

2004-2005

GRADUATE HANDBOOK

School of Family Studies

Division of Health and Human Development
University of Connecticut
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 the School of Family Studies. This handbook is designed to provide you with basic information concerning what we have to offer, and what we expect of you. *It is in your interest to read it carefully, and to consult with your major advisor or the Director of Graduate Studies about any unclear points.* Students in the Marriage and Family Therapy 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 experience.

Sincerely yours,

Charles M. Super
Professor and Dean

Maureen T. Mulroy
Assistant Dean and Director of Graduate Studies

SIGNIFICANT DATES 2004-2005

Calendar – Fall Semester 2004

Aug. 30	Fall semester classes begin.
Sept. 6	Labor Day (no classes)
Sept. 13	<ul style="list-style-type: none">• Last day to drop a course without “W” (Withdrawal);• Last day to complete initial course registration without penalty fee(s)• PeopleSoft course registration system closes
Nov. 1	Last day for graduate students to drop a course without major advisor’s written recommendation and Graduate School permission
Nov. 19	Last day of classes before Thanksgiving recess
Nov. 29	Classes resume
Dec. 10	Last day of Fall semester classes
Dec. 13	Final examinations begin
Dec. 18	Final examinations end

Calendar – Spring Semester 2005

Jan. 18	Spring semester classes begin
Jan. 31	<ul style="list-style-type: none">• Last day to complete initial course registration without penalty fee(s)• Last day to drop a course without a “W” (Withdrawal)• PeopleSoft registrations system closes
Mar. 4	Last day of classes before Spring recess
Mar. 14	Classes resume
Mar. 28	Last day for graduate students to drop a course without major advisor’s written recommendation and Graduate School permission
Apr. 29	Last day of Spring semester classes
May 2	Final examinations begin
May 7	Final examinations end
May 7	2004 – 2005 Graduate Commencement Ceremony

I. THE GRADUATE PROGRAMS

Cohesiveness and Purpose

The key word for this program is **context**. All of the School of Family Studies 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 Marriage and Family Therapy program, will learn to affect 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. Successfully complete a program of courses consisting of the required courses listed below plus other courses approved by the advisory committee based on the student's interests and goals as well as the maintenance of the academic integrity of the M.A. degree. No less than a “B” average (3.0 GPA) must be carried throughout the program. Exact number of courses in this plan depends on each student’s preparation and specific area of study.
2. Take HDFS 301: Proseminar in Family Studies, HDFS 303: Research Methods in Human Development and Family Studies I, and HDFS 315: Models and Concepts of Lifespan Human Development as early as possible in their academic careers.
3. Complete a Master’s thesis *unless enrolled in the MFT program and not planning to continue to the Ph.D.* (See additional information on M.A. thesis below.)
4. Pass a “final” oral examination.
5. Complete any additional requirements deemed essential by their advisory committee.

Students in MFT should note that the M.A. academic requirements and the requirements of the Marriage and Family Therapy Training Program are not synonymous; please read the specific sections on the program area carefully if you are in that program.

M.A. Thesis

M.A. students are required to write a thesis. The only exception to this requirement is the M.A. MFT program. However, MFT students desiring to continue for a Ph.D. are strongly advised to write a thesis (See Articulation Policy regarding admission into the Ph.D. program). As of matriculation beginning Fall 1998, all thesis plan M.A. students ***must*** register for 9 credits of GRAD 395: Master's Thesis Preparation. Those who write a thesis will find that the process involves balancing several competing demands. Graduate students, understandably, want their creative capacities to be involved and recognized in this project. But the pragmatic aspects of research, such as time, money, and resources, are also involved. Options for completing a thesis include:

1. Replication

No study is perfect; some studies take on properties of a classic that everyone cites. Re-doing such a study with additional controls or a younger or older age sample is a good way to get a M.A. thesis. You have the structure on which to build and the field benefits from the replication.

2. Data Bank Use

There are many data banks here at the University of Connecticut and elsewhere that could be used for your research purposes. The Roper Center here on campus has several national surveys that involve samples and issues of much relevance to our program; 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 the like. 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 a M.A. thesis and benefits all concerned.

3. Ongoing Research

Another route used is through involvement with faculty or doctoral research that is being planned or underway. M.A. students might collaborate with the study and add some measures of their own. The availability of these data are mutually beneficial.

4. Joint M.A. Theses

Joint projects have been done in the past. Joint projects can benefit students when there is mutual help and productive sharing of data. The separate final reports involve different aspects of the study.

5. 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 School, dependent on agreement by one's advisory committee. These include quantitative and qualitative studies, historical or policy analysis, etc.

The Graduate School website (www.grad.uconn.edu/thesis.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

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

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.). A master's degree must be completed within six years according to Graduate School regulations.

A faculty advisory committee must be formed *before* the end of the student's first full-time year in the M.A. program, and probably should be formed late in the first semester or early in the second. 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 School of Family Studies. The Major Advisor is automatically the chair of this committee.

Plan of Study

The Graduate School requires that an approved Plan of Study 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 Plan of Study should be submitted before 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 Plan of Study a student must first have a full advisory committee. The Plan of Study will reflect a student's choice of specialization as indicated later in this handbook.

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

Regardless of specialization, three aspects are common to all plans of study. First, students electing to write a thesis are encouraged to enroll in HDFS 304 and/or 305 and a statistics or quantitative or qualitative methods course as may be appropriate to enhance the quality of the thesis. Second, a limited number of courses outside of the School of Family Studies (generally two) may be applied to the plan of study in Family Studies. Third, students may wish to "round out" their programs by electing to take an independent study, HDFS 300: Investigation of Special Topics, with an appropriate faculty member to provide them with more detailed investigation of a specialized area.

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 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 an MFT student has not chosen the 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.

The major advisor must submit the Report on the Final Examination for the Master's Degree to the Graduate Records Office immediately following the examination. The report should be prepared in

duplicate, but only the original should be submitted. The second copy is to be retained by the major advisor. This form is also available at www.grad.uconn.edu/forms.html.

B. THE DOCTOR OF PHILOSOPHY PROGRAM

The School of Family Studies is one of a very limited number of programs in the U.S. that offers a Ph.D. in Human Development and Family Studies. The Ph.D. student, like the M.A. student, may choose an area of specialization from among the four described earlier: Child and Adolescent Development, Adult Development and Aging, Family Systems and Relations, and Marriage and Family Therapy, or he or she may develop a specialized focus in conjunction with his or her major advisor and advisory committee.

Admission to the Ph.D. Program

Students may be admitted to the Ph.D. program via one of two routes; both are based on clear evidence of scholarly potential and ability to conduct independent research.

- 1) The route to Ph.D. admittance that has been the norm in the School of Family Studies 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 a 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. This will remain an important route to admission to our Ph.D. program but not the sole route.
- 2) A student without post-baccalaureate training *or* who has completed a Master's program that does not have a research focus or did not require a thesis (e.g., many MSW and MFT programs) may apply to be admitted directly into the Ph.D. program. Rather than evidence of scholarly achievement, what is expected here is evidence of 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. A student admitted in this way is required, however, to complete a Master's degree with thesis as a step in his or her Ph.D. program.

