

Accelerated Master of Science
in Psychology



Program Handbook 2019-2020

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INTRODUCTION

This handbook is designed to serve as an informational resource to help students in the Accelerated Master of Science in Psychology Program progress through the program in a timely manner and address the major issues related to meeting graduation requirements. The handbook is provided to supplement the Provost's (<https://drexel.edu/provost/policies/overview/>) and Graduate College's (<https://drexel.edu/graduatecollege/forms-policies/policies-procedures-guidelines/>) policies, procedures, and guidelines with which one should be familiar. For the most up-to-date information related to the Psychology program, please consult the department's website. Additionally, all of the forms described in this handbook can be accessed and downloaded on the MS Program section on the Department of Psychology website: www.drexel.edu/psychology.

STAFF

Both the MS Program Academic Coordinator's office and the Program Director's office are on the Main Campus. Students are encouraged to email, call, or stop by when they are in need of assistance. For questions regarding curriculum planning, program status, or problem resolution, please schedule an appointment with the Program Director.

Program Director: Nancy Raitano Lee, Ph.D.
nrl39@drexel.edu

Program Academic Coordinator (Graduate): Damaris Oquendo
do42@drexel.edu

(Note: Damaris is now holding office hours; reach out to her to learn more about when they will be each term)

Undergraduate Academic Advisor: Devon Thomas
dmt356@drexel.edu

Graduate Administrative Assistants to the Program Director

These graduate assistants assist in all aspects of the MS program including recruitment, prospective candidate interviews, and orientation.

Graduate Assistant for the MS Program: Brooke Yeager
Bey26@drexel.edu

Graduate Assistant for the BS/MS Program: Heidi Zapotocky
Hjz23@drexel.edu

Department Head

Brian Daly, Ph.D.
bpd36@drexel.edu

FAQs

1. Can I take a course for both undergraduate and graduate credit?
 - a. Possibly. One may take graduate level courses to count toward undergraduate courses but not the other way around (i.e., undergraduate credits cannot be used for graduate credits) The course offered at the graduate level must not have an undergraduate equivalent
 - b. i.e., If one were to take Graduate Statistics I, this could not count for undergraduate credit because there is already an undergraduate equivalent of this course. Contrary, if one were to take a graduate course on Multilevel Regression, this would count as an undergraduate credit because there is no equivalent course at the undergraduate level.
 - c. This may only be done for 9 credit hours max

2. How will the BS/MS program affect my financial aid?
 - a. Your first four years of the program will be financed through undergraduate means (e.g. A.J Drexel scholarship, Pell Grant). During the 5th and final year, you will pay graduate tuition, which is a by-credit based system.
 - b. When in doubt please contact your advisor and Drexel Central!

3. When am I supposed to have certain forms in by?
 - a. Please refer to the next several pages for the dates by which your forms should be submitted! If you still have questions, you can reach out to Damaris Oquendo.

4. How do I get involved in conferences?
 - a. Your mentor would be the best resource to discuss presenting research at a conference! We highly suggest you participate in Drexel Emerging Graduate Scholars (DEGS) Conference to gain experience in presenting research!
 - b. If you are looking for conferences to attend for purposes aside from presenting (i.e., *networking, exploring research, etc.*), talk to your mentor or other faculty both inside and outside of the department for suggestions! Popular conferences students attend are the *APA Convention, APS Convention, Cognition Neuroscience Society, Society for Neuroscience, Association for Behavioral and Cognitive Therapies, and Society of Behavioral Medicine.*
 - c. We have also provided a list of commonly attended conferences in the Research Presentation Requirement section of this document. They are organized by the month the abstract is due.

5. The course catalog online has a course listed that I'd like to take; how do I know when that course will be offered next?
 - a. The course catalog consists of courses that *have been offered* previously at Drexel. Unfortunately, these courses may not be taught during any specific year. Please only refer to the Term Master Schedule on Drexel One for a list of courses being offered this year.

6. I would like to have a course assistant (CA) position, who do I contact?

- a. Email Ludo Scheffer (lcs22@drexel.edu) to inquire about available CA positions. Please be aware that CA positions are not guaranteed.
7. I was given a paid position on campus and I have work-study funds; how do I get paid?
 - a. You will need to log your hours on Drexel One under the Employee tab every pay period in order to receive payment. If you have questions, please schedule a meeting with Roxane Staley-Hope (rns25@drexel.edu; 215-571-3455) or Brittany Thomas (blt55@drexel.edu; 215-895-2543). They who are located in the main office in the Stratton Hall (Suite 119).
 8. I was not eligible for federal work-study; can I still get paid positions on campus?
 - a. There may be different positions available on campus, including in research laboratories; pay attention to students list serves for announcements
 - b. Email Ludo Scheffer to inquire about CA opportunities.
 - c. To get paid as a CA on a stipend, you do not have to log your hours on Drexel One; you will be paid automatically on the last day of the month.

BS/MS PROGRAM CHECKLIST

**Note: Forms are explained in the next section.*

Year 1

September

- Required forms and trainings:
 - Attestation of Ethics Form
 - CITI training (<https://www.citiprogram.org/>)
 - Finalize schedule & review on Drexel One
 - Waive or Enroll in Student Health Insurance

October

- Request access to COEUS lite (recommended)

December

- Submit end of term documents to Program Academic Coordinator:
 - Research Requirement Form
 - Register for Winter Classes
 - Submit Independent Study form for the Winter term (if applicable)

March

- Submit end of term documents to Program Academic Coordinator
 - Research Requirement Form
 - Register for Spring Courses
 - Submit Independent Study form for the Spring term (if applicable)
- Submit Plan of Study Form

