

East Carolina University

Health Psychology Doctoral Program Occupational Health Psychology Concentration

Student Handbook



This handbook is designed to provide information to guide the student toward successful completion of the doctoral program offered by the Department of Psychology. It is not intended to replace the Graduate Catalog and other official documents of East Carolina University. In the event of a conflict between statements contained in this handbook and University policies, procedures, and catalog the latter shall govern.

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II. PROGRAM FACULTY

**Associate Professor,
Program Director**

Dr. Mark Bowler	252-328-0013	Rawl 111	bowlerm@ecu.edu
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Professor

Dr. John Cope	252-328-6497	Rawl 110	copej@ecu.edu
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Associate Professor

Dr. Shahnaz Aziz	252-328-1379	Rawl 224	azizs@ecu.edu
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Assistant Professor

Dr. Lisa Baranik	252-737-3000	Rawl 314	baranikl@ecu.edu
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Assistant Professor

Dr. Jennifer Bowler	252-328-6474	Rawl 320	bowlerj@ecu.edu
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Associate Professor

Dr. Christyn Dolbier	252-328-2119	Rawl 141	dolbierc@ecu.edu
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Assistant Professor

Dr. Alexander Schoemann	252-328-4955	Rawl 220	schoemanna@ecu.edu
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III. INTRODUCTION

This handbook is designed to provide information to guide the student toward successful completion of the doctoral program offered by the Department of Psychology. It is not intended to replace the Graduate Catalog (<http://www.ecu.edu/cs-acad/grcat/>) and other official documents of East Carolina University. In the event of a conflict between statements contained in this handbook and University policies, procedures, and catalog the latter shall govern.

Welcome to the Occupational Health Psychology (OHP) concentration at East Carolina University. Our faculty looks forward to a rewarding professional collaboration with you during this important time in your life, as you set the final foundation of your future career.

Applied psychology involves the application of psychological principles to people-related problems in various settings. As professionals, our challenge is to enhance the understanding of psychology while applying it in a manner that improves the lives of individuals. You are now in the process of joining our community of applied psychologists who teach, consult, and work in a wide variety of settings such as universities, government agencies, private industries, and private practice. Towards this end, we will serve as your advisors, mentors, and colleagues.

Your graduate training will serve as an apprenticeship to provide you with the knowledge and experience that will enable you to move confidently into the world of Occupational Health Psychology. During this apprenticeship, you will have opportunities to develop through coursework, as well as various research and practical experiences. You will advance through core psychology courses, advanced quantitative courses, and specialized content courses. Along the way, you will have research and practical experiences both inside and outside the university that will provide valuable introductions to the world of applied psychology, including its challenges, and opportunities.

You will be examined at various stages to assess your progress and to determine whether you are ready for the next steps in the journey toward full professional competence. Satisfactory progress in our graduate program is not just a matter of doing well in coursework. The biggest difference you will note between our doctoral concentration and your previous academic work is the breadth and depth of understanding expected regarding the material in courses and the amount of time you are expected to devote to research that is not associated with any formal coursework or assistantship. Our program does not exist just to pass on existing knowledge; we are dedicated to expanding the knowledge base of our field and enthusiastically welcome you, encourage you, and expect you to make contributions in this endeavor.

To ensure that doctoral students develop the necessary skills, you will assist a faculty member's research team from your very first semester. In addition, you should make every attempt to co-author a manuscript with one of our faculty members, preferably before you take comprehensive exams. These experiences will help prepare you to develop, conduct, and defend your dissertation, which is the capstone of your doctoral degree.

Upon successfully fulfilling all of the program requirements, you will be awarded the degree of Doctor of Philosophy in Health Psychology with a concentration in Occupational Health Psychology, symbolizing the completion of a comprehensive, scientist-practitioner program designed to develop a fully capable and responsible applied psychologist. The journey may be long and challenging, but we hope that you will find it exciting and immensely fulfilling.

Health Psychology

Occupational Health Psychology (OHP) is a concentration within the Health Psychology doctoral program offered in the Department of Psychology at East Carolina University. The Department of Psychology obtained Permission to Plan the Health Psychology program from the University of North Carolina Office of the President in 2004, and obtained formal permission to establish the program in 2006. Following the creation of the concentrations in Clinical Health and Pediatric School, the OHP concentration was approved in 2012 with our first class matriculating in 2013.

As noted by Division 38 of the American Psychological Association, Health Psychology is the educational, scientific, and professional contribution of psychology to:

- understanding the etiology, promotion, and maintenance of health;
- the prevention, diagnosis, treatment, and rehabilitation of physical and mental illness;
- the study of psychological, social, emotional, and behavioral factors in physical and mental illness;
- and the improvement of the health care system and formulation of health policy.

Occupational Health Psychology

Occupational Health Psychology emerged out of two distinct applied disciplines within psychology, Health Psychology and Industrial and Organizational (I/O) Psychology, as well as occupational health. Both researchers and practitioners in the field of OHP draw from the domains of public health, preventive medicine, nursing, industrial engineering, law, epidemiology, and psychology.

Overall, OHP is concerned with the psychosocial characteristics of workplaces that contribute to the development of health-related problems in employees. Moreover, OHP is concerned with psychosocial characteristics of the workplace as well as the physical and mental health consequences of those characteristics and ways to influence workplace changes that benefit worker health. Both researchers and practitioners in OHP are concerned with a variety of psychosocial workplace characteristics that are related to physical and mental health problems.

Examples of psychosocial workplace characteristics that OHP research has linked to health outcomes include: decision latitude and psychological workload, the balance between a worker's efforts and the rewards (e.g., pay, recognition, status, prospects for a promotion, etc.) received for his or her work, and the extent to which supervisors and co-workers influence one another. The physical health problems with which OHP is concerned range from accidental injury to cardiovascular disease. The mental health problems include psychological distress, burnout, and depression. Furthermore, OHP researchers and practitioners are also concerned with the relationship between psychosocial working conditions and health behaviors (e.g., smoking and alcohol consumption).

Another topic of concern to OHP is the problem of carryover of deleterious workplace experiences to the worker's home life. Some research in OHP has been concerned with reverse causal effects, namely, the potential impact of preexisting mental health on psychosocial working conditions and unemployment risk. Given its roots in occupational health, OHP is also concerned with factors that affect workplace safety and accident risk. In addition, OHP practitioners document the adverse effect of deteriorating economic conditions and identify ways to mitigate that impact.

Three professional organizations closely linked to OHP are the Society for Occupational Health Psychology (SOHP), the European Academy of Occupational Health Psychology (EA-OHP), and the International Commission on Occupational Health's scientific committee on Work Organization and Psychosocial Factors (ICOH-WOPS).

Occupational Health Psychology Concentration

The OHP concentration is a four-year, full-time, post-baccalaureate program with admission in the fall semester. The curriculum includes the following components:

- Foundations courses that address the general areas of biological, social, and cognitive-affective bases of behavior that are common to all areas of psychology;
- Research methods courses that address statistical analysis and experimental design;
- Health Psychology courses that address numerous areas related to individual health; and
- OHP concentration courses that address the interface between individuals and organizations.

Additionally, students are expected to complete both a written and an oral comprehensive exam, as well as a thesis and a dissertation.

By the time you complete the Occupational Health Psychology concentration, you will be able to:

1. Demonstrate understanding and use of psychological principles and techniques at an advanced level. Such use will be based upon a comprehensive knowledge of general psychology from a core set of courses including: biopsychology, cognitive processes, development, experimental analysis of behavior, human abilities, personality, sensation and perception, and social psychology;
2. Read, review, and critique psychological literature and write research reports at a level of expertise commensurate with that represented in current research journals;
3. Demonstrate an ability to explain, use, and apply statistical principles and techniques at a level allowing you to assist others in designing psychological experiments;
4. Prepare and use a comprehensive, critical review of the literature on a psychological problem;
5. Present psychological material verbally to professional audiences and demonstrate effective skills in classroom instruction;
6. Display a high degree of competence in an area of specialization as demonstrated by performance on doctoral written and oral comprehensive exams;
7. Demonstrate competence in a minor field. A minor field should be chosen to supplement a student's training in his or her specialty in a manner consistent with his/her occupational goals. Competence is defined as knowledge of the terminology specific to the minor field and knowledge of the major concepts, principles, and methodologies of that field relevant to the goals of the student;
8. Plan and execute research on a significant psychological problem; and
9. Demonstrate awareness of current professional problems in psychology (e.g., ethical problems).

IV. FACILITIES

The Department of Psychology is housed in the Rawl Building. The department has laboratory facilities and equipment used for the study of human behavior throughout the building.

Computer Resources

The Department of Psychology has several labs in the Rawl building that are available for graduate student use. As some of these labs are used for class instruction, there may be times when access is restricted. For undergraduates not directly assisting faculty members with research, access is restricted to their specific class times. Additionally, the university has numerous computer labs on campus that are available to students. You may contact ECU Information Technology and Computing Services (<http://www.ecu.edu/cs-itcs/>) for more information.

Office Space

Offices, desks, and chairs are provided by the Department to doctoral students who are teaching courses. However, space limitations restrict the available space for graduate student offices. Students should consult with their advisor regarding workspace.

Research Space

Research space in the Department is allotted to specific faculty members. When you have determined your research space needs, contact your advisor and he or she will assist you with locating the appropriate venues(s) for your research. Research space at the university is at a premium, and early requests will help to ensure that your needs are met.

Use of research space is limited to psychology students and their experimental participants for required coursework and approved research. No visitors (except participants) are permitted in the laboratory areas without the permission of a faculty member. All keys and research space will be issued by the Department based on approval by a faculty member.

Students should understand that the Department currently has a severe shortage of assignable space, meaning that efficiency in the shared use of space is a necessary. Students are responsible for keeping their research areas clean, secure, and neat at all times.

Library Resources

East Carolina University has two primary library facilities. The Joyner Library (<http://www.ecu.edu/cs-lib/>) is located on main campus and provides the main portal for all digital records (e.g., PsycInfo), and the Laupus Library (<http://www.ecu.edu/cs-dhs/laupuslibrary/>) is located in the medical school.

Special cooperative arrangements with libraries at other local university campuses supplement the resources available on campus. Students at ECU may borrow books from other schools in the UNC system via interlibrary loan. The Interlibrary Loan office can provide photocopies of journal articles and loan books, theses, and other materials.

Office Supplies

Common office supplies are available for use by teaching assistants and research assistants. They are located in the main office of the Department and are to be utilized for official Department business (i.e., research or teaching) only. Similarly, the two copying machines in the main office are to be used strictly for official business. Please note that the use of these machines is permitted only after a student has received instruction on operation of the equipment by a member of the office staff or a supervising faculty member. Furthermore, each machine requires a specific code that is assigned to faculty members.

Equipment such as digital projectors may be checked out through the main office of the Department. All damaged and broken equipment must be reported to the relevant staff member as soon as possible so that it may be repaired and returned to service. No equipment is to be removed from the Rawl Building without prior permission from the relevant staff or faculty member. All equipment and keys must be returned immediately following the completion of the activity for which they are used. No equipment is to be modified in any way.

Security

All graduate students should make every effort to ensure that the laboratory and office facilities of the Department are secure at all times. Doors should be locked when leaving any room. Police should be called (252-328-6787) if anyone suspicious is seen in any of the facilities.

V. PROFESSIONAL ETHICS

Both faculty and students are expected to abide by the ethical code of conduct set forth by the American Psychological Association (see <http://www.apa.org/ethics/>). However, past literature on ethical problems has typically focused on issues relating to clinical psychology. Subsequently, Division 14 of the American Psychological Association has published a casebook particularly appropriate to other areas of psychology such as OHP.