Regardless of route, the GRE and MAT tests are required as part of the application process, although individuals with professional experience or previous successful graduate work may request a waiver of either (but not both) of the standardized tests. A formal written request with a detailed explanation of the reason for the request must be submitted. The Graduate Admissions Committee will consider each request.

Requirements of the Program

The current University of Connecticut Graduate Catalog *must be consulted* for detailed descriptions of general requirements for the Ph.D. degree. In addition, the following specifics apply to the program in Family Studies.

At the May 1999 faculty meeting and amended at the May 2000 faculty meeting, the Graduate Faculty of the School of Family Studies approved a new curriculum for Ph.D. students. This curriculum applies to all Ph.D. students matriculating in Fall of 2000 and subsequently. It also forms the basis for developing a M.A. course of study, at least for non-clinical students. The curriculum is detailed below. It is followed by a section of more "generic" descriptions of course work, comprehensive examinations, dissertation, and

the evaluation and review processes of student products and progress. Waivers of required core courses, while possible if the student has completed similar course work, must be discussed with and approved by both one's major advisor and the Director of 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.

THE PH.D. IN HUMAN DEVELOPMENT AND FAMILY STUDIES CURRICULUM

1. STRUCTURE

The Ph.D. in Human Development and Family Studies can 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 diversity in the ways persons develop within their social and familial contexts. Thus, it includes a *core curriculum* designed to provide all students with that foundation.

Second, it includes an *area of specialization*. For most students, this will be one of four well-developed program areas within the School. Two of these are primarily human development and two primarily family relations, 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, probably based in a thematic approach to their studies that spans several of these areas. In fact, the interests and background of current faculty support several *thematic programs*. Current thematic areas include:

- public policy;
- family violence;
- culture and development; and
- gender and development.

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.

Portions of the student's requirements for the degree will consist of School-wide core requirements. Other portions will be constituted by courses and related activities specifically related to a particular program area or thematic program that will complement the School-wide requirements. A coherent Plan of Study will be developed by negotiation of the student and her or his major advisor and advisory committee.

The Ph.D. in Human Development and Family Studies includes approximately 80-85 post-baccalaureate credits, including at least 30 at the M.A. level, including a Master's thesis, prior to admission to Ph.D. candidacy if the student does not arrive with an appropriate M.A. in hand. Students who enter with closely related graduate work may request waivers for specific course requirements. Part of the rationale

for courses included in the core curriculum has to do with insuring that *all* students have an adequate knowledge of *both* human development *and* family systems and relations.

Course of Study

Course Work

The goal of course work is to provide each student with 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 focuses on the areas of statistics, research methods, and design to prepare students to conduct quality research.

Within the structure of the curriculum as outlined above, there is no specific number of courses that are required beyond the minimum expected by the Graduate School. 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 Plan of Study. Typically, such course work comprises approximately 50-60 course credits (20-30 post-M.A.), including an appropriate combination of human development-oriented courses and ones more oriented toward family dynamics, family systems, and policy. Practicum, apprenticeship, and internship activities are also components of the Ph.D. program in Human Development and Family Studies.

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 plan of study should be submitted in the second year of course work. However, there is latitude in this process because when there is still considerable course work to be completed, it will often be the case that the Plan of Study will have to be revised one or more times to reflect actual course offerings. Thus, the goal is to complete the Plan of Study as soon as the course work that has been taken and will be taken is clear. To be able to file a Plan of Study a student must first have a full advisory committee. The Plan will reflect a student's choice of specialization. The Plan of Study form is available at www.grad.uconn.edu/forms.html

REQUIRED CORE COURSES for all Ph.D. students in Family Studies - 19 credits

HDFS 301	Proseminar (one credit; to be taken in first semester)
HDFS 331	Prevention, Intervention, and Policy Approaches in Family Studies
HDFS 315	Models and Concepts of Lifespan Human Development
HDFS 391	Patterns and Dynamics of Family Interaction
HDFS 395	Theories of Family Development

One course in child or adolescent development

One course in adulthood or aging

METHODOLOGY COURSES - 12 credits

HDFS 303	Research Methods in Human Development and Family Relations I
HDFS 304	Qualitative Research Methods in HDFS
HDFS 305	Research Methods in Human Development and Family Relations II
EPSY 309	Quantitative Methods in Research I
EPSY 313	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 guidelines for specific specialty areas, 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.

Qualifying Examination and General Examination (Comprehensive Exam)

As of matriculation beginning in Fall 2003, a new procedure governs the Qualifying and General (Comprehensive) Examinations. By a vote of the Graduate Faculty on May 7, 2003, the Qualifying Exam, which is administered early in each student's academic career, is separate from the Comprehensive Exam. Accordingly, the following revised policy applies to students entering the Ph.D. program beginning August 25, 2003 and after.

Qualifying Examination

All doctoral students must successfully pass a sit-down integrative examination that assesses the student's ability to integrate content and competencies in Human Development, Family Studies, Research Methods and Prevention and Intervention. Using a standardized procedure, the purpose of the exam is to assess a student's knowledge and basic competencies to critique and integrate information presented in the core courses before he or she progresses in the Ph.D. program.

The Qualifying Examination will examine knowledge and expected skills from the core courses of Human Development, Family Studies, Research, and Prevention which serve as the foundation for more specialized study in HDFS. Areas of consideration include major theories of life span individual and family development, macro/micro linkages (culture, cohort, etc), and pathways (methods) for studying stability and change over the life course. The core courses should address life cycle transitions, gender, ages and stages of development current issues affecting families, and culture. The reading list addressing the critical concepts and core readings for each of the required areas is presented in Appendix A. The reading list will be revised on a regular basis.

Procedure - The examination will be administered in the Graduate Student lab with laptops provided by the SFS. The expected time period for the Qualifying Examination is approximately three hours. However, students will be allowed to take more time if they desire (up to five hours). Standardized procedures for administering the exam will ensure consistency, fairness, and timely feedback. Exams will be numerically coded to conceal the student's identity. Examinations will be graded on a Pass/Fail basis.

Students who fail the Qualifying Exam will be allowed to retake the exam one more time. However, after two unsuccessful attempts to pass the examination, a student will be allowed to complete the requirements for a terminal Master's degree.

All doctoral students must take the Qualifying Examination following completion of the required core courses. It is expected that this would be during the student's third or fourth semester. To continue in the program, a student must have taken the Qualifying Exam within the subsequent two semesters following completion of core courses. Students who must retake the examination must complete it during the next testing administration cycle. Students may not submit a Plan of Study before passing the Qualifying Exam.

The Graduate Council will be responsible for administering and evaluating responses to the Qualifying Exam. The Graduate Council will assess whether each student has passed or failed the exam. If the student fails, the Graduate Council will provide detailed feedback to the student concerning the areas that need additional work (e.g., course work, key readings, or other activities). The student will then have the opportunity to retake the exam once.

Each member of the Graduate Council will independently review responses to the Qualifying Exam. Pass or fail decisions will reflect the majority of the Graduate Council.

