

PROGRAM HANDBOOK FOR FACULTY & STUDENTS

COMMUNITY AND PREVENTION RESEARCH (C&PR) PROGRAM

DEPARTMENT OF PSYCHOLOGY

THE UNIVERSITY OF ILLINOIS AT CHICAGO

Contact:

**Amanda L. Roy, PhD
Program Chair**

**Michelle Cerullo
Graduate Coordinator**

Community and Prevention Research

Psychology Department

312-413-0992

312/413-4172

alroy28@uic.edu

mcerullo@uic.edu

Department Website: <https://psch.uic.edu/>

Program Website: <http://psch.uic.edu/psychology/research/community-prevention>

Department of Psychology (Mail Code 285)

The University of Illinois at Chicago

1007 West Harrison Street

Chicago, IL 60607-7137

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THE COMMUNITY AND PREVENTION RESEARCH (C&PR) PROGRAM

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**COMMUNITY AND PREVENTION RESEARCH (C&PR) PROGRAM:
INTRODUCTION, MISSION, AND TRAINING OVERVIEW**

Introduction

The social problems and challenges our communities face in the twenty-first century are enormous: poverty, violence, cultural conflict, and infectious diseases among others. How can we understand them better? How can we collaborate with community members to reduce or prevent them altogether? How can we help strengthen communities and organizations to face problems and challenges resiliently? How can we evaluate the effectiveness of these interventions? These are the kinds of questions that psychology doctoral students in the Community and Prevention Research (C&PR) Program address at the University of Illinois at Chicago (UIC).

Students become scholars as they work with one of the finest faculties of community and prevention researchers. They work in the rich social ecology of the communities in the Chicago area.

UIC is one of the fifty top research universities in the United States, located in a vibrant city 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 psychology theory, research, and evaluation methods. They develop intervention competencies necessary to conduct rigorous scholarship on important social problems.

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

<http://psch.uic.edu/psychology/graduate-studies/current-students/handbook>

Mission Statement

The primary mission of UIC's doctoral concentration in Community and Prevention Research (CPR) is to train students to conduct innovative research on important social issues in a pluralistic society. Doctoral students are actively involved in research with core and affiliated faculty, typically in urban schools, neighborhoods, and human service settings. Coursework and practicums focus on conducting and disseminating applied research. The doctoral program provides training in the theories and methods of community psychology and prevention and intervention research so as to strengthen students' abilities to think both creatively and critically about pressing social issues. UIC's doctoral program in Community and Prevention Research prepares students for a variety of action-research activities. Program graduates pursue action-

research careers in academic settings, government agencies, community-based organizations, policy institutes, and non-academic research settings.

Training Objectives

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

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

What training experiences do C&PR graduate students have and what expertise do they acquire?

1. They think critically and creatively about ways that research can address social issues and problems in a diverse society.
2. They consult with community organizations to implement preventive and advocacy interventions and to improve organizational functioning.
3. They develop and evaluate school- and family-based prevention, competence-enhancement and empowerment programs.
4. They conduct quantitative and qualitative analyses of community and social issues.
5. They analyze contextual and environmental factors as they bear on social problems.
6. They link community research findings and practices to public policy initiatives.

Focus of C&PR Training

C&PR doctoral students collaborate actively in research with core and affiliated faculty. Three guiding principles shape this program to facilitate students' 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:

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 culture, race/ethnicity, gender, social class, disability, and sexual orientation act as resources and constraints for individuals and settings.

Core and affiliate faculty conduct research in a variety of contexts including schools, families, and neighborhoods. Topics include: psychosocial and contextual factors that might mitigate the deleterious effects of discrimination stress on health and health behavior; 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; and state and federal policy impacts on education reform, intervention adoption, and implementation.

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 citizens, clients, coalitions, organizations, social movements) in community and prevention research and action.

Core and affiliate faculty currently utilize a variety of methods and methodologies including: quantitative analytic strategies (e.g., longitudinal and multi-level data analysis, structural equation modeling, person-centered analysis), strategies for increasing causal inference (e.g., experimental and quasi-experimental designs, propensity score matching, instrumental variable analysis), and qualitative and mixed-method inquiries. Additionally, several faculty make use of innovative technology to study context and development in novel ways.