Lowman, R. L. (2006). *The ethical practice of psychology in organizations*. American Psychological Association: Washington, DC.

This book is available from the American Psychological Association.

Professional and ethical issues are addressed formally in both the Ethics and Professional Practice (PSYC 6454) and Issues in Personnel Selection (PSYC 6420). However, in order to minimize the possibility of ethical conflicts, students and faculty should familiarize themselves with the previously mentioned documents and not depend solely on classroom discussion of such issues. If you believe an ethical violation may have occurred, discuss this with either your advisor, the Program Director, the Department Chair, or write or call the American Psychological Association Ethics Office in Washington, D.C.

Policy on Discrimination

The university does not tolerate discrimination on the basis of age, race, sex, national origin, sexual orientation, and/or religious beliefs. If you believe you have been subject to such discrimination, you should contact your advisor, the Program Director, the Department Chair, or the university's affirmative action/equal employment officer as soon as possible.

Policy on Sexual Harassment

Sexual harassment by either faculty or students will not be tolerated by the Department or the university. If you believe you have been subject to sexual harassment, you should contact your advisor, the Program Director, the Department Chair, or the university's affirmative action/equal employment officer as soon as possible.

VI. FACULTY MENTOR

An faculty mentor serves a number of functions for students. In conjunction with the student, a mentor helps the student determine the schedule of classes for each semester, answers general questions about the program, and assists the student in terms of his or her career planning and research interests.

A faculty mentor is the first point of contact for any problems that may arise and should be consulted before any program changes are made. The faculty mentor's function is to determine how to meet the goals and needs of the individual student most effectively and to provide guidance on graduate study, including area such as: (1) coursework, (2) internships and other professional activities, and (3) resolution of problems as the student progresses through the program. In addition, a faculty mentor serves as the route of communication for departmental evaluations of the student's progress in the program. In short, the faculty mentor is the student's advocate and the student should develop a close professional relationship with him/her.

Changing Advisors

All entering students are assigned a faculty mentor based on expressed interests of the student and the faculty's availability. Note that this person is not necessarily the thesis or dissertation chair, but rather a mentor. The faculty mentor provides an orientation advising session that helps students determine which courses they will take for the first two years in the program, involvement in research labs, and answer other questions about the concentration and career opportunities. Students may find that their research interests change over time; in this event, they may wish to change their mentor to a faculty member whose specialty and research interests are closer to their own. In this event, the student should first discuss the transition with both the current and future mentors. The student should then notify the Program Director of the change. Every effort will be made to fulfill the student's request for a mentor change. The student must realize that changing advisors should be done in a timely fashion because of research requirements and program deadlines.

Class Schedules

Before enrolling each semester, a student should contact his/her mentor and plan a schedule of classes for that semester. A student may change this schedule of classes; however, the mentor should be notified immediately about the change. Because of developmental concerns and scheduling constraints, students are expected to take certain classes during particular semesters in the program.

Registration

All students are advised to register as early as possible for each semester's classes. Long before classes begin, the administration at ECU reviews the enrollment in each class. If a class does not have sufficient enrollment, it can be canceled. This can be very disruptive for a student's progress as some classes are offered only once in a three year period. Therefore, the faculty request that you register as soon as possible.

Annual Evaluation

All doctoral students' academic and professional performance is evaluated each year by the OHP faculty. Although students will complete and turn in a summary of their activities and accomplishments, it is the responsibility of a student's faculty mentor to present the OHP faculty with a report of the student's progress in these areas.

After completing and returning the annual update form, the student meets with his/her faculty mentor to discuss his/her progress and the information that is to be presented to the OHP faculty. This meeting covers the information on the annual update form. The faculty mentor and the student (and perhaps one additional faculty member) discuss the student's academic performance which includes, but may not be limited to, the student's progress regarding his/her program of study, grades, and general verbal and written performance in academic classes with comprehensive readiness as a criterion, as well as research accomplishments. The faculty mentor discusses the student's professional development which includes, but may not be limited to, the student's attendance at departmental functions, the student's general professional attitude, the student's attitude toward peers and faculty, and departmental service which encompasses the student's ability to cooperate with colleagues and faculty in areas of service. Should the student be deficient in any of these areas, he/she is informed and recommendations to remedy the situation are given to the student in writing.

VII. FINANCIAL SUPPORT

At the present time (and barring financial exigency of the state of North Carolina), during the first four years of training, all students in the OHP concentration will receive a monthly stipend for nine months, full tuition waiver for fall and spring courses, and health insurance. However, university fees are the responsibility of the student.

Fees

Regardless of stipends and tuition waivers, students are responsible for paying their own university fees. For the Fall 2012 semester, these fees were \$1,055.50. Subsequent fees are likely to be comparable.

Health Insurance

Student health insurance is available to all doctoral students at no cost. (Doctoral students participate in the campus student health plan, not the BCBS plan for post-doctorate students.) Any option for dependent coverage, if available, is the personal responsibility of the student.

At the time of registration when you receive the insurance message to “opt in or out,” you should select “opt in” (unless you want to retain any existing private coverage). Doctoral students with graduate assistantships that have been identified by the academic department for the Graduate School are coded in Banner so that the insurance fee is waived for the student.

Graduate Assistantships

Students are offered funding in the form of graduate assistantships on a competitive basis. The student’s responsibility is in the provision of teaching, research support, or clinical services whereby the student is paid for his/her time. These activities are completed based on pre-specified contracted services for time via East Carolina University policy. A full-time graduate assistantship (20 hours per week - fall and spring semesters) will be worth a minimum of \$15,000. Departments may opt to pay their assistants at a higher rate if they deem it appropriate by using one source or multiple sources of funds. More specific information is not available until offers of admission are made each Spring because new grants might be received and financial conditions may change.

The following list is assistantship definitions prepared by the Graduate School:

- Assistantship. An arrangement in which financial support is given to a graduate student who performs specific services (see definitions of assistantship types below) in furtherance of his/her graduate education.
- Graduate Assistant (GA). An arrangement in which financial support is given to a graduate student who may provide a wide variety of services related to academic and programmatic support. GA responsibilities may be administrative in nature such as academic advising, program planning, advising student groups, and assisting with the administration of student services offices. GA responsibilities may also be academic in nature such as: (i) grading examinations, problem sets, and/or laboratory assignments, (ii) setting up displays for lectures or laboratory sections, and (iii) preparing or maintaining equipment used in laboratory instruction.

- Graduate Research Assistant (GRA). An arrangement in which financial support is given to a graduate student who performs thesis/dissertation research of a type that is required from all candidates for the degree. The student is expected to devote considerable time on research that is academically significant and directed by a faculty advisor. Often the faculty advisor is a principal investigator working on an externally-funded grant/contract.
- Graduate Teaching Assistant (GTA). An arrangement in which financial support is given to a graduate student who provides academic program support under the supervision of a faculty member. GTAs may assist faculty in teaching undergraduate courses, including laboratory teaching assignments, or in providing other appropriate academic assistance such as: (i) grading examinations, problem sets, and/or lab assignments, (ii) setting up displays for lectures and laboratory sections, and (iii) preparing or maintaining equipment used in instructional laboratories. Please note that to be eligible for a graduate teaching assistantship, the student must have satisfactorily completed a minimum of 18 semester hours of graduate course work in the field in which instruction is given, receive in-service training, be under the direct supervision of an experienced faculty member in the field, and be evaluated each semester.
- Partial Assistantship. An arrangement in which financial support is given to a graduate student appointed as a part-time GA, GRA, or GTA. For example, in return for half the service expected of a regular assistant, the student receives half the regular stipend.

In order to be eligible for an assistantship, students must be accepted into the doctoral program in Psychology, be currently enrolled for at least one graduate psychology class, and maintain a 3.0 GPA or higher. No three-quarter or higher FTE state employee may hold a graduate assistantship. Students are ineligible for assistantships if they are not registered by census day. Census day is defined as the day that enrollment is captured and, concurrently, how ECU's funding is awarded. A good rule of thumb to follow is to make sure that anyone on an assistantship is registered on or before the last day to add classes each semester.

The Department of Psychology policy and recommendation is that Graduate Assistants should not work more than 20 hours per week during the academic year. (The Graduate School policy limits Graduate Assistants to 25 hours per week in the fall and spring semesters in any combination of appointments – GA/RA/TA, self-help, College Work Study, EPA/SPA. However, we feel that 25 hours per week is too difficult to juggle with a full course load.) Foreign students are limited to 20 hours per week, no exceptions (this is a federal requirement). During first and second summer sessions, all graduate students are limited to 38 hours per week. Requests for exceptions to the 30-hour rule must be made via petition to the Director of Graduate Studies and the Graduate School.

The assistantship always spans the entire semester from registration to the last day of final exams, inclusive. Students should therefore plan on being present on campus and fulfill their assistantship requirements during this entire period. All assistantships require a signed contractual agreement between the graduate student and the Psychology Department. Any revocation of the contract by the graduate student without expressed agreement of the student's Program Director, Director of Graduate Assistants and consent by the Department Chair will result in forfeiture of assistantship eligibility. Additionally, students must inform the Director of Graduate Assistants if they are engaged in part-time or full-time employment within or outside of the university setting. Assistantships may be available in departments outside of Psychology for students who are unable to obtain an assistantship within the department. No full-time state employee may hold a graduate assistantship.

Once graduate assistantship assignments are determined, the graduate student is responsible for contacting the assigned faculty member(s). A work schedule, specifically detailing each week's activities and work hours, is completed, signed by the faculty member and returned to the Director of Graduate Assistants during the first week of the semester. Certain assignments, research endeavors, or laboratory work may require the student to work unequal weekly hours during the semester. When this is the case, the hours are to be mutually agreed upon and scheduled between the graduate assistant and the faculty member beforehand. If the assigned faculty member does not have specific work assignments or cannot utilize the student for the assigned hours, then the student will be re-assigned. For the fall semester only (or first time graduate assistants), students should see the department administrative staff to complete appropriate application, payroll deduction, and tax forms.

Psychology faculty may request specific assignments and/or graduate assistants with deference being given to faculty members with external funding. Psychology graduate students may request specific assignments and/or graduate assistantships. Student requests of this nature should be directed to the Program Director and these requests will be used in making assignments along with schedule and budgetary limitations.

If a student is experiencing problems working with the faculty member responsible for oversight, the student must meet directly with the faculty member to attempt to resolve the problem. If the student feels that discussing the problem directly with the faculty member may jeopardize his/her program of study, then the student should meet with the Director of Graduate Assistants. If the problem is not resolved at that level, the student then meets with the Director of Graduate Assistants and his/her Program Director to devise a viable solution to the problem. No faculty member or graduate assistant may terminate the graduate assistantship contract during the semester; this can only be done by the Director of Graduate Assistants. Faculty members and students may contact the Director of Graduate Assistants directly.

Graduate students are evaluated at the end of each semester. Attaining unsatisfactory evaluations from two faculty members simultaneously during one semester or two consecutive unsatisfactory evaluations will result in discontinuation of assistantship assignment for future semesters. A student acting in an unreliable manner results in discontinuation of assistantships.

Unsatisfactory Performance of a Graduate Assistant

When a faculty member responsible for oversight is dissatisfied with a student's performance, the following steps should be taken:

1. The faculty member responsible for oversight should, in the course of routine mentoring, discuss the shortcomings of the student's performance, making specific recommendations for changes.
2. If improvement is not made, the faculty member responsible for oversight must advise the student in writing of his/her concerns and allow sufficient time for the student to address the performance issues raised by the faculty member responsible for oversight. This written statement must, once again, contain specific recommendations for changes in performance and a time line for such change to occur. A copy of this letter must be sent to the Dean of Graduate Studies in the student's field.