Examinations will be scheduled at two times (September and February) during the academic year.

Appeal Process - Prior to dismissal, a student has the right to submit a written appeal to the Director of the Graduate Program. Any student who has not passed the Qualifying Examination on his/her second attempt may appeal the decision. Upon appeal, the Director of the Graduate Program will distribute copies of the examination to three additional members of the graduate faculty to evaluate the response. This outside review group will independently evaluate the response. If two out of three graduate faculty representatives determine that the student has passed, he or she will be allowed to continue in the program.

General Examination (Comprehensive)

To meet the requirement of the General Examination (Comprehensive), each student will be required to write a publishable review of the literature or a grant proposal in his or her specialty area. Evaluation of the Comprehensive Exam will be the responsibility of student's advisory committee. The advisory committee and two outside readers in the specialty area will evaluate the Comprehensive Exam. The major advisor will select the outside readers to evaluate the General (Comprehensive) Exam. The major advisor will inform both the Graduate School and the Graduate Council when the student passes this exam.

Master of Arts thesis

M.A. THESIS - 9 credits

GRAD 395 is required of all thesis-plan Master's students and all Ph.D. students who do not have an appropriate Master's degree upon acceptance into the program.

Master's thesis requirements are described in the earlier section on Master's programs. All Ph.D. students should complete the Master's thesis at about the time in their course work that would be the case if they were only doing the M.A. program. In other words, the thesis should be completed after approximately 20-30 credits of course work.

Dissertation

Ph.D. DISSERTATION PREPARATION - 15 credits

GRAD 495 is required of all Ph.D. students at UConn.

A) Planning Process

After successfully completing the General Examination, the student will begin to plan his or her dissertation. Prior to conducting his or her dissertation research, each student must have a *fully approved* Dissertation Proposal. Because the Ph.D. is primarily a research degree, the dissertation is the cornerstone of any Ph.D. program. The dissertation is to be a significant, unique contribution to the understanding of an appropriate topic in Human Development and Family Studies; in essence, at the time of the dissertation, the student should be one of the world's experts on that particular topic. He or she should

have 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 dissertation research should represent a significant portion of the student's time and effort in the Ph.D. program. Toward that end, any students matriculating beginning in Fall 1998, or later, are to take at least 15 credits of dissertation preparation (GRAD 495). 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.

B) *Dissertation Proposal*

Each student must submit his or her Dissertation Proposal for approval by the advisory committee and later by the Graduate Council. 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 20-25 pages in length.

Working with each student, the advisory committee oversees the quality and significance of the proposed research. When the advisory committee approves the proposal, each member must sign the approval page attached to each copy. (The Graduate School provides detailed instructions for procedures at www.grad@uconn.edu).

Next, signed copies of the approved proposal are submitted to the Graduate Council for review. Members of the Graduate Council will independently review dissertation proposals that have been signed by the student's advisory committee. The proposal will be reviewed using an approved checklist to ensure that it demonstrates the broad principles of good research (Appendix B).

The student will receive a copy of the Graduate Council's review. This review will identify both the strengths and weaknesses of the proposal. With consensus of the Graduate Council members, the proposal may be approved as presented.

In other cases, the Graduate Council may ask for clarification or revisions before the proposal is approved. Each student in consultation with their committee will respond to the Graduate Council's concerns. The GRADUATE COUNCIL will review the student's responses to specific concerns. The student may request to meet with the GRADUATE COUNCIL to clarify any concerns.

The GRADUATE COUNCIL will sign and forward the proposal to the Graduate School once the GRADUATE COUNCIL has reviewed and commented on the proposal, the student has responded to the GRADUATE COUNCIL's comments, and the student's advisory committee has approved the revised proposal. After this, the GRADUATE COUNCIL will approve the student's proposal and forward the approval form (*Dissertation Proposal for the Ph.D. Degree*) to the Graduate School or the student will not be allowed to deposit the dissertation. Upon submission to the Graduate School a pro forma consideration and approval process will be conducted.

Please note that at the latest, your proposal should be ready for final approval at least six months before your expected date of degree completion.

C) *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 COUNCIL for reconsideration.

D) 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.

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

2. ADVISING AND REVIEW PROCESSES

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

When a student is admitted to the Ph.D. Program she or he is assigned a major advisor. The Graduate Admissions Committee working with the Director of Graduate Studies 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—he or she should 1) select a permanent major advisor and 2) in combination with the major advisor form an advisory committee. 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 School of 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 Plan of Study, which is a list of all course work applied to the Ph.D.;
2. participating in the development and subsequent evaluation of the General Examination;
3. working in close collaboration with the student on the dissertation proposal;
4. working with the student in all stages of the dissertation project from preparation to writing to oral presentation; and
5. evaluating and approving the dissertation.

Graduate Council

The GRADUATE COUNCIL is an intra-School committee formed to evaluate and advise on doctoral programs at two specific points in the process. The GRADUATE COUNCIL is chaired by the Director of Graduate Studies/Assistant Dean and is comprised of four additional faculty members appointed by the Dean to represent major areas of interest in the School.

- *The GRADUATE COUNCIL oversees the Qualifying Examination process.* The Council administers and evaluates the exam and evaluates the responses. Members of the Council provide their evaluations to the Chair. A more detailed description of the role of the GRADUATE COUNCIL in the Qualifying Examination is discussed in the Ph.D. in Human Development and Family Studies section.
- *The GRADUATE COUNCIL evaluates all Dissertation Proposals.* The Council reviews and formally evaluates proposals to insure the quality and appropriateness of the research in terms of goals and focus of the School.

Yearly Review of Doctoral Students

a. 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.

b. Procedures

- 1) Each Spring students will be asked to provide the Director of Graduate Studies with a summary of their academic progress for the last year (courses taken, number of incomplete grades, research related activities, completion of the Qualifying and General Examination, progress on dissertation proposal, data collection for dissertation, etc.). Students also will be asked to provide an activity plan for the following year.
- 2) The Director of Graduate Studies will convene a meeting of the Graduate Faculty to review the progress of the Ph.D. students. Major advisors and other faculty who have had direct contact with the student will provide input.
- 3) Each student will then be informed by letter of the evaluation of progress and outlining issues that should be addressed, if any.

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 or Director of Graduate Studies 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 the School of Family Studies

Graduate students who have completed the M.A. in the SFS may apply to the Ph.D. program and ask that the Admissions Committee review their files alongside external applications. Successful applicants will have demonstrated an outstanding record of academic achievement and significant involvement in scholarly research (usually including a MA thesis in HDFS). The full application process involves: GRE and MAT standardized test scores, three letters of recommendation from faculty, a personal statement, and transcripts of all completed course work. In addition, each applicant must provide evidence of his or her scholarly potential, in the form of a thesis, publications in referred journals, or other scholarly products.

