PROGRAM HANDBOOK FOR FACULTY & STUDENTS

COMMUNITY AND APPLIED DEVELOPMENTAL PSYCHOLOGY (CADP) PROGRAM

DEPARTMENT OF PSYCHOLOGY

THE UNIVERSITY OF ILLINOIS CHICAGO

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DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF ILLINOIS CHICAGO
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COMMUNITY AND APPLIED DEVELOPMENTAL PSYCHOLOGY(CADP) PROGRAM:

INTRODUCTION, MISSION, AND TRAINING OVERVIEW

Introduction

The social problems and challenges our communities face in the twenty-first century are enormous: poverty, violence, racism, and educational inequity among others. How can we better understand these problems and their potential solutions? How can we collaborate with community members using research and community-engaged practices to reduce or prevent problems altogether? How can we help strengthen communities, schools, and other organizations to face problems and challenges resiliently? How can we evaluate the effectiveness of these prevention and intervention efforts to better understand what programs work best, for whom, and under what conditions? These are the types of questions that faculty members and doctoral students in the Community and Applied Developmental Psychology(CADP) Program address at the University of Illinois Chicago (UIC).

Students become scholars as they work with top-ranked Community and Applied Developmental Psychology researchers within the rich social ecology of the communities in Chicago and national and international contexts.

Ranked number 25 among public universities in the United States, UIC is located in the vibrant city of Chicago with an abundance of cultural, recreational, and professional opportunities. The core mission of the campus is to address the urban and social concerns of "Great Cities." In this stimulating environment, students learn the concepts and criteria for Community and Applied Developmental Psychology theory, research, and evaluation methods. They develop research competencies necessary to conduct rigorous scholarship on important social problems.

This handbook provides an overview of the CADP Doctoral Training Program at UIC. In addition to reading this handbook, we encourage all CADP graduate students to read the UIC Department Handbook for Graduate Studies in Psychology at:

https://psch.uic.edu/programs/graduate-studies/handbooks/

Program Overview

By providing research opportunities, coursework, campus resources, and community experience, we seek to develop the next generation of leading scholars in Community and Applied Developmental Psychology.

- Designed as a five-year Ph.D. program for full-time students
- M.A. degree earned while completing required coursework
- Yearlong community-based action research training practicum
- Preliminary exam and dissertation required
- Teaching and research assistantships with tuition waivers available

Mission Statement

The primary mission of UIC's doctoral concentration in Community and Applied Developmental Psychology (CADP) is to educate students to conduct innovative research on critical social issues in a pluralistic society. Doctoral students actively engage in applied research with core and affiliated faculty, typically in urban schools, neighborhoods, and human service settings. Coursework and practicum experiences focus on engaging communities to develop, conduct, and disseminate applied research across the lifespan through a critical lens and with a strong commitment to social justice.

UIC's CADP doctoral program prepares students for various action-research careers in academic settings, government agencies, community-based organizations, policy institutes, and non-academic research settings. The doctoral program provides training in a wide array of values, theories, and methods to strengthen students' abilities to think creatively and critically about pressing social issues across the lifespan (childhood, adolescence, and adulthood). Students are trained to uphold the values of community psychology (e.g., a multi-level strengths-based perspective and respect for human diversity, collaboration, and social justice) while considering contextual influences on human development and learning across the lifespan to address real-world challenges and promote social justice.

Focus of CADP Training

Three guiding principles shape the CADP program's approach to training students and facilitating clear and incisive thinking about issues related to diversity, positive development, and ecological analysis. Persons receiving a Ph.D. will gain expertise in these themes:

(1) Understanding Contextual Influences on Human Development

- The importance of ecological analysis for understanding individual and setting-level behavior and development.
- The role of historical, social, developmental, and cultural contexts on the expression of individual and setting-level behavior and development.

- The ways in which interlocking systems of oppression operate to award and deny power, social value, and access to resources across individuals and settings.

Ecological thinking and inquiry serve as the foundation of our training program. All students take a series of required courses in their first few years that equip them with methods, theories, and tools to support how they think and engage ecologically. These required courses also explore and invite students to think critically about the settings in which they are embedded or choose to engage. Students also have flexibility in choosing additional electives that allow them to build a personalized training program that best meets their needs and aligns with their post-graduate plans.

(2) Research Methods and Measurement

- The importance of using multiple methods and methodologies to best address research questions of interest.
- The role of collaborative research models (participation with community members, clients, coalitions, organizations, social movements) in community and applied developmental psychology and action.

Core and affiliate faculty conduct research in various contexts and systems, including schools, families, organizations, and neighborhoods. Topics include: how youth develop beliefs, feelings, and actions that challenge racism; the influence of neighborhood characteristics (such as poverty, crime, racial and ethnic composition, and organizational resources) on child and adult health and well-being; school and family contexts that impact positive child and adult learning and development; effectiveness of interventions aimed at promoting children's social and emotional competence, well-being, and life success; state and federal policy impacts on education reform, intervention adoption, and implementation; and community and system responses to violence.

Courses throughout the program contribute to students' knowledge and skills in this learning objective. In addition to required methods and measurement courses, students are also able to choose among numerous electives both within and beyond the psychology department to develop a training curriculum that best meets their needs. For example, students often select electives in the departments or schools of Educational Psychology, Human Development and Disability Studies, Sociology, Criminal Justice, and Gender & Women's Studies, Public Health and Social Work.

(3) Applying Research to Effect Change

- Collaborative strategies for developing, implementing, evaluating, and disseminating setting-based interventions and initiatives.
- The process of creating social change through value-driven setting-based strategies.
- Critical analysis of theory and methods with a social justice approach.

