan, and specific information for financing your graduate education.
- <http://www.cashe.com/runsearch.html> -- Online Sallie Mae loan search. Includes loans for Graduate work.
- <http://www.fafsa.ed.gov/> -- Free Application for Federal Student Aid. Not all Federal Aid can apply to graduate course study, but there are some loans and grants available.
- <http://www.edu.gov/DirectLoan/students.html> -- Federal search/application for Direct Loans.

Grant Information:

- <http://www.ed.gov/funding.html> -- List of Federal funding sources and information.
- <http://www.ed.gov/GrantApps/> -- Applying for grants from the Department of Education.
- <http://www.grantsnet.com/> -- Searchable database of Biomedical grants and funding.

VI. RESEARCH AND SERVICE CENTERS AT THE DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

There are seven direct service, research, and advanced training facilities included within the department of Human Development and Family Studies, each offering a unique opportunity to students and to a larger academic or public audience:

The Center for Applied Research in Human Development, a joint enterprise with the Cooperative Extension Service in the College of Agriculture and Natural Resources, specializes in meeting the needs of community, state, and federal agencies for high quality training, evaluation, and consultative services. These resources are increasingly in demand as human service programs are required to document the need for the services they offer and to evaluate their impact on the individuals and families being served.

The Child Development Laboratory is licensed by the state of Connecticut and accredited by the National Academy of Early Childhood Programs. The Laboratory serves the university, the Storrs community, and the New England region as a model child development center, providing state-of-the-art training for students whose goal is a career in direct service to young children, as well as state-of-the-art developmental day care to scores of local children and families.

The Center for the Study of Culture, Health, and Human Development is a University-wide resource for faculty from various disciplines focusing on the scientific understanding and active promotion of healthy human development in its cultural context, including HDFS, Anthropology, Nursing, Nutritional Sciences, Pediatrics, and Education. The Center also manages the University-wide Graduate Certificate in Culture, Health, and Human Development.

The Frederick G. Humphrey Center for Marital and Family Therapy is the primary clinical training site for students in the School's nationally accredited program in Marriage and Family Therapy. Master's-level students are supervised in their work for eventual licensing in Connecticut (and elsewhere) as Marriage and Family Therapists, and doctoral students are prepared as scientist-practitioners for careers as in research and teaching.

The Ronald and Nancy Rohner Center for the Study of Interpersonal Acceptance and Rejection is an internationally-recognized center devoted to understanding healthy parental-child relations and the pathologies of child maltreatment. Faculty at the Center coordinate several national and international research projects, host visiting scholars from around the world, and consult with state and national agencies on the assessment and promotion of sound parent-child relations.

The Stamford Regional Institute for Children, Youth, and Families, based at UConn's Stamford campus, is a service and research unit that collaborates with local and state governments, and uses innovative educational techniques, to promote effective policies and interventions for the welfare of children and families in the Fairfield County area.

The Gerontology Program focuses on improving the lives of older persons through education and research, and manages the University-wide Graduate Certificate in Gerontology. Faculty are active in advising State and non-profit agencies on the programmatic needs of Connecticut's older citizens and conducting research on areas such as international aging policy, health in later life, racial and ethnic disparities, care giving to older persons, and housing. We are a participant in the Connecticut Geriatric Education Consortium (CTGEC), a statewide consortium of geriatric and

gerontological training. For details on CTGEC, see their website at www.ctgec.org. We are also associated with the UConn Center on Aging at the UConn Health Center in Farmington. For details on the Gerontology Program contacted Prof. Thomas Blank.

VII. THE FACULTY AND PROFESSIONAL STAFF

Faculty

The following is a brief description of the Department of Human Development and Family Studies' faculty members and their research interests. More in-depth information regarding faculty can be found in at the HDFS website. See <http://www.familystudies.uconn.edu/contact/faculty.html>

Adamsons, Kari L.

Assistant Professor

Education: B.S., College of William and Mary; M.S., Ph.D., 2006, University of North Carolina at Greensboro

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Parenting and fathering in diverse families; research methodology.