M.A. students interested in pursuing a Ph.D. should talk to their advisor, other faculty, and the Director of Graduate Studies as early as possible to discuss their interests. Successful completion of the M.A. in HDFS is not sufficient for admission into the Ph.D. program

II. Areas of Specialization

The Family Studies faculty is committed to providing a set of programs that are both responsive to the individual needs and goals of students chosen for Family Studies matriculation and consonant with the goals and expertise of the faculty. Students and their advisors have considerable latitude in defining an area of specialization. Since most students have an interest that fits quite well within one of the four “traditional” areas of expertise within the School, core Plans of Study 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, along with practical experiences related to teaching, research, policy, and practice.

1. Child and Adolescent Development

The School of Family Studies 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 301: Proseminar in Family Studies, HDFS 303: Research Methods in HDFS I, and HDFS 315: Models and Concepts of Lifespan Human Development. In addition to these required courses, all Ph.D. students must take core courses (pages 12-13). Beyond the required, core coursework, with guidance from the major advisor and advisory committee, students select other courses from within the School and from other departments throughout the University to build their programs. 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 Laboratory (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 302: Special Topics in HDFS (Child and Adolescent Development)
- HDFS 320: Programs for Young Children
- HDFS 330: Current Topics in Early Childhood Education
- HDFS 335: Administration and Leadership in Early Childhood Programs
- HDFS 381: Cultural Issues in Child Development
- HDFS 383: Human Development in Cross-Cultural Perspective
- HDFS 384: Theories of Human Development
- HDFS 385: Seminar in Advanced Child Development
- HDFS 386: Seminar on Adolescent Development
- HDFS 387: Parent Education
- HDFS 394: Methods and Materials of Family Life 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 348: Language Assessment
- Educational Curriculum and Instruction 304: Foundations of Bilingual Education
- Educational Curriculum and Instruction 307: Curricular Issues for Bilingual Education
- Educational Curriculum and Instruction 380: Writing for Educational Publications
- Educational Psychology 322: Working with Families Who Have Children with Special Needs
- Educational Psychology 323: Intervention and Assessment Procedures for Infants and Toddlers who are At-Risk
- Psychology 307: Child Psychopathology
- Psychology 335: Special Topics in Developmental Psychology

- Psychology 336: Advanced Child Psychology
- Psychology 338: Development of Language and Related Processes
- Psychology 339: Infancy and the Effects of Early Experience

2. 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 Human Development and Family Studies 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 Beliefs and Promotion
 Public Policy and Programs
 Family and Caregiving Support

Required and Recommended Courses

All M.A. students are required to take HDFS 301: Proseminar in Family Studies, HDFS 303: Research Methods in HDFS I, and HDFS 315: Models and Concepts of Lifespan Human Development. In addition to these required courses, all Ph.D. students must take core courses (pages 12-13). Beyond the required, core course work, with guidance from the major advisor and advisory committee, students select other courses from within the School and from other departments throughout the University to build their programs.

Students are expected to enroll in the following courses:

HDFS 302: Special Topics in HDFS (Adult Development and Aging)
 HDFS 340: Aging: Personality and Social Interaction
 HDFS 341: Aging: Physiological, Cognitive and Perceptual Changes
 HDFS 342: Aging and the Family
 HDFS 344: Housing for the Elderly
 HDFS 345: Public Policy and Programs for the Elderly
 HDFS 347: Social Gerontology
 HDFS 348: Adaptation and Development in Adulthood

Students, also, are expected to select from a number of courses within the program that are not specific to adulthood and aging to supplement their Plan of Study. 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 264: Legal Aspects of Family Life
 HDFS 274: Public Policy and the Family
 HDFS 304: Qualitative Research Methods in HDFS
 HDFS 377: Human Sexuality
 HDFS 384: Theories of Human Development
 HDFS 388: Supervised Fieldwork
 HDFS 393: Close Relationships
 HDFS 395: Family Theory

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

- Allied Health 309: Health and Aging
- Health Systems Management 380: Health Care Delivery Systems
- Health Systems Management 385 or 391: Management of Long-Term Health Care Organizations
- Nursing 391: Physiology of Aging
- Psychology 385: Neurobiology of Aging
- Public Health 405: Social and Behavioral Foundations of Public Health
- Public Health 461: Healthcare Law and Ethics
- Public Health 475: Gerontological Health
- Social Work 344: Aging and Mental Health
- Social Work 351: Policy Issues in Aging
- Social Work 352: Death and Dying
- Social Work 359: Seminar in Long-Term Care for the Elderly
- Sociology 349: Medical Sociology
- Sociology 382: Health Organizations and their Environments

The Graduate Gerontology Certificate Program

Students 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. Other students from Family Studies and from a wide range of fields throughout the University may also integrate the Certificate in their plan of study. The Certificate program has a separate application process; contact Thomas Blank, Director of the Center on Aging and Human Development.

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

HDFS 340: Aging: Personality and Social Interaction
HDFS 341: Aging: Physiological, Cognitive, and Perceptual Changes
HDFS 347: Social Gerontology

2. Students also select two graduate aging courses with approval from the Certificate Advisory Committee.
3. A Supervised Field Placement in a setting working with older adults or with aging issues may also be required if the applicant does not have significant work or volunteer experience with older persons and/or their families.

3. Family Systems and Relations

Students with an interest in family research and/or family policy focus within their Plan of Study on family theory, models of family development and dynamics, family process, methods of analysis of close relationships, family research methods and public policies relevant to families in current society. 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 301: Proseminar in Family Studies, HDFS 303: Research Methods in HDFS I, and HDFS 315: Models and Concepts of Lifespan Human Development. In addition to these required courses, all Ph.D. students must take core courses (pages 12-13). Beyond the required, core coursework; with guidance from the major advisor and advisory committee, students select other courses from within the School 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 264: Legal Aspects of Family Life
HDFS 274: Public Policy and the Family
HDFS 302: Special Topics in HDFS (Family Systems and Relations)
HDFS 304: Qualitative Research Methods in HDFS
HDFS 351: Foundations of Marriage and Family Therapy
HDFS 356: Family Therapy
HDFS 377: Human Sexuality
HDFS 380: Special Issues in Family Development
HDFS 383: Seminar on Parent-Child Relations in Cross-Cultural Perspective
HDFS 387: Parent Education
HDFS 393: Close Relationships

Students are encouraged also 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:

- Communication Sciences 308: Interpersonal Communication
- Communication Sciences 312: Nonverbal Communication
- Educational Psychology 309: Quantitative Methods in Research I
- Educational Psychology 313: Quantitative Methods in Research II
- Psychology 337: Advanced Social Psychology
- Sociology 354: Seminar in the Family

4. Marriage and Family Therapy

The Marriage and Family Therapy (MFT) program has been approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) at both 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 Marriage and Family Therapy program have their own unique set of program requirements. For this reason it is required that a Marriage and Family Therapy faculty member serve as the major advisor for clinical students. The remainder of the committee must include at least one other clinical faculty member.

A more detailed description of the MFT Program is available at <http://humphreycenter.uconn.edu/mftprgm.htm>

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 assure 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 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 marriage and family therapy 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. Evaluation of performance in Practicum I forms part of the basis 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 two days 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.

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 Frederick G. Humphrey Center for Marital and Family Therapy 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 to, 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 Frederick G. Humphrey Center for Marital and Family Therapy).