In addition to a yearlong action research training practicum, required and elective courses provide a foundation for conducting reflexive and reflective research, ecological inquiry, and

action research in community settings. Over the course of the program, students are supported in developing their own program of research relevant to their interests, goals, and professional needs. Research apprenticeships and elective courses taught by core and affiliate faculty help students tailor their training toward their focal topics. Faculty research groups and the program's weekly brown bag seminar allow students to pursue and share research interests with colleagues, community members, and visiting leaders in the field. Learn about faculty research agendas by visiting their profiles [here](#).

<u>Training Objectives and Goals</u>

Through coursework, research opportunities, campus resources, and community experience, we seek to develop the next generation of leading scholars in community and applied developmental psychology research. Our training program addresses the following key objectives:

- To promote scientific inquiry in community psychology and applied developmental psychology.
- To encourage research and scholarship based on an understanding of substantive, methodological and theoretical bases of community and applied developmental psychology as well as from other areas of psychology and related disciplines.
- To train students to be competent in the conceptualization, design, implementation, analysis, interpretation, communication, and dissemination of basic and applied research.
- To train students to consider multiple levels of analysis and contextual and systemic factors in carrying out community interventions and applied developmental psychology research.
- To train students to think critically and creatively about ways that their research and interventions can address social issues in a diverse society.
- To train students to appreciate the multiple ways that human diversity is reflected in the community research and prevention and intervention processes.

Upon completion of the CADP program, we expect that graduates will be able to do the following:
- Think critically and creatively about ways that research can address social issues and problems in a diverse society.
- Consult with community organizations to implement preventive and advocacy interventions and to improve organizational functioning.
- Develop and evaluate school- and family-based prevention, intervention, competence-enhancement, and empowerment programs.
- Conduct quantitative and qualitative analyses of community and social issues.
- Analyze contextual and environmental factors as they bear on social problems.
- Link community research findings and practices to public policy initiatives.

<u>Taking advantage of multidisciplinary and multi-university resources</u>

All students receive training in the core areas of community and applied developmental psychology research theory and methods, advanced research design and analysis, researcher reflexivity, setting-based prevention and intervention, and action research in community settings. Advanced seminars and courses give students the opportunity for deeper study in specialty areas. Seminar topics include Social and Emotional Learning Research, Practice, and Policy; Psychology of Racism; Mixed Methods Design and Analysis; and Lifespan Development. Faculty research groups and the program's weekly brown bag seminar provide students with the opportunity to pursue and share research interests with colleagues, community members, and visiting leaders in the field.

In addition to the diverse array of training experiences offered by core CADP faculty members, doctoral students are encouraged to seek multidisciplinary education by enrolling in relevant course work in other areas of Psychology (e.g., Social) and in cooperative programs including the Department of Psychiatry, School of Public Health, College of Education, College of Associated Health Services, School of Urban Planning, College of Nursing, and the Departments of Sociology, Anthropology, and Political Science.

There are also a number of other organizations at UIC that have close working ties with the Doctoral CADP Program, including The Institute for Health Research and Policy; the Collaborative for Academic, Social, and Emotional Learning; the Institute for Juvenile Research; and the Great Cities Institute.

CADP faculty also have close ties with many local organizations and institutions. Chicago-based organizations, such as Chicago Public Schools, Ounce of Prevention, the Mayor's Task Force on Women, World Relief Chicago, the Collaborative for Academic, Social, and Emotional Learning (CASEL), and the Illinois Department of Human Services have been sources of both learning and stipend support for students in recent years. Our students also benefit from our collaborative working relationships with faculty from other Chicago-area universities including DePaul, Loyola, Northwestern, National Louis, and the University of Chicago.

CADP STUDENTS: APPLICANTS, TRANSFERS, AND FUTURE POSITIONS

Who Applies?

The CADP Program usually receives between 45-60 applications a year and we generally accept between 3-6 students into the program. We take seriously our role in shaping the future generations of community and applied developmental psychologists. We are particularly dedicated to ensuring these future generations are diverse and represent the communities they serve. Our applicant pool includes both individuals who are just graduating from college as well as college graduates who have already accumulated research and practical experiences relevant to a career in community and prevention research. Recently admitted students have served as teachers in low-income, urban school districts for Teach for America; have traveled abroad to Tanzania and Ghana to participate in community research and service; and have served as research assistants for several university research projects.

Transferring to the CADP Program

It is natural that graduate students' career directions may refocus as a function of graduate study such that they need to change their major curricula. That is, infrequent transfers are natural and appropriate. If a student has already been reviewed and granted admission to another program in Psychology at UIC, then the CADP Program will seriously consider a student's transfer request.

We expect that the successful transferring applicant will thoughtfully consider this transfer, will be committed to a career in Community and Applied Developmental Psychology and will have the support of CADP faculty. We do not encourage change solely for change's sake or for the avoidance of failure. Also, transfers shall not create an undue advising burden for CADP faculty.

More specifically, we require the transfer applicant to meet the following conditions:

1. The student must have thoughtful discussions with at least two CADP faculty about the advisability of transferring. Topics including, but not limited to, the student's reasons for leaving their present Program, the nature of the interest in CADP, career plans, and benefits and disadvantages of transferring will be considered.
2. The student must have a CADP core faculty member in the UIC Psychology Department who is willing to serve as their advisor in the CADP program.
3. The student must present a petition for transfer to the Chair of CADP or a designee of the Chair for distribution to and review by the CADP faculty. This transfer petition should set forth the reasons for the transfer including an account of the discussions held and the student's proposed year-by-year plan of study for the completion of the Ph.D. to the extent it differs from that proposed in the CADP Handbook. The petition should include an advisor's statement of willingness to supervise the student's research. It should include the student's original graduate school application materials, vita, and other strong evidence of the student's academic ability and value commitment to CADP, such that the

student would be likely to complete a Ph.D. in CADP successfully.
4.   The CADP faculty approves the petition.