Anderson, Shayne R.

Assistant Professor

Education: B.S., M.S., Brigham Young University; Ph.D., 2007, University of Georgia, AAMFT Clinical Member and Approved Supervisor Candidate.

Disciplinary Background: Marriage and Family Therapy

Areas of Interest: Change processes in family therapy; therapeutic alliance and common factors in family therapy; treatment of high conflict couples

Anderson, Stephen A.

Professor, Director of the Center for Applied Research in Human Development, and Director of Marriage and Family Therapy Program

Education: B.S., Babson College; M.Ed., Northeastern University; Ph.D., 1982, Kansas State University, AAMFT Clinical Member and Approved Supervisor

Disciplinary Background: Marital and Family Therapy

Areas of Interest: Family interaction; assessment of family functioning; family violence; clinical supervision and training; program evaluation..

Asencio, Marysol W.

Associate Professor

Education: B.A., Hunter College; M.P.H., Dr.P.H., 1994, Columbia University

Disciplinary Background: Sociomedical Sciences

Areas of Interest: Latinos/Hispanics; gender; sexuality; migration; race/ethnicity; urban and community health; social inequities/human rights; qualitative research methods/ethnography.

Bellizzi, Keith M.

Assistant Professor

Education: B.A., Quinnipiac University; M.A., Central Connecticut State University; M.P.H., George Washington University; Ph.D., 2003, University of Connecticut

Disciplinary Background: Human Development and Family Studies and Epidemiology

Areas of Interest: Cancer survivorship and aging; health behaviors, resilience in the context of life threatening illness; family coping and illness; public health

Blank, Thomas O.

Professor

Education: B.A., Concordia Senior College; M.A. Phil., Ph.D., 1976, Columbia University

Disciplinary Background: Social Psychology

Areas of Interest: Psychosocial aspects of life threatening disease; social psychology of adult development and aging; retirement choices and effects; close personal relationships.

Britner, Preston A.

Associate Professor, Associate Department Head for Graduate Studies

Education: B.A., University of Miami; M.A., Ph.D., 1996, University of Virginia

Disciplinary Background: Developmental Psychology and Community Psychology

Areas of Interest: Child-parent attachment/caregiving interactions, especially in preschool years; child maltreatment and foster care correlates and issues; primary prevention; social policy and law affecting children and families; youth mentoring.

Brown, Edna

Assistant Professor

Education: B.A., Mount Holyoke College; M.S.W., Ph.D., 2002, University of Michigan

Disciplinary Background: Developmental Psychology

Areas of Interest: Aging and health, social relations across the lifespan; race and gender similarities and differences in marital relations and outcomes; religion and spirituality and well-being.

Csizmadia, Annamaria

Assistant Professor

Education: M. A., German Literature, University of Missouri-Columbia, 2001 ,Ph. D. Human Development & Family Studies, University of Missouri, 2008 Graduate Minors: Black Studies; International Development

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Social-emotional development of multiracial children and youth, social-emotional and academic adjustment of racial and ethnic minority children and adolescents, multiracial and monoracial identity development, immigrant and low-income families, families of color and interracial families

Donorfio, Laura

Assistant Professor

Education: B.A., Central Connecticut State University; M.S., University of Connecticut; Ph.D., 1996, University of Connecticut

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Intergenerational relations; filial responsibilities and family dynamics via providing and receiving care.

Farrell, Anne

Assistant Professor

Education: B.A., Fairfield University; M.A., Hofstra University; Ph.D., 1990, Hofstra University

Disciplinary Background: Psychology

Areas of Interest: Human development and disability; Best practices in developmental and psychological assessment.

Forman, David R.

Assistant Professor

Education: B.A., Oberlin College; M.A., Tufts University; Ph.D., 2002, University of Iowa

Disciplinary Background: Developmental Psychology

Areas of Interest: Imitation; young children's eagerness to learn; early parent-child relationship development; processes of socialization; maternal depression.