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

General Format

Students in the MFT program must pass a final examination for the completion of their degree requirements. The general format and content of the examination follows.

The focus of the final examination for M.A. MFT students is the development and articulation of the student's philosophy or model of marriage and family therapy. The Clinical faculty proposed a series of stages involved in the process of developing the final product. The process begins as part of HDFS 362: Practicum in Marriage and Family Therapy during the student's final semester in the program. The instructor of HDFS 362 will be responsible for initiating the process. 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. Additional information and details regarding all aspects of this process are available from the Director of the Marriage and Family Therapy Program.

Required and Recommended Courses

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

HDFS 301: Proseminar in Family Studies

HDFS 303: Research Methods in HDFS I

HDFS 315: Models and Concepts of Lifespan Human Development

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

1. MFT students are required to take all 6 of the following Marriage and Family Therapy courses:

HDFS 351: Foundations of Marriage and Family Therapy (Fall semester, first year)
HDFS 356: Family Therapy (Spring semester, first year)
HDFS 364: Clinical Assessment and Practice (Spring semester, first year)
HDFS 354: Marriage Therapy (Fall semester, second year)
HDFS 380: Special Issues in Family Development (offered every other year)
HDFS 390: Theories and World Views Related to Marriage and Family Therapy

2. MFT students are required to take the following course in Professional Studies:

HDFS 361: Introduction to Clinical Practice and Professional Issues (Fall semester, first year)

3. MFT students are required to take the following course in Human Development:

HDFS 377: Human Sexuality

4. MFT students are required to take one additional course in Human Development, in addition to the Models and Concepts of Lifespan Human Development and Human Sexuality courses listed above, selected from the following:

HDFS 302: Special Topics in HDFS (Human Development)
HDFS 340: Aging: Personality and Social Interaction
HDFS 341: Aging: Physiological, Cognitive and Perceptual Changes
HDFS 348: Adaptation and Development in Adulthood
HDFS 383: Seminar in Parent-Child Relations in Cross-Cultural Perspective
HDFS 384: Theories of Human Development
HDFS 385: Seminar in Advanced Child Development
HDFS 386: Seminar on Adolescent Development

5. MFT students are required to take the following course in Family Studies:

HDFS 391: Patterns and Dynamics of Family Interaction

6. MFT students are required to take the following course in Research Methods:

HDFS 303: Research Methods in HDFS I

7. MFT students are required to take one elective course. This course may be selected from courses offered within Family Studies or from courses offered by other departments within the University. Students may elect to take additional family studies, human development, or research courses to fulfill this requirement.

8. MFT students must complete a minimum of 1 and 1/2 years of Supervised Clinical Practice and must register for the following courses:

HDFS 362: Practicum in Marriage and Family Therapy
HDFS 363: Individual Supervision in Marriage and Family Therapy

Students take HDFS 362 (offered as 1 credit) 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 362 (3 credits)- as part of Practicum II. Students continue Practicum II through the Fall and Spring semesters of their second year and take HDFS 362 (3 credits) and HDFS 363 (1 credit) concurrently in each of these two semesters.

A student desiring courses other than those listed here should be sure to consult with her or his major advisor and the Director of the MFT Program. 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 a 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 Director of the MFT Program 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. Wherever possible, it is the policy of the MFT Program to have a group of students go through the program together.

THE Ph.D. PROGRAM IN MARRIAGE AND FAMILY THERAPY

Because of its very specific requirements, considerable detail will be given to requirements and procedures related to the Ph.D. in MFT. The doctoral program in Marriage and Family Therapy has been designed to meet the requirements for accredited programs established by the Commission on Accreditation for Marriage and Family Therapy Education. The program offers a Ph.D. degree in Human Development and Family Studies 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 clinicians-scholars, teachers, and trainers of marriage and family therapy and family social science.

Admission to the 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 School of 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 completed the Master's Degree Standard Curriculum previously (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 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 Program Director in consultation with the Practicum/Internship Coordinator. Final decisions are made by the Program Director. 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 Standard 152.02 in Version 10.2 of the *Standards of Accreditation* published by the Commission on Accreditation.
 - 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 weekly basis.
- e. Group supervision included not more than six supervisees per group.
- f. The supervised experience was received concurrent with didactic coursework in marriage- and family therapy.
- g. The student received the supervision concurrent with clinical work at a ratio of not less than 1 hour of supervision for every 5 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 in conjunction with their major advisor and advisory committee and to comply with all requirements established by the Doctor of Philosophy Program in the School of Family Studies. All Ph.D. students must take core courses listed on pages 12-13.

1. The following foundations courses in theory and practice are **REQUIRED OF ALL STUDENTS** enrolled in the MFT Doctoral Program:
 - HDFS 384: Theories of Human Development
 - HDFS 395: Theories of Family Development
 - HDFS 420: Supervision of Marriage and Family Therapy
 - HDFS 430: Advanced Family Therapy
2. Students are required to take a **MINIMUM OF 4 COURSES IN RESEARCH**. One course in marital and family therapy research is required. The remaining courses may be elected from courses offered within the School or from courses offered by other University departments. A listing of recommended courses follows:
 - HDFS 410: Family Therapy Research (required)
 - HDFS 304: Qualitative Research Methods in HDFS
 - HDFS 305: Research Methods in HDFS II
 - EPSY 309: Quantitative Methods in Research I
 - EPSY 313: Quantitative Methods in Research II
 - EPSY 344: Construction of Evaluation Instruments
 - PSYC 321: Construction and Evaluation of Personality Measures
 - PSYC 347: Methods of Evaluation Research
 - PSYC 349: Causal Modeling in Social Psychology
 - SOCI 323: Applied Survey Design and Analysis
3. Students are required to complete a **MINIMUM OF 5 COURSES OF ELECTIVES**.
4. 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 495: Internship in Marital and Family Therapy

5. Doctoral Dissertation

- a. Every doctoral dissertation is to be directed by a member of the MFT Program Faculty, i.e., each 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 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 General Examination; 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 the School of Family Studies

The faculty, administrators, and graduate students in the School of Family Studies 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. The Graduate Faculty within the School are committed to providing the best educational opportunities that they can for graduate students. 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 graduate students in the School. At the same time, graduate students are expected to actively participate 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 School entails graduate students taking responsibility for their own education and taking advantage of the unique learning opportunities available in the School of Family Studies.

What follows represents our effort to make explicit what graduate students can expect of faculty as instructors, advisors, and supervisors. These expectations constitute what we agree are the rights of graduate students in the School of Family Studies. This document, also, makes explicit what the graduate faculty believe they should be able to expect of graduate students. 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 the School of Family Studies 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 School by working to constructively resolve problems that arise.

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 the School of Family Studies).

- Faculty will provide students with timely feedback concerning course work, theses, proposals, comprehensive examinations, and dissertations. (See the Practices and Policy Statement for the School of Family Studies).
- 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, 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 paper work 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.
- 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 member's time.
- Graduate students will understand that faculty members' contracts are nine months. 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).
- Students employed as graduate assistants will be responsible for assisting with school functions, such as proctoring.
- 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 Chair of the Graduate Council and the Chair should return the comments to the major advisor within a period of four weeks from receiving the exam. 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 paper is turned in on time then a grade should be entered 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.