3. Recognizing that financial assistance is contingent upon good academic standing as well as satisfactory assistantship performance, the assistantship contract may be terminated if sufficient improvement is not made in a timely manner. The faculty member responsible for oversight must provide notification of such a termination in writing. This notification must state that the student has the right to file a grievance with the Graduate School.
4. The Graduate School grievance policy provides a mechanism for further review if the graduate student believes the action to be unfair and he or she is unable to resolve the matter at the field level.

A graduate assistant who receives feedback indicating unsatisfactory performance is encouraged, at any time during this process, to confer with the faculty member responsible for oversight and the Dean of Graduate Studies.

Remission of Out-of-State Tuition

Out-of-state students may qualify for an out-of-state tuition remission that is worth the difference between out-of-state tuition and in-state tuition rates. These remissions are awarded on a competitive basis and are limited. Generally, out-of-state remissions are for one academic year only (fall and spring semesters) and are not renewable. On occasion, there is additional money available through the Graduate School to provide for tuition remission for summer school, and information on the availability of summer tuition remissions is usually available late in the spring semester. A student awarded an out-of-state tuition remission is responsible for paying in-state tuition and all university fees.

Students are encouraged upon arrival to review information on establishing legal residency in North Carolina at: <http://www.ecu.edu/cs-acad/gradschool/residency.cfm>, if their intent is to become permanent legal residents of North Carolina. By North Carolina law, students whose primary intent for moving to the state is to attend school are not eligible for classification as in-state for tuition purposes; however, those that demonstrate a clear intent to become permanent North Carolina residents may qualify for the in-state classification after at least one year of legal residency in the state.

Students should keep in mind that resigning from an assistantship, dropping a course, or withdrawing from the university can all result in having their tuition remission rescinded and becoming personally responsible for payment of their tuition cost. Likewise, adding a course may incur additional cost to the student, so students should investigate the financial impact of such changes prior to making them.

Tuition Waivers for Persons at Least 65 Years of Age

Persons 65 years of age and older who meet the requirements for the in-state rate of tuition and the university requirements for admission may have their tuition and fees waived, provided space is available in the course being sought.

Out-of-State Tuition Waivers for Military Personnel and Their Dependents

According to N.C. General Statute 116-143.3 certain members of the armed services and their dependent relatives may be eligible to be charged a tuition rate less than the out-of-state rate whether or not they qualify as residents for tuition purposes. It is required that the member of the armed services and any dependent relative claiming the tuition waiver be living together in North Carolina, and that the member of the armed services have an assigned duty station in North Carolina.

Travel Support

Typically, some financial support is available to graduate students who are attending professional conferences, especially if they will be presenting a paper or a poster. Although the state's budget status will influence whether travel funding is available from year-to-year, here is what was available in 2011-2012.

Department/College/Graduate School

For a student presenting research, the Department of Psychology provided \$125/per student/academic year. In addition, if the student was a doctoral student, Harriot College of Arts and Sciences (HCAS) provided \$125.

Once approval was received from HCAS, the departmental assistant in charge of travel reimbursement requested that the Graduate School match the funding amount received of \$250 from the Department and HCAS. Thus, the total possible travel funding for doctoral students presenting their research in recent years was \$500.

PGSO Members

In 2012, if the student was a member of PGSO and attended at least two meetings, each member could receive \$126 in funding for travel regardless of student type or reason for travel. This amount was based on the number of members and available funds. It was divided equally to the qualifying members who stated that they needed assistance with travel funding from PGSO.

Grants

The Principal Investigator designates travel funding for GAs assisting with research.

Scholarships Available to Students

In addition to graduate assistantships, the Department administers several scholarship opportunities for outstanding students within each graduate program. Scholarship requirements and values are established by the scholarship donors and are administered as described below. To be considered for a graduate program scholarship, students should see their Program Director for application materials and guidelines. These scholarships are competitive, each has separate eligibility requirements, and each requires individual applications.

Psychology Department Scholarships

For more information on scholarships offered by the Department of Psychology, please see the department scholarship web page (<http://www.ecu.edu/psyc/scholarships.cfm>).

UNC Campus Scholarships

The UNC Campus Scholarship program is awarded to incoming doctoral students with a solid scholastic record and demonstrated financial need who are North Carolina residents. The scholarship award is designed to assist in the diversification of the university's graduate student body to include the presence of first generation college students, students from disadvantaged socio-economic backgrounds, and traditionally underrepresented populations on our campus. The UNC Campus Scholarships will provide a minimum of \$1000 per semester to qualified students. No funds shall be awarded during summer sessions.

The Graduate School had funds available to award one UNC Campus Scholarship to a new or continuing doctoral student for the 2011-12 academic year. Four of the five 2010-11 recipients will continue to receive the scholarship.

Award recipients must be North Carolina residents for tuition purposes at the time of nomination, be admitted to one of ECU's doctoral degree programs, demonstrate financial aid eligibility on the FAFSA, maintain full-time enrollment, and be from a traditionally underrepresented population on the campus of ECU.

Scholarships are renewable annually dependent on the availability of funds. No award will be extended beyond ten semesters (5 years). The receipt of the UNC Campus Scholarship may require the ECU Office of Student Financial Aid to reduce other types of financial aid awarded to the student.

To nominate a student, the student's name and Banner ID should be submitted to the Director of Clinical Training, who will submit it to Colleen Roland at rolandc@ecu.edu for consideration. The recipients are selected from admitted and/or enrolled doctoral students who best meet the scholarship criteria and guidelines specified above.

This scholarship is administered by the ECU Office of Student Financial Aid in coordination with the ECU Graduate School. After receiving permission from a nominee, the Graduate School will contact the Office of Student Financial Aid to confirm their FAFSA status. The Graduate School will notify the selected recipient of the award and inform them of the conditions of the scholarship.

National/International Fellowships and Scholarships

East Carolina University maintains an Office of National/International Fellowships and Scholarships to familiarize students with the competitive national and international fellowships and scholarships available to selected students intent on pursuing graduate work. These fellowships and scholarships, for the most part, are for terms long enough to ensure completion of the master's degree, but in some cases they allow for work on the doctoral degree. Among the fellowships and scholarships coordinated by this office are the Barry M. Goldwater Scholarship, the Marshall Scholarship, the Rhodes Scholarship, and the Fulbright Grant. Interested students should contact the director, Honors Program, Mamie Jenkins Building; 252-328-6373.

Veterans Administration Educational Payments

The Offices of Veterans Administration (VA) and Social Security require a minimum course load of 9 s.h. of required courses per semester (except summer session) for payment of full-time benefits to eligible veterans and dependents. After the student declares a major, benefits will be paid only for courses listed in the catalog under that degree/major program. Substitutions may be allowed when the major chairperson gives written approval prior to the student's taking the course. Students declared academically ineligible will be required to remove their probation before educational benefits can be recertified to the VA. Students may be eligible for an additional allowance under a work-study program. The work-study program allows students to perform work for the VA in return for an hourly wage. They may perform outreach services under the supervision of a VA employee, prepare and process VA paperwork, work in a VA medical facility, or other approved activities. Students must be enrolled at a three-quarter or full-time rate. Students may be eligible to receive a special allowance for individual tutoring if they enter school at one half-time or more. To qualify, students must have a deficiency in a subject, making the tutoring necessary. There is no entitlement charged for tutorial assistance. Further information is available at the campus Veterans Affairs office.

Financial Aid

The staff of the university Office of Student Financial Aid assists students in obtaining funds from the source best suited to the individual's need. Three main types of financial assistance are available to qualified students: gift aid, consisting of grants and scholarships; long-term educational loans; and part-time employment. Because the primary aim of financial aid programs is to provide assistance to students who, without aid, would be unable to continue their education, most of the funds are awarded on the basis of financial need. However, in its efforts to strive for excellence, the university offers assistance to some talented students based on merit rather than need.

Through the Office of Student Financial Aid at ECU, eligible students may apply for the following federal, state, and institutional aid programs: North Carolina Student Incentive Grant, Federal Perkins Loan, Federal Stafford Loan, Federal Graduate PLUS Loan and Federal Work Study Program.

Information pertaining to the application process, types of aid available, and academic requirements may be obtained from the East Carolina University Office of Student Financial Aid.

VIII. COURSE OF STUDY

The Program of Study and Course Sequence for the Doctoral Program in Health Psychology with a concentration in Occupational Health Psychology is provided below. As a disclaimer, it is important to note that published descriptions of departmental graduate programs establish only minimum requirements and that the ECU Graduate Catalog is the formal record of course requirements.

Required Courses

	<i>Requirement</i>	<i>Course</i>	<i>Semester Hours</i>
	Ethics and Professional Practice	PSYC 6465	3
Foundations in Psychology	Biological Bases of Behavior	PSYC 6414	3
	Social Bases of Behavior	PSYC 6421	3
	Cognitive and Affective Bases	PSYC 6428 or 7427	3
	Individual Differences	PSYC 6407 or 6475	3
	Human Development	PSYC 6406	3
	History and Systems	PSYC 6408	3
Research Methods	Statistics & Research Design	PSYC 6430	3
	Advanced Research Design	PSYC 7431	3
	Thesis/Predissertation Research	PSYC 7000	6
	Dissertation	PSYC 9000	12
Health Psychology	Colloquium in Health Psychology	PSYC 8001	2
	Health Psychology	PSYC 8002	3
	Occupational Health Psychology	PSYC 7504	3
	Counterproductive Work Behavior	PSYC 7506	3
	Applied Occupational Health Psychology	PSYC 8996	3
	Approved elective		3
Concentration Courses	Methods in Human Measurement	PSYC 6327	3
	Psychology of Organizational Behavior	PSYC 6343	3
	Issues in Personnel Selection	PSYC 6420	3
	Multivariate Statistical Analysis	PSYC 7433	3
	Internship	PSYC 6970	3
	Approved electives		21
Total Hours			98

Electives

There are numerous elective courses that a student can take to complete his or her degree. Prior to taking an elective course, the student should discuss it with his or her advisor and then seek approval from the Program Director.

Full-Time and Part-Time Status

The OHP faculty expect doctoral students to be committed to the concentration on a full-time basis. A student is considered to be enrolled full-time when registered for a minimum of 9 s.h. and a maximum of 15 s.h. during a regular semester. Students are also considered full-time if they are taking at least 3 hours of Dissertation (PSYC 9000).

Academic Sequence

The suggested timelines displayed below are approximate and flexible. However, all students are expected to complete their graduate studies within five years. Your advisor will assist you in constructing a plan of study that is appropriate for your particular focus and training needs.

Year 1

Year 2

Year 3

Year 4

Transfer of Graduate Credit

First-year OHP students with previous graduate credit from other institutions may wish to obtain transfer credit for that coursework. Graduate courses completed either as an undergraduate or a graduate student may be considered for transfer credit. Students who wish to be considered for transfer credit should obtain transcripts and syllabi for the appropriate courses. Advisors will help students determine whether the courses are germane to their program of study. Upon approval by the Program Director, the appropriate documentation will be submitted to the Registrar for incorporation into the student's permanent records. Students who have previously completed a Master's thesis at another university may petition the OHP faculty to waive the requirement of a thesis project. To do so, the student will need to present the thesis to at least three of the OHP faculty in both written form and via a formal defense (following the noted thesis defense guidelines in this handbook). The attending faculty will then come to a consensus decision regarding the acceptability of the presented thesis.