Career Pathways for CADP Graduates

The CADP program trains researchers and educators with the skills to use research to address social issues in a diverse society. These skills include the ability to interpret and critique existing research, design rigorous studies, implement and evaluate programs, analyze and interpret data, and communicate research across various audiences. CADP graduates have used these skills in various professional positions including the following:

- Researchers and teachers in academic settings
- Policy analysts in government organizations
- Program developers for community agencies and human service settings
- Evaluators of mental-health and health-promotion programs
- Organizational, program, and evaluation consultants

The following is a partial list of positions that program graduates have accepted:

- American Institutes for Research, Senior Researcher
- Anti-Violence Educator, Office of Women's Affairs, University of Illinois at Chicago
- Assistant Professor, Andrews University
- Assistant Professor, California State University - Long Beach
- Assistant Professor, Georgia State University
- Assistant Professor, Michigan State University
- Assistant Professor, Portland State University
- Assistant Professor, University of Massachusetts - Lowell
- Associate Professor, University of Wisconsin - Stout
- Congressional Policy Fellow at the Society for Research in Child Development
- Coordinator of Research and Evaluation, Mayor's Office of Domestic Violence, City of Chicago
- Education Researcher, SRI International
- Faculty member, Pennsylvania State University
- Office of Evaluation, Chicago Public Schools
- Postdoctoral Fellow, Institute for Juvenile Research, University of Illinois - Chicago
- Postdoctoral Research Specialist, Center for Capacity Building for Minorities with Disabilities, Department of Disability and Human Development, University of Illinois at Chicago
- Research Associate and Consultant, Cambridge Leadership Group
- Research Associate, Learning Points Associates

CADP CORE AND AFFILIATE FACULTY

Core Program Faculty

Josefina Bañales
Assistant Professor of Psychology

Ph.D., Developmental Psychology, University of Michigan
Research Interests: Youth critical racial consciousness development; ethnic-racial identity development; school and parental ethnic-racial socialization; civic engagement; activism; youth participatory action research.

Mayra Guerrero
Assistant Professor of Psychology
Ph.D., Community Psychology, DePaul University

Research Interests: Social and contextual factors that promote the well-being of marginalized populations, recovery from substance use disorders, recovery capital, social networks, social determinants of health, health equity, community interventions, housing and wellbeing, community integration.

Amanda L. Roy
Associate Professor of Psychology

Ph.D., Community Psychology with Concentrations in Developmental Psychology and Quantitative Methods, New York University
Research interests: Neighborhood characteristics (e.g. poverty, crime, organizational resources) and processes that promote or threaten the health and well-being of families and children; positive youth development and the transition to adulthood; income dynamics, inequality, and societal perceptions.

Kimberly A. Schonert-Reichl
Professor of Psychology

Ph.D., Educational Psychology, University of Iowa
Research Interests: Social and emotional learning, evaluations of universal school-based programs that promote empathy, compassion, altruism, and resiliency in children and adolescents, educator well-being and social and emotional competence, teacher-student relationships, assessment of children's and educators' social and emotional competence and well-being, biological processes, including stress physiology and social epigenetics in relation to children's social and emotional development in school settings.

Jessica Shaw
Associate Professor of Psychology

Ph.D., Ecological-Community Psychology with a Specialization in Quantitative Methods and Evaluation Science, Michigan State University
Research Interests: System responses to gender-based violence; program and policy evaluation; community, systems, and policy change; use of research evidence; systemic oppression

Kate Zinsser
Associate Professor of Psychology

Ph.D., Applied Developmental Psychology, George Mason University
Research interests: Social and emotional development across the lifespan, early childhood intervention and education policy, teacher-child relationships, classroom climate, early childhood workforce development, support, and well-being.

Affiliate Program Faculty

Affiliate faculty members greatly enhance the training of CADP students and enrich the learning experiences and opportunities of all students and core faculty. They serve as resources and supports for CADP students in terms of serving on committees and, on occasion, providing graduate-assistantships through their research. They may also serve as a research advisor, although a primary academic advisor among the CADP faculty must be retained.

Fabricio Balcazar
Professor
Department of Disability and Human Development
College of Applied Health Sciences

Ph.D., Developmental and Child Psychology, University of Kansas
Research interests: Advocacy and empowerment, community development, self-employment and transition of youth with disabilities

David DuBois
Professor of Community Health Sciences, School of Public Health

Ph.D., Clinical-Community Psychology, University of Illinois at Urbana-Champaign,
Research interests: Comprehensive approaches to promoting positive youth development; mentoring and self-esteem enhancement programs; program evaluation and evidence-based practice; etiology and prevention of child and adolescent mental health problems.

Sue Farruggia
Assistant Vice Provost for Undergraduate Affairs

PhD, University of California, Irvine, 2006.

Research interests: Institutional, community and student factors that influence academic performance and retention in college; prevention and intervention programs to increase student retention; older youth in the foster care system.

Jennifer Hebert-Beirne, PhD, MPH
Assistant Professor of Community Health Sciences, School of Public Health

Ph.D., MPH, UIC School of Public Health, Division of Community Health Sciences, School of Public Health, University of Illinois at Chicago
Research interests: Chicago neighborhood health equity, structural determinants of health inequity, social determinants of health, community-based participatory research; and female pelvic and sexual health.