Garey, Anita Ilta

Associate Professor

Education: B.A., M.A., California State University; Ph.D., 1993, University of California

Disciplinary Background: Sociology

Areas of Interest: Sociology of families; sociology of gender; social demography; symbolic interaction; methodology.

Harkness, Sara

Professor and Director of the Center for the Study of Culture, Health, and Human Development

Education: B.A., Brown University; Ph.D., 1975; M.P.H., 1984, Harvard University

Disciplinary Background: Anthropology, and Maternal and Child Health and Population Sciences

Areas of Interest: Cultural structuring of human development; parents cultural belief systems and parenting; cognitive, affective and social development in early childhood, child language socialization; theories of culture and human development; cultural influences on health at the household and community levels; family policy.

LaPlante, Doris

Clinical Instructor and Director of the Humphrey Clinic for Individual, Couple, and Family Therapy

Education: Adelphi University, MS in Social Welfare, 1969, UConn School of Social Work, MSW Concentration in Casework and Group work, Mental Health Substantive area, 1980; Post Degree training at Bristol Hospital Family Therapy Training Institute, Marriage and Family Therapy Training and AAMFT Approved supervisor training 1982 to 1986.

Disciplinary Background: Social Work and Marriage and Family Therapy

Areas of Interest: Training and Supervision, Psychotherapy, Mental Health

McBreen, Edna

Professor

Education: B.S., Cornell University; M.Ed., Texas A&M University; Ph.D., 1982, Cornell University

Disciplinary Background: Human Services Studies

Areas of Interest: Family resource management and family decision-making; the impact of public policy on families in the U.S. and internationally; the role of higher education in enhancing the quality of life in the U.S. and the developing world.

Mulroy, Maureen

Associate Professor

Education: B.S., North Dakota State University; Ph.D., 1981, University of Maryland

Disciplinary Background: Lifespan Human Development

Areas of Interest: Designing community education programs for children, youth and families; parent education; preventative education programs for children and youth at-risk; program evaluation methodology.

Rigazio-DiGilio, Sandra A.

Professor

Education: B.S., University of Massachusetts; M.A., University of Connecticut;

Ph.D., 1989, University of Massachusetts, AAMFT Clinical Member and Approved Supervisor

Disciplinary Background: Counseling Psychology

Areas of Interest: Cognitive-developmental theory and therapy; gender and ethnicity in family therapy; effectiveness of MFT training and supervision

Robinson, JoAnn L.

Professor

Education: B.A. Connecticut College, 1975; PhD Cornell University 1982

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Prevention and early intervention for families and young children; impact of interventions on emotional development and parent-child relationships; infant mental health; assessment of emotional development ages 0-8 years.

Sabatelli, Ronald M.

Professor, Department Head

Education: B.A., M.A., Ph.D., 1980, University of Connecticut

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Family interaction processes; processes mediating the formation, maintenance, and breakdown of intimate dyads.

Sheehan, Nancy W.

Associate Professor

Education: B.S., University of Massachusetts; M.S., Ph.D., 1976, University of Wisconsin-Madison

Disciplinary Background: Human Development

Areas of Interest: Life-span developmental psychology; socio-psychological aspects of aging; particular interest in women and aging; housing for the elderly.

Super, Charles M.

Professor

Education: B.A., Yale University; Ph.D., 1972, Harvard University

Disciplinary Background: Developmental Psychology

Areas of Interest: Cultural regulation of human development, particularly biological, cognitive, and emotional development during infancy and childhood; parental and professional ethnotheories of child development and behavior; interventions to promote the physical and mental health of children and families; research methods appropriate for comparative and culturally based research.

Tambling, Rachel

Assistant Professor

Education: B.S., Central Michigan University; M.A., Western Michigan University; Ph.D., 2008, University of Georgia, AAMFT Clinical Member and Approved Supervisor Candidate.