May

- Last chance to turn in lab support form and receipts to receive reimbursement. *(Remember: Students must discuss and receive approval for the manner in which funds will be spent prior to spending them in order to ensure reimbursement. In addition, forms and receipts must be submitted within 30 days of when the expense was incurred. Thus, while all forms should be turned in by the month of May with a June 1 absolute deadline, you should not wait to submit forms more than 30 days after expense is made).*
 - Submit end of term documents to Program Academic Coordinator
- Research Requirement Form
- Apply for BS Graduation

June

July

- Submit Accelerated Degree Conversion form

Year 2**August**

- Register for Classes
- Waive or Enroll in Student Health Insurance

September

- Annual Review form (September 1)

December

- Submit end of term documents to Program Academic Coordinator
 - Research Requirement Form
- Register for Winter Classes

March

- Submit end of term documents to Program Academic Coordinator
 - Research Requirement Form
- Register for Spring Classes

May

- Defend Thesis
 - Master's Thesis Defense Form
- Last chance to turn in lab support form and receipts to receive reimbursement. *(Remember: Students must discuss and receive approval for the manner in which funds will be spent prior to spending them in order to ensure reimbursement. In addition, forms and receipts must be submitted within 30 days of when the expense was incurred. Thus, while all forms should be turned in by the month of May with a June 1 absolute deadline, you should not wait to submit forms more than 30 days after expense is made).*
- Fill out end of term forms
 - Research Requirement Form
 - Documentation of Research Presentation
- Apply for Graduation (see graduate college website for details about deadlines, etc.)

*** *Note.* There is not a specific timeline for when other thesis paperwork (*i.e., Thesis Proposal Approval*) should be completed and submitted. This will be variable depending on your own thesis; be sure to keep track of when you need to submit this type of paperwork!

FORMS

For the students' convenience, the various forms required for successful completion of the program have been listed below. The following forms are available for download on Drexel's MS Psychology website (<http://drexel.edu/coas/academics/graduate-programs/psychology/forms/>).

Form	Explanation	Due (Tentative):
ACCELERATED DEGREE LEVEL CONVERSION FORM	This converts you from undergrad to grad status	Summer after your 1 st year
ATTESTATION OF ETHICS FORM:	Review APA Ethics Code & complete attestation. For more information, see the "Research Ethics" section of the handbook.	Week 1 of fall quarter 1 st year.
FORM FOR RESEARCH REQUIREMENT	Documentation of completion of laboratory hours, due at the end of each term. Each student must have 6 completed forms in his or her file in order to graduate.	End of every academic quarter.
INDEPENDENT STUDY FORMS	Prior to registering for an independent study, student must complete this form, which requires designating a course title (of no more than 30 characters), course description, and signatures of both the student's mentor and Program Director. [Please note that you cannot name your independent study, "Master's Thesis" because this duplicates the name of an existing course which you will take in your 2 nd year (3x).]	Wed of the 1 st week of classes each term (Please do not wait until Friday; the program director needs to sign the form; this needs to be done before the add/drop period ends at the end of week 1)
PLAN OF STUDY FORM	Due at the end of 1 st winter quarter. Students will discuss thesis options with their mentor during their first two quarters at Drexel - Fall & Winter.	End of Winter Quarter
THESIS PROPOSAL APPROVAL	Due following the approval of the student's proposed thesis. This form is signed by all three members of the student's thesis committee and the Program Director (this form is only needed for students doing the 'traditional' master's thesis option)	Due after thesis proposal (take to proposal and have committee sign)
THESIS DEFENSE APPROVAL (internal to Damaris)	Due following the successful completion of the student's thesis defense. This form is signed by all three members of the student's thesis committee and the Program Director (this form is for all thesis types).	Due after thesis defense (take to defense and have committee sign)
OFFICE OF GRADUATE STUDIES THESIS APPROVAL FORM (goes to library)	Due following the successful completion of the student's thesis defense. This form is signed by all three members of the student's thesis committee and the Program Director.	Due after thesis defense (take to defense and have committee sign)

ANNUAL REVIEW: Due after year one	A form completed by the student and mentor that reviews and evaluates student's progress and accomplishments during the prior year.	September 1 going into your 2 nd year in program
DOCUMENTATION OF RESEARCH PRESENTATION	Due prior to graduation. This form provides documentation of a first-author presentation of the student's research at any local, national, international, or university conference.	Post conference presentation
GRADUATE PROGRAM COMPLETION FORM	Due prior to graduation. This form provides documentation of program completion and clearance for graduation.	Before graduation
LAB SUPPORT REIMBURSEMENT FORM	For more information, see the "Research Lab Support" section of the handbook. This must be submitted with receipts within 30 days of when expense was made or you will not be reimbursed. Ultimately, all expenses must be submitted by June 1 or you will not be able to use the funds for that academic year.	Before June 1

OVERVIEW

The Accelerated Master of Science in Psychology (BS/MS) program provides an opportunity for select undergraduate students to complete their undergraduate education and psychology MS curriculum classes in an accelerated fashion. Through this program, potential BS/MS students may be identified when first admitted as entering freshmen psychology majors. Students may also enter as transfers or up until the spring of their junior year.

During the course of their undergraduate study, students will need to seek out and establish a faculty member to serve as their mentor and program advisor, and with whom they wish to continue working during their graduate training and completion of their graduate thesis.

The Accelerated Master of Science in Psychology program allows accelerated entry into graduate level courses during the students' fourth undergraduate year with planned entry into graduate school upon completion of their B.S. degree at the end of year 4. Because students have received a "head start" by completing a structured curriculum in their senior year, their graduate coursework for the MS degree can be completed in one-year post-BS. The BS/MS curriculum is designed to include a 4-year undergraduate or 4-year undergraduate co-op program. Students in the program *cannot* be enrolled in a 5-year co-op.

ACCELERATED MS PROGRAM REQUIREMENTS

1. Summary of MS Degree Requirements

- Curriculum: Total of 45 credits required for MS Graduation (18 of 45 include required courses)
- Research Experience: Completion of minimum of 8 supervised research hours per week (2 years)
- Research Presentation (poster or oral) at a university, local, or national meeting
- Thesis Project (Choice from three written projects)

In addition, students must complete the following to demonstrate knowledge of research ethics.