Michele A. Kelley
Associate Professor, School of Public Health

Sc.D., Department of Population, Family, and Reproductive Health, Johns Hopkins University Bloomberg School of Public Health; M.S.W, Ohio State University
Research interests: Adolescent and young adult health and well-being; youth-led health promotion/ youth as resources for community change; Health equity, social and place determinants of health; Qualitative and popular epidemiology methods for inquiry.

Chris Keys
Professor Emeritus and Past Chair, UIC Psychology Department; Professor Emeritus and Past Chair, DePaul University Psychology Department

Ph.D., Clinical-community psychology, University of Cincinnati
Research interests: The positive community psychology of people with disabilities; the empowerment of people with disabilities and their families; disability, race/ethnicity and class; community psychology methods for research, teaching and intervention.

Robin Mermelstein
Professor of Psychology
Director, Institute for Health Research and Policy
Co-Director, Center for Clinical and Translational Science
Department of Psychology/Institute for Health Research and Policy

Ph.D. Clinical-Community Psychology, University of Oregon
Research interests: Health promotion; reduction of tobacco use and risk behaviors in adolescents and young adults; health behaviors across the life span.

Yolanda Suarez-Balcazar
Professor and Head, Occupational Therapy
Department of Occupational Therapy & Department of Disability and Human Development
College of Applied Health Sciences

Ph.D., Child and Developmental Psychology with a concentration in Community Psychology in the Applied Behavior Analysis Program, University of Kansas
Research Interests: Community-based health promotion and obesity prevention among youth and young adults with disabilities; nexus between race, culture and health disparities; evaluation capacity building and empowerment evaluation

Renee Taylor
Professor
Occupational Therapy

Ph.D., Clinical-Community Psychology, DePaul University
Research interests: Biopsychosocial correlates of unexplained fatigue and pain, the effects of patient-provider communication on healthcare outcomes

Theresa (Terri) A. Thorkildsen
Professor of Education and Psychology
Department of Educational Psychology, College of Education

PhD, Humanities, Social Science, and Education: Concentration in Social Development and Research Methods, Purdue University
Research interests: Students' understanding of the fairness of institutional practices as this interfaces with their motivation, moral development, and social functioning in groups

Sarah E. Ullman
Professor, Criminology, Law, & Justice Department

Ph.D., Social/Developmental Psychology, Brandeis University; Postdoctoral Fellow, Health Psychology, UCLA)
Research interests: Sexual assault recovery in women, including PTSD and substance abuse comorbidity; social reactions to victims and support interventions for victims and their informal networks; rape resistance and prevention.

CADP REQUIREMENTS AND COURSES

Overview

Students are required to take three foundation courses (531, 533, and 540), two semesters of Action Research (537), and six semesters of the Current Topics in Community and Prevention Research (539). The course numbers, titles, and course hours for these courses are listed below.

Course Number	Course Title	Hours
PSCH 531	Community Research Methods	3 hours
PSCH 533	Advanced Community and Prevention Research	3 hours
PSCH 537	Seminar in Action Research (Students will enroll in PSYCH 537 for two semesters during year 2 or 3)	6 hours
PSCH 539	Current Topics in Community and Prevention Research (Students are required to enroll in PSYCH 539 for the first three years of the graduate program and are encouraged to continue participation for all years in residence.)	1 hour (6 total)
PSCH 540	Research and Reflexivity	3 hours

Students will also be required to complete: Departmental requirements (see UIC Graduate Study in Psychology); two electives; a Master's Thesis (see below); a Preliminary Essay Examination (see below); and a Doctoral Dissertation (see below). The plan for a student's course work and professional training experiences will be developed in consultation with the student's Advisors(s).

CADP electives vary in when they are taught, but recent offerings have included Social and Emotional Learning, Lifespan Development, and Psychology of Racism. Students are encouraged to take electives from CADP faculty when offered. Students may also take elective courses from outside the program and department to satisfy their elective requirement. To do so, you must meet with your advisor to review the course syllabus and demonstrate how the course is relevant to community and applied developmental research. After your advisor approves the course, you must inform the CADP Program Chair of the course name and number for final approval.

The CADP program employs a mentorship model for working with graduate students, which means that graduate students are accepted into the program to work directly with one faculty member. This faculty member will be the student's Research Advisor and will chair the student's Master's, Preliminary Exam, and Dissertation committees. At the same time, we encourage all CADP students to develop relationships with other CADP faculty, affiliate CADP faculty, and/or other scholars doing work related to their research interests. These relationships can take various forms including: taking classes, having faculty serve on committees, attending research group meetings, serving as an RA on a project.

The Department offers PSCH 587, a year-long practicum in instruction, that allows post-MA (or for some Programs, post-Prelim) students to teach their own section of an undergraduate course, with responsibility for all aspects of the course (textbook selection, requirements, texts, etc.). The CADP program encourages students to wait to complete the teaching practicum until after they have passed their preliminary exam, but individual students should discuss the timing in their annual meetings with faculty. See the Department Graduate Handbook for additional details on the teaching practicum.

Minor Options

Students may complete an optional minor in conjunction with their PhD program to diversify their knowledge and skills aside from their major area and to improve the quality of their scholarship and research. Exposure to a minor is not as extensive as the training in the student's PhD program, but students are educated on the core literatures, theories, and research methods in their minor area.

There are three types of minors students will have the option to select from and complete. Students should consult with their advisor to construct programs individually tailored to their research interests and career goals.

(1) Programmatic Minors
Programmatic minors are available as an option for each of the four PhD offerings.
1. Brain and Cognitive Sciences
2. Clinical
3. Community and Applied Developmental
4. Social and Personality

(2) Student Designated Curriculum Minors
Students typically justify selection of this minor through a formal proposal to their advisor and major program that indicates how a particular sequence of courses will broaden their scholarly approach to psychology as well as their approach to research.

