

GRADUATE STUDENT HANDBOOK

2017/2018

Boston University
Department of Psychological & Brain Sciences
64 Cummington Mall
Boston, MA 02215
<http://www.bu.edu/psych/>

DEPARTMENT DIRECTORY

Program Affiliation:

B = Brain, Behavior & Cognition

C = Clinical

DS = Developmental Science

LEC = Full-Time Lecturer

LOA = Leave of Absence

SAB = On Sabbatical

CARD = Center for Anxiety &
Related Disorders (6th Floor)

Email addresses for all faculty &
staff can be found on the BU website
at <http://www.bu.edu/directory/>

<u>FACULTY</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
David Somers (B) Chair	64 Cummington Mall 2 Cummington Mall	149C 209	353-2583 & 358-1372
David Barlow (C) Professor Emeritus	648 Beacon Street	CARD	353-9610
Peter Blake (DS)	64 Cummington Mall	115	358-6024
Leslie Brody (C) (SAB SEM I)	648 Beacon Street	230	353-3544
Tim Brown (C)	648 Beacon Street	CARD	353-9610
Daniel Bullock (B) (SAB SEM I & II)	677 Beacon Street	210	353-9486
Barak Caine (LEC)	64 Cummington Mall	112A	353-5314
Catherine Caldwell-Harris (B)	64 Cummington Mall	123	353-2956
James Cherry (B)	2 Cummington Mall	402A	353-3254
Alice Cronin-Golomb (B, C) Director of Graduate Studies	648 Beacon Street	208	353-3911
Tracy Dunne (LEC)	64 Cummington Mall	130	353-3629
Todd Farchione (C) Associate Clinical Program Director	648 Beacon Street	CARD	353-9610
Margaret Hagen (B) (SAB SEM I & II)	64 Cummington Mall	125	353-2075
Michael E. Hasselmo (B)	610 Commonwealth Ave.	705B	353-1397
Stefan Hofmann (C)	648 Beacon Street	430	353-9233
Marc Howard (B) Brain, Behavior & Cognition Program Director	610 Commonwealth Ave.	705A	353-8448
Kathleen Kantak (B)	2 Cummington Mall	205	353-9201
Deborah Kelemen (DS)	64 Cummington Mall	121	353-2758
Melissa Kibbe (DS)	64 Cummington Mall	117	358-1587
Sam Ling (B)	677 Beacon Street	311	353-9485
Kristin Long (C)	648 Beacon Street	510	358-4296
Michael Lyons (C)	648 Beacon St.	508	353-3820
Joseph McGuire (B)	677 Beacon St.	212	353-7670
Andrea Mercurio (LEC)	64 Cummington Mall	131	353-3204
Michael Otto (C) (SAB SEM I)	648 Beacon Street	532	353-9610
Tibor Palfai (C) Clinical Program Director	648 Beacon Street	410	353-9345

<u>FACULTY (CONT.)</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Brenda Phillips (LEC)	64 Cummington Mall	133	358-0654
Donna Pincus (C)	648 Beacon Street	CARD	353-9610
Steve Ramirez (B)	610 Commonwealth Ave.	805A	TBA
Robert Reinhart (B)	677 Beacon Street	312	353-9481
Mark Richardson (C)	648 Beacon Street	232	353-4662
Michele Rucci (B)	64 Cummington Mall	248	353-7671
Kimberly Saudino (DS) (SAB SEM II)	64 Cummington Mall	105	353-3679
David Shim (LEC)	64 Cummington Mall	129	353-3111
Lisa Smith (C) CARD & Psychological Service Ctr. Director	648 Beacon Street	CARD	353-9610
Chantal Stern (B)	610 Commonwealth Ave.	905B	353-1396
Helen Tager-Flusberg (DS) Developmental Science Program Director	64 Cummington Mall	170E	358-5919
Amanda Tarullo (DS)	64 Cummington Mall	113	353-3688
Martha Tompson (C) MA Program Director	648 Beacon Street	407	353-9495
Erika Wells (LEC)	64 Cummington Mall	105B	358-6270
Benjamin Wormwood (LEC)	64 Cummington Mall	119	353-5455

<u>RESEARCH FACULTY</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Ellen S. Hendriksen (C) Clinical Assistant Professor	648 Beacon St.	CARD	353-9610
David Langer (C) Research Assistant Professor	648 Beacon St.	422	353-9238
Ovsanna Leyfer (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
John Otis (C) Research Scientist	648 Beacon St.	CARD	353-9610
Daniela Plesa-Skwerer (DS) Research Associate Professor	64 Cummington Mall	170H	358-6713
Martina Poletti (B) Research Assistant Professor	2 Cummington Mall	104	358-1385
Margaret Ross (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
Anthony (AJ) Rosellini (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
Shannon Sauer Zavala (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
Bethany Shikatani (C) Clinical Assistant Professor	648 Beacon St.	CARD	353-9610
Rosemary Toomey (C) Research Associate Professor	648 Beacon St.	214	358-2037
Arash Yazdanbakhsh (B) Research Assistant Professor	677 Beacon Street	203	358-4385
Bonnie Wong (C) Clinical Associate Professor	648 Beacon St.	CARD	353-9610