- Review APA Ethics Code & complete APA Attestation Form

These requirements are detailed in the sections that follow.

Special Note: Please consult undergraduate handbook and work closely with Devon Thomas to ensure completion of BS requirements.

2. Curricular Requirements & Planning

The MS Curriculum has been designed to provide an individualized training experience for students interested in pursuing an advanced education in scientific psychology in order to obtain further educational or career goals related to the field. Although students will complete a basic core curriculum, they will have the opportunity to individually tailor the remainder of their coursework and laboratory experiences, under the guidance of their Faculty Mentor and the Program Director, to explore their interests within the field. However, students are discouraged from deviating significantly from the course sequence outlined below. Each student is expected to devote 8 hours per week to laboratory work under the guidance of his or her mentor.

Alternatively, a student and faculty mentor may agree to assign some of this laboratory time to another laboratory with which they have developed collaboration. These 8 hours per week are documented at the end of each term by the faculty mentor and program director. A total of 45 credits is required for graduation.

**Special Note: When signing up for classes, there may be multiple sections available. Make sure to sign up for section 002 unless otherwise noted below. If you have any questions regarding course enrollment, contact the Program Academic Coordinator, Damaris Oquendo.*

Required Graduate Courses

The MS curriculum has six core courses required for all students in the program. These are listed below:

PSY 510 Research Methods I
 PSY 511 Research Methods II
 PSY 512 Cognitive Psychology
 PSY 610 Data Analysis I
 PSY 624 Behavior Analysis
 PSY 710 Data Analysis II

**Special Notes: (1) Due to departmental needs or faculty sabbaticals, it is possible that the sequence or availability of a course may be changed in a particular term, which may result in a course substitution. In such a case, students will be notified of the change. (2) Data Analysis III has been added at students' request so it is expected that most students will take this course in the Data Analysis sequence (though it is technically not required).*

The remaining credits are completed through independent study, completion of MS thesis research course enrollment, and elective courses. Each of these is described in the subsequent sections.

Independent Study Courses

The MS curriculum strongly suggests that students take one 3-credit course of Independent Study but students can choose to take up to three Independent Study courses for a total of 9 credits. These courses will offer the student an opportunity to partially structure the compulsory 8 hours per week of laboratory experience through a concentrated area of study that will provide the basis for the student's thesis. The Independent Study Forms are completed in consultation with the student's mentor (and, if taking an

independent study with another instructor, in consultation with the faculty member). These are completed at the time of registration for the winter and/or spring terms of the first program year. The course code for Independent Study is usually PSY 865. However, please note that students must (1) fill out the Independent Study form found on the MS Program website each term an independent study is taken and (2) submit to the Academic Coordinator by Week 2 of each term, at the latest. Students are then registered for this course by the program's Academic Coordinator and this course number may vary.

**Special Note: Even if your independent study involves working with your mentor on your thesis, you cannot name your independent study, "Master's Thesis" because this duplicates the name of an existing course which you will take in your 2nd year (3x). Please provide a descriptive title that summarizes the topic of your independent study.*

Master's Thesis Courses

Students are required to take at least 9 credits of MS thesis courses to graduate. For the 2019-20 AY, students will enroll in the following MS Thesis courses.

Year 2, Fall Term: PSY 898-002 MS Thesis

Year 2, Winter Term: PSY 898-002 MS Thesis

Year 2, Spring Term: PSY 898-NB2 MS Thesis

These courses are meant to allow students to dedicate time to work on their MS thesis projects. Please note that MS Thesis courses should not be confused with Independent Study courses (described above) or Research Methods Courses (required course).

Elective Courses

There are a number of electives available to students in the MS program. Electives should be selected in consultation with the student's mentor/advisor in accordance with their individual curriculum needs and areas of research. A number of electives are available to all MS students; these are listed as "Unrestricted Electives." Additional elective courses are available only with the **approval of their advisor, the instructor, and program director**; these courses are listed as "Restricted Electives" and "Courses outside the Psychology Program."

Below are the lists of unrestricted and restricted Psychology electives that may be available. Please note that some elective courses may not be available in a given year, therefore students should check the availability of courses when planning their curriculum for upcoming terms. You can do this by consulting the Term Master schedule on Drexel's website. It is also important to note that not all courses are offered annually; some may be available every other year, while others may not be available in a given year due to a faculty member leaving the university or participating in a sabbatical. Most importantly, our department may have special courses taught by professors from other departments or universities that will only be available for a single term. Keep in mind these special courses when scheduling your electives.

Even with the approval of their advisor, the instructor, and program director, certain courses outside of the College of Arts and Sciences will be considered independent study, not an elective

course. This will apply to students interested in courses offered by Drexel University's Thomas R. Kline School of Law.

PSYCHOLOGY ELECTIVES

Unrestricted Elective Courses

PSY 516 Developmental Psychology
 PSY 518 Social Psychology
 PSY 650 Child Psychopathology & Treatment
 PSY 711 Data Analysis III: Advanced Topics (Section 002)
 PSY 812 Cognitive Neuroscience
 PSY 822 Pediatric Psychology
 PSY 828 Weight & Eating Disorders

Restricted Elective Courses

Students enrolled in the Ph.D. Psychology Program have until week 10 of the prior term to register for Ph.D. courses. After this period, MS students are able to register for available seats. To register, interested students should follow the steps outlined below.