Applications of Research to Affect Change

- Strategies for developing, implementing, and evaluating setting-based prevention and intervention.
- The dissemination of setting-based prevention and intervention strategies as an avenue for creating social change.
- Critical analysis of theory with a social justice orientation

Core and affiliate faculty are engaged in developing and evaluating prevention and intervention strategies related to: health behaviors, the promotion of positive community characteristics, and teacher and student mental health and social and emotional learning.

Taking advantage of multidisciplinary and multi-university resources

All students receive training in the core areas of contemporary community psychology, community research theory and methods, advanced research design and statistical analysis, research within diverse groups, 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, Neighborhoods: Assessment and Impact, Social Bases of Health Behavior, 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 C&PR 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.

In addition, there are a number of other organizations at UIC that have close working ties with the Doctoral Training 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.

C&PR 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, and 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, and the University of Chicago.

C&PR STUDENTS: APPLICANTS, TRANSFERS, AND FUTURE POSITIONS

Who Applies?

The C&PR Program usually receives between 45-60 applications a year and we generally accept between 3-6 students into the program. We are particularly dedicated to increasing the number of underrepresented minorities and immigrants in the profession. 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 C&PR Program

It is natural that from time to time 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 C&PR 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 Prevention Research and will have the support of C&PR 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 C&PR faculty.

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

1. The student must have thoughtful discussions with at least two C&PR faculty about the advisability of transferring. Topics including, but not limited to, the student's reasons for leaving her/his present Program, the nature of the interest in C&PR, career plans, and benefits and disadvantages of transferring will be considered.
2. The student must have a C&PR core faculty member in the UIC Psychology Department who is willing to serve as his/her advisor in C&PR.
3. The student must present a petition for transfer to the Chair of C&PR or a designee of the Chair for distribution to and review by the C&PR 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 C&PR 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 C&PR, such that the

- student would be likely to complete a Ph.D. in C&PR successfully.
4. The C&PR faculty approves the petition.

What kinds of positions do UIC C&PR graduates seek?

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

What positions do UIC C&PR graduates currently have?

Over the past ten years the doctoral program at UIC has graduated over 30 Ph.D.'s. To provide a description of what positions program graduates have typically accepted following graduation, the following is a partial list.

- American Institutes For Research, Senior Researcher
- Anti-Violence Educator, Office of Women's Affairs, University of Illinois - 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

C&PR CORE AND AFFILIATE FACULTY

Core Program Faculty

Amanda L. Roy

Assistant 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, noise, organizational resources) and processes that promote or threaten the health and well-being of families and children; income dynamics, inequality, and societal perceptions.

Jessica Shaw

Assistant 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 C&PR students and enrich the learning experiences and opportunities of all students and core faculty. They serve as resources and supports for C&PR 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 C&PR faculty must be retained.

Marc S. Atkins

Professor of Psychiatry and Psychology

Director, Institute for Juvenile Research

Institute for Juvenile Research, Department of Psychiatry, College of Medicine

Ph.D., Clinical Psychology, Florida State University

Research interests: Community mental health services for urban children; school based mental health services; dissemination and implementation science.

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.

Rachel Gordon

Professor of Sociology
Associate Director, Institute of Government and Public Affairs

Ph.D., Public Policy, University of Chicago

Research interests: Contextual, social, and policy factors that affect children and families; applied psychometrics and measurement theory, longitudinal and causal modeling, and integrative data analysis; quality, affordability, and access to early care and education; associations of physical attributes and self-presentation with social and academic achievement throughout the life course.

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.

Stacey Horn

Professor and Chair, Educational Psychology, College of Education

Ph.D., Human Development, University of Maryland

Research interests: Social cognition in adolescence; adolescents' reasoning about harassment and bullying; harassment related to sexual orientation and gender identity; discipline disparities related to sexual orientation and gender identity; developing safe schools for LGBT youth.

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.

Joseph Mahoney

Research Professor

Collaborative for Academic, Social, and Emotional Learning

PhD, University of North Carolina at Chapel Hill

Research interests: Social and educational development of children and adolescents; out-of-school time and positive youth development; applied developmental science, practice, and policy.

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.

Duncan Meyers

Research Assistant Professor
Collaborative for Academic, Social, and Emotional Learning

PhD, University of South Carolina

Research interests: Clinical-community psychology, implementation science, program evaluation, social and emotional learning.