For thesis/dissertation proposal, advisors should make their comments and return to the student within a period four weeks from receiving the proposal. 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 they turned it in. Similarly, the Graduate Council 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 6 – 8 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 the advisor received it.

Response to student e-mail or telephone messages regarding assignments for class should be within 3 – 4 days.

Grievance Procedure for Addressing Problems (Draft Statement)

From time to time, it may happen that a graduate student in Family Studies 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. Because many difficulties can result from misunderstandings, clear communication and informal mediation are usually the most effective and least anxiety-provoking mechanisms. The first approach in most cases, then, 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 School 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 Director of the Graduate Program or the Dean, usually in that order. 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 School report ultimately to the Dean 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 or the Chancellor's Office regarding appropriate action.

Advising

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.

The major advisor serves many important roles. He or she:

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 Graduate Faculty, Director of Graduate Studies, and Doctoral Review Committee about the student's progress; and
7. otherwise fulfills the goal of providing each student with a high quality education that is the foundation for professional advancement and satisfaction.

For a successful relationship with a major advisor, a student must have reasonable expectations for what the advisor can and cannot do. (For additional clarification, see Climate Statement for the Graduate Program in the School of Family Studies, Student Rights/Major Advisor Obligations).

Conflicts about Advising If due to personality conflicts or more likely, changes in either the student's or advisor's focus of research, one or both determine that the match is not satisfactory, then after consultation between the major advisor and the student, they should discuss the situation with the Director of Graduate Studies who may be able either to mediate or to facilitate finding another person who would better serve the role for that student. The Director of Graduate Studies will do everything possible to insure that the student can continue to have high quality advising. A case may also be presented to the Dean. 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, indeed encouraged, to find a more suitable match. The administration of both the School of Family Studies and the Graduate School is 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 examination 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).

Brown Bag Series, Colloquia, and Informal Research Discussions

Graduate students are expected to actively participate in both formal and informal extracurricular programs and activities in the School of Family Studies 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 Family Studies faculty and students, faculty from related fields, and professionals from outside the University. Several program areas and centers, including the Center on Aging and Human Development and the Center for the Study of Culture, Health, and Human Development, provide regular brown bag series.

The School of Family Studies and the Division of Health and Human Development arrange special colloquia and seminars throughout the year. Other departments on campus also offer relevant colloquia and seminars to which Family Studies students are invited.

To increase opportunities for informal dialogue and exchange on research and research issues, an informal discussion series about research and research methods is presented. All graduate students, but particularly Ph.D. students, are expected to participate if their schedules allow.

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 388

Graduate students in HDFS are encouraged to include at least one semester of supervised field work 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

Workstations

The Grad Lab (FS 205) is available to all graduate students in HDFS. Individual workstations are available on request. The Dean and Assistant Dean of SFS will review requests for space. 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.

Common Space

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

School of Family Studies Graduate Student Association

The School of 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 monthly meetings where 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.

The GSA has arranged for incoming students to be matched with returning graduate students in order to acclimate new students into the School and the University community. The returning student can assist with issues such as academic concerns and questions, social life, employment, and navigating the School of Family Studies and University. This assistance continues throughout the semester through formal meetings and informal gatherings.

Participation in Regional and National Associations

Additional 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. Regarding professional organizations, student and associate memberships are usually invited at a fairly nominal charge. 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.

IV. CAMPUS RESOURCES AND OPPORTUNITIES OF SPECIAL INTEREST

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 Director of 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 website at www.career.uconn.edu/WebPages/studentsmain.html#grad or contact Jan Jones at 486-3013.

Computer Facilities and Assistance

Several terminals with connections to the mainframe and personal computers with printers and basic software belonging to the School of Family Studies 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.

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 Family Studies 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.

School of Family Studies Resource Center (Room 123)

The Resource Center contains a modest but useful collection of journals and books in Family Studies-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

SFS 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 dismal picture, funding for graduate studies takes on great importance.

There are essentially five sources of funds for graduate students in Family Studies (beyond the student him- or herself): School of Family Studies funds, research grants, Graduate School funds, student fellowships, and "other." The largest of these at present is the School's own "general funds," that is, funds provided by the higher administration for basic functioning; 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. They are granted to individual students by the Dean, in consultation with the Associate Dean and members of the faculty. The funds are granted in the form of "assistantships" and are given for several kinds of purposes (beyond that of recruiting and supporting good students): primarily teaching or assisting in teaching undergraduate courses, helping in the undergraduate Advising Center, and providing research support to junior faculty on the tenure track or faculty with heavy administrative duties. 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 Family Studies, 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 a member 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. Students should inquire of faculty they would like to work with if they have any open assistantships; faculty usually ask around, as well, when they have an opening, and the Dean and Associate Dean are often able to help make a match of interests.

A very small number of fellowships is available from the Graduate School, and they come in two types: Graduate Scholarship awards, for those with outstanding academic records, and Multicultural Scholar Awards, for students from under-represented groups. The Dean of the Graduate School on the basis of recommendations makes awards by the department (or School, in our case); this is usually done as part of the admissions/recruitment process. As with the previous two categories, funds are never sufficient for all the qualified applications.

On occasion, enterprising students can 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 Family Studies students obtain assistantships from other departments at UConn for assisting in teaching, research, or student counseling. Finding such positions requires a combination of luck and skill, and they are likely to be given first to students in the funding department (as is the case in Family Studies), but having special skills to sell helps in any market.

It is worth noting, sadly, that the School of Family Studies does not yet have any significant endowment funds directed toward graduate assistance with tuition and fees. It is our goal, with the University's capital campaign, to have such resources in the next few years.

In Family Studies, we try to provide at least half-time support (10 hours per week) for most students who request it; we usually come close to that goal with a combination of the above sources, but rarely attain it entirely. We do make a special effort (we consider it a moral, but not a legal obligation) to maintain funding for graduate students 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; 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.

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 23, 2004 through May 23, 2004*, 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) for the 2003-2004 academic year are as follows:

- I. \$16,556 for graduate assistants with at least the baccalaureate.
- II. \$17,426 for experienced graduate assistants with at least the master's degree or its equivalent in the field of graduate study. (Equivalency consists of twenty-four credits of appropriate course work beyond the baccalaureate, together with admission to a doctoral program).

III. \$19,369 for students with experience as graduate assistants who have at least the master's degree or its equivalent and who have passed the doctoral general examination.

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 II or Level III 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 the School of Family Studies. Graduate assistantships outside of SFS 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, HEART Program, and the University of Connecticut Health Center in Farmington.

Other Types of Financial Aid

The following information is compiled from the 2003-2004 Graduate Catalog and the Graduate School website (www.grad.uconn.edu/financial_aid.html). 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 Predoctoral 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 and not 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 1 each year for continuing graduate students and May 1 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 terminal master's degree tracks. 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 Chancellor'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 Predoctoral 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](#).