PSY 520 Psychopathology (Course is restricted to 2nd year MS students who have taken undergrad abnormal psychology)
 PSY 522 Psychological and Intellectual Assessment
 PSY 530 Neuroanatomy and Behavior
 PSY 542 Neuropsychological Assessment
 PSY 550 Multicultural Perspectives (Course is generally open to MS students, space permitting)
 PSY 616 Motivation & Emotion
 PSY 620 Personality Assessment
 PSY 630 Biological Basis of Behavior and Treatment (Course is generally open to MS students, space permitting)
 PSY 648 Forensic Assessment I
 PSY 649 Forensic Assessment II
 PSY 712 History & Systems
 PSY 720 Health Psychology
 PSY 722 Theories of Intervention (Student must reach out to the instructor to request permission to enroll & provide explanation of how course matches their training needs psychology)
 PSY 801 Data Mining (Student must have prior stats coursework to take this course)
 PSY 814 Neuroimaging and Physiology of Behavior
 PSY 820 Cognitive Behavioral Therapy

PSY 823 Substance Use

PSY 854 Psychology of Rehabilitation

PSY 865 Multilevel Regression (Student must have prior stats coursework to take this course)

Special note: Classes may be added/removed each term and the list of restricted and unrestricted courses is subject to change every term. For the most current list, please go to the term master schedule and click on the quarter you are interested in.

REGISTERING FOR RESTRICTED ELECTIVES IN THE PSYCHOLOGY DEPARTMENT

In order to request permission to register for a course listed under “Restricted Electives,” the student must contact the course instructor, the MS director, and the MS academic coordinator via e-mail with a written statement explaining the student’s qualifications to take the course (e.g., any required pre-requisites) and why the course is important to the student’s curriculum. The course instructor ultimately reserves the right to determine whether or not a student will be permitted to take the class as well as how many students from the program will be permitted in the class for a given term. This same procedure applies to requests to enroll in courses outside of the Department of Psychology. When considering a course in another department, the student should contact the course instructor first to request permission to take the class. Above all, students are encouraged to pursue their interests and if a student is interested in such a course, he or she should check with the course’s instructor, the student’s mentor, and the MS director.

REGISTERING FOR ELECTIVES OUTSIDE OF THE PSYCHOLOGY DEPARTMENT

We have compiled a list of courses that are offered across the university that may be of interest to Psychology MS students. For all of these courses, please refer to the Term Master schedule for more information about when they are offered. To register, interested students should 1) first seek approval from their mentor with a written rationale about why the course is important to their plan of study and how it relates to their area of interest, then 2) email the course instructor, CCing the student’s mentor with the rationale attached, asking for permission to join the course. 3) If the instructor approves the student’s request, the entire email history with the response should be forwarded to Damaris Oquendo (do42@drexel.edu), who will then seek approval from the MS Program prior to registering the student for the class.

See below:

School	Dept.	Name	Quarter Offered	Description
College of Computing and Informatics	Information Science and Systems	INFO 608 - Human-Computer Interaction	Fall	Focuses on the physiological, psychological and engineering basis of design and evaluation of human-computer interfaces covering such topics as; theoretical foundation of HCI; cognitive modeling of user interactions; task analysis techniques for gathering design information; iterative design cycles; formative and summative usability testing; and project planning and report writing.

College of Arts and Sciences	Biology	BIO 644 - Human Genetics	Fall	Covers the fundamentals and principles of genetics with an emphasis on their relevance to human genetics and disease. Topics include human genetic disorders, pedigree analysis and genetic testing, cytogenetics, epigenetics of cancer, gene therapy, stem cell research and human genomics and biotechnology.
College of Arts and Sciences	Biology	BIO 662 - Biology of Neuron Function	Fall	Covers molecular and cellular mechanisms underlying neuron function. Topics include: molecular and cellular biology of neurons and neural development; molecular biology and physiology of sensory and motor neurons; molecular biology of muscle function; molecular and cellular basis of learning and memory in model organisms.
College of Arts and Sciences	Science Technology Society	SCTS 504 - Science, Technology & Society Theories	Fall	This course is designed to provide participants with a rigorous introduction to important social theories used in the study of science, technology and society. In this course, we will read work by classical and contemporary theorists, exploring a variety of explanations and critiques of contemporary social life. Wrestling with these ideas will allow students to experience the diversity and richness of social theory and to explore how theory allows us to see topics in new, unique ways.
Dornsife School of Public Health	Biostatistics	BST 557 - Survival Data Analysis	Fall	This course covers the basic techniques of survival analysis. These approaches are useful in analyzing cohort data, which are common in health studies, when the main interest outcome is the onset of event and time to event is known. The response is often referred to as failure time, survival time, or event time, and this course will introduce students to methods necessary for analyzing this type of data.
Dornsife School of Public Health	BioStatistics	BST 561 - Design & Analysis of Clinical Trials	Fall	In this course, we will introduce the process of performing a clinical trial, including introducing the different phases of study, the approaches to data management for trials, interim analyses and adaptive clinical trials, sample size calculations for clinical trials, and issues of safety in trials. Students will have the opportunity to learn the process of designing, implementing, running and analyzing a clinical trial using real examples.
Dornsife School of Public Health	BioStatistics	BST 567 - Statistical Consulting	Fall	The objective of this course is to introduce biostatistics graduate students to the fundamental aspects of statistical consulting and to provide training for being an effective statistical consultant. Topics tentatively selected include: Roles and responsibilities of biostatisticians in collaboration with scientists and other clients, oral and written communication skills, sample size and power calculations, study design, how to help researchers formulate their scientific questions in quantifiable terms, how to deal with missing data, and how to write statistical analysis.
Dornsife School of Public Health	Community Health & Prevention	CHP 681 - Research with Rare, Stigmatized and Hidden Populations	Fall	Target audience for this course is those intending to conduct research or evaluate programs designed for rare, stigmatized and/or hidden populations and for consumers of such programs. The course seeks to help students understand the ethics of research/evaluation in such programs, analyze health outcome measures and appropriately store data collected.