Maximum Times Allowed For Key Milestones

It is the policy of the ECU Graduate School to have completed all of the following within five years:

1. Successful completion of sufficient course work to sit for comprehensive exams.
2. Successful completion of comprehensive exams.
3. Successful selection of a dissertation chair and dissertation committee members. This is the responsibility of the student, not the program.
4. Successful defense of the dissertation proposal.

The maximum allowable times for completing the thesis and dissertation proposals and final defenses are listed below. Keep in mind that these are maximums and are not considered reasonable goals for good progress. Students should progress more quickly than this timeline. Students who fail to meet these deadlines will be placed on probation, and if they fail to meet the conditions of the probation they will be recommended to the graduate school for dismissal. A leave of absence should be requested if circumstances prevent progress for an extended period of time, and such leaves, once approved, will not count toward these time limits.

- Successful defense of thesis proposal: End of Year 2
- Successful completion of written comprehensive exam: End of Year 2
- Successful defense of thesis project: End of fall semester of Year 3
- Successful completion of oral comprehensive exam: End of Year 3
- Successful defense of dissertation proposal: End of Year 4
- Successful defense of dissertation and completion of program: End of Year 5

IX. THESIS PROJECT

The thesis project is an important component of the educational experience for the OHP doctoral student and is considered by the faculty to be a significant step toward acquiring the sophistication required to successfully complete a dissertation. The thesis requires the student to work closely with a faculty member on a research project that will be evaluated by a committee of faculty members. The objectives of the thesis project include:

1. Application of research skills acquired in the classroom;
2. Demonstration of effective oral and written communication skills;
3. Completion of a research project from inception to a final report;
4. Submission of a thesis that has the potential to be published in a refereed journal.

Committee Chair and Members

It is critical for the graduate student to identify an area of interest and to conduct additional readings in that area as early as possible. Although not a requirement, the student will usually find it advantageous to select a topical area in which a faculty member in the concentration has substantial research expertise. Once the student has chosen a suitable area for thesis research and a faculty member who is able and willing to provide direction, he/she should formally ask that professor to serve as chair of the thesis committee. In consultation with the thesis chair, the student will then select at least two additional faculty members from the Department of Psychology, one of whom must be an I/O or OHP faculty member, and formally ask them to serve on the committee.

All committee members must meet the requirements for and currently hold ECU Graduate Faculty status. Although the thesis chair is responsible for directing the student's project, all committee members are expected to provide resource and evaluative functions during the thesis project. Furthermore, all committee members will attend the thesis proposal meeting, discuss the student's performance, attend the oral thesis defense, and vote regarding the acceptability of the thesis.

Proposal Preparation

Once a thesis topic has been identified and a committee established, the student works with the chair and committee members, as necessary, to prepare a proposal. The proposal should include the following sections: (1) Introduction, (2) Literature Review (including specific research hypotheses), (3) Proposed Method (including proposed data analysis plan), and (4) References. The proposal should be formatted based upon the most current *APA Publication Manual* and the *Graduate School Manual of Basic Formatting Requirements for Theses and Dissertations* (located on their website: www.ecu.edu/gradschool).

Proposal Meeting

As soon as the proposal has been prepared to the extent that the student and chair feel confident about presenting it for review, a committee meeting should be scheduled. Each committee member will receive a copy of the proposal at least one week prior to the proposal meeting. During this meeting, the student will present the thesis proposal and respond to questions from the committee members. The format of the meeting is to be decided by the thesis chair – ranging from a formal presentation to a working meeting.

The committee will recommend changes, if any, that need to be made to the proposal (e.g., depth of the literature review, design of the study, nature of the hypotheses). Once all of the committee members have approved the proposal, the student is responsible for completing and submitting the ECU Pre-Thesis Research Approval Form (see Appendix A). Furthermore, it is the student's responsibility to ensure that all research has been approved by the University and Medical Center Institutional Review Board (UMCIRB; www.ecu.edu/irb) or the Institutional Animal Care and Use Committee (IACUC), as applicable, prior to the start of data collection.

Completing the Thesis

Following the proposal meeting, the student is responsible for keeping the committee chair informed of his/her progress with data collection and analysis and, if necessary, should discuss the project with any of the other committee members. Once the study has been completed, the student will begin preparing the final manuscript. Early drafts should be developed by the student in close consultation with the committee chair and should include the proposal components as well as (1) Results, (2) Discussion, (3) Conclusions, and (4) an updated Method section. These early drafts are not typically shared with other committee members unless so requested by the thesis chair. Refer to the most current *APA Publication Manual* and the *Graduate School Manual of Basic Formatting Requirements for Theses and Dissertations* for specific guidance on manuscript formatting requirements.

Once a final draft has been approved by the thesis chair, the student will provide each committee member with a copy of the final manuscript at least one week prior to the scheduled thesis defense. A copy will also be placed in the Department of Psychology (e.g., Rawl 303) for public review. The thesis defense may not be scheduled until this final copy has been distributed. The student is responsible for e-mailing an official notice identifying the time and location for the defense. This notice should be sent at least one week prior to the defense and should include (1) the title of the thesis, (2) the name of the student, (3) the time, date, and location of the meeting, (4) the name of the thesis chair, and (5) the names of all other committee members. This notice is usually sent via email notification to all faculty and graduate students via the ECUPSY-L listserv (address your email to ECUPSY-L@Listserv.ecu.edu). Below is an example of the typical notice that is sent:

Re: Thesis Defense: Evoked Potentials, Expressed Anger, and Circulating Androgens

Faculty and graduate students are cordially invited to attend the defense of Ima Student's Master's thesis, "Evoked Potentials in the Nucleus Spurious: Relationship with Expressed Anger is Moderated by Level of Circulating Androgens." The defense will take place in Rawl 303 from 2:00 PM until 3:00 PM on Tuesday the 30th of February, 2007. Dr. Martha McClintock is chairing the thesis committee, and Drs. Gustav Fechner and Pierre Flourens are serving as thesis committee members. A copy of the thesis is available for public review in the graduate seminar room (Rawl 303).

Thesis Defense

The student must complete a final oral examination (referred to as a thesis defense) administered by the Thesis Committee. The thesis defense is open to all students and faculty who wish to attend. The student defending his/her thesis is expected to make a formal presentation of approximately 30 minutes. The presentation should focus on (1) the research problem, (2) hypotheses, (3) methodology, (4) analyses, (5) interpretation of the data, and (6) implications of the findings. Following the presentation, the student will address questions from the students first, then from

the committee members, and then from other faculty members in attendance. The committee will then deliberate in private regarding the acceptability of the student's thesis. If approved, the student will make all requested changes and submit the final thesis for appropriate signatures. Additionally, committee members will complete the ECU Thesis/Dissertation Scoring Rubric (see Appendix A). If the thesis is not approved, the student will need to make the requested changes and schedule a second thesis defense.

Depositing the Thesis

Following the defense, the student must complete any corrections or additions indicated by the committee. Once the final draft of the thesis is completed, the student should obtain the appropriate signatures from the committee and submit the manuscript to the Department Chair for review and signature. Students should allow at least one week for the Department Chair to read and return the thesis. The student then follows the Graduate School's procedures for electronic submission of the thesis. The Graduate School will check to ensure that all of the required sections of the thesis are included and will provide the student with a receipt certifying completion of the thesis.

Thesis Hours

Students will register for PSYC 7000 for thesis course credits during the fall and spring semesters of their second year. The grade of S will denote satisfactory progress in research, and credit hours will be included in overall attempted and earned hours. This will ensure that graduate students making satisfactory progress will remain eligible for federal financial aid for the longest period of time allowable. The grade of U will denote unsatisfactory progress in research; credits will not be earned but credit hours will be included in attempted hours. Upon successful defense of the thesis and approval by the Graduate Dean, the grade of R will be assigned by the Registrar's Office upon receipt of the Thesis/Dissertation Acknowledgement Form from the Graduate School. Grades of S, U, and R will carry no quality points and will not be included in the calculation of the GPA. (Any grade of Q in PSYC 7000, assigned under the former grading system prior to spring 2011, will be replaced with a grade of R at the time of completion and approval of the thesis.)

Throughout this process, the student should meet department and university deadlines and follow the format requirements of the department and the university.

X.WRITTEN COMPREHENSIVE EXAM

The purpose of the written comprehensive exam is to ascertain whether the student has obtained the requisite knowledge and skills for doctoral candidacy. It is expected that by the time a student completes the written comprehensive exam, the student has attained a high level of expertise in several specific areas and a working knowledge of most other areas. It is also expected that the student has acquired the synthesis and writing skills necessary to display that knowledge clearly and concisely in a time constrained environment.

Timing

Students typically take comprehensive exams at the end of their second year in the program. By that point, the student should have completed almost all of his/her primary (i.e., non-elective and foundation) coursework.

Format

A student has three hours to complete the exam. The primary purpose of this exam is for the student to provide the most correct and succinct answer to the provided questions. The format of the exam requires the student to answer three out of five questions. One of the five questions is designated as required (i.e., it must be answered by all students), and the student is asked to select and answer two of the four remaining items.

Coverage

The comprehensive exam consists of essay questions related to the following topical areas: (1) Organizational Behavior (PSYC 6343), (2) Special Topics in I/O Psychology (PSYC 6521), (3) Ethics and Professional Practice (PSYC 6465), (4) Issues in Personnel Selection (PSYC 6420), and (5) Methods in Human Measurement (PSYC 6327). The exam items are written by faculty who teach the graduate classes listed above.

Grading

If the student receives either an A or a B from the first reader (grader) on each of the three questions, this constitutes the student's final grade on the examination. If the student receives either a C or an F from the first reader, the examination automatically progresses to a second reader. If the second reader returns the same letter grade (any pluses or minuses will be ignored), this constitutes the student's final grade. If the first and second readers' evaluations differ, then the examination goes to a third reader, in which case the final grade is simply the median of the three grades given.

Students who receive in three areas:

1. All A's, pass with honors.
2. No final grade lower than a B, pass unconditionally.
3. One C and no F's must be reexamined in the area in which the C was received.
4. Two final grades lower than a B must retake all three areas.
5. One final grade of F must retake the entire examination.

A student is allowed to retake the exam one additional time, no sooner than the subsequent semester (excluding summer semesters). If the second attempt is unsuccessful, then the student is terminated from the program.

XI. ORAL COMPREHENSIVE EXAM

Before admission to candidacy for the doctoral degree, the student must pass an oral comprehensive examination. This examination is intended to test the student's overall knowledge of the major and minor subjects of study, both in breadth across the general field of study and in depth within the area of specialization. This examination, therefore, should not take place until the student has completed most of his/her coursework and is ready to begin work on his/her dissertation (i.e., at least 60 s.h. of coursework).

Following successful completion of the written portion of the exam, the oral comprehensive exam is conducted before the examining committee of the faculty. All members of the examining committee must be present for the entire exam. Should special circumstances require a member to attend remotely, the student bears full responsibility to coordinate this aspect of the exam. Discussion of proposed dissertation research may be included. The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague. The Graduate College allows no more than one re-take of the oral exam.

Examination Committee

The examining committee must consist of at least three members. The student's faculty mentor and two additional members must be tenured or tenure-track faculty members affiliated with the OHP program. Any members beyond the third may also be tenured or tenure-track and must be pre-approved by the Program Director.