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 activities 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 SCHOOL OF FAMILY STUDIES

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

The Center on Aging and Human Development focuses on improving the lives of older persons through education and research, and manages the University-wide Graduate Certificate in Gerontology. Faculty affiliated with the Center, who come from several Departments and Schools, are active in advising State and non-profit agencies on the programmatic needs of Connecticut's older citizens.

The Center for Applied Research, 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 Family Studies, Anthropology, Nursing, Nutritional Sciences, Pediatrics, and Allied Health. 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. Masters-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 Center for the Study of Parental Acceptance and Rejection is 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.

VII. THE FACULTY AND PROFESSIONAL STAFF

The following is a brief description of the School's faculty members and their research interests. More in-depth information regarding faculty can be found in the SFS Faculty Handbook and website.

Anderson, Stephen A.

Professor, Director of the Center for Applied Research, and Interim Director of Marriage and Family Therapy Program

Education: B.S., Babson College; M.Ed., Northeastern University; Ph.D., 1982, Kansas State University

Disciplinary Background: Marital and Family Therapy

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

AAMFT Clinical Member and Approved Supervisor.

Arms, Karen

Associate Professor and Director of the Institute for Children, Youth and Families

Education: B.S., Northwest Missouri State University; M.S., The 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.

Asencio, Marysol W.

Assistant 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.

Blank, Thomas O.

Professor, Director of the Center on Aging and Human Development

Education: B.A., Concordia Senior College; M.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

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

Disciplinary Background: Developmental Psychology

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

Cohan, Deborah J.

Assistant Professor in Residence

Education: B.A., University of Wisconsin, Madison; M.A., University of Texas,

Austin; M.A. and ABD, Brandeis University

Disciplinary Background: Sociology

Areas of Interest: Gender; violence against women/domestic violence; feminist theory; masculinities; race and ethnicity; qualitative approaches.

Descartes, Lara J.

Assistant Professor

Education: B.S., Massachusetts Institute of Technology; M.S., University of

California, Los Angeles; M.A., Ph.D., 2002, University of Michigan

Disciplinary Background: Anthropology

Areas of Interest: Family and kinship; support networks; popular culture; gender; research analysis and methodology; ethnography in the United States.

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.

Doucet, Fabienne

Assistant Professor

Education: B.A., Messiah College; M.S., Ph.D., 2000, University of North Carolina at Greensboro

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Parenting values and beliefs; culturally diverse families; gender socialization; parent-child relationships; qualitative methodology; racial and ethnic identity; racial socialization.

Eisen, Mary Jane

Assistant Professor in Residence

Education: B.A., State University of New York, Binghamton; M.A., St. Joseph College, D.Ed., 1999, Columbia University

Disciplinary Background: Education

Areas of Interest: Peer learning; leadership development for elders; intergenerational programming.

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.

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.

Gibson, Brent

Assistant Professor

Education: B.S., Appalachian State University; M.S., Ph.D., 2003, University of North Carolina at Greensboro

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Culturally-based definitions and meanings associated with dementia; family caregiving of individuals with dementia; health and care of minority elderly; caregiving systems and processes; alternative formal long-term care settings for dependent elderly.

Goldman, Jane A.

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.

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.

McDowell, Teresa

Associate Professor

Education: M.A., Pacific Lutheran University; Ed.D., 2003, Northern Illinois University
Disciplinary Background: Marriage and Family Therapy

Areas of Interest: Multicultural research and social justice issues in family therapy

Mulroy, Maureen

Associate Professor, Assistant Dean and Director of Graduate Program

Education: B.S., M.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.

O'Neil, James M.

Professor

Education: B.A., LeMoyne College; M.A., Ph.D., 1975, University of Maryland
Disciplinary Background: Counseling and Personnel Services

Areas of Interest: Men and masculinity; men and women's gender roles; counseling and career development; interpersonal violence and victimization; consultation.

Rigazio-DiGilio, Sandra A.

Professor

Education: B.S., University of Massachusetts; M.A., University of Connecticut; Ph.D., 1989, University of Massachusetts

Disciplinary Background: Counseling Psychology

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

AAMFT Clinical Member and Approved Supervisor.

Sabatelli, Ronald M.

Professor

Education: B.A., M.A., Ph.D., 1980, University of Connecticut
Disciplinary Background: HDFS - 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.

Strong, Leslie D.
Assistant Director of the Humphrey Marital and Family Therapy Clinic

Education: B.A., Simpson College; S.T.B. (M.Div.), Boston University; Ph.D., 1975, The Florida State University
Disciplinary Background: Family Studies, Marital and Family Therapy
Areas of Interest: Family studies; marital and family therapy; research methods and statistics in the social and behavioral sciences.
AAMFT Clinical Member and Approved Supervisor; Licensed Marriage and Family Therapist.

Super, Charles M.
Dean and 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.

Weaver, Shannon
Assistant 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

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.

Jones, Clyde A.

Emeritus Associate Professor

Education: B.A., M.A., Syracuse University; Ed.D., 1961, Pennsylvania State University
Disciplinary Background: Art Education; Minor: General Studies
Areas of Interest: Creative abilities in young children; children's play; creative arts.

Madison, Charlotte J.

Emeritus Director, Child Development Laboratories

Education: B.S., Bowling Green State University; M.A., Saint Joseph College; Ph.D., 1991, University of Connecticut
Disciplinary Background: Early Childhood, Curriculum and Instruction
Areas of Interest: Early literacy; language acquisition; music; child advocacy; child care issues; human service administration; early childhood curriculum.

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
- Bronfenbrenner, U. (1986). Ecology of the family as context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.
- Bronfenbrenner, U., & Ceci, S. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101(4), 568-586.
- Bronfenbrenner, U. & Evans, G. W. (2000). Developmental science in the 21st Century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 1, 115-125.
- Carstensen, L., Isaacowitz, D. & Charles, S. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54, 165-181.
- Elder, G. H. , Jr. & Rockwell, R. C. (1979). The life course approach and human development: An ecological perspective. *International Journal of Behavioral Development*, 2, 1-21.
- Erikson, E. & Erikson, J. (1982). *Life cycle completed*. New York: Norton.
- Hartup, W. W. (1989). Social relationships and their developmental significance. *American Psychologist*, 44, 120-126.
- Lerner, R. (2002). *Concepts and theories of human development*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers:
Human development: Facts or theory? (Chapter 1), pp. 1-17
Historical roots of human development: Concepts and theories (Chapter 2), pp. 18-47
Philosophical models of development (chapter 3), pp. 48-85
The nature-nurture controversy: implications of the questions how? (Chapter 4), 48-85.
The continuity-discontinuity issue (Chapter 5), pp. 106-137.
Life span action theory, life course and bioecological perspective (Chapter 9), 218-242.
- Levinson, D. (1986). A conception of adult development. *American Psychologist*, 41, 3-13.

Marshall, V. (1999). Analyzing social theories of aging. In V. Bengtson & K. Schaie (eds.), *Handbook of theories of aging* (pp. 434-458). New York: Springer Publishing Company.