Dornsife School of Public Health	Community Health & Prevention	CHP 801 - Theory & Practice of Community Health & Prevention I	Fall	This course introduces students to theories, scientific methods, and research issues in community health and prevention. Major theoretical approaches to community health are discussed, including behavioral, social, cultural and communication based approaches. An ecological model of health is presented, with an emphasis on behavioral and social determinants of health. Key public health concerns are studied and placed in the context of theoretical approaches to community health.
Dornsife School of Public Health	Community Health & Prevention	CHP 808 - Measuring Health	Fall	This course is for students using health measurement scales, and constructing measures of health for evaluation, research, population monitoring, or policy purposes. Methods will be explored for measuring health in individuals and populations. We will review fundamental theories of measurement including classical test theory, item response theory, and qualitative and quantitative approaches. We will explore existing measures of health and what is known about their validity and reliability. We will examine how existing scales have been used to learn about the health of people and communities and to measure health disparities. We will then explore how to create scales when none exist or existing scales are inadequate for the desired purposes.
Dornsife School of Public Health	Community Health & Prevention	CHP 500 - Behavior and Social Change Theories	Fall	This course introduces students to theories, principles, scientific methods, and research issues in community health and prevention. Major theoretical approaches to community health are discussed. An ecological model of health is presented, with an emphasis on behavioral and social determinants of health. Key public health issues are studied and placed in the context of theoretical approaches to community health.
Dornsife School of Public Health	Community Health & Prevention	CHP 517 - Overview of Maternal and Child Health	Fall	This course covers key principles and methods of maternal and child health (MCH) using a public health lens. This course will look at key points in the reproductive cycle, to include family planning, prenatal health, birth and the postpartum period; and then explore child health, to include infant and child morbidity and mortality, child development, LGBT health issues, and children and youth with special health care needs. The course will introduce common environmental and occupational exposures of women, fetuses, infants and children and discuss exposure prevention interventions.
Dornsife School of Public Health	Epidemiology & Biostatistics	EPI 559 - Pharmacoepidemiology	Fall	The aim of the course is to equip students with a basic understanding of the concepts and practice of pharmacoepidemiology. By the end of the course, students should be able to: Demonstrate an understanding of the important pharmacoepidemiological concepts and methods, and how these methods can be applied to specific drug utilization in real-life settings in specific populations; Define disease burden in terms of prevalence, incidence and potential complications associated with the use of specific medications; Examine patients' characteristics and drug utilization, and address health disparities in medications associated health outcomes; Examine patients with multiple-comorbidity, multiple drug uses and drug-disease effects on health outcomes.
Dornsife School of Public Health	Epidemiology & Biostatistics	EPI 570 - Introduction to Epidemiology	Fall	Epidemiology and biostatistical concepts and methods to be covered include techniques for describing and summarizing observations, for assessing associations among variables, and for determining the extent to which chance may be explaining and/or influencing the observed results.

Dornsife School of Public Health	Health Management and Policy	HMP 555 - Violence, Trauma and Adversity in Public Health	Fall	This course will provide an introductory focus on the public health policy and practice aspects of trauma, violence and adversity. The course will explore the history, epidemiology and psychobiology of trauma and adversity, look at exposure to adversity across the lifespan, and examine the impact of emerging knowledge on individuals, communities and systems. Students will have opportunities to examine trauma-informed approaches being applied to individuals, communities and systems and will analyze the policy and practice implications of these models as well as the translation from research to practice.
Dornsife School of Public Health	Health Management and Policy	HMP 600 - Public Health Advocacy and Activism	Fall	Advocacy and activism play a critical role in translating public health findings into policy, practice, and supportive public opinion. This course will address specific advocacy skills including, but not limited to framing projects, planning advocacy campaigns, identifying partners, developing skills in traditional and new media, understanding the role of lawyers and the legal system, legislative advocacy and lobbying, and understanding grassroots/community organizing.
Dornsife School of Public Health	Health Management and Policy	HMP 802 - Health and Human Rights	Fall	Health and well-being are intricately associated with fundamental human rights. This course will cover direct links between public health policies, political circumstances, and social and economic conditions and their effects on health of individuals and populations using the human rights framework.
Dornsife School of Public Health	School of Public Health	PBHL 512 - Methods for Public Health Research I	Fall	Students will learn how to formulate a research question, determine the population burden of disease, and distinguish between common study designs for characterizing determinants of disease, as well as identify common design and analytic challenges. We will illustrate these concepts within the context of contemporary public health research studies. Throughout the two quarters, students will be introduced to key concepts of biostatistics and will learn basic analytic methods, including statistical software, as well as qualitative analysis, including the role of qualitative data management and analysis software.
Goodwin College of Professional Studies	Nonprofit Management	NPM 520- Writing for Nonprofits	Fall	Writing is crucial to the success of all nonprofit organizations. In this introductory graduate-level course students will create their own nonprofit organization and will craft a number of written materials based on the organization they envision. Students will build upon these materials in subsequent courses.
Graduate College	Interdisciplinary Graduate	GRAD T580- Research Rotations in STEM Education	Fall	The research rotation course allows students to gain exposure to real-world experience in STEM education. In partnership with STEM departments from across Drexel's campus, opportunities will be identified for students to support STEM educational missions across campus, while gaining experience with teaching, education research, scholarship of teaching and learning (SoTL) projects, curriculum design and or educational assessment. Students may choose to do all of their internships focused on developing one skill set, or they may choose to do three separate internships focused on distinct skill sets
Graduate College	Interdisciplinary Graduate	GRAD T580- Special Topics	Fall	Specific topics and foci for this course will be decided upon by faculty and will vary from term to term.
Nursing & Health Professions	Behavioral & Addictions Counseling	BACS 534- Approaches to Substance Use Disorders	Fall	This course explores the bio-psycho-social impact of substance use disorders on individuals and their families. Students learn about the continuum of substance use and evidence-based practices associated with recovery. Students also experience first-hand the challenges in developing motivation for behavior change.