(3) Special Topics Minors
The Department has three approved Special Topics Minors:
1. Diversity Science: This minor is designed to provide students with some depth of training in questions of diversity, using both the expertise of faculty in the psychology department, as well as the vast resources available from the broader UIC community.
2. Quantitative Statistics: The goal of this minor is to provide students with an extensive tool kit of quantitative skills.
3. Qualitative and Mixed Methods: The goal of the minor is to provide students with an extensive tool kit of design and analysis skills.

Requirements for Doctoral Students Who Minor in CADP
Doctoral students who minor in Community and Applied Developmental Psychology are required to complete successfully (i.e., with a grade of "B" or higher) three approved CADP courses. At least two of these courses must be foundation courses. These foundation courses include:

PSCH 531: Community Research Methods (3 hours)
PSCH 533: Advanced Community and Applied Developmental Psychology (3 hours)

PSCH 540: Research and Reflexivity (3 hours)

Current possibilities for approved CADP elective courses (that might replace one of the foundation courses) include: Social and Emotional Learning, Lifespan Development, and Psychology of Racism. In addition, these students must enroll for one year (2 semesters) in the Community and Applied Developmental Psychology Seminar (PSCH 539).

Action Research Training

An important part of training psychologists who can conduct independent and socially relevant research aimed at solving community problems is community experience. Exposure to community experience is integrated throughout students' training at UIC. The foundation for obtaining action research skills is laid in a student's course work and in opportunities to participate in the action research conducted by the faculty. The year-long Seminar in Action Research sequence is designed to provide students a closely supervised, manageable, and first-hand experience with a social change endeavor. By working in a community setting, students can develop competencies necessary for accessing communities, designing community interventions and research, and influencing policy. Students learn to apply the concepts and principles of Community and Applied Developmental Psychology and to think critically about social issues relevant to their action research experience.

Students take two sequential semesters of PSCH 537 in their 2nd or 3rd year. Weekly course meetings are a place for reflective group supervision supporting students as they identify, study, and partner with a community setting with the goal of affecting change on their social issue of interest. Students are guided through the process of securing a practicum site and negotiate their own letters of agreement. During the year, students spend approximately 8-10 hours a week on site.

Recent CADP practicum projects have included:

- Developing Evaluation Framework for the Illinois Model of Infant/Early Childhood Mental Health Consultation
- Developing Measures of Empowerment for the St Anthony Community Wellness Program
- Evaluating Afterschool Program Participation in Chicago Public Schools
- Synthesizing the evidence base for youth mentorship programs to inform program development
- Responding to Students' Social-Emotional Needs at the Muslim Community Center (MCC) Academy
- Creating sexual violence resources tailored to specific immigrant communities
- Evaluating school-based child sexual abuse prevention training
- Evaluating a multi-site pilot of a social-emotional, literacy & soccer afterschool program

CADP Program Milestones

The CADP program has three major milestones that CADP students complete as they advance through the program: the Master's Thesis, the Preliminary Examination, and the Dissertation. The requirements for each of these milestones are detailed below.

Master's Thesis

The Master's Thesis is an APA-style report of original research or original analyses of existing data sets. The purpose of the thesis is for the student to go through the basic steps of research investigation including developing an understanding of existing empirical literature on an issue, formulating researchable questions, designing and conducting a study to address those questions, performing data analyses, and drawing implications from the findings.

Students will identify a thesis committee comprised of one tenure-track faculty member in Psychology – typically the student's research and/or academic advisor – and at least two other faculty members with doctoral degrees in psychology or related disciplines. The CADP Program Chair, the Department, and the College must approve this Committee. Students enroll in Thesis Research with their thesis chair to work on the research. Students must develop a prospectus that is typically completed and approved by the end of the third semester of study. The prospectus is defended orally. The department requires that students have an approved thesis by the end of their 4th semester, though extensions may be granted. (See the Graduate Handbook for additional details.) Students are expected to defend their completed thesis orally and to incorporate feedback from the committee into the final thesis document. The CADP Program allows students to use already collected data for either their Masters' thesis or dissertation with approval of their academic advisor. However, we encourage all students to engage in some data collection experiences during the course of their graduate education. If students decide to use an extant data set, they typically do so for the Masters' thesis rather than the dissertation.

The Master's Thesis requirement may be waived for students who have completed an empirical Master's Thesis prior to starting the CADP program. In order to "count" towards the CADP Master's Thesis requirement, the completed Masters must be an empirical research paper on par with the expectations of the CADP program. At least two CADP faculty members (with one being the student's Research Advisor) must read and approve a student's Master's Thesis in order for the CADP Master's Thesis requirement to be waived. Once the Master's Thesis has been approved, the Research Advisor reaches out to the Director of Graduate Studies (DGS) and the Graduate Coordinator, alerting them that the milestone has been waived and then records it in the CADP milestone tracking sheet. The student must also present this work in brownbag.

If a student is interested in transferring credits from another graduate program they should discuss this option with their Research Advisor and the Director of Graduate Studies. No more than 40 percent of hours required for a master's degree can be transferred from another institution or another college at UIC. Doctoral students may transfer in no more than 25 percent

of the hours required for the degree. See the [Graduate Catalogue](#) for additional details.