Overton, W. (1984). World views and their influence on psychological theory and research: Kuhn-Lakatos-Laudan. In H. Reese (ed.), *Advances in Child Development and Behavior*, Vol. 18. New York: Academic Press.

Riley, M. (1987). On the significance of age in sociology. *American Sociological Review*, 52, 1-14.

Rutter, M. L. (1997). Nature-nurture integration: The example of antisocial behavior. *American Psychologist*, 52, 4, 390-398.

Ryff, D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, 4, 99-104.

Schweder, R. A. & Bourne, E. J. (1984). Does the concept of person vary cross-culturally? In R. A. Schweder & R. A. Levine (Eds.). *Culture theory: Essays on mind, self and emotional* (pp. 158-199). New York: Cambridge University Press.

Super, C. M. & Harkness, S. (2002) Culture structures the environment for development. *Human Development*, 45, 270-274.

Core Area 2: Family Studies

Allen, K., Blieszner, R. & Roberto, K (2000). Families in middle and later years: A review and critique of research in the 1990s. *Journal of Marriage and the Family*, 62, 911-926.

Allen, K., & White, L. (1998). *Motivations, methodologies, and messages: A conversation with family scholars about the relationships among personal commitments, research traditions, theoretical perspectives, and the work we do*. Paper presentation at the National Council on Family Relations Theory Construction and Research Methodology Workshop, Milwaukee, WI.

Baca Zinn, M. (1991). Family, feminism, and race in America. (pp. 119-133). In S. Farrell and J. Lorber (eds.). *The social construction of gender*. Thousand Oaks, CA: Sage Publications.

Beutler, I., Burr, W. & Bahr, K. (1989). The family realm: Theoretical contributions for understanding its uniqueness. *Journal of Marriage and the Family*, 51, 805-816.

Responses to Beutler et al

Edwards, J. (1989). The family realm: A future paradigm or failed nostalgia? *Journal of Marriage and the Family*, 51, 816-818.

Jurich, J. (1989). The family realm: Expanding its parameters. *Journal of Marriage and the Family*, 51, 819-822.

Menaghan, E. (1989). Escaping from the family realm: Reasons to resist claims for its uniqueness. *Journal of Marriage and the Family*, 51, 822-825.

Beutler, I., Burr, W., Bahr, K., & Herrin, D. (1989). A seventh group has visited the elephant. *Journal of Marriage and the Family*, 51, 826-829.

Boss, P., Doherty, W., LaRossa, R., Schumm, W. & Steinmetz, S. (1993). *Sourcebook of family theories and methods: A contextual approach*. NY: Plenum Press.

Hareven, T. (2000). The history and the complexity of social change. In *Families, history, and social change: Life-course and cross-cultural perspectives*. (pp. 3-30). Westview Press. (Originally appeared *American Historical Review* 96, (February 1991): 95-124.

Hernandez, D. J. (1998). Children's changing access to resources: A historical perspective (pp. 201-215). In K. Hansen & A. Garey (eds.), *Families in the U.S.: Kinship and domestic politics*. Philadelphia: Temple University.

Lavee, Y. & Dollahite, D. C. (1991). The linkage between theory and research in family science. *Journal of Marriage and the Family*, 53, 361-373.

Thomas, D. L. & Wilcox, J. E. (1987). The rise of family theory: A historical and critical analysis. In M. B. Sussman & S. K. Steinmetz (Eds.) *Handbook of marriage and the family* (pp. 81-102). New York: Plenum Press.

Walsh, F. (Ed.). (1993). *Normal family processes*. New York: Guilford Press.

Research Methods

Babbie, E. (1986;1990 reissue). *Observing ourselves*. Wadsworth

Cook, T. D. & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Boston: Houghton Mifflin. [Chapter 2 only]

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*, 2nd ed. Thousand Oaks, CA: Sage.

Greenstein, T. N. (2001). *Methods of family research*. Thousand Oaks, CA: Sage.

Kitson, G. C., Sussman, M. B., Williams, G. K., Zeehandelaar, R. B., Shickmanter, B. K., & Steinberger, J. L. (1982). Sampling issues in family research. *Journal of Marriage and the Family*, 44, 965-981.

Martella, R., Nelson, R., & Marchand-Martella, N. (1999). *Research methods: Learning to become a critical research consumer*. Boston: Allyn & Bacon.

Sabatelli, R. M. & Bartle, S. E. (1995). Survey approaches to the assessment of family functioning: Conceptual, operational, and analytical issues. *Journal of Marriage and the Family*, 57, 1025-1039.

Walsh, W. B., & Betz, N. E. (1990). Reliability, validity, and test construction. *Tests and assessment* (pp. 48-86). Englewood Cliffs, NJ: Prentice Hall.

One of the following:

Johnson, B. & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. Boston: Allyn and Bacon.

Hoyle, R. H., Harris, M. J., & Judd, C. M. (2002). *Research methods in social relations* (7th ed.). Wadsworth.

McMillan, J. H. & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th ed.). New York: Longman.

Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches, 5th ed.* Boston, MA: Allyn and Bacon.

Polkinghorne, D. (1983). *Methodology for the human sciences: Systems of inquiry.* Albany: State University of New York Press.

Prevention, Intervention, and Policy

Albee, G.W. & Gullota, T.P. (Eds.) (1997). (Eds.) *Primary prevention works.* Thousand Oaks, CA: Sage Publications.

Bloom, M. (1996). Frame of reference for primary prevention practice. In M. Bloom *Primary prevention practices* (pp 1-23). Thousand Oaks, CA.: Sage Publications.

Bogenschneider, K. (2002). What roles can family professionals play to build family policy? (pp. 121-168). *Family policy matters: How policymaking affects families and what professionals can do about it.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bond, L.A. & Albee, G.W. (1990). Training preventionists in ethical implications of their actions. *Prevention in Human Services, 8*, 111-126.

Carey, W. B. & S.C. McDevitt (Eds.) (1994). *Prevention and early intervention: Individual differences as risk factors for the mental health of children.* (pp.115-125). New York: Brunner/Mazel.

Coie et al., (1993). The science of prevention: A conceptual framework and some directions for a national research program. *American Psychologist, 48*, 1013-1022.

Folbre, N. (2001). The care penalty (pp. 22-52) and Children as pets (pp. 109-135). *The invisible heart: Economics and family values.* New York: The New Press.

**Huston, A. (2002). Reforms and child development. *The future of children, 12*, 59-77. (Special issue, Children and Welfare Reform). Available online at www.futureofchildren.org

McKinlay, J. B. (1997). A case for refocusing upstream: The political economy of illness. In P. Conrad & R. Kern (eds.). *The sociology of health and illness: Critical perspectives.* New York: St. Martin Press.

National Council on Family Relations (2000). *Public policy through a family lens: Sustaining families in the 21st century.*

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**Possibly one of these two

APPENDIX B

School of Family Studies Criteria for Evaluating Dissertation Proposals		
Introduction (1-2 doubled spaced pages)	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 (4-7 Pages)	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 (10-12 pages)	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 (1-2 pages)	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 (1-3 pages)		
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.