Nursing & Health Professions	Behavioral & Addictions Counseling	BACS 535- Motivational Enhancement Skills	Fall	In this online, graduate level course, students learn to employ Motivational Interviewing, the Transtheoretical Model of Counseling (stages of change), and Solution-Focused Brief Therapy strategies in the treatment of substance use disorders. Experiential activities assist the student in understanding conceptual frameworks and in developing effective counseling skills.
Nursing & Health Professions	Complement & Integrative Therapy	CIT 502- Foundations of Complementary and Integrative Therapies	Fall	This course provides an overview of the history of medicine and reviews the theoretical foundation of selected CIT areas, including: botanical medicine, clinical aromatherapy, homeopathy, mind-body therapy, energy therapy, and humor and healthcare. It compares the CIT world view with the conventional medical model.
Nursing & Health Professions	Couples & Family Therapy	CFTP 525- Research in Couple and Family Therapy	Fall	This course focuses on research methods for couple and family therapy, and is designed to review contemporary family research methods through a multi-method approach. Issues in the clinical assessment of individuals, couples, and families will be explored from diverse contextual variables.
Nursing & Health Professions	Couples & Family Therapy	CFTP 713- Introduction to CFT Clinical Research	Fall	This course provides an overview of seminal and current couple and family therapy clinical research. This course will review debates around the value, training and dissemination of empirically supported treatments and philosophical underpinnings of the scientific enterprise. We will also examine research from the perspective of culture, race and gender and how these sociopolitical issues impact the interpretation of science. The significance of the research process and empirical evidence to couple and family therapy practice will be explored, with reference to common factors and evidence-based research.
Nursing & Health Professions	Couples & Family Therapy	CFTP 729- Diverse Families and Communities: Intervention Strategies	Fall	This course will increase student's knowledge about social context impact clinical interventions and clinical research. Students will examine the importance of research with culturally diverse populations and consider how contextual issues influence CFT clinical practice and research. Specifically, students will examine how contextual variables such as gender, class, sexual orientation, immigration, religion, race, ethnicity, and are considered in the context of clinical practice and research.
Nursing & Health Professions	Creative Arts in Therapy	ARTS 602- Social and Cultural Foundations in Counseling and Psychotherapy I	Fall	The class explores implications of culture, race, ethnicity, sexual orientation, gender, social class, physical ability and religion within the context of mental health treatment. Through readings, experiential exercises, discussions, guest speakers, reflective writing, personal projects, and lecture, multicultural issues are examined and a framework presented for the practitioner to develop flexibility, openness, knowledge and competence with diverse populations.
Nursing & Health Professions	Creative Therapy and Counseling	CTCN 552- Therapy Relationship Skills I	Fall	This course introduces and provides practice in skills for understanding, establishing, and developing the therapy relationship and therapeutic process through movement and verbal counseling support. Students participate in and lead segments within class experiential exercises. The focus is on the initial phase of therapy.
Nursing & Health Professions	Nutrition and Food	Nutrition Counseling	Fall	Emphasizes nutrition counseling techniques for use with individuals and small groups, including development of nutrition education materials as well as verbal and non verbal communication skills

Goodwin College of Professional Studies	Professional Studies	PRST 501- Communication for Professionals	Fall	This course covers applications of the communication discipline in professional settings. Students explore and assess the role of organizational, interpersonal, non-verbal, group, and employment communications in today's professional world. The main goal is to provide students with the tools necessary to become effective communicators in the workplace.
College of Arts and Sciences	Bioscience and Biotechnology	BIO565- Neurobiology of Disease	Winter	The objective of the course is to provide a basic understanding of molecular and cellular biology of disorders of the human nervous system. Advances developed from experimental models that have armed clinicians and basic scientists with new tools for diagnosis and treatment of disease and injury will be presented.
College of Arts and Sciences	Bioscience and Biotechnology	BIO-614 Behavioral Genetics	Winter	This course explores the role of genetics in determining variation in animal (including human) behavior, and the role of gene expression in regulating behavioral development. The course surveys techniques for quantifying and analyzing genetic variation, behavioral effects, and gene expression.
College of Arts and Sciences	Bioscience and Biotechnology	BIO-616 Biochemistry of Major Diseases	Winter	This course focuses on the biochemical bases of several selected human disorders including neoplasm, cardiovascular disorders, diabetes and obesity. Biochemical changes and their regulation by signaling pathways under the disease conditions will be examined. The relevance of diagnosis and treatment will be discussed.
College of Arts and Sciences	Science Technology and Society	SCTS 501 - Introduction to Science, Technology and Society	Winter	This seminar introduces students to the study of science, technology, and society. Students will investigate different approaches to the study of STS, including methods of problem selection and research questions.
College of Computing and Informatics	Information Science and Systems	INFO 608 - Human-Computer Interaction	Winter	Focuses on the physiological, psychological and engineering basis of design and evaluation of human-computer interfaces covering such topics as; theoretical foundation of HCI; cognitive modeling of user interactions; task analysis techniques for gathering design information; iterative design cycles; formative and summative usability testing; and project planning and report writing.
Dornsife School of Public Health	Biostatistics	BST 553 - Longitudinal Data Analysis	Winter	Course covers modern statistical techniques for longitudinal data from an applied perspective. Suitable for doctoral and master students in biostatistics and doctoral students in epidemiology, clinical trials and social science analyzing longitudinal data.
Dornsife School of Public Health	Community Health and Prevention	CHP 682 - LGBT Health Disparities	Winter	This course is intended as a first survey course that covers various health disparities in the LGBT community ranging from HIV/AIDS to intimate partner violence. The paradigm that we will adopt as the foundation for our weekly discussions will emphasize how unhealthy behaviors and outcomes are related to stress and stigma that LGBT persons experience as a marginalized community. This paradigm will be discussed in the context of sexual minorities being but one class of minorities that suffer similar discrimination and resultant stress: We will draw parallels to earlier findings on disparities among racial/ethnic minorities.