Jesus Ramirez-Valles

Professor and Director, Community Health Sciences
School of Public Health

Ph.D., School of Public Health, University of Michigan

Research interests: Sociology of health, race, LGBT, stigma, aging, HIV, health promotion.

Stephanie Riger

Professor Emerita
Department of Psychology

Ph.D., Psychology, University of Michigan

Research interests: Violence against women; women and poverty; feminism and psychology.

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.

Roger P. Weissberg

Professor Emerita of Psychology and Education

Past NoVo Foundation Endowed Chair of Psychology

Ph.D., Clinical-Community Psychology, University of Rochester

Research interests: School-family-community partnerships to enhance children's social, emotional, and academic learning; prevention of substance use, delinquency, violence, and school dropout; positive youth development, health promotion, and service-learning; social policy for children, youth, and families.

OVERVIEW OF C&PR 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 Community and Prevention Research Brown Bag (539). The titles, numbers, and course hours for these courses are listed below.

PSCH 531: Community Research Methods (3 hours)

PSCH 533: Advanced Community and Prevention Research (3 hours)

PSCH 537: Seminar in Action Research (6 hours)

Note—Students will enroll in PSYCH 537 for two semesters during year 3

PSCH 539: Current Topics in Community and Prevention Research: Brown Bag (1 hour): Note-- Students are required to enroll in PSYCH 539 for the first three years of the graduate program for a total of 6 hours, and are encouraged to continue participation for all years in residence. Students will also present at least twice in 539 (once before and once after advancing to candidacy)

PSCH 540: Psychological Research with Diverse Groups (Systems of Oppression) (3 hours)

Students will also be required to complete: Departmental requirements (see [UIC Graduate Study in Psychology](#)); two C&PR elective; a Master's Thesis (see below); a breadth/minor requirement (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 Research and Academic Advisors.

C&PR electives are usually taught as a 538 offering (i.e., Seminar in Community and Prevention Research) and students are encouraged to take electives from C&PR faculty when offered. Students may also take elective courses from outside the program and department to satisfy their C&PR 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 prevention research. After your advisor approves the course, you must inform the C&PR Program Chair of the course name and number for final approval. One important stipulation is that students cannot use one course to meet both a C&PR elective and minor requirement.

In addition, each student will be encouraged to regularly attend the research group of one core or affiliate faculty member, and all students are encouraged to attend several research groups in their first semester as part of the process of selecting their academic advisor. Research groups of C&PR faculty members are generally listed under PSYCH 594.

Minor/Breadth Requirements for C&PR Majors

Selection of the Minor or Breadth option requires approval of the student's advisor. In keeping with Departmental Policy, C&PR doctoral students are required to declare a plan for their minor by the end of the first year of graduate school, and may fulfill the Minor/Breadth Requirement in one of three ways:

For option #1 (Program Minor), students elect a minor from one of the other Programs (i.e., Behavioral Neuroscience, Clinical, Cognitive, or Social) in accordance with the Minor requirements specified by that Program.

For option #2 (Special Topics Minor), students fulfill the required courses proposed by a group of faculty which is then approved by the faculty and Executive Committee (e.g., Psychology and Law; Statistics, Methods, and Measurement; Diversity).

For option #3 (Breadth-oriented Minor), students elect **four** approved courses that logically broaden a student's education and professional development, beyond courses offered in the Community and Prevention Research Program. For example, we will encourage students to enroll in relevant courses offered in related disciplines such as Public Health, Education, Social Work, Psychiatry, Sociology, and Anthropology. This option must be approved for individual students by the Director of Graduate Studies and the student's major Program.

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 prevention research and to think critically about social issues relevant to their action research experience.

Typically taken in the third year, PSCH 537 meets weekly as students explore different setting options and subsequently negotiate contracts with select sites for the course. Placement options are made available to students either through the course instructor, relationships with agencies formed by other C&PR faculty, or through prior student contact with the agency or community

setting (e.g., Alternatives, Inc.; Enlace Chicago); Puerto Rican Cultural Center). During the year, students spend approximately 10 hours a week on site and participate in weekly class meetings that focus on both didactic material relevant to community intervention and supervision of ongoing student experiences.

Review of Student's Overall Performance

C&PR faculty meet twice a year every year to evaluate student progress. Written feedback letters summarizing faculty assessment of student performance and progress in the program are provided to each student after the spring meeting and individual academic and research advisor feedback to each advisee after the fall meeting. The intent is to provide ongoing feedback for students that both appreciates their successes and identifies areas for additional professional growth and development.