<u>ACADEMIC ADMINISTRATION</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Dr. Joanne Hebden Palfai Director of Academic Affairs/ Director of Undergraduate Studies	64 Cummington Mall	149A	353-2064
Katie O'Shea Academic Advisor	64 Cummington Mall	138	358-6886

<u>BUSINESS ADMINISTRATION</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Scott Enos Business Manager	64 Cummington Mall	139	358-1371
Khoa Le Grants Administrator	64 Cummington Mall	137	353-4089
Tyler Ware Senior Accounts Coordinator	64 Cummington Mall	136	353-2688
Geri Wilson Business Administrator	64 Cummington Mall	149D	353-2582

<u>ADMINISTRATIVE SECRETARY</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Mary Perry Senior Administrative Secretary to the Chair	64 Cummington Mall	149B	353-2583

<u>PROGRAM COORDINATORS/ ASSISTANTS</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Nicole Clement Program Coordinator, Clinical	648 Beacon St.	401	353-2587
Michaela Federico Senior Program Coordinator, Brain, Behavior & Cognition/Developmental Science/Master's Program	64 Cummington Mall	140	353-6423
Roxxanne Polleys Senior Staff Assistant	64 Cummington Mall	149	353-2580

<u>INFORMATION TECHNOLOGY</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Joseph Trapani Desktop Services Specialist II	64 Cummington Mall	120	358-5369

OTHER FACULTY (Offices are not located in the Department of Psychological & Brain Sciences)

<u>JOINT APPOINTMENTS</u>	<u>ADDRESS</u>	<u>PHONE</u>
Sudha Arunachalam (SAR) Assistant Professor	635 Commonwealth Ave.	353-7491
Deborah Brief (MED) Assistant Professor	150 S Huntington Ave	232-9500 x4689
Domenic Ciraulo (MED) Research Professor	72 East Concord St.	638-8141
Kathleen Corriveau (SED) Associate Professor	2 Silber Way	353-3259
Daniel Fulford (SAR) Assistant Professor	635 Commonwealth Ave.	358-2614
Simone Gill (SAR) Associate Professor	635 Commonwealth Ave.	353-7513
Jennifer Gottlieb (SAR) Research Assistant Professor	940 Commonwealth Ave.	353-3549
Stephen Grossberg (CAS) Professor	677 Beacon St.	353-7858
Terence Keane (MED) Professor	150 South Huntington Ave.	857-364-4551
Paul Lipton (CAS) Research Associate Professor	2 Cummington Mall	358-5150
Brett Litz (MED) Professor	150 South Huntington Ave.	857-364-4131
Susan McGurk (SAR) Associate Professor	940 Commonwealth Ave.	353-3549
Mark Miller (MED) Assistant Professor	150 South Huntington Ave.	857-364-5733
Kim Mueser (SAR) Professor	940 Commonwealth Ave.	353-3549
Steven Sandage (STH) Danielsen Professor of Psychology of Religion & Theology	745 Commonwealth Ave.	353-3050
Karin Schon (MED) Assistant Professor	72 East Concord St.	414-2327

ADJUNCT FACULTY

Jonathan Comer (Adjunct Associate Professor)
Joseph DeGutis (Adjunct Research Assistant Professor)
Jami Furr (Adjunct Assistant Professor)
Fabio Idrobo (Adjunct Assistant Professor)
Adam Johnson (Adjunct Professor)
Norbert Kopco (Adjunct Research Associate Professor)
Nicholas Mian (Adjunct Assistant Professor)
Robert Ross (Adjunct Assistant Professor)
Massimiliano Versace (Adjunct Research Assistant Professor)
Arthur Wingfield (Adjunct Research Professor)

M.A. DEGREE REQUIREMENTS FOR MASTERS STUDENTS IN PSYCHOLOGY

Candidates for the M.A. in Psychology must complete a minimum of eight semester courses (32 credits). The three courses listed below are required:

PS704 A1 CONTEMPORARY TRENDS IN PSYCHOLOGY. This course, offered in the fall semester, is a proseminar in which a number of department faculty present their current research. Topics covered include areas such as brain functioning, language acquisition, cognition, genetic bases of behavior, drugs and behavior, addiction, and selected topics in social psychology, clinical interventions and human development.

MA 614 STATISTICAL METHODS II. This course reviews all basic concepts covered in a first semester statistics course (e.g., CAS MA 613) and presents in detail more advanced topics such as analysis of variance, covariance, experimental design, correlation, regression, and selected non-parametric techniques. This is a problem-solving course in which students carry out analysis of data taken from educational and other social science sources.

PS 901 or PS 902 DIRECTED STUDY IN PSYCHOLOGY. Students, working with a faculty supervisor, undertake an independent research project. A written product is required, which is usually a report of an empirical effort or an extensive literature review with a theoretical contribution.

In addition, students must fulfill the comprehensive requirement. The rationale for the comprehensive requirement is that students should demonstrate proficiency in several major areas of psychology. M.A. students must demonstrate knowledge by successfully completing at least one approved course from two of the three programmatic knowledge areas.