Preliminary Examination

Overview

The primary purpose of the CADP Preliminary Examination is to determine the candidate's potential and readiness for completing the doctorate in Community and Applied Developmental Psychology. To do this, the candidate must demonstrate competence in three core areas within the field(s) of Community and Applied Developmental Psychology: (1) methodology, (2) theory and values, and (3) substantive content related to their own program of research. To do this, the candidate will complete three essays answering three questions, each of which will be related to one of the three domains of evaluation.

The Process

As described in the Psychology Department handbook, "The Preliminary Examination is usually administered when the student has completed most, though not necessarily all, of their course work, but has not made a major investment of time and effort towards the Dissertation research project. Before beginning the preliminary examination, students should have completed Psychology 531, 533, or their equivalent, as well as the Master's thesis. Students have one year after completion of the Master's thesis to register for the preliminary examination.

The Preliminary Examination may not be taken until completion of the MA Thesis has been approved. The deadline for completing the Preliminary Examination is the end of the finals week of the student's 6th semester or one-year from the end of the semester in which the MA Thesis was successfully defended. Students who fail to meet this deadline must submit an Extension for Milestone form signed by the student, Advisor, Program Chair, and DGS to the Program Director. The student will then be given a one-year grace period to complete the Preliminary Exam. If the Preliminary Exam is not completed by the end of the grace period, the timeliness of the student's progress is considered to be 'not meeting expectations', which must be stated in the student's annual written evaluation. Note that a minimum of one year has to elapse after passing the Preliminary Examination before the defense of the Dissertation. Only students in good academic standing are permitted to take the Examination. Students who do not complete the PhD degree requirements within five (5) years of passing the Preliminary Examination must retake the examination. Students must be registered the term in which they are taking the Preliminary Examination."

The preliminary exam will be offered on two set dates each year – one in the spring and one in the fall (see timeline below). Students must commit to completing the preliminary exam at least two months prior to the exam date; the student will need this time to identify their preliminary committee members and prepare for the exam. To indicate their intention to complete the Preliminary exam the student will email their advisor and CADP program chair with their intention to complete the exam by the specified date (see timeline below).

After indicating one's plan to complete the exam within a given testing period the expectation will be that the exam will be completed during this time. Barring a major disruption, a failure to

complete the exam after committing to do so will be counted as a failure to pass. The one exception to this policy is if the student is unable to identify a three-person review committee. Only students who commit to completing the preliminary exam by the two-month prior deadline will be eligible to complete the exam within a given cycle.

On the predetermined start date students will have access to their three exam questions via a Box folder. The response to each question can be up to **10 double-spaced pages long** (excluding references). Students will have 10 days to complete their essays and submit via their Box folder. Although students are welcomed and encouraged to prepare for the exam in collaboration with their colleagues, the writing of the exam should be done independently. Students are not allowed to discuss or share content with others.

The Examination Committee
Students will identify an Examination Committee with three faculty members—a main advisor, a second faculty member from the CADP Program, and a third member from the Psychology Department or other relevant unit of the university, such as Public Health or Education. **Each CADP faculty member can serve on no more than two committees within a given exam cycle.** This means that a maximum of four students can complete the preliminary exam during a given cycle. The student should make sure to identify the three core members of their committee at least one month prior to the exam date.

In line with Department guidelines, two ex-officio faculty members from the Psychology Department will also be asked to approve the student's advancement to candidacy. These can be other members of the CADP faculty, the director of graduate studies, the Department Head, or another faculty member who can attest to the student's academic performance.

The Questions
Each student will respond to three question prompts within the 10-day period. Each response will be no more than 10 pages in length and prepared in accordance with APA style.
1. **Methodology**
   At the beginning of the preliminary exam period, all students who are completing the prelim within a given cycle will receive the same empirical article that will be selected ahead of time by the preliminary exam committee. When critiquing the article students will be asked to discuss strengths and weaknesses of the following study elements:
   - Study design
   - Sampling and recruitment
   - Operationalization and measurement of constructs
   - Whether/how are Community Psychology values manifested in the research
   - Ethical considerations in the research
   In addition, they will be asked to discuss the extent to which the author's methodological choices address threats to internal, external, construct, and ecological validity.

2. **Theory and Values**

At the beginning of the preliminary exam, all students will receive the same question that will be based on readings completed in 533. The exact content and format of these questions will vary, but potential questions may include:

- Comparing and contrasting theories
- Applying a theoretical framework to a social problem
- Describe how the Community/Applied Developmental Psychology values manifest in empirical research

Although these questions will be primarily based on content covered in 533, they may also require students to look to other, related, readings to fully address.

3. **Substantive Question**
   The goal of the substantive question is to have the student demonstrate their mastery of a body of research related to their own program of research and to facilitate the development of dissertation ideas. One month prior to the start of the preliminary exam, students will submit **two** questions that address their substantive interests. These questions can be something that they want to explore in their dissertation research, a perceived gap in the field, or the application of an ecological theory to substantive area of research. With these questions, students will also submit a reading list with 15 relevant readings.

   The preliminary exam committee will review the proposed questions and reading list. At the beginning of the preliminary exam students will receive the finalized substantive question. Students will only be given **one** question to respond to. Committee members may edit the question and/or make additional suggestions for the reading list before finalizing.

Timing
Below, we provide an over of the prelim schedule that will apply to students who complete the prelim in Fall 2023 or Spring 2024. This format can guide the timeline you should create for your own prelim exam.