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 C&PR 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 C&PR 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, but not both. If students decide to use an extant data set, they typically do so for the Masters' thesis rather than the dissertation.

Preliminary Examination

Preliminary Exam Purpose. The primary purpose of the C&PR Preliminary Examination is to determine the candidate's potential and readiness for completing the doctorate in Community and Prevention Research. The preliminary examination paper must demonstrate competence in the field of Community Psychology and Prevention Research with respect to

knowledge and understanding of important research literature and conceptual underpinnings of the field. It serves as a demonstration of the ability to assess the quality of research, important community psychology concepts, and conceptual frameworks within the field of community psychology. The goal is to demonstrate both knowledge and a critique of existing literature and provide direction for how the field can advance in terms of research questions, clarification of concepts, and elaboration of conceptual frameworks. The Exam should result in a product that can yield a professional contribution as a publication.

Examination Committee. Students will identify an Examination Committee with three faculty members—a main advisor, a second faculty member from the Program, and a third member from the Psychology Department or other relevant unit of the university, such as Public Health, Education, Sociology, or Anthropology. The Examination Committee may be chaired by a student’s advisor or any other committee member deemed relevant by the student, and must be approved by the C&PR Program Chair. In addition, two ex-officio faculty members serve as specified by Department guidelines.

Timelines. Prior to initiating the Preliminary Examination, students should have completed Psychology 531, 533, or their equivalent as well as the Masters’ thesis. According to the department, students have one year after completion of the Masters’ thesis to propose and successfully complete a preliminary examination. All students will complete both a proposal and the examination paper and will receive feedback from faculty concerning each element. The C&PR faculty views the preliminary examination as a project that should be able to be completed within three months after approval of the proposal.

Preliminary Exam Proposal. The purpose of the proposal is to clearly delineate the scope, focus, and value of the Preliminary Examination paper. The 10-15 page double spaced description of the proposed project consists of two parts: (a) a topic description and rationale that address why the topic is important, the new ground broken by the paper, and its relevance to community and prevention research (about 10 double spaced pages), and (b) a working bibliography of sources identified to date (about 5 pages). The paper is to be written in APA format.

The meeting process for the prelim involves 1-2 meetings of the Examination Committee. The initial meeting is on the 10-15 page proposal where issues of topic, scope, expectations, and process are discussed. The second meeting is optional and depends on the degree of agreement following the first meeting that the proposal is sufficiently developed to proceed with the writing of the Preliminary Examination.

Format Options. Two options are offered in terms of the structure and purpose of the Preliminary Examination: (1) a comprehensive literature review, and (2) a conceptual paper.

Option 1: A Comprehensive Literature Review. This option is patterned after the typical kind of literature review that appears in the *Psychological Bulletin*, a reflective, precise review of the existing research literature in terms of questions asked, methods used,

results found, and future directions for research. The emphasis is on a “within paradigm” approach that takes the literature on its own terms, reflects on it in terms of substantive and methodological rigor, synthesizes findings and controversies in the literature, and provides directions for what questions should be asked next and what issues remain in debate for future work. Doing this paper rests on finding a topic on which there is a significant body of empirical literature and developing a focus on that literature for the review.

Option 2: Conceptual Paper. This option involves a critical analysis of a key concept in community psychology and/or prevention research. It can be structured in various ways. For example, the paper could consist of an analysis of how empowerment is defined and used in any particular area of community psychology or how the concept of sustainability is defined and used in prevention research. Within this option, the first task might be a critical discussion, with examples from the literature, of the meaning(s) of the concept. Next might be the selection of a relevant body of research literature in community or prevention research that explicitly claims to reflect that concept. The analytic task would be to assess the varied ways that the concept is reflected in existing research literature; that is, how is it operationalized in particular studies, how consistent or different are these operationalizations, what is the current state of the concept, and what kinds of conceptual issues need to be dealt with to improve our understanding of the concept?

Alternatively, another approach might be to apply a community or prevention paradigm to a phenomenon developed within a non-community or prevention perspective to provide an example of how C&PR might enrich a particular topic. For example, what would studies in a specific area of research on parenting look like if approached from an ecological perspective? This might begin with a thorough literature-based explication of what was meant by an ecological perspective. Next might be an analysis of a specified body of literature in research on parenting that would be viewed from an ecological perspective. This would necessitate a discussion of what the current literature reflects in terms of ecology followed by an examination of how well the body of literature in research on parenting reflects an ecological perspective. Next might be an examination of what that area of research might look like if approached from an ecological perspective. The overall contribution of this paper would be to highlight how research on parenting would be different if approached from an ecological perspective.