Programmatic Areas

Brain, Behavior & Cognition

- 520 – Research Methods for Perception and Cognition
- 525 – Cognitive Science
- 528 – Human Brain Mapping
- 529 – Neuroplasticity
- 530 – Neural Models of Memory Function
- 721 – General Experimental I
- 734 – Psychopharmacology
- 737 – Memory Systems of the Brain
- 821 – Learning
- 822 – Visual Perception
- 824 – Cognitive Psychology
- 828 – Seminar in Psycholinguistics
- 831 – Seminar: Neuropsychology
- 832 – Physiological Psychology
- 833 – Advanced Physiological Psychology
- 835 – Attention
- 836 – Molecules & Behavior

Clinical

- 732 – Behavioral Medicine
- 735 – Motivation
- 773 – Child/Family Assessment
- 791 – Social Oppression
- 829 – Neuropsychology
- 831 – Seminar in Neuropsychology
- 860 – Child Therapy
- 874 – Seminar: Psychotherapy
- 875 – Advanced Psychopathology
- 880 – Empirically Supported Treatments
- 881 – Addictive Behavior
- 882 – Child/Family Treatment
- 883 – Social Anxiety

Developmental Science

- 541 – Social Development
- 544 – Developmental Neuropsychology
- 545 – Language Development
- 546 – Cognitive Development
- 549 – Developmental Psychopathology
- 550 – Childhood Adversity
- 743 – Cross Cultural Developmental Psychology
- 747 – Infant Development
- 761 – Major Issues in Social Psychology
- 790 – Family Theory & Research
- 825 – Early Social Cognition
- 840 – Developmental Behavioral Genetics
- 843 – Life Span Development
- 844 – Theories of Development
- 847 – Atypical Development
- 848 – Developmental Psycholinguistics
- 893 – Contemporary Issues: Psychology Family

Please note that students may request approval for any course taken previously at another university, but not applied to another degree, by submitting a full course description, syllabus, and a reading list to Dr. Joanne Hebden Palfai, Director of Academic Affairs.

M.A. DEGREE REQUIREMENTS FOR DOCTORAL STUDENTS IN PSYCHOLOGY

Two categories of requirements are necessary for the M.A. degree en route to all the Ph.D. programs. Specific graduate programs may have their own additional requirements.

- I. Courses: A minimum of eight graduate level courses, including PS711 (Statistics in Psychology I). Students must obtain prior departmental approval for any course they wish to take outside the Department or the University. Please see Dr. Joanne Hebden Palfai (Rm. 149A) for additional information.
- II. Research Activity: Requirements vary by program. For specific questions, see program directors.

Clinical Program: First-year graduate students immediately become involved in a clinical research laboratory or program with a faculty member. Students continue to be actively involved in programmatic research with their mentors throughout their tenure, and are also required to explore an additional area of interest (outside of their mentor's laboratory) as part of their Clinical Portfolio. The student must complete and write up a data based project (in publishable format) by the end of the second year.

Brain, Behavior & Cognition: First-year graduate students are expected to join a BBC research laboratory upon entering the program. During the first semester, students should work with their primary mentor to develop a training and research plan that will provide them with fundamental research skills necessary for them to embark on designing a research project with their mentor. Progress on developing research skills and a research project will be evaluated by the mentor at the end of the first year. Students continue to be actively involved in programmatic research with their mentors in year two. The student must complete a project of publishable quality within the first two years.

Developmental Science: Year one is an apprenticeship in one of the Developmental Science faculty labs. Students work closely with a faculty mentor chosen early in the fall on the basis of mutual interests. The purpose of the apprenticeship is to familiarize students with the process of research. During the first year, students should embark on the design of a research project with their mentor. Progress on this first year research project will be evaluated by the mentor at the end of the first year. Year two of students' research activities can be a continuation of those begun in the first year. Alternatively, research activities can be undertaken in a different lab. The goal of research activities begun in the first year (and all research activities) should result in tangible research products including conference presentations/posters, brown bag presentations and manuscripts to be submitted for publication.

M.A. DEGREE CALENDAR

Jan. 2018 Award May 2018 Award Sept. 2018 Award

*[Intent to Graduate Form](#) Sept. 30, 2017 Jan. 26, 2018 May 30, 2018

*Students may fill out a diploma application before they satisfy all requirements. The Diploma application is available at <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-masters-forms-policies-procedures/grs-intent-to-graduate-for-a-masters-degree/> and is valid only for the graduation date specified. New applications must be filed if students do not graduate as planned. Please also note that dates are subject to change. For the most recent graduation calendar, please visit the Graduate School website at <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-masters-forms-policies-procedures/grs-masters-graduation-procedures/>.

PH.D. DEGREE
2017-2018

Students are admitted to one of the following Ph.D. programmatic areas: Brain, Behavior & Cognition; Clinical; Developmental Science. Time allowed to complete all requirements for the Ph.D. is seven years from the student's date of entry into the program. Milestones for completion of requirements for each program can be found at <http://www.bu.edu/psych/files/2013/10/PhD-Milestones.pdf>. Students must maintain a GPA of 3.0 or higher and have no more than two failing grades (lower than a B- or an incomplete grade older than 12 months) in order to complete the degree.