FALL 2023 EXAM CYCLE	
August 28, 2023	Email your advisor and the CADP program chair with your intention to complete the fall exam
September 25, 2023	Have identified your 3-person core committee and submit their names to your prelim chair
September 25, 2023	Upload your proposed substantive question and reading list to your Prelim Box folder
Exam Period Oct 30-Nov 8	Complete the preliminary exam. Materials will be available via Box by 12am 10/30/23. Completed exam must be uploaded to Box by 11:59 pm 11/8/23
Nov 9-Nov 22	Preliminary exam committee will review submissions and make their recommendation
Due Dec 1	If requested, students will complete revisions

SPRING 2024 EXAM CYCLE	
January 16, 2024	Email your advisor and the CADP program chair with your intention to complete the spring exam
February 12, 2024	Have identified your 3 person core committee and submit their names to your prelim chair
February 12, 2024	Upload your proposed substantive question and reading list to your Prelim Box folder
Exam Period **Mar 25-Apr 3**	Complete the preliminary exam. Materials will be available via Box by 12am 3/25/2023. Completed exam must be uploaded to Box by 11:59 pm 4/3/23
Apr 4-Apr 17	Preliminary exam committee will review submissions and make their recommendation
Due Apr 26	If requested, students will complete revisions

The Evaluation Process

The Examination Committee will complete its review in two weeks and make its recommendation on the essays to the CADP faculty. The Committee may (a) approve the paper(s) as is, (b) approve the paper(s) contingent on specified revisions, or (c) not approve the paper(s). Each paper will be evaluated independently, and the student can be asked to revise any number of papers. All committee members' feedback will be shared with the student.

If any of the student's papers are not approved, they will not pass the preliminary exam and will need to wait until the next exam cycle to retake the exam (this includes all three questions). If a student is asked to revise any of their papers, they will have one week to do so. The committee will then have one week to review the revised document(s). If the committee still feels that revisions are necessary, the student will not pass the preliminary exam and will need to wait until the next exam cycle to retake the full preliminary exam. Each student has three opportunities to complete the preliminary exam before being considered in poor academic standing.

Advancement to Candidacy

Once the Preliminary Examination is completed and the Graduate College Examination Report Form has been signed by all committee members (including the two ex-officio faculty members from the Psychology Department), the Director of Graduate studies will submit it to the Graduate College. Once the student has passed the Examination and the required paper work has been submitted, the Dean of the Graduate College will write a letter notifying the student that they have been admitted to Candidacy.

Dissertation

The Dissertation is a comprehensive APA-style report of original research that contributes to existing theory and knowledge in community psychology. The goal is for the emerging scholar to demonstrate that they have the theoretical, methodological, and empirical skills necessary to carry out a project that could result in a publishable paper(s). The final product typically takes

the form of a 5-chapter dissertation (Introduction, Literature Review & Theoretical Framework, Methods, Results, Discussion). In some cases, students may conduct multiple sub-studies as part of the larger dissertation and should work with their advisors to determine the best format for presenting the results. The purpose of the dissertation is for the student to demonstrate scholarly expertise in a chosen research area and competence in independent scholarship. Examples of prior students' dissertation proposals and completed dissertations can be found in the Box Folder -> CADP Student Resources -> Example Student Milestones.

Students will identify a dissertation committee that comprises the committee chair – typically the student's research and/or academic advisor – and at least four other faculty members, one of whom must be from outside the Psychology Department. The CADP Program Chair, the Department, and the College must approve this Committee. Students will enroll in Dissertation Research with their Dissertation Chair throughout their work on the prospectus and research. Students are expected to defend their completed dissertation orally and to incorporate feedback from the committee into the final document. Students are responsible for reading and abiding by all department and college level dissertation requirements including committee composition, required forms, library submission requirements, and deadlines. Information can be found in the department handbook and on the graduate college website (http://grad.uic.edu/thesis)

Review of Student's Overall Performance

At the end of each academic year CADP students are asked to submit their CVs via Box and to complete a short survey providing details on any successes and challenges encountered throughout the year. The CADP faculty use this information to prepare a short letter stating whether students are meeting their milestones. This letter is submitted to the DGS and goes into the students' official record. Faculty are encouraged to meet with their mentees in the Fall to create goals and a plan on how to monitor progress. The intent is to provide ongoing feedback for students that both appreciates their successes and identifies areas for additional professional growth and development.

SAMPLE COURSE SEQUENCE IN YEARS 1 TO 5

Below is a typical course sequence for years 1 through 5 in the program. By the end of year four students typically have finished all their required courses and have only the dissertation ahead. Thus, after Year 4 the typical course load would focus on dissertation credits. We view our program as a 5-year program, with completion of the dissertation occurring during the fifth year.

According to University Regulations, all graduate students who receive a tuition and fee waiver for a term (explicitly or as part of an assistantship or fellowship) must register for at least 9 semester hours for that term.

YEAR 1: Required Courses and Training Experiences

Fall Semester			Spring Semester		
Course	**Title**	**Credit Hours**	**Course**	**Title**	**Credit Hours**
507	Emerging Research Ideas	1	507	Emerging Research Ideas	1
533	Advanced CADP	3	531	Community Research Methods	3
539	Current Topics in CADP	1	539	Current Topics in CADP	1
543	Advanced Statistics I	4	545	Multivariate Statistics	4
591	Research Apprenticeship	2-3	591	Research Apprenticeship	2-3
508	Colloquium on Teaching Psychology*	1*	508	Colloquium on Teaching Psychology*	1*
	TOTAL HOURS	**11-12**		**TOTAL HOURS**	**11-12**

*CADP students who are TAs for PSCH 100 must enroll in Psychology 508: Colloquium on Teaching of Psychology (for 1 hour) during the Fall Semester. Students are expected to enroll in PSCH 508 every semester that they TA for PSCH 100. Students do not need to register for PSCH 508 if they are a TA for any other course.