Examination Process

In consultation with his/her faculty mentor, the student should choose three areas of specialization that will be evaluated during the oral comprehensive exam. After deciding on these areas, the student, in conjunction with his/her major advisor, should form a committee for the oral comprehensive exam. The Oral Comprehensive Committee should consist of at least three members who may or may not be on the student's dissertation committee. Each of the committee members should be consulted about the specialty areas that are to be included on the exam. Together, the committee members will produce a set of relevant questions that will be utilized during the exam. The student and examination committee will then agree on a time and date for conducting the exam.

Grading

At the completion of the exam, the oral comprehensive committee will each provide a rating of the student's performance: (1) Pass with honors, (2) Pass, (3) Fail, or (4) Abstain. Only one failing or abstaining rating is allowed. If the oral exam is completed successfully, all committee members will sign the Results of Oral Comprehensive Examination Report Form which will be placed in the student's departmental file. A failed oral examination may be re-taken at the convenience of the committee.

XII. DISSERTATION

After a student has successfully passed his/her written and oral comprehensive exams and has advanced to candidacy, he/she is formally ready to begin work on a dissertation.

Committee Chair and Members

As with the thesis project, the graduate student should identify an area of interest and conduct additional readings in that area as early as possible. Although not a requirement, the student will usually find that it is advantageous to select a topical area in which a faculty member in the concentration has substantial research expertise. Once the student has identified a suitable area for dissertation research and a faculty member who is able and willing to provide direction, he/she should formally ask that professor to serve as the chair of his/her dissertation committee. In consultation with the dissertation chair, the student will then select at least four additional individuals to serve on the committee.

For these four members, at least two must be from within the student's concentration (i.e., OHP) and at least one must be from outside the student's concentration. Additionally, it is suggested that one committee member be from outside the department (i.e., an external committee member); however, this is not a requirement. The student, in consultation with the dissertation chair, selects the other committee member(s) based on their competencies in the area of the dissertation topic, research design or statistical expertise, or other relevant expertise.

In general, all members of a dissertation committee must hold either associate graduate faculty status or full graduate faculty status except for the additional conditions outlined below:

- Graduate teaching faculty may serve as the fourth member of a committee as provided in Appendix F of the Faculty Manual. The Graduate School Advisory Board interprets this to mean that at least three members must hold associate or full graduate faculty status.
- Persons external to the university serving as one of the three or four primary members of a committee must hold adjunct graduate faculty status at the associate level or full level. Appendix F of the Faculty Manual allows adjunct graduate faculty to have the same privileges as corresponding regular graduate faculty (associate and full), and thus may serve as qualified members of a dissertation committee.
- Ad-hoc committee members external to the university may serve without additional qualifications as long as at least four members of the committee hold the appropriate graduate status as described above.

Proposal Preparation

Once a dissertation topic has been identified and a committee established, the student works with the chair and committee members, as necessary, to prepare a proposal. The proposal should include the following sections: (1) Introduction, (2) Literature Review (including specific research hypotheses), (3) Proposed Method (including proposed data analysis plan), and (4) References. The proposal should be formatted based upon the most current *APA Publication Manual* and the *Graduate School Manual of Basic Formatting Requirements for Theses and Dissertations* (located on their website: www.ecu.edu/gradschool).

Proposal Defense

As soon as the proposal has been prepared to the extent that the student and chair feel confident about presenting it for review, a committee meeting should be scheduled. Each committee member will receive a copy of the proposal at least one week prior to the proposal meeting. During this meeting, the student will present the dissertation proposal and respond to questions from the committee members. Unlike the thesis proposal meeting, the format of this meeting is to be a formal presentation during which the student must justify and defend the legitimacy of the proposed research.

The committee will recommend changes, if any, that need to be made to the proposal (e.g., depth of the literature review, design of the study, nature of the hypotheses). Once all of the committee members have approved the proposal, the student is responsible for completing and submitting the ECU Pre-Thesis Research Approval Form. Furthermore, it is the student's responsibility to ensure that all research has been approved by the University and Medical Center Institutional Review Board (UMCIRB; www.ecu.edu/irb) or the Institutional Animal Care and Use Committee (IACUC), as applicable, prior to the start of data collection.

Completing the Dissertation

Following the proposal meeting, the student is responsible for keeping the committee chair informed of his/her progress with data collection and analysis, and, if necessary, should discuss the project with any of the other committee members. Once the study has been completed, the student will begin preparing the final manuscript. Early drafts should be developed by the student in close consultation with the committee chair and should include the proposal components as well as (1) Results, (2) Discussion, (3) Conclusions, and (4) an updated Method section. These early drafts are not typically shared with other committee members unless so requested by the dissertation chair. Refer to the most current *APA Publication Manual* and the *Graduate School Manual of Basic Formatting Requirements for Theses and Dissertations* for specific guidance on manuscript formatting requirements.

Once a final draft has been approved by the dissertation chair, the student will provide each committee member with a copy of the final manuscript at least one week prior to the scheduled dissertation defense. A copy will also be placed in the Department of Psychology (e.g., Rawl 303) for public review. The dissertation defense may not be scheduled until this final copy has been distributed. The student is responsible for e-mailing an official notice identifying the time and location for the defense. This notice should be sent at least two weeks prior to the defense and should include (1) the title of the dissertation, (2) the name of the student, (3) the time, date, and location of the meeting, (4) the name of the dissertation chair, and (5) the names of all other committee members. This notice is usually sent via email notification to all faculty and graduate students via the ECUPSY-L listserv (address your email to ECUPSY-L@Listserv.ecu.edu). Below is an example of the typical notice that is sent:

Re: Dissertation Defense: Evoked Potentials, Expressed Anger, and Circulating Androgens

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Pierre Flourens are serving as dissertation committee members. A copy of the dissertation is available for public review in the graduate seminar room (Rawl 303).

Completing a Dissertation During the Summer

Most of the faculty members in our concentration hold 9-month academic appointments. This means they may or may not be available during the summer months because they are not paid during this time period, so keep in mind the challenges of convening a committee during the summer, schedule meetings well in advance, and establish a realistic timeline for committee members to review your drafts and revisions and for the Department Chair to review your final manuscript. You must adhere to the deadlines of the Graduate School in order to meet the graduation deadline (i.e., completed dissertations must be submitted to the Graduate School by mid-July to ensure a summer graduation).

Dissertation Defense

The student must complete a final oral exam (referred to as a dissertation defense) administered by the Dissertation Committee. The dissertation defense is open to all students and faculty who wish to attend. The student defending his/her dissertation is expected to make a formal presentation of approximately 45 minutes. The presentation should focus on (1) the research problem, (2) hypotheses, (3) methodology, (4) analyses, (5) interpretation of the data, and (6) implications of the findings. Following the presentation, the student will address questions from the students first, then from the committee members, and then from other faculty members in attendance. The committee will then deliberate in private regarding the acceptability of the student's dissertation. If approved, the student will make all requested changes and submit the final dissertation for appropriate signatures. Additionally, committee members will complete the ECU Thesis/Dissertation Scoring Rubric.

The following are appropriate requirements for the dissertation defense:

- The student is expected to display mastery of the research process as it relates to his/her dissertation as well as command of the subject matter of the dissertation. The student should be able to answer procedural questions concerning data collection or statistical analysis procedures. For the latter, the student is not expected to have each formula at his/her fingertips, rather, the data analysis should be explained conceptually and it should be clear that the student understands the analysis, and the student should be able to demonstrate that the assumptions of the analysis performed were reasonably valid.
- If the data analysis has been altered since approval of the dissertation proposal, then the student should be able to justify any such changes. If the dissertation committee members feel that alterations should have been made, the student should be able to explain why no modifications were made. This must be kept reasonable. For example, a student who has conducted a two-group study with a single dependent measure is not liable to questions concerning multivariate analysis. However, completion of the mechanics of data analysis is not a substitute for thoughtful data analysis and an understanding of the limitations of analysis and appropriate conclusions that can be drawn from the analysis.
- The student must be able to explain how interpretations were derived from the analysis of the data and how his/her findings fit into and contribute to the existing body of literature in the area. The student must be able to evaluate the strengths and weaknesses of his/her own work and to project logical extensions of that work.

The dissertation committee is the ultimate judge of whether the student satisfactorily performs the requirements of the oral defense. The committee's decision will fall into one of the following categories:

1. Pass, with no changes: The student has completely satisfied the committee and no changes are required to the dissertation.
2. Pass, with changes: The student has satisfied the committee, but stipulated changes must be made to the dissertation prior to submission.
3. Fail: The committee is not satisfied with the student's ability to perform the above, and/or such major changes are required in the written dissertation that another defense must be scheduled.

In order to pass the oral exam, all members of the dissertation committee must vote to pass the candidate. All decisions of the committee regarding whether the candidate passes or not and what changes are required to the written dissertation are made during a closed meeting of the examining committee immediately following the oral exam; other persons present at the exam may not be present at or take part in the discussion leading to the vote (with the exception that the dean's representative is invited to observe the deliberations).

If a candidate does not pass the oral exam, he/she is allowed a maximum of one additional oral exam to be scheduled only after the committee is satisfied that stipulated changes in the written dissertation have been completed.

If the student passes with no changes, the committee will sign the approval sheet and the student will have completed all requirements for the degree. If the student passes with changes, the committee may either sign the cover sheet and entrust the dissertation advisor to revise the changes before submission of the dissertation or they may require that the candidate circulate the final draft to the committee before signing the approval sheet. Students who pass with changes have not completed all requirements for the degree; they may not use the title "doctor" until the dissertation has been signed by the committee and submitted to the university. Students who complete their dissertation after the filing deadline for the semester will receive their degree at the next graduation opportunity. If not approved, the student will need to make the requested changes and schedule a second dissertation defense.

Depositing the Dissertation

Following the defense, the student must complete any corrections or additions indicated by the committee. Once the final draft of the dissertation is completed, the student should obtain the appropriate signatures from the committee and submit the manuscript to the Department Chair for review and signature. Students should allow at least one week for the Department Chair to read and return the dissertation. The student then follows the Graduate School's procedures for electronic submission of the dissertation. The Graduate School will check to ensure that all of the required sections of the dissertation are included and will provide the student with a receipt certifying completion of the dissertation.

Dissertation Hours

Students will register for PSYC 9000 for dissertation course credits during the fall and spring semesters of their fourth year. The grade of S will denote satisfactory progress in research, and credit hours will be included in overall attempted and earned hours. This will ensure that graduate students making satisfactory progress will remain eligible for federal financial aid for the longest period of time allowable. The grade of U will denote unsatisfactory progress in research; credits will not be earned but credit hours will be included in attempted hours. Upon successful defense of the

dissertation and approval by the Graduate Dean, the grade of R will be assigned by the Registrar's Office upon receipt of the Dissertation Acknowledgement Form from the Graduate School. Grades of S, U, and R will carry no quality points and will not be included in the calculation of the GPA.

Throughout this process, the student should meet department and university deadlines and follow the format requirements of the department and the university.

XIII. INTERNSHIP

Each student in the OHP concentration must complete an internship that provides practical experience in an organizational setting. An internship provides the opportunity to engage in professional work under the supervision of another professional, and may entail either personnel research or applied activities such as training and development, selection and appraisal, job analysis, or other similar functions.

Internship Criteria

An internship must meet the following minimal criteria:

1. One semester of full-time employment in an organizational setting. Internship placements generally occur during the summer (May through August) following the first year of coursework. A full summer's assignment (no less than 10 weeks) will be considered equivalent to one semester.
2. A work placement, which will provide an opportunity for the application of knowledge and skills acquired as an OHP graduate student. Students may not interview for an internship without receiving prior approval from the Program Director. Students are typically placed on the company's payroll, and the assignment may require the student to relocate for the semester.
3. An on-the-job supervisor who is familiar with the requirements of the internship program must supervise the internship. A psychologist (or other human resource professional) employed by the organization will supervise the student, or he or she will work under the supervision of an ECU OHP faculty member. The provision of supervision must be approved by the Program Director prior to the beginning of the assignment. Each supervisor will be asked to summarize the student's performance in a feedback report provided to the Program Director and the student. Students will be evaluated on the basis of their job performance, attitude, and professional growth.