- I. Courses: In addition to the 8-course M.A. requirement, Ph.D. candidates shall complete a minimum of 8 graduate level courses, including PS712 (Statistics in Psychology II). Minimum course requirements are greater in some programs. Students must obtain prior departmental approval for any course they wish to take outside the Department or the University. Please see Dr. Joanne Hebden Palfai (Rm. 149A) for additional information.
- II. Qualifying Examination/Requirement: The method of completing the qualifying examination/requirement differs in each program. Please see individual programs' sections in this handbook for additional information on the BBC and DS requirements and in the Clinical Program Handbook for more detailed information on the Clinical Program's requirement. Please note that the qualifying exam/requirement must be completed prior to development of the prospectus by students in all programs and students in any program who have incompletes are ineligible.
- III. Residency: Each student must satisfy a residency requirement of a minimum of two consecutive, regular semesters of full-time graduate study at Boston University. Students must also be registered in the semester in which they complete degree requirements and in the preceding semester but do not necessarily have to be registered as full-time students. Full-time study is interpreted to consist of full-time commitment to the student's discipline as determined by the Department. Normally this includes access to libraries, laboratories, instructional staff, and other academic facilities of the Department and University. It does not necessarily imply full-time course enrollment. For example, doctoral students carrying one and one-half or more semester courses and holding appointments as teaching fellows or research assistants are automatically considered full-time students for the purposes of residency. If students are not TF's or RA's and are taking fewer than 12 credits, but are eligible for full-time status (e.g. doing research in addition to coursework), they need to fill out and submit the full-time certification form, available at http://www.bu.edu/cas/files/2015/09/CS_Cert-form.pdf.

REQUIREMENTS FOR THE PH.D. IN THE BRAIN, BEHAVIOR AND COGNITION PROGRAM

In addition to departmental requirements, there are five requirements of the Ph.D. program in the Brain Behavior and Cognition (BBC) area, which are outlined below.

- I. Research training in the laboratory. Students commit to a primary mentor on entry into the program. First-year graduate students are expected to join a BBC research laboratory upon entering the program. During the first semester, students work with their primary mentor to develop a training and research plan that will provide them with fundamental research skills necessary for them to embark on designing an independent research project with their mentor. Progress on developing research skills and research progress will be evaluated by the mentor each year.

II. Breadth of knowledge. The breadth of knowledge goal will be met by successful completion of coursework, in addition to attendance at seminars and research meetings, and independent reading and qualifications study. *Four courses from the following list must be taken. For coursework, the lowest acceptable grade is a B-. Only one B- grade can count toward the breadth requirement. Those individuals who enter the Program with a Master's Degree will have their requirements established on a case-by-case basis.

BRAIN, BEHAVIOR, AND COGNITION

Animal Models (PS 521)

Human Brain Mapping (PS 528)

Neuroplasticity (PS 529)

Neural Models of Memory Function (PS 530)

Developmental Neuropsychology (PS 544)

Language Development (PS 545)

Behavioral Medicine (PS 732)

Psychopharmacology (PS 734)

Memory Systems of the Brain (PS 737)

Visual Perception (PS 822)

Cognitive Psychology (PS 824)

Seminar in Psycholinguistics (PS 828)

Neuropsychology (PS 829)

Seminar in Neuropsychology (PS 831)

Behavioral Modification (PS 890)

Principles and Methods of Cognitive and Neural Modeling I (CN 510)

Learning Models (CN 570)

Topics in Computational Neuroscience (CN 780)

Neural Systems: Functional Circuit Analysis (Davison) (NE 741)

Neural Systems: Cognition and Behavior (NE 742)

Neural Systems (Barbas) (SAR HS 550)

Readings in Neuroscience (Barbas) (SAR HS 755)

*Students may petition the BBC Program Director if they would like to take other relevant courses to count toward the breadth requirement.

III. Qualifying Examination. Qualifying exams are structured to provide depth and breadth to the student's training. The goal is for the student to be conversant in several domains that have relevance to the planned dissertation topic. **All coursework must be complete and incompletes must be resolved before the Qualifying exam can be taken.** It is recommended that students take the Qualifying Exam sometime between their second and third year (please see Milestones for completion of requirements at <http://www.bu.edu/psych/files/2013/10/PhD-Milestones.pdf>).

Procedures for Scheduling and Writing the Qualifying Examination

The first step is for students, in collaboration with their thesis advisor, to identify three topic areas and a qualifying committee comprised of 3 faculty members with expertise in the topic areas. One of these members can be from outside the BBC Program, with the program director's approval. Topic areas should be non-overlapping areas that are relevant to the intended dissertation project.

The student, in collaboration with the committee members, will then compile a list of 25 readings for each topic along with a brief description and justification for the selection of these three topics. These reading lists should be approved by all three committee members. Each member of the committee must be willing to compose two questions based on their list and must be willing to grade the exam.