Disciplinary Background: Marriage and Family Therapy

Areas of Interest: Factors contributing to successful outcomes in couple therapy; client and therapist expectations about therapy; research methods and statistical techniques to address non-independence in dyadic and small group research; strategies for engaging and retaining clients in couple therapy.

Weaver, Shannon

Associate Professor

Education: B.S., M.S., Ph.D., 2000, University of Missouri

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Family interaction; family theory; remarriage and stepfamilies; gender.

Wisensale, Steven K.

Professor

Education: B.A., Salem College; M.Ed., Temple University; M.A., Wesleyan University; Diploma, University of Stockholm; Ph.D., 1983, Brandeis University

Disciplinary Background: Public Policy and Gerontology

Areas of Interest: Family caregiving; human services; management and planning.

Emeritus Faculty

Arms, Karen

Emeritus Associate Professor

Education: B.S., Northwest Missouri State University; M.S., University of Akron; Ph.D., 1974, Kent State University

Disciplinary Background: Education, Cognate areas of Family Studies and Early Childhood Education

Areas of Interest: Human development; education; community service; early childhood education; the process of change; leadership and administration.

Brown, Irene Q.

Emeritus Associate Professor

Education: B.A., University of Washington; M.A., Harvard-Radcliffe; Ph.D., 1969, Harvard University

Disciplinary Background: History

Areas of Interest: Family history; women's history; domesticity and feminism; marriage choice; widowhood; especially the history of friendship in England and America, 1650-1850.

Corsini, David A.

Emeritus Associate Professor

Education: A.B., Bowdoin College; M.A., Ph.D., 1967, University of Minnesota

Disciplinary Background: Child Development; Minor: Psychology

Areas of Interest: Cognitive development; memory development; moral development; developmental changes during the 5-7 age period; early childhood programs.

Goldman, Jane A.

Emeritus Associate Professor

Education: B.S., Ph.D., 1976, University of Wisconsin-Madison

Disciplinary Background: Human Development

Areas of Interest: Social and personality development; observational research; substantive and methodological issues; early childhood education; environment and behavior; impact of food sensitivities on behavior.

Rohner, Ronald

Emeritus Professor and Director of the Ronald and Nancy Rohner Center for the Study of Parental Acceptance and Rejection

Education: B.S., University of Oregon; M.A., Ph.D., 1964, Stanford University

Disciplinary Background: Psychological Anthropology

Areas of Interest: Human development in cross-cultural perspective; research methods in natural settings; cross-cultural psychology; world-wide study of parental acceptance-rejection, including child abuse.

Ryder, Robert G.

Emeritus Professor

Education: B.A., Rutgers University; M.A., Ph.D., 1961, University of Michigan

Disciplinary Background: Psychology

Areas of Interest: Early marriage and dyadic intimacy. Licensed Psychologist; AAMFT Clinical Member, Fellow and Approved Supervisor; AASECT Certified Sex Therapist and Sex Educator.

APPENDIX A

Graduate Reading List

Core Area 1: Life Span Human Development

Ainsworth, M. D. S. (1989). Attachments beyond infancy. *American Psychologist*, 44, 709-716.

Baltes, P. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics of growth and decline. *Developmental Psychology*, 23, 611-626.

Baltes, P. (1997). On the incomplete architecture of human ontogeny: Selection, optimization and compensation as foundation of developmental theory. *American Psychologist*, 52, 4, 366-380.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Or