Prior to the start of the internship, all students must complete an Internship Agreement. Following the completion of the internship, all students must submit an Internship Completion Form.

XIV. RESEARCH PROJECTS

The OHP faculty expect all OHP graduate students to engage in research using any one of several approaches. When a student has determined his/her area of research interest, he/she may become involved in research projects in that area in several ways, as follows:

- The student may contact a faculty member who is interested in working with him or her and may enroll in PSYC 6519 (Directed Research I???) and 6520 (Directed Research II???).
- The student may identify a faculty member who has a grant or contract in a research area of interest to the student and approach this faculty member to express interest in contributing to the project.
- The student may contact a trained professional (off-campus) with whom the student would like to collaborate on a research project. In this case, the student should discuss this with her/his advisor to determine how this could be arranged to the student's advantage (e.g., a practicum placement might be developed for the student). However, this must be done via approval of the Program Director and following a vetting of the qualifications of the intended supervisor.

Note that all of these scenarios require official supervision. As the development of research proficiency is a fundamental component of this concentration, students may not engage in unsupervised research without approval of the Program Director.

Approval of Research Projects

All research projects must be approved by the faculty advisor before the research begins. If the project involves the use of human subjects, it must be approved by the University and Medical Center Institutional Review Board (<http://www.ecu.edu/cs-acad/rgs/irb/>) prior to any data collection. All of the relevant forms and procedures may be found on the UMCIRB website.

XV. FINANCIAL, HEALTH, OR EMOTIONAL DIFFICULTIES

Graduate school can be a very difficult and demanding time such that personal and emotional problems can arise. Seeking help when needed is actually a positive and professional response. Seeking help is actually an ethical requirement if personal problems interfere with your ability to function professionally. Students experiencing financial, health, or emotional difficulties are referred to their primary advisor for individual consultation and support, and to the Program Director or their primary advisor for formal motions related to the concentration.

The Center for Counseling and Student Development

The Center for Counseling and Student Development helps students make the most of their opportunities for personal and academic development while enrolled in the university. The center offers counseling in the following areas: personal/adjustment issues, academic, career, and alcohol and other drug abuse. Psychiatry services are also offered through the office. In addition to individual counseling, group sessions are conducted for those students who wish to focus on various problems or personal concerns that arise from the stress of university life and interpersonal relationships. The center's staff provides educational outreach programs and workshops on a wide variety of subjects related to the campus community. When necessary, tests and inventories are used to help students ascertain their areas of interest and/or to gain insight into their personal adjustment. Enrolled students are entitled to the services provided by the center free of charge. Students are encouraged to call 252-328-6661 to schedule an appointment or to consult about emergency services.

Student Health Services

The Student Health Services provides individualized high quality health care and nutrition education for currently enrolled, fee-paying, ECU students. The outpatient clinic provides health care through appointments for students' convenience and through an urgent care clinic during operating hours. Services include, but are not limited to, routine health care (illness, accidents, physicals, wellness, etc.) mental health, massage therapy, sports medicine, health and wellness education, pharmacy, laboratory, x-ray, allergy vaccine clinic, self-care medication clinic, health insurance and more. An after-hours nurse line is available to students twenty-four hours a day, seven days a week including holidays and weekends, to assist students in making medical decisions. The nurse will assess the needs, provide self-care instructions when appropriate, and provide phone numbers to local urgent care facilities as needed. The telephone numbers for the Student Health Services are as follows:

Main switchboard: 252-328-6841
Pharmacy 252-328-6841, ext. 608

Other Referrals for Personal Difficulties

In addition, the Director of Clinical Training for the Department of Psychology maintains a referral list of psychologists and private providers willing to help students in the Health Psychology program.

Student Government Association and Student Legal Services

A student who is facing legal situations may contact Student Legal Services, which is funded by Student Government Association (SGA) to answer legal questions and give legal advice. There is no charge to the student for this service. The attorney will not represent the student, but may refer to another attorney. Call the SGA office, 252-328-4726, for a confidential referral.

ECU LGBT Resource Center

The university supports a LGBT Resource Center which is located in the Brewster Building, Room B-103B. There are also university sponsored SAFE Trainings which the department encourages for all students and particularly those in health professions. The number for the LGBT Resource Center is 252-737-4451.

Office of the Victim Advocate

The Office of the Victim Advocate at ECU is a one-stop resource to receive advocacy and support services. The program has a number of goals, and offers programs and services to address the special challenges students encounter related to their personal safety. One goal is to educate students year-round in classrooms, residence halls, student groups about their rights should they become a victim of a crime on- and off-campus. Another goal is to continuously improve East Carolina's preventative rape education, and to promote responsible choices concerning healthy relationships. Throughout the year, students will assist the victim advocates' office in raising awareness about other social issues. These goals are a way to empower students to make the right decisions when they are faced with options that could have a lasting effect on them.

XVI. NORTH CAROLINA RESIDENCY

Residency status for the purpose of determining tuition charges at a public institution of higher education in the state of North Carolina is governed by the North Carolina General Statutes. Students who are classified as residents for tuition purposes are eligible for a tuition rate lower than that charged to non-residents because a resident's tuition is subsidized by revenue from the state of North Carolina. In-state tuition is, therefore, a benefit offered by the state to its residents under terms in the applicable General Statutes. It is strongly recommended that students review the laws and regulations prior to submitting an Application for In-State Residence and Tuition Status.

Each applicant is classified as a resident or non-resident for tuition purposes during the admissions process using information from the application for admissions. All graduate students admitted as out-of-state students and who receive a tuition bill for out-of-state fees should apply for North Carolina residency as soon as possible by filing an application for reclassification with the Graduate School once each semester. The student must complete the Residence and Tuition Status Application (available from the Graduate School). The application may be submitted up to one month in advance of the date by which a student will have lived in North Carolina for one year. Please note that a student needs to secure an in-state driver's license within 30 days of the date they begin residing in North Carolina and complete their automobile registration within 60 days of that same date. The student will be notified by mail of the reclassification decision. Out-of-state students are strongly encouraged to consult the Graduate School at ECU, the ECU Graduate Catalog, and the *Manual to Assist the Public Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes* for detailed information regarding the policies governing the establishment of in-state residency for tuition purposes. The manual is found in Joyner Library (ECU), the libraries of the other constituent members of the University of North Carolina, and online at <http://www.ecu.edu/cs-acad/registrar/Residency.cfm>.

XVII. BEYOND REQUIREMENTS: EXPECTED ACTIVITIES FOR OHP STUDENTS

The graduate school experience is far more than mere fulfillment of coursework and other requirements that are described in this handbook. These represent the minimum expectations, but to become a Ph.D., you must do far more than simply fulfill these requirements. In approximately five years, you will become a scientist/practitioner. In other words, you will be turning yourself into one of us — either a practitioner or a professor. You must not only acquire knowledge, but also learn how to think like a psychologist, and develop research and practice skills. Our expectations are that you will become a highly talented psychologist who is able to conduct empirical research and apply the principles of scientific inquiry. Our goal is for you to be able to compete for the best jobs in whatever area you choose for your career. This requires a tremendous amount of dedication and effort, but if an I/O career is what you truly desire, it will be worth it. Below is a list of activities that will enhance your training.

- Join SOHP, SIOP, or other professional organizations.
- Attend conferences.
- Develop areas of academic and professional interest.
- Present papers to conferences and submit manuscripts to journals.
- Attend department colloquia.
- Get involved in the program.
- Read TIP (The Industrial and Organizational Psychologist is the SIOP newsletter).
- Read the research literature.
- Get involved in research.
- Volunteer to mentor I/O Master's students and new OHP students.

XVIII. Guidelines for Peer Mentors

The purpose of the peer mentor program is to assist new graduate students with their transition to graduate school through contact with more advanced students. The peer mentor lends his/her advice and support to enable the new student to become better socialized into the program. Faculty are able to provide this to some extent, but students are often more comfortable talking to their fellow classmates, and for many issues (e.g., how to register, where to live, etc.) faculty may not be as well informed as fellow students. Although most students will develop their own support network, the peer mentor program is designed to provide support until that happens. Your fellow students will likely become your initial professional network, and the peer mentor program can help facilitate this process, at least in a small way.

If you have agreed to be a peer mentor, you should offer assistance to your assigned student. Some efforts that seem reasonable to offer help may include the following:

- Provide advice about where to live.
- Show the student around campus and/or the area.
- Help with administrative details, such as setting up bank accounts, getting health insurance, establishing North Carolina residency, registering for classes, and/or signing up for payroll.
- Help with course selections.
- Provide advice about dealing with the stressors of the first year.
- Help the student understand program requirements and give advice about how to progress at a reasonable rate.
- Provide a realistic preview of school and external placements.
- Introduce the student to other graduate students.

If you volunteer to be a peer mentor, you should agree to do the following:

- You should contact your student as soon as the assignment has been made (in late spring or early summer), and get acquainted at least through e-mail. Offer assistance, and likely he or she will want advice about where to live and about getting relocated.
- Once your student arrives, make contact again by phone or e-mail to see if he or she needs further help. A face-to-face meeting would be ideal if possible; for example, you might meet on campus to show your student around or have lunch.
- Attend departmental get togethers with the students during orientation and later in the semester, if possible. This might include the luncheon at the end of the GTA training and/or the afternoon I/O orientation session.
- As the semester progresses, make yourself available to help. Be proactive. Don't just give your student your number and tell him or her to call you if he or she needs anything. Contact your student from time to time (perhaps monthly) to ask how things are going.
- Keep in mind that some assigned relationships will develop and flourish and some will not. This is to be expected. Regardless, each peer mentor should make a commitment to contact their assigned student at least once every month or two for the first year, initially more frequently and then tapering off over time. Often, first year students feel uncomfortable asking for help or imposing on the time of the senior student, so it is important that the peer mentor make the effort to initiate contact. Of course, keep in mind that many people are independent and may make an easy transition, so offer help but don't be overly intrusive if that help is not needed. Your student will still appreciate the offer.

The peer mentor program serves an important function for the OHP concentration. The support and camaraderie among students is one of the factors that make a great team!

APPENDIX A FORMS

Note: All these forms are available in electronic formats that allow for typing in the required fields, so please request those versions from your advisors or from the Graduate Program Assistant. The forms are included in this handbook so that you may anticipate what information they require and collect that information in a timely manner.

Forms included:

- Degree Checksheet
- Pre-Thesis or -Dissertation Research Approval Form
- Department of Psychology Thesis Scoring Guideline and Rubric
- Annual Record of Progress Form
- Health Psychology PhD Occupational Health Psychology Concentration checklist
- Internship Agreement Form
- Internship Evaluation Form
- Results of Oral Comprehensive Examination Report Form

Student ID:
Student Name:
Adviser Name:

Catalog: 2013-2014 Graduate Catalog
Program: Health Psychology, PhD
Minimum Credits Required: 98 s.h.