Preliminary Examination Paper. In writing the Preliminary Examination, the student is allowed to discuss issues related to the paper with committee members and other relevant parties. However, committee members themselves will not have a role in the actual preparation of the paper or in reading drafts. The final paper should not exceed 35 pages (excluding references). The student submits the proposal to the members of the Preliminary Exam Committee. The Committee reviews the proposal and gives the student feedback.

Evaluation Criteria. The general criteria for the Preliminary Examination paper are that

the student demonstrates the capacity to:

- a) Define the phenomenon of interest and specify its historical and contemporary relevance in community and prevention research.
- b) Integrate community and prevention theory, research, and action relevant to understanding the phenomenon.
- c) Assess critically and incisively the strengths and weaknesses of existing theory, research, and action concerning the phenomenon.
- d) Recommend future direction for the theory, research, and action on this topic including, if appropriate, a re-conceptualization of the phenomenon.
- e) Place this paper in the context of other research, theory, and action concerning this topic including a strong, clear statement of the distinctive contribution of the paper to our understanding of the phenomenon.

Evaluation Timeline and Revisions. The Examination Committee will complete its review in two weeks and make its recommendation on the essay to the C&PR faculty. The Committee may (a) approve the paper as is, (b) approve the paper contingent on specified revisions, or (c) not approve the paper. At its discretion, the Committee may decide that revisions are necessary before it can decide on its recommendation. Only if the final prelim paper were seen as needing significant revision before it would be considered a “pass” would an additional meeting be considered. If revisions were required, a specific time for completing them based on how extensive they might be would be specified.

Advancement to Candidacy

The C&PR Program faculty will meet within three weeks of the student passing the prelim to consider the Committee’s recommendation, review the student’s overall performance, and decide whether the student should be promoted to candidacy for the doctorate. The result and the basis for the decision will be communicated to the student in writing within a week of the faculty meeting. Those passing the examination should then complete relevant departmental paperwork related to promotion to candidacy. For those who fail the exam, the Program can indicate whether or not it would encourage a petition for a subsequent exam, and if so, under what conditions. In the context of otherwise satisfactory performance in the graduate program, the Program is inclined to act positively on petition for a second exam.

Dissertation

The Dissertation is a comprehensive APA-style report of original research that contributes to existing theory and knowledge in community psychology. The dissertation proposal is to be

completed within one year of the successful passing of the preliminary examination. The purpose of the dissertation is for the student to demonstrate scholarly expertise in a chosen research area and competence in independent scholarship.

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 C&PR 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>)

Requirements for Doctoral Students Who Minor in C&PR

Doctoral students who minor in Community and Prevention Research are required to complete successfully (i.e., with a grade of "B" or higher) three approved C&PR courses. At least two of these courses must be foundation courses. In addition, these students must enroll for one year (2 semesters) in the Community and Prevention Research Brown Bag Seminar. These foundation courses include:

PSCH 531: Community Research Methods (3 hours)

PSCH 533: Advanced Community and Prevention Research (3 hours)

PSCH 539: Current Topics in Community and Prevention Research (Brown Bag - 1 hour): Note--Students will be required to enroll in PSYCH 539 for two semesters.

PSCH 540: Psychological Research on Diverse Groups (3 hours)

Current possibilities for approved C&PR elective courses (that might replace one of the foundation courses) include: Social and Emotional Learning, Lifespan Development, and Social Bases of Health Behavior.

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 of 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.

Recommended: Students are encouraged to participate in faculty research groups in addition to the one held by their advisor. See the C&PR Program Chair and individual C&PR faculty for information.

YEAR 1: Required Courses and Training Experiences

	Fall		Spring	
507.	Emerging Research Issues (1 hour)	507.	Emerging Research Issues (1 hour)	
531.	Community Research Methods (3 hrs)	533.	Advanced C&PR (3 hours)	
539.	Current Topics in Community and Prevention Research (1 hour)	539.	Current Topics in Community and Prevention Research (1 hour)	
		545.	Multivariate Statistics (3 hours)	
543.	Advanced Statistics I (4 hours)	591.	Research Apprenticeship (3 hours)	
591.	Research Apprenticeship (2 hours)	594.	Faculty Research Group (1 hour)	
594.	Faculty Research Group (1 hour)			
	TOTAL: 12 hours		TOTAL: 12 hours	

Notes: 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.