The next step is to forward the topics, descriptions, and reading lists to the program director, who will send these materials to the BBC faculty for their approval. The student will be informed within two weeks as to whether or not their topics are approved.

The final step is to arrange a time for the exam. The BBC program administers qualifying examinations any time of the year, contingent upon the approval of the three faculty members on the Qualifying Exam Committee. The examination is administered in the Department of Psychological & Brain Sciences, by the primary mentor. Students will receive two questions per day for three days, separated by one day of rest. This is a closed book examination. Students do not receive the questions until they sit for the exam. Each faculty person grades their section as pass, fail or honors. Occasionally, a truly outstanding set of answers will be given a grade of honors. In order to pass the examination, students must receive a "pass" grade on their answers to all three sections

Any section that does not receive a passing grade may be re-administered (with new questions) at the discretion of the Qualifying Exam Committee. If the re-written question is not passed, students may be given the option to take part or the entire exam again (at the discretion of the Qualifying Exam Committee), or they may be asked to leave the Program. The scheduling and supervision of the qualifying exam must be arranged by the dissertation advisor.

IV. BBC currently supports and encourages students to attend relevant colloquia including BBC colloquia, those from the graduate program for Neuroscience (GPN), the Center for Systems of Neuroscience, and Center for Memory and Brain (CMB). Students should discuss with their primary advisor which are the most relevant seminars to attend. These may also include seminars at Harvard, MIT, BU Medical School, Sargent College and area hospitals. Students are encouraged to attend seminars throughout their training.

V. The Annual Progress Report must be submitted and, if requested by the primary mentor, a conference with BBC faculty must be attended to discuss progress in the program. Once per year, after completion of the spring semester, students will be required to hand in a progress report. (A sample progress report can be obtained from the Senior Program Coordinator, Rm. 140) This will enable the primary faculty mentor and BBC faculty to evaluate students' progress in a variety of domains: 1) coursework for the

departmental and program breadth requirements; 2) establishment of a committee for the qualifying exam; 3) research and dissertation progress.

The BBC faculty mentor will meet regularly with each student to assess progress, and in later years this meeting should include dissertation committee members. BBC faculty mentors, as well as students, can schedule a meeting with the BBC Director on an as needed basis.

REQUIREMENTS FOR THE PH.D. IN THE CLINICAL PROGRAM

Please refer to the Clinical Program's Student Handbook for specific program and licensure requirements.

REQUIREMENTS FOR THE PH.D. IN THE DEVELOPMENTAL SCIENCE PROGRAM

The program in Developmental Science (DS) is designed to provide students with advanced training in the field of developmental psychology, with an emphasis on early childhood. The program represents the breadth of the discipline, offering research opportunities across different developmental domains using multiple methodologies, and exploring the integration of basic developmental science with practice and policy. The coursework and research training focus on the following core themes:

- Continuity and change
- Major domains – cognition; social cognition; language and socio-emotional development
- Contexts of development – genetic; neurobiological; family and culture
- Development in typical and atypical populations

Course Requirements

Among the 8 courses (post-M.A.) required for the Ph.D., PS 844 (Theories of Development), PS 716 (Psychological Research Methods) and PS 909/910 (Professional Issues in Psychological Science) are required of all students in the Program in Developmental Science.

Additional courses for the Ph.D. in Developmental Science include:

A: At least 3 courses from the following list (or equivalents) of courses on Domains of Development

- CAS PS 541 Social Development
- CAS PS 544 Developmental Neuropsychology
- CAS PS 545 Language Development
- CAS PS 546 Cognitive Development
- GRS PS 747 Infant Development
- GRS PS 750 Mind and Language
- GRS PS 825 Early Social Cognition
- GRS PS 845 Topics in Perceptual Development
- GRS PS 848 Developmental Psycholinguistics

Please note that students may elect to take either PS 545 or PS 848 but not both.

B: At least one course from the following list of courses on Contexts of Development

- CAS PS 550 Childhood Adversity
- CAS PS 560 Cross-Cultural Psychology
- CAS PS 572 Psychology of Women
- GRS PS 790 Family Theory and Research
- GRS PS 840 Developmental Behavioral Genetics
- GRS PS 847 Atypical Development
- GRS PS 855 Clinical Seminar in Developmental Psychopathology
- GRS PS 893 Contemporary Issues in the Psychology of the Family

Research Involvement

Developmental Science students are required to become actively engaged in research as soon as possible, and to seek out research experiences that will prepare them for their own dissertation research and beyond. Doctoral students should learn about the research interests and activities of faculty in the Developmental Science Program and elsewhere in the Department of Psychological & Brain Sciences - please see the description of faculty research projects at <http://www.bu.edu/psych/research/> (Select Faculty Research Project Listing). Discussions with faculty members, and with other students, will help new students to locate research opportunities.