Professional standards and ethics - 3 s.h	Term Taken	Grade	Notes
PSYC 6465 - Ethics and Professional Practice			
Foundations in psychology - 18 s.h.			
PSYC 6414 - Biological Basis of Behavior			
PSYC 6421 - Social Psychology			
PSYC 6428 - Cognitive Psychology or PSYC 7427 - Advanced Principles of Learning			
PSYC 6407 - Cultural Psychology or PSYC 6475 - Personality and Individual Differences			
PSYC 6406 - Advanced Developmental Psychology			
PSYC 6408 - History of Psychological Thought			
Research methods and practice - 24 s.h.			
PSYC 6430 - Statistics and Research Design			
PSYC 7431 - Advanced Research Design			
PSYC 7000 – Thesis (first)			
PSYC 7000 – Thesis (second)			
PSYC 9000 - Dissertation			
Health psychology core - 17 s.h.			
PSYC 8001 - Colloquium in Health Psychology			
PSYC 8002 - Health Psychology			
PSYC 7504 - Occupational Health Psychology			
PSYC 7506 - Counterproductive Work Behavior			
PSYC 8996 - Seminar in Applied Occupational Health Psychology			
Approved health elective:			
Occupational health psychology concentration - 36 s.h.			
PSYC 6327 - Methods in Human Measurement			
PSYC 6343 - Psychology of Organizational Behavior			
PSYC 6420 - Issues in Personnel Selection			
PSYC 7433 - Multivariate Statistical Analysis			
PSYC 6970 - Internship in Industrial and Organizational Psychology			
<i>Electives: A minimum of 21 s.h. must be taken from the following courses:</i>			
PSYC 6423 - Employee Motivation and Leadership			
PSYC 6521 - Special Topics in Industrial and Organizational Psychology			
PSYC 7501 - Employee Evaluation and Development			
PSYC 7502 - Leadership Assessment			
PSYC 7503 - Career Development and Executive Coaching			
PSYC 7505 - Structural Equation and Hierarchical Linear Modeling or			
Approved electives:			
Notes:			

Pre-Thesis or -Dissertation Research Approval Form

Before beginning thesis or dissertation research, this check list should be completed by the master's or doctoral candidate in conjunction with the thesis or dissertation director. Please NOTE: All thesis and dissertation research must be approved by the thesis or dissertation director and the Unit Graduate Program Director. All students whose thesis or dissertation projects involve human subjects must have their proposed research approved by the University and Medical Center Institutional Review Board (UMCIRB) before beginning the studies involving those subjects. Likewise, all students whose projects involve animals must have their proposed research approved by the Institutional Animal Care and Use Committee (IACUC) before beginning those studies. A copy of the appropriate approval must be submitted with this form, or with an updated form when it is known that the research requires the involvement of such subjects, and must be included in the Appendix of the completed thesis or dissertation.

Date _____ Student name, phone number, and email address: _____

Banner ID _____

Working Title of Thesis or Dissertation Research: _____

___ Have you selected an appropriate director for your master's or doctoral work?

Name _____

___ Have you selected an appropriate committee for your master's or doctoral work?

If so, please list:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

___ Has your proposed research been reviewed and approved by your director?

___ Does your research involve human subjects?

___ Has it been approved by the UMCIRB?

If not, when will it be reviewed for approval? _____

___ Does your research involve animals?

___ Has it been approved by the IACUC?

If not, when will it be reviewed for approval? _____

___ Does your research involve potential biohazards such as recumbent DNA, viral vectors, infectious agents, human blood products etc.?

___ Has it been approved by the by the Biosafety Committee?

If not, when will it be reviewed for approval? _____

Approvals:

Thesis or Dissertation Director Signature

Date

Program Director Signature

Date

Acknowledgement of Receipt by Graduate School:

Dean of the Graduate School or designee

Date

**East Carolina University
Department of Psychology
Thesis/Dissertation Scoring Guidelines**

Introduction

- Provides background information and summarizes major work in the area
- Establishes compelling statement of the problem
- Research questions clearly stated and emerge naturally from problem statement
- The research problem is significant and will contribute practical or theoretical knowledge
- Important terms used in the study adequately defined
- Assumptions and limitations of the study clearly stated

Review of the Literature

- Uses primary sources
- Identifies key people and ideas in area selected
- Literature review addresses problem area and research questions

Methodology

- Sample fully described
- Methodology is sound and research design and procedure clearly stated
- Instrumentation and equipment fully described
- Statistics are appropriate for problem

Results

- Results of the statistical analysis presented in a clear and understandable form
- Tables used to summarize data

Discussion

- Clear statement of whether the hypotheses were supported or rejected
- Conclusions integrate previous literature and major alternative points of view
- Draws warranted and judicious conclusions that are substantiated by the evidence
- Conclusions clearly explain results
- Generalizations confined to the population from which the sample was selected
- Describes implications for the profession
- Describes implications for future research

Other Sections

- Abstract concise and descriptive
- Reference list complete and all references cited in body of project report
- Instrument included in appendix
- Informed consent form and IRB approval included appendix

Style

- Adheres to APA Style and follows Graduate School format
- Logically organized and clearly written
- The tone is impartial and scientific

Thesis/Dissertation Scoring Rubric

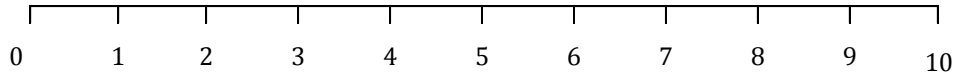
Student Name:

Date of Defense:

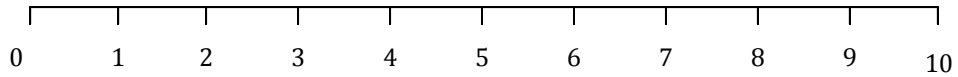
Committee Chair:

Committee Members:

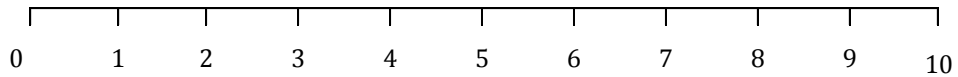
1. Introduction



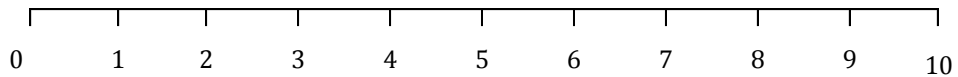
2. Review of Literature



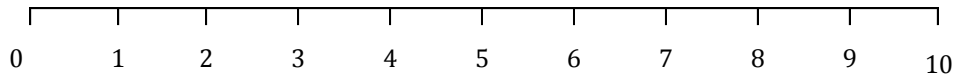
3. Methodology



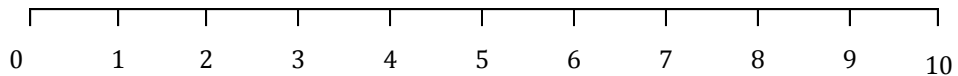
4. Results



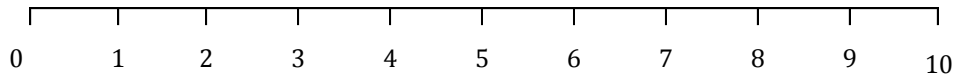
5. Discussion



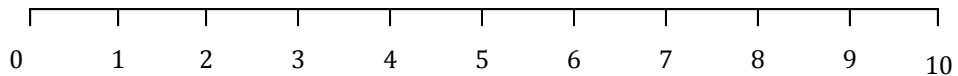
6. Other sections



7. Style



8. Overall Rating (0-4 below std.; 5-7 at std.; 8-10 above std.).



Note. Scoring for items 1-7: 10 = Clear and consistent evidence that section meets standards; 5 = Clear evidence that section meets standards; 0 = Inconsistent or absent evidence that section meets standards.

**Health Psychology PhD Program
Occupational Health Psychology Concentration
Annual Record of Progress Form**

Student Name:

Date of Program Review:

Date of This Review:

Coursework

- ☒ [1] Coursework has been satisfactory
- ☐ [2] Incomplete coursework must be completed by
- ☐ [3] You earned a grade below B in a core, foundation, concentration, or research methods course and you have been placed on probation.
 - ☐ You must retake the core course the next time it is offered
- ☐ [4] Written comprehensive exam was completed on
- ☐ [5] Oral comprehensive exam was completed on
- ☐ [6] Your coursework requirements were completed on

Interpersonal Skills

- ☒ [1] Your skill development is satisfactory
- ☐ [2] Your interpersonal skill development is unsatisfactory and you have been placed on probation:
- ☐ [3] Your internship requirements were completed on

Research

- ☒ [1] Research progress is unsatisfactory
 - ☐ this is your first extension
 - ☐ this is your second extension and you have been placed on probation
 - ☐ you are working toward fulfilling deadlines specified in your petition
- ☐ [2] Participation in a research group has been satisfactory
- ☐ [3] Thesis proposal was defended on
- ☐ [4] Thesis was defended on
- ☐ [5] Dissertation proposal was defended on
- ☐ [6] Dissertation was defended on

Probation

- ☐ [1] You have failed to meet requirements while on probation and have the opportunity to petition the faculty to remain in the program

Narrative Feedback

ECU Academic Internship Contract

This is a three party agreement between:

1. _____ (the "Student")
Name of intern
2. _____ (the "Agency")
Name of institution or agency hosting the internship
Represented by _____ (the "Supervisor")
Name of intern's supervisor at the Agency
3. Department of Psychology, East Carolina University ("Psychology Department")
Represented by _____ (the "Faculty Member")
Name of faculty member directing the internship

The purpose of this agreement (the "Agreement") is to define the responsibilities of the parties in connection with the Student's internship at the Agency (the "Internship"), in order to provide an appropriate educational experience for the Student.

The Student agrees:

1. To report to the Supervisor for a total of _____ clock hours between the
starting date of the Internship: _____ and the
date
ending date of the Internship: _____.
date
2. To enroll in ECU course _____ (the "Internship Course") in the
Fall Spring Summer I Summer II semester of _____, for ____ hours of academic credit.
circle as appropriate year
3. To perform the tasks designated by the Supervisor, as described in Appendix A.
4. To perform the academic work described in Appendix A, and any other academic work assigned by the Faculty Member.
5. To provide to ECU a written evaluation of the Internship experience.
6. That he/she is not made an employee or agent of the Agency or of ECU by this Agreement.

The Agency agrees:

1. To assign educationally meaningful tasks to the Student, as described in Appendix A, and to oversee and instruct the Student as necessary in the completion of these tasks.

2. To have the Supervisor confer with the Faculty Member during and after the Internship in connection with the Student's progress.
3. At the end of the Internship, to submit to the Faculty Member a written evaluation of the Student's performance.

Psychology Department agrees:

1. To assess the Student's work based on conferences between the Supervisor and the Faculty member, and all written and other work to be submitted by the Student as described in Appendix A.
2. To submit a grade for the Student in the Internship Course that reflects the Student's performance of the Internship and any other requirements of the Internship Course.
3. To assess the academic quality of the Internship, and to provide the Agency upon request with a written evaluation of the assessment.