- By the end of Year 1, students will propose a plan--to be approved by their Advisor, Program Chair, and the Director of Graduate Studies--for fulfilling the Department's Minor/Breadth requirement.
- CPR students who are TAs must enroll in Psychology 508: Colloquium on Teaching of Psychology (for 1 hour) during the Fall Semester.

**Community and Prevention Research Program:
Proposed Course Sequence in Years 1 to 5**

<u>YEAR 2: Required Courses and Training Experiences</u>			
<u>Fall</u>		<u>Spring</u>	
<u>539.</u>	Current Topics in Community and Prevention Research (1 hour)	<u>539.</u>	Current Topics in Community and Prevention Research (1 hour)
<u>540.</u>	Psychological Research on Diverse Groups (3 hours)	<u>5----</u>	Elective or Minor/Breadth Course (3 hours)
<u>594.</u>	Faculty Research Group (1 hour)	<u>594.</u>	Faculty Research Group (1 hour)
<u>598.</u>	Thesis Research (4 hours)	<u>598.</u>	Thesis Research (4 hours)
<u>5----</u>	Elective or Minor/Breadth Course (3 hours)	<u>5----</u>	Elective or Minor/Breadth Course (3 hours)
	TOTAL: 12 hours		TOTAL: 12 hours

Note: Students typically complete their Required Foundation courses, 1 Required Program Elective course, and 1 Minor/Breadth course by the end of Year 2.

**Community and Prevention Research Program:
Proposed Course Sequence in Years 1 to 5**

YEAR 3: Required Courses and Training Experiences

<u>Fall</u>	<u>Spring</u>
<u>537.</u> Seminar in Action Research (3 hours)	<u>537.</u> Seminar in Action Research (3 hours)
<u>539.</u> Current Topics in Community and Prevention Research (1 hour)	<u>539.</u> Current Topics in Community and Prevention Research (1 hour)
<u>594.</u> Faculty Research Group (1 hour)	<u>594.</u> Faculty Research Group (1 hour)
<u>596.</u> Independent Study: Preliminary Exam Essay (4 hours)	<u>596.</u> Independent Study: Preliminary Exam Essay (4 hours)
<u>599.</u> Dissertation Research (1 hour)	<u>599.</u> Dissertation Research (1 hour)
<u>5----</u> Elective or Minor/Breadth Course (3 hours)	<u>5----</u> Elective or Minor/Breadth Course (3 hours)
TOTAL: 13 hours	TOTAL: 13 hours

Note: Students typically will complete their breadth/minor requirement by the end of Year 3.

Community and Prevention Research Program:

Proposed Course Sequence in Years 1 to 5

YEAR 4: Required Courses and Training Experiences

Fall		Spring
505. History of Psychology (3 hours)	5--.	Elective or Minor/Breadth Course (3 hours)
539. Current Topics in Community and Prevention Research (1 hour)*		539. Current Topics in Community and Prevention Research (1 hour)*
594. Faculty Research Group (1 hour)		594. Faculty Research Group (1 hour)
596. Independent Study (3 hours)		596. Independent Study (3 hours)
599. Dissertation Research (4 hour)		599. Dissertation Research (4 hour)
TOTAL: 12 hours		TOTAL: 12 hours

Note: Students typically will propose their Dissertation Research in Year 4 and will complete all required coursework by the end of Year 4.

* Recommended Course

Community and Prevention Research Program:

Proposed Course Sequence in Years 1 to 5

YEAR 5: Required Courses and Training Experiences

Fall

599. Dissertation Research (12 hours)

TOTAL: 12 hours

Spring

599. Dissertation Research (12 hours)

TOTAL: 12 hours

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 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 or CA'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 Prevention Research Program and/or application materials, send inquiries to:

Michelle Cerullo
Graduate Coordinator

Psychology Department (M/C 285)

University of Illinois at Chicago

1007 West Harrison Street

Chicago, Illinois 60606-7137

312/413-4172
mcerrulo@uic.edu

The deadline for receiving applications is December 1. We look forward to hearing from you!