Students, in their first semester, should locate a faculty member with whom to work and a lab to join. During their first year, they should embark upon a first year research project under the supervision of a faculty member. Activities for this research project should include literature review, data collection, data analysis, and report writing. In their first or second year it is expected that students will make a Brown Bag presentation on the research they began during their first year in the program. Students may choose to work with more than one faculty member or research group, or may choose to switch from one to another during the year, as long as agreed-upon responsibilities are fulfilled. As they progress through the graduate program, students should undertake more demanding and sophisticated research responsibilities, ultimately leading to publications and the preparation of papers for presentation at professional conferences. Students should also keep a log of their research experiences and should be prepared to discuss them with their advisors.

Students are allowed to take no more than four Directed Studies in Psychology (GRS PS 901/902) during the first two years. In some cases, students may take additional Directed Studies with approval from the Program Director.

Developmental Science Brown Bag and Colloquia Series:

Students in the Developmental Science Ph.D. program are required to attend all colloquia organized by the program and to participate in the regular brown bag series. These are regularly scheduled on Wednesday afternoons; a time period that should be reserved for Developmental Science program activities. Students are required to present their research during the Brown Bag series at least once in their first two years of the program.

Qualifying Requirements

Students should aim to complete their Qualifying Requirements, which marks their progress toward their dissertation, by the end of summer of their second year. Completion is required by the end of the spring semester in their third year in the program. Students should assemble a Qualifying Committee (three members of the DS faculty) who will guide, evaluate and provide final approval for the qualifying requirements. The following three options are available – students must complete two of the three options with a passing grade.

- 1) Research Grant Proposal: Following the format for an NIH NRSA F31 research grant. The proposal should be 6-8 pages in length. Students who submit a grant following these general guidelines and are approved for funding, do not require further evaluation by the committee.
- 2) Conceptual Paper/Review of Literature: Students select a topic on which they write a scholarly, original conceptually-grounded critical evaluation of the literature on a topic in the field of Developmental Science. The paper will be evaluated in terms of its potential for publication. Review papers that have been accepted for publication in a scholarly journal (e.g., Psychological Bulletin; Cognitive Development; Infancy) do not require further evaluation by the committee. This paper must be written according to APA Publication Manual Guidelines – 6th edition.
- 3) Empirical Paper: A paper presenting original research conducted by the student that is suitable for publication, with the student as first author. The paper will be evaluated in terms of its potential for publication. Empirical papers that have been accepted for publication in a scholarly journal (e.g., Child Development, Cognition, Journal of Child Psychology and Psychiatry, Developmental Science) do not require further evaluation by the committee. This paper must be written according to APA Publication Manual Guidelines – 6th edition.

A student who fails a qualifying paper may be given an opportunity to re-write the qualifying paper, at the discretion of his or her Qualifying Committee. Students who fail a re-write may be terminated from the Program.

Once per year, at the end of the spring semester, students will be required to hand in a progress report that enables program faculty to evaluate students' progress in: 1) coursework for the departmental and program requirements; 2) establishment of a committee and progress towards completion of the qualifying requirements; 3) research (i.e., what research activities have been pursued, have students submitted their work for presentation or publication). A sample report can be obtained from the Senior Program Coordinator, Rm. 140.

PROSPECTUS AND ORAL EXAMINATION PROCEDURES FOR STUDENTS IN ALL DOCTORAL PROGRAMS

Please note that all coursework and any incompletes must be finished prior to scheduling the prospectus hearing.

Development of Prospectus and Selection of Dissertation Committee

After successful completion of the Qualifying Examination, the candidate and the first reader proceed to select a dissertation problem and a framework for the research. The first reader must have a primary appointment in the Department of Psychological & Brain Sciences. The Brain, Behavior & Cognition Program requires that the first reader is also a member of the student's program. However, the Program will entertain petitions for exceptions to this policy, subject to the requirement that a member of the Program is actively involved in the student's dissertation research and serves as second reader on the dissertation committee. A second and third reader are chosen and consulted during this period. All three readers critically review the Prospectus drafts. **Please note that all three readers are required to attend the prospectus hearing. One committee member, who is not the first reader, can attend via audio/video communication during the prospectus hearing.**

Special Service Appointments: Any reader who is not a member of the Graduate School Faculty (cf. Graduate School Bulletin) must receive a Special Service Appointment from Boston University. Initiating such appointments requires a letter from the student's first reader outlining the person's expertise. A current CV must be attached. The letter and CV should be sent electronically to Dr. Joanne Hebden Palfai (jpalfai@bu.edu)

Research Ethics: Research involving human subjects must be reviewed by the University Institutional Review Board. The applications are available at <http://www.bu.edu/researchsupport/compliance/human-subjects/submitting-an-irb-protocol/>. Please contact Dr. Joanne Hebden Palfai (Rm. 149A) with any questions. All animal research requires review by the University Institutional Animal Care and Use Committee (IACUC). Please discuss with your mentor the specific ethics training requirements necessary for the conduct of research in your area.