YEAR 2: Required Courses and Training Experiences

Fall Semester			Spring Semester		
Course	**Title**	**Credit Hours**	**Course**	**Title**	**Credit Hours**
540	Research and Reflexivity	3			
539	Current Topics in CADP	1	539	Current Topics in CADP	1
598	Thesis Research	3-4	598	Thesis Research	3-4
---	Elective or Minor/Breadth Course	3	---	Elective or Minor/Breadth Course	3
			---	Elective or Minor/Breadth Course	3
	TOTAL HOURS	**10-11**		**TOTAL HOURS**	**10-11**

Students typically complete their Required Foundation courses and the 2 Required Elective courses by the end of Year 2.

YEAR 3: Required Courses and Training Experiences

Fall Semester			Spring Semester		
Course	**Title**	**Credit Hours**	**Course**	**Title**	**Credit Hours**
537	Seminar in Action Research	3	537	Seminar in Action Research	3
539	Current Topics in CADP	1	539	Current Topics in CADP	1
596	Preliminary Exam	5	596	Preliminary Exam	8
---	Elective or Minor/Breadth Course	3			
	TOTAL HOURS	**12**		**TOTAL HOURS**	**11**

Students typically will complete their Preliminary Exam and required coursework by the end of Year 3.

YEAR 4: Required Courses and Training Experiences

Fall Semester			Spring Semester		
Course	**Title**	**Credit Hours**	**Course**	**Title**	**Credit Hours**
539*	Current Topics in CADP	1	539*	Current Topics in CADP	1
599	Dissertation Research	9	599	Dissertation Research	9
	TOTAL HOURS	**10**		**TOTAL HOURS**	**10**

* Recommended Course

Students typically will propose their Dissertation Research in Year 4.

YEAR 5: Required Courses and Training Experiences

Fall Semester			Spring Semester		
Course	**Title**	**Credit Hours**	**Course**	**Title**	**Credit Hours**
599	Dissertation Research	9	599	Dissertation Research	9
	TOTAL HOURS	**9**		**TOTAL HOURS**	**9**

FINANCIAL AID AND GRADUATE ASSISTANTSHIPS

The Department's Financial Commitment to Graduate Students

The Department endeavors to provide support for graduate students through teaching, research, clinical, and administrative assistantships as well as traineeships. The availability of such support is subject to several factors, including the budget received by the Department through the University and procurement by the faculty of research and training grants from external agencies. Within budgetary limitations, the Department of Psychology aims to offer 50%-time research or teaching assistantships during the academic year to all students in good standing during their first four years of graduate study. Additional assistantships are often available during the summer months. Assistants holding appointments for 25% to 67% are exempt from tuition and some fees.

Each year the Department Chair and Director of Graduate Studies will distribute funds among assistantship categories in a way that best suits the current needs of the Department given the skills of the personnel available. So long as funding is available, the Department is committed to provide at least 4 years of 50% assistantship funding or its financial equivalent to students (in good standing) who entered the graduate program with a BA degree, and at least 3 years of funding to students who entered with an MA degree (Thesis accepted by the Department). Higher percentages are discouraged unless that level of support has been achieved for all students in good standing. Students who receive Fellowships may sometimes receive 25% to 50% assistantships as well.

The Department may provide assistantships to more advanced students depending on the availability of funds. Students who obtain committee approval of the Ph.D. Dissertation Prospectus by the end of the 4th year (3rd year for the MA entrants) have higher priority for an additional year of assistantship support. Approved Leaves of Absence (e.g., for internship) are not counted in determining eligibility for support. As much as possible, the Department assigns more advanced students to contact TA's. In any case, no more than approximately 50% of the "hard money" assistantship funds will be committed to incoming graduate students each year.

Students who are on departmental warning for failure to complete major program requirements on schedule will have lowest priority for financial support during the probationary term. Also, students who fail to perform assistantship duties adequately will have lower priority.

Work Schedule

The weekly clock hours of service required of assistants are 20.00 for a 50% appointment, and the proportional fraction of time for other appointments (Graduate College Guidelines). Absences during any term or between the fall and spring terms should be approved in advance by the assistant's supervisor as assistantships run continuously across terms.

Pay Schedules for Psychology Graduate Assistants Based on Degree Progress

Departmental assistantships are divided into four basic categories: Teaching Assistants (TA's), Research Assistants (RA's), Clinical Assistants (CA's), and Administrative Assistants (AA's). Graduate students employed by the University at 25% time or more (but not more than 67% time) during the academic year automatically receive a waiver of tuition and service fee. According to University regulations, this upper limit is 50% for foreign students instead of 67%. In addition, graduate students holding fellowships (e.g., University, Diversity, and Abraham Lincoln) may take assistantships for a maximum of 50% time during the academic year. The Department makes every effort to ensure that graduate students in Years 1 to 4 have a Fellowship or at least a 50% assistantship. In addition, there are possibilities for assistantships during the summer months. Student stipends will be reviewed and, if appropriate, modified once a year as long as contingencies are met in time for appointment papers to be processed. To advance a level, all documentation must be submitted to the Graduate Coordinator and completed in full before June 30th. It is to your advantage to turn in all paperwork well before the deadline. Department policy is that all students should be paid at or above these rates regardless of the source of funds. If insufficient funds are available for a particular appointment at these rates, the percentage time or period of employment for appointment should be reduced to meet these rates.

CONTACT INFORMATION FOR FURTHER INQUIRIES

For more information about the UIC Community and Applied Developmental Psychology Program and/or application materials, send inquiries to:

Tikia Travis
Graduate Coordinator
ttravi3@uic.edu

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University of Illinois at Chicago
1007 West Harrison Street
Chicago, Illinois 60606-7137

The deadline for receiving applications is December 1.