Dornsife School of Public Health	Community Health and Prevention	CHP 691 - Public Health Practice in and with Latino Communities	Winter	The goal of this course is to prepare students for genuine engagement in a culturally diverse experience in the service of Latino populations within the United States using interdisciplinary approaches to learn about public health practice. Attention will be given to the major Latino subgroups living in the US and the role of applied knowledge about ways to work with these varied populations across their lifespan. This course seeks to help students better understand the multiple forces that impinge on one's health, and the role of social determinants where we live, where we work, where we socialize, and the role of stress on our physical health and mental well-being.
Dornsife School of Public Health	Environment and Occupational Health	EOH 560 - Overview of Issues in Global Health	Winter	This introductory course will cover the major issues and considerations involved in global health. It is a survey course that is designed to familiarize students with the major health issues across the globe, including general concepts such as determinants of health, the measurements of health status, as well as demographic and other global trends and their impact on the global burden of the disease. The course will also address specific health issues that affect much of the world's population such as communicable diseases, malnutrition, water and sanitation, chronic diseases, injuries and environmental health challenges, as well as the factors that threaten reproductive and child health.
Dornsife School of Public Health	Epidemiology	EPI 556 - Perinatal Epidemiology	Winter	Perinatal Epidemiology provides an overview of maternal and child health during the perinatal period, from the 3rd trimester of pregnancy (starting at 28 weeks) through the first month of postnatal life. Many perinatal outcomes, however, have processes that begin earlier in the prenatal and even preconception periods. Some of these outcomes and processes will also be discussed. The first half of the course focuses on the epidemiology of several health conditions and outcomes that affect the mother, fetus, and newborn. The second half of the course examines some of the methodological challenges specific to epidemiologic research on perinatal outcomes. Current research areas in perinatal epidemiology and future directions for research are also discussed.
Dornsife School of Public Health	Epidemiology	EPI 564 - Data Science Using R	Winter	This course is designed to provide students with sufficient programming knowledge and analysis experience in R to solve data science problems that a data analyst with a master's degree in epidemiology or biostatistics might encounter in the workforce. The focus of the course is an understanding of the R computing platform with application to data analysis problems of a public health nature. The interactive classes will feature a lecture component and a laboratory component. The RStudio environment will be the interface used for all classroom discussion, and is strongly recommended.

Nursing & Health Professions	Complement. and Intergrative Therapy	CIT 624- Foundations of Integrative Addiction Therapy	Winter	This course introduces the health care professional to the foundational principles of integrative healthcare. Reviews the neuroscience of addiction and the neuronutritional model of addiction. It provides the student with an understanding of complementary and integrative therapies (CIT) which can be used during the recovery phase of addiction treatment. Care of the recovering client will be viewed from many disciplines, allowing practitioners the perspective needed to enhance the physical, emotional/mental and spiritual aspects of healing throughout the recovery process.
Nursing & Health Professions	Inter Professional Studies	IPS 533- Forensic Mental Helath	Winter	This course examines the various foundations of offender behavior including theory, research and motivational models. Basic tenets of assessment and intervention with offenders will be examined from a healthcare perspective.
Nursing & Health Professions	Nursing	NURS 540- ASD I: Introduction to Autism Spectrum Disorder	Winter	This course will provide an overview of the public health problem of autism spectrum disorder, including natural history, etiology, rising prevalence, risk factors, and core features of ASD. The student will be introduced to the important and evolving role of nurses in the life-long care of people with ASD.
Nursing & Health Professions	Complement. & Integrative Therapies	CIT 631 - Introduction to Nutritional Neuroscience	Spring	This course explores the emerging interdisciplinary field of nutritional neuroscience that relates directly to many healthcare and quality-of-life issues at the forefront of modern society, in particular to addictions. Students will review the foundational neuroscience of addiction and the neuronutritional model of addiction. This course examines specific neuronutritional agents that are now used for their effects on behavior or brain function as it relates to addictions, the primary focus of the field of nutritional neuroscience.
College of Arts and Science	Science and Technology	SCTS T580 - Objectivity in Science, Technology, & Feminist Studies	Spring	Topics decided upon by faculty will vary within the area of study.
Nursing & Health Professions	Behavioral Health Counseling	BACS 568 - Substance Use Counseling with Special Populations	Spring	The focus of this course is on effective approaches to assessing and treating people with substance use disorders who have unique needs. These populations include youth, older adults, women, people with co-occurring physical or psychiatric disabilities and members of the LGBT community. Appreciating how the values and attitudes of society and health care professionals influence working with these special populations are issues of particular importance.
Nursing & Health Professions	Nursing	NURS 533 - Forensic Mental Health	Spring	This course examines the various foundations of offender behavior including theory, research and motivational models. Basic tenets of assessment and intervention with offenders will be examined from a healthcare perspective.