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**Possibly one of these two

APPENDIX B

| Department of Human Development and Family Studies Criteria for Evaluating Dissertation Proposals | | |
|---|------------|-----------------|
| Introduction | Y/N | Comments |
| Is the <i>statement of the problem</i> effectively introduced? | | |
| Is the <i>significance of the research</i> well defined? | | |
| Is the <i>general purpose of the study</i> clearly stated? | | |
| Are <i>topics to be addressed</i> clearly presented? | | |
| Review of Related Literature | Y/N | Comments |
| Does the review effectively organize the relevant professional scholarship to provide <i>theoretical, empirical, and clinical rationale for the study</i> ? | | |
| Is there a <i>critical analysis</i> of the professional exchange and research? | | |
| Does the author distinguish <i>research findings from conclusions</i> ? | | |
| Questions, Methods, and Analysis | Y/N | Comments |
| QUESTIONS | | |
| Is the <i>research paradigm and approach</i> clearly described and justified? | | |
| Do <i>research questions/hypotheses/predictions</i> match the purpose of the study? | | |
| Is the <i>methodology</i> adequate to examine the questions/ hypotheses/predictions? | | |
| METHODS | | |
| Is the <i>sample and sampling strategy</i> appropriate and feasible? | | |
| Are <i>qualitative and/or quantitative methods</i> clearly described and justified. | | |
| If <i>qualitative and quantitative methods</i> are used, is the link between them defined? | | |
| Are the <i>psychometric properties</i> of the measures adequately described? | | |
| Are other <i>instruments and materials</i> adequately accounted for? | | |
| DATA ANALYSIS PROCEDURES | | |
| Is the <i>plan for data analysis</i> logical and well developed? | | |
| Is there <i>congruence</i> between measurement characteristics and proposed analysis? | | |
| Does the plan address the <i>research questions / hypotheses / predictions</i> proposed? | | |
| Is there a plan to address the <i>limitations</i> of the proposed methods and procedures? | | |
| Delimitations and Limitations | Y/N | Comments |
| Is a <i>plan for discussion</i> of the results clearly stated? | | |
| Are known <i>limitations</i> clearly discussed and plans for further discussion identified? | | |
| POSSIBLE IMPLICATIONS | | |
| Are the possible implications of the research clearly discussed? | | |
| Ethical Issues for use of Human Subjects | Y/N | Comments |
| Are ethical issues regarding the use of human subjects clearly addressed? | | |
| References | Y/N | Comments |
| Are all references cited listed both in the body and the bibliography? | | |
| Style | Y/N | Comments |
| Is APA or an alternative professional format used consistently? | | |
| Is the proposal well written? | | |

APPENDIX C

Dissertation Resources

Recommended Books:

Locke, L.F., Spirduso, W.W. & Silverman, S.J. (2000). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*, 4th ed. Corwin Press. - Information that applies to all research proposals as well as issues specific to the use of proposals in graduate education and funding agencies.

Sternburg, D. (1981). *How to Complete and Survive a Doctoral Dissertation*. St. Martin's Press. - Although this book was written in 1981, it has excellent reviews and is recommended on several websites concerning dissertation writing.

Brause, R.S. (1999). *Writing Your Doctoral Dissertation: Invisible Rules for Success*. Routledge Farmer. - A practical guide for students with help on planning, writing and defending a dissertation. Provides samples of accepted proposals and dissertations

Rudestam, K.E. & Newton, R.R. (2001) *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, 2nd ed. Sage Publications. - Advice on the entire dissertation process, from selecting a suitable topic, through the literature review, building and presenting an argument, dealing with committee members and emotional blocks.

Recommended Web Sites:

Specifically proposals:

- Dissertation Proposal Workshop <http://globetrotter.berkeley.edu/DissPropWorkshop//>
Sponsored by the Berkeley-Rockefeller African Development Dissertation Workshop Program – This site comprises a collection of tips, samples, and links about writing research proposals.
- A Writer's Guide to Research and Development Proposals
<http://mutans.astate.edu/dcline/Guide/Problem.html>
Written by Daniel Kline, professor at Arkansas State University, Educational Leadership Center for Excellence in Education, this site hosts a paper on writing proposals and includes a thorough outline of what a proposal should include.

The entire dissertation process (including proposals)

- Writing and Presenting Your Thesis or Dissertation
<http://www.learnerassociates.net/dissthes/>
Written by S. Joseph Levine, Ph.D., professor at Michigan State University
A site dedicated to the practical aspects of the thesis/dissertation process, including sections on the Thinking about It Stage, Preparing the Proposal, Writing and Defending the Dissertation.