Format of the Prospectus

The prospectus should contain: 1) an introduction, 2) a description of methods, 3) a description of research design (including the hypothesis of each experiment and information such as the number of subjects and a data analyses plan), 4) a trouble-shooting section at the end of your document indicating what might go wrong and is the study valuable if hypotheses are not supported, etc., and 5) a bibliography. The abstract should not be included in the prospectus. The abstract is submitted separately. (Please see instructions under prospectus hearing procedures.) The prospectus must not exceed twenty double-spaced pages, not including the title page or the bibliography. The title page should not be numbered. Margins should be 1" on all sides and the font of the entire document, including headers, should not be smaller than 11 point. Appendices should be reserved for non-essential information. Please note that a description of measures is essential information and should, therefore, be included in the text of the prospectus. Students may contact Dr. Joanne Hebden Palfai (Rm. 149A) to arrange to look at previously filed copies of prospectuses.

Prospectus Hearing Procedures

I. Two weeks before hearing:

- A) One hard copy of the full prospectus, which must not exceed twenty double-spaced pages, must be submitted to Dr. Joanne Hebden Palfai (Rm. 149A).
- B) A 2 to 3 page abstract of the Prospectus, along with an invitation to the faculty (p. 18), should be sent electronically as a single document to Dr. Joanne Hebden Palfai at jpalfai@bu.edu. The invitation should indicate: 1) time and location; 2) committee members; 3) place (Rm. 149A) where faculty and others may find a full prospectus. The Senior Staff Assistant (Rm. 149, 64 Cummington Mall) will assign the hearing room for those students who would like to schedule their defense at 64 Cummington Mall. The Clinical Program Coordinator (Rm. 401, 648 Beacon St.) will schedule the room for those students who would like to schedule their hearing at 648 Beacon Street.
- C) A Dissertation Prospectus Approval Form should be obtained from the GRS web site (<http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-phd-forms-policies-procedures/grs-dissertation-and-graduation-procedures/>, click on Dissertation Prospectus). The Approval Page is used as the Prospectus Cover Sheet.

II. The Hearing:

The candidate, the three readers and any other interested faculty meet to assess the Prospectus. The Prospectus must be approved and signed on the Dissertation Prospectus Approval Form by all three readers, after any required revisions are made by the student. The three readers now become the candidate's permanent Dissertation Committee.

III. After the Hearing and approval by the three readers:

The candidate submits both a hard copy and an electronic copy of the final version of the prospectus and approval page to Dr. Joanne Hebden Palfai (jpalfai@bu.edu), who will obtain approval from Professor Alice Cronin-Golomb, Director of Graduate Studies, and Professor David Somers, Chair. After approval has been obtained, the candidate will be notified.

SAMPLE INVITATION TO PROSPECTUS HEARING
(Attach to abstract)

TO: Department of Psychological & Brain Sciences Faculty

FROM: Your Name

RE: Dissertation Prospectus Hearing

The assessment for my dissertation prospectus will be held on Friday, October 13, 2017 at 10:00 a.m. in the Department of Psychological & Brain Sciences, Room 150, 64 Cummington Mall.

The dissertation title is "The Problems Encountered and Pitfalls Avoided in Writing a Graduate Student Guide to the Department of Psychological & Brain Sciences".

The first reader is _____, Ph.D.; the second reader is _____, Ph.D.; and the third reader is _____, Ph.D. of the University of Massachusetts.

Attached is an abstract of the prospectus. A copy of the complete prospectus is on file in the office of Dr. Joanne Hebden Palfai (Room 149A).

Preparing the Thesis

During the process of dissertation research, the candidate is expected to consult with members of the Dissertation Committee. All readers review the candidate's first thesis draft. It is suggested that the thesis be written in a form that need not be radically altered for publication. The APA Publication Manual is available for purchase from:

American Psychological Association
Publications Office
1200 17th Street, N.W.
Washington, D.C. 20036.

All students should also obtain A Guide for the Writers of Theses and Dissertations from <http://www.bu.edu/library/files/2014/12/guide.pdf> .

Dissertation Oral Defense

The Orals Committee consists of the three readers and two additional committee members, one of whom serves as committee chair. The first reader and the committee chair must have primary appointments in the Department of Psychological & Brain Sciences. All five committee members are required to attend the final oral examination. One committee member, who is not the chair of the committee or the first reader, can attend via audio/video communication during the final oral examination. The first reader and the student are responsible for setting the date of the Oral Examination.

AT LEAST FIVE WEEKS BEFORE THE ORALS DATE, students must:

__ obtain a copy of the Ph.D. Schedule of Final Oral Examination with Abstract Approval cover sheet from the GRS web site (<http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-phd-forms-policies-procedures/grs-dissertation-and-graduation-procedures/>, select Schedule of Final Oral Exam with Abstract) and submit the form and the abstract to the major professor for approval. After the major professor approves the abstract by signing the form, please submit a hard copy and an electronic copy of the form to Dr. Joanne Hebden Palfai (jpalfai@bu.edu) who will obtain approval from the Director of Graduate Studies and the Department Chair. Students may need a longer lead-in time during the summer months because faculty are often away. Please note that the abstract must be written in a clear and concise manner and must strictly follow University guidelines for formatting and word count. These guidelines are spelled out in detail in A Guide for the Writers of Theses and Dissertations.