Signatures:

Student

Date: _____

For the Agency:

Supervisor

Date: _____

For the Psychology Department:

Faculty Member

Date: _____

Chair

Date: _____

1. (To be completed by Supervisor.) Tasks to be performed by the Student in connection with the Internship include, but are not limited to:

2. (To be completed by the Faculty Member.) Other work to be submitted to the Faculty Member by the Student:

Accepted and approved by:

Student: _____

Supervisor: _____

Faculty Member: _____

Chair: _____

Internship Evaluation Form

Student Name:

Dates of Internship:

Organization:

Supervisor:

TASK PERFORMANCE:

<i>During the internship, the student...</i>	Never	Rarely	Occasionally	Frequently	Very Frequently	N/A
1. managed his/her work so that it was done on time.	1	2	3	4	5	N/A
2. was able to meet set deadlines.	1	2	3	4	5	N/A
3. achieved work related goals that were agreed to.	1	2	3	4	5	N/A
4. kept in mind the results that I had to achieve in my work.	1	2	3	4	5	N/A
5. had trouble setting priorities.	1	2	3	4	5	N/A
6. was able to separate main issues from side issues.	1	2	3	4	5	N/A
7. was able to perform his/her work well with minimal time and effort.	1	2	3	4	5	N/A
8. took him/her longer to complete assigned work tasks than intended.	1	2	3	4	5	N/A

CONTEXTUAL PERFORMANCE:

<i>During the internship, the student...</i>	Never	Rarely	Occasionally	Frequently	Very Frequently	N/A
9. fulfill responsibilities.	1	2	3	4	5	N/A
10. collaborated well with others.	1	2	3	4	5	N/A
11. was easily understood by others.	1	2	3	4	5	N/A
12. listened to others well.	1	2	3	4	5	N/A
13. communicated well with others.	1	2	3	4	5	N/A
14. took initiative when there was a problem to be solved.	1	2	3	4	5	N/A
15. took initiative when something had to be organized.	1	2	3	4	5	N/A
16. started new tasks when old ones were finished.	1	2	3	4	5	N/A
17. asked for help when needed.	1	2	3	4	5	N/A
18. was open to criticism of his/her work.	1	2	3	4	5	N/A
19. tried to learn from the feedback that he/she was provided.	1	2	3	4	5	N/A
20. accepted challenging work tasks, when available.	1	2	3	4	5	N/A

ADAPTIVE PERFORMANCE:

<i>During the internship, the student...</i>	Never	Rarely	Occasionally	Frequently	Very Frequently	N/A
21. worked to acquire new job knowledge	1	2	3	4	5	N/A

22. worked to develop new job skills	1	2	3	4	5	N/A
23. demonstrated flexibility	1	2	3	4	5	N/A
24. was able to cope well with difficult situations and setbacks	1	2	3	4	5	N/A
25. recovered fast, after difficult situations or setbacks	1	2	3	4	5	N/A
26. came up with creative solutions to new problems	1	2	3	4	5	N/A
27. was able to cope well with uncertain and unpredictable situations	1	2	3	4	5	N/A
28. easily adjusted to changes in his/her work	1	2	3	4	5	N/A

COUNTERPRODUCTIVE BEHAVIOR:

<i>During the internship, the student...</i>	Never	Rarely	Occasionally	Frequently	Very Frequently	N/A
29. complained about unimportant matters	1	2	3	4	5	N/A
30. made problems greater than they were	1	2	3	4	5	N/A
31. focused on the negative aspects of a work situation, instead of on the positive aspects	1	2	3	4	5	N/A
32. spoke with colleagues about the negative aspects of my work	1	2	3	4	5	N/A
33. spoke with people from outside the organization about the negative aspects of my work	1	2	3	4	5	N/A
34. purposely worked slowly	1	2	3	4	5	N/A
35. left work unfinished requiring someone else to finish it	1	2	3	4	5	N/A
36. behaved rudely towards a co-worker	1	2	3	4	5	N/A

37. behaved rudely towards a client/customer	1	2	3	4	5	N/A
38. quarreled with my colleagues, manager, or customers	1	2	3	4	5	N/A
39. purposely made mistakes	1	2	3	4	5	N/A

OVERALL:

	Very Poor	Poor	Barely Acceptable	Good	Very Good
1. How do you rate the quality of the students work? ("Insufficient"- "very good")	1	2	3	4	5

	Much Worse	Slightly Worse	Neither Better nor Worse	Slightly Better	Much Better
2. Compared to other interns, how do you rate the quality of the student's work? ("Much worse"- "much better")	1	2	3	4	5

	Never	Rarely	Occasionally	Frequently	Very Frequently
3. How often was the quality of the student's work below your expectations?	1	2	3	4	5

ADDITIONAL COMMENTS:

APPENDIX B

PRIVATEER PROGRAM

The purpose of the Privateer Program is to initiate each academic year with a community service event to engage the doctoral program in community programming. Doctoral training is a privilege and participation in the community is a small way of both symbolically and fundamentally “giving back.” The Privateer program was initiated in the 2008-2009 school year. All students and faculty are invited to participate, but this is entirely voluntary, and is meant to offer our faculty and students an opportunity to serve together. Examples of events and activities sponsored by the Privateers include the provision of gift bags and pirate games for the children at Pitt County Memorial Hospital, Pirate Party at Caswell Center (for persons with developmental disabilities), Christmas gifts for children at the Little Willie afterschool program and tutoring center, fund-raising post-earthquake in Haiti, and gathering of school supplies following the tornado in Greene County. The Privateers may also identify and address health-related needs in the community (such as diabetes education in the small town of Snow Hill).

Long-Range Goals

With the collaboration of Health Psychology students, staff, and faculty, it is hoped that the Privateer Program will grow and be an integral aspect of the doctoral program’s identity. Goals include the following components:

Privateer Events

We aim for a collective group of Privateers to plan or participate in multiple Privateer events per year that provide a contribution to the community (i.e. Children’s Hospital carnival, participate in a day of Habitat for Humanity, etc.)

Privateer Health Promotion

We aim for students to (1) identify a health-related need in the community (e.g., diabetes education in the small town of Snow Hill), (2) create a plan to address this health need (e.g., have a Diabetes Awareness Day), and (3) execute the plan with Privateers (e.g., work with community members in Snow Hill to execute the event at the library, community center, or V.F.W., etc.).

Ongoing Privateer Commitments

We aim for doctoral students to engage in an ongoing volunteer commitment of their choice (i.e. volunteering with victims of domestic violence, homeless, reading/educational programs, elderly, mentoring, NIMH, etc.).

Why have a Privateer Program?

1. Psychologists are advocates for social change.
2. From the APA Ethics Code: “Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.”
3. Contribute valuable resources and information to the community for health promotion.
4. Learn skills that are valuable to your practice as a psychologist.

Where do I go from here?

The Privateer Program is in its youth, so we welcome any ideas and suggestions to add value to this program. Your involvement in this program is entirely optional. You may decide to commit to none, some, or all aspects of the program. If you are interested in hearing more about the program and taking a role in any way, please sign your name and email address on the contact sheet.

APPENDIX C

The Importance of Research In The Training of an I/O Psychologist or Why Bother, I'm Just Going To Be a Practitioner?

Paul E. Spector

Most I/O doctoral programs have endorsed the scientist/practitioner model, with the scientist part coming first for a reason. A Ph.D. in I/O psychology means (or should mean) that you have developed certain analytical, problem-solving skills. You are able to combine your knowledge of organizational empirical findings and theoretical principles with methodological expertise to address real-world problems of organizations. The same basic skill set is needed by both academics in doing theoretical research and practitioners in their day-to-day activities. You must be able to analyze a situation, formulate answerable questions, collect information to address those questions, derive potential solutions, and evaluate the effectiveness of solutions, all by means of the scientific inquiry process. In other words, you base conclusions on systematically collected information or data. The same basic analytical/methodological skills are needed whether you are testing a theory with complex structural equation modeling for a scientific paper or dealing with the employee retention problem for your current employer. Of course, there are additional skills that are used mainly in academic or nonacademic settings, but the core is the same. There are several reasons, therefore, that we take the research portion of training so seriously.

1. **Conducting Research Is the Best Way To Build Analytical Skills.** Classroom training is a good way to impart knowledge and information, but it is not the best setting to develop the analytical skills that are needed. This is best accomplished with hands on experience in conducting research. The nature of the research is not particularly important, although studying topics of current interest in the field will also enhance your knowledge in an I/O domain. Furthermore, doing some work in more than one area helps you generalize principles beyond the context in which you learned them.
2. **Skills Generalize.** Most I/O students do not become academics, but they do conduct investigations of organizational issues. Those seemingly “academic” studies of esoteric theories might not themselves be relevant to your organizational context, but the intellectual skills you honed in doing that study of action-regulation theory will generalize to very applied problems in organizations.
3. **Applied Employers Value Research.** Of course publication is required for academic jobs, but it isn't irrelevant to applied jobs. If you are interviewing for a job with an I/O psychologist, don't be surprised to be asked about that journal article you listed as having published in your résumé. It might not be a requirement, but it helps distinguish you from the competition who haven't published, and it is an indication that you have good research skills. Also don't be surprised to be quizzed about research methodology. No, as a practitioner you won't likely be briefing the VP for HR on the latest structural equation modeling methods, but in an interview, someone might ask what you know about SEM. This tells them you are well trained and sophisticated, and that you are able to read and understand the current literature. They often recognize that research is an important part of your training.
4. **It Is Important To Contribute To the Knowledge Base of the Field.** Many practitioners conduct research, and it is not uncommon for them to present at conferences (e.g., SIOP) or

publish in journals. Without a steady flow of high quality research, the field will stagnate and lose its usefulness. Many psychologists feel it is important to share knowledge with one another in both formal and informal ways. This strengthens the field and the practice side helps keep the academic side grounded in the reality of contemporary organizational life. Perhaps the most exciting part of our field is that it remains relevant, and that our research has the potential to make an impact on the world.

5. **Research Can Be Fun.** OK, maybe fun is a bit strong, but conducting research is like solving a puzzle. You begin with a question and try to find the answer. This process can be quite interesting and rewarding, especially if you get “good” results. Even more exciting is presenting your work at a conference. Do a SIOP poster, and several hundred people will pass by your paper, and many will stop and talk to you. Some might even be famous. The ultimate is getting your paper published in a peer reviewed journal. Of course, the onerous review process will assure you get a severe enough “initiation” to add value to the accomplishment. Seeing your name in print can be quite a thrill. Obviously, this comes at the price of a lot of hard work and some struggle, especially for the inexperienced researcher, but few things of value are free.

What Things Should I Be Doing?

Research is built into the I/O curriculum. You must take at least 5 methods courses. Psychometrics, ANOVA/Regression, and field research methods are specifically required. You also must do a thesis and dissertation. However, these are just the minimum requirements. In addition you should do some, if not all, of the following.

1. **Present something at a conference.** Present your thesis and you will be a Meyer Fellowship recipient. In addition when funds are available as they are this year, we will help cover some of your costs to present at a conference, whether or not it is your thesis. Presenting is an important skill in its own right for both academics and practitioners.
2. **Submit a paper to a journal.** If you want to be an academic, this is one of the most important activities you can do. No pubs—no job. You should begin working on this as soon as you can in your academic career. Don’t feel you should wait for your thesis if the opportunity arises to do something earlier. Also, don’t limit your efforts to just thesis and dissertation. Get your own research program running. Likely, this will be a spin off of work you do with faculty—don’t think you have to invent something entirely on your own from scratch. For the practice oriented student, this is a valuable career-enhancing activity. You will gain important skill, and as noted in #3 above, it is often valued by potential employers.
3. **Develop a Research Interest.** The literature will come alive if you choose a topic interest to investigate. What it is doesn’t matter, and it can change over time. The important thing is that you choose something, read the literature to develop expertise in the topic, and then monitor the journals for new articles as they are published. As you read the literature in an area, ideas for research (e.g., thesis/dissertation) will come.
4. **Develop Your Research Perspective.** As you become more sophisticated in research methodology, you will begin to view articles more critically. You will see the strengths and weaknesses, and you will be able to see ways to build upon the existing literature. Pay attention to this side of things. Often practice-oriented students tend to pay attention mainly to the potential applied aspects of studies. However, strike a balance between looking at applied vs. research issues as both are equally important in practice.