AT LEAST THREE WEEKS BEFORE THE ORALS DATE, students must:

__ after approval and signatures are obtained from the major professor, the Director of Graduate Studies and the Chair, the dissertation abstract along with the Ph.D. Schedule of Final Oral Examination with Abstract Approval cover sheet is submitted by Dr. Joanne Hebden Palfai to GRS, 705 Comm. Ave., Rm.112 for review by the Dean. After the abstract has been reviewed by the GRS Dean, students will be notified as to whether or not it has been approved or if revisions are required. If revisions are required, students will need to resubmit a revised copy to GRS.

__ submit a draft of the dissertation emailed as a .pdf to the GRS Records Office at grsrec@bu.edu for the Graduate School's format review.

AT LEAST TWO WEEKS BEFORE THE ORALS DATE, students must:

__submit electronically one (1) invitation to the Dissertation Defense (same format as invitation to the prospectus hearing on p. 18) and one (1) copy of the approved abstract to Dr. Joanne Hebden Palfai (jpalfai@bu.edu).

__submit electronically a copy of the full dissertation to Dr. Joanne Hebden Palfai at jpalfai@bu.edu.

The responsibility of the Orals Committee is to determine whether the candidate has presented an adequate defense of the Dissertation. Only one FAIL vote is permissible for a pass. If it is determined that a re-examination will be permitted, the Examination Committee will make recommendations regarding any necessary changes in the thesis. The Dissertation must be approved and signed by the Readers. Revisions may be requested.

UPON SUCCESSFUL COMPLETION OF THE ORALS EXAMINATION, students must:

__submit a hard copy of the signed Examination Report Form (obtained from the first reader) and signed signature page, signed by the three readers, to Dr. Joanne Hebden Palfai (Rm. 149A). The final signed copy of the dissertation should be sent electronically to Dr. Joanne Hebden Palfai at jpalfai@bu.edu.

__submit the final approved dissertation to the Electronic Theses and Dissertations (ETD) web site (<http://www.etsadmin.com/bu>).

__submit the electronic Contact Information Form online (<http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-phd-forms-policies-procedures/grs-dissertation-and-graduation-procedures/>, Click on Final Dissertation Submission).

__submit the Dissertation Processing Fee of \$115, which can be paid online via credit card by clicking on the link provided at the Guide for Writers of Theses and Dissertations (<http://www.bu.edu/library/guide/theses/>, under Library Submission).

*2017/2018 GRADUATION CALENDAR
PH.D. DEGREE CANDIDATES

A candidate must be registered for the semester in which degree requirements are completed and during the preceding semester.

	<u>Jan. 2018 Award</u>	<u>May 2018 Award</u>	<u>Sept. 2018 Award</u>
Dissertation Prospectus	As soon as approved but no later than six months before dissertation defense	As soon as approved but no later than six months before dissertation defense	As soon as approved but no later than six months before dissertation defense
** Intent to Graduate	Sept. 30, 2017	Jan. 26, 2017	May 30, 2018
Dissertation Abstract submitted to Department for review (submitted to Dr. Joanne Hebden Palfai)	At least five weeks prior to Final Oral Exam	At least five weeks prior to Final Oral Exam	At least five weeks prior to Final Oral Exam
Schedule of Final Oral Examination with Abstract Approval submitted to GRS office to be approved by the Associate Dean	At least three weeks prior to Final Oral Exam	At least three weeks prior to Final Oral Exam	At least three weeks prior to Final Oral Exam
Properly Formatted Draft of Dissertation emailed as a PDF to grsrec@bu.edu	At least three weeks prior to Final Oral Exam	At least three weeks prior to Final Oral Exam	At least three weeks prior to Final Oral Exam
Last date to hold Final Oral Examination	Dec. 8, 2017	April 6, 2018	August 10, 2018
***Last date for submission Dissertation to ETD (http://www.etsadmin.com/bu), Dissertation Processing Fee to GRS Office, Contact Information form , BU Doctoral Exit Survey, and Survey of Earned Doctorates	Dec. 15, 2017	April 13, 2018	August 17, 2018
Last date for submission to ETD and Dissertation Processing Fee to GRS Office for graduation in the next semester without registering for that semester	Jan. 18, 2017	May 14, 2018	Sept. 4, 2018

*Dates are subject to change. For the most recent graduation calendar, please visit the Graduate School website at <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-phd-forms-policies-procedures/grs-dissertation-and-graduation-procedures/>.

**The intent to graduate form is available online at <http://www.bu.edu/cas/students/graduate/grs-forms-policies-procedures/grs-phd-forms-policies-procedures/grs-intent-to-graduate-for-the-degree-of-doctor-of-philosophy/> and is valid only for the graduation date specified. New applications must be filed if students do not graduate as planned.

***All Ph.D. requirements are complete only when the copy of the dissertation has been certified as meeting the standards of GRS and accepted by the library.

APPENDIX

Collaborative Research

The faculty member and student should discuss ownership of data and authorship on presentations/publications early enough in the process so that each is aware of his/her role, and should publicly acknowledge one another's contributions at conferences, in written work, etc. Guidelines about authorship and authorship order are addressed further in the APA Ethical Standards, available at <http://www.apa.org/ethics/code/index.aspx?item=11>.