School of Education	Education and Human Resource Development	EHRD 606 - Human and Organizational Performance	Spring	Systemic strategies for attaining continuous improvement in the private and public sector marketplace are examined. This includes the concept of human performance improvement in research and practice and the role of the performance improvement professional in facilitating individual, team, and organizational performance to support and sustain these strategies.
School of Public Health	Biostatistics	BST 561 - Design & Analysis of Clinical Trials	Spring	In this course, we will introduce the process of performing a clinical trial, including introducing the different phases of study, the approaches to data management for trials, interim analyses and adaptive clinical trials, sample size calculations for clinical trials, and issues of safety in trials. Students will have the opportunity to learn the process of designing, implementing, running and analyzing a clinical trial using real examples.
School of Public Health	Community Health Prevention	CHP 518 - Global Issues in Maternal and Child Health	Spring	This course covers maternal and child health (MCH) disparities using the life course perspective. Health disparities will be explored across geopolitical boundaries. Material will stem from three main pedagogical principles: 1) MCH issues outside the US are sometimes very similar to domestic issues; 2) MCH issues outside the US are sometimes drastically different than domestic issues; and 3) MCH is not only about women and children, but also about men, as well external factors beyond the individual and interpersonal levels of the social ecological model. Throughout the course, an emphasis will be placed on providing practice-based evidence of MCH disparities from around the world and evidence-based practice examples for prevention, intervention, and ultimately the reduction of global MCH health disparities.
School of Public Health	Community Health Prevention	CHP 650 - Drug Use and Public Health	Spring	In the past several decades drug use has emerged as a major public health issue. The course will focus on biological, psychological, social, and cultural aspects of key licit and illicit substances. Additionally, students will learn relevant public health aspects of drug use, including prevention, intervention, and policy.
School of Public Health	Community Health Prevention	CHP 705 - Faith, Religion, Spirituality, and Health	Spring	This course focuses on the roles that "faith," "religion," and "spirituality" play in individual and community health. The course will focus on understanding the multiplicity of definitions of these terms (particularly spirituality and religion) and how these terms relate to health across time and cultures.
School of Public Health	Health Management and Policy	HMP 550 - Health Disparities: Systemic, Structural, Environmental & Economic	Spring	This course explores racial and ethnic disparities in health status and access to health care, while examining interventions to eliminate them. Students learn to define and describe racial, ethnic and gender-related disparities, discuss underlying mechanisms, think critically about existing research on health disparities and develop proposals for reducing them.

Synopsis of Procedures for Obtaining Permission for Enrolling in a Restricted Elective or Course Outside of the Psychology Department

The order of requesting permission to enroll is as follows.

1. Interested students should seek approval from their mentor before asking the course instructor if they can register for the course.
2. Next, they should email the course instructor, Ccing the student's mentor with the rationale attached, asking for permission to join the course. In this email, it is recommended that MS students include a brief paragraph on why the course is important to them and how it relates to their area of research or clinical and

career goals.

3. If faculty approves the student's request, the student should forward the response to Damaris Oquendo (do42@drexel.edu) for the program director's final approval. Damaris will need to register students restricted courses and will need to assist with enrolling in Biology courses.
4. It is recognized that MS students need to register by the final few weeks of registration (typically week 8 or 9 of the previous term) in order to plan their schedules and should seek final approval by instructors at this time.

Course Suggestions for Students with Different Research Interests

Many of the students in our program have research interests that fall into one of four areas: (1) Cognitive neuroscience, (2) Behavioral/Health Psychology, (3) Forensic Psychology, and (4) Analytic Methods. As such, we have suggested elective courses below that may be of interest to students with these different interests. You do not need to take these courses nor do you need to select a 'track.' The classes are listed here to provide guidance and ideas.

Cognitive Neuroscience	Cr	Behavioral/ Health	Cr	Forensic	Cr	Analytic Methods	Cr
PSY 530: Neuroanatomy & Behavior	3	PSY 520: Psychopathology	3	PSY 648: Forensic Assessment I	3	PSY 611: Computer-Based Research Methods for Psychological Research	3
PSY 542: Neuropsychological Assessment	3	PSY 720: Health Psychology	3	PSY 649: Forensic Assessment II	3	PSY 810: Behavioral Data Mining	3
PSY 642: Biological Bases of Behavior & Treatment	3	PSY 822: Pediatric Psychology	3	LAW 792: Mental Health Law*	2-3	PSY 811: Multilevel Regression	3
PSY 812: Cognitive Neuroscience	3	PSY 854: Psychology of Rehabilitation	3	PSY 823: Substance Use	3	INFO 648: Healthcare Informatics	3
PSY T880: Neuroimaging & Phy of Behav	3	PSY 823: Substance Use	3	LAW 812S: Behavioral Sciences Applications to the Law *	2-3	CFTP 758: Dyadic Analysis and Longitudinal Causal Modeling in CFT	3

BIO 548: Neuroscience: From Cells to Circuits	3	CFTP 500: Introduction to Systems Theory	4	PSY 650: Child Psychopathology and Treatment	3	PSY 530: Neuroanatomy & Behavior	3
BIO 549: Behavioral Neuroscience	3	CFTP 501: Introduction to Family Therapy	4	PSY 516: Developmental Psychology	3	PSY 812: Cognitive Neuroscience	3
BIO 612: Biology of Aging	3	EDEX 543: Emotional and Behavioral Support of Individuals with Disabilities	3	PSY 520: Psychopathology	3	PSY T880: Neuroimaging & Phy of Behav	3
BIO 661: Neurobiology of Autism Disorders	3	PBHL 510: Public Health Foundations and Systems I	4	PSY 550: Multicultural Perspectives in Psychology	3	BIO 548: Neuroscience: From Cells to Circuits	3

BIO=CoAS Biology Dept; CFTP=Coll of Nursing/Health Professionals Couples & Family Therapy; EDEX= Ed School; PBHL= Public Health; LAW= Law school; INFO=College of Computing & Informatics

3. Course Sequence

The following recommended graduate course sequence is provided to aid the Accelerated MS student in curriculum planning. These courses are in addition to any undergraduate courses needed to complete the BS degree by the end of your 4th year at Drexel.

Although substitutions or changes in the sequence can be made (with the approval of the faculty mentor, program director, and relevant course instructor), the following sequence is designed to have core courses provided at the optimal point in the student's educational process, while encouraging individualized course of study. Upon entry into the program, it will be important to meet with the program director in order to decide if this outlined sequence of courses is fine-tuned to your interests and schedule.

First Year (final undergraduate year) - 18 Credits of Graduate Courses

**Please note that these courses should be taken in addition to any courses needed to complete B.S. requirement*

Fall Term

PSY 610- Data Analysis I

PSY 865- Independent Study

Winter Term

PSY 510- Research Methods I

PSY 710- Data Analysis II (Section 002)

Spring Term

PSY 511- Research Methods II

PSY 711- Data Analysis III or other elective course approved by mentor and director

** We would like all MS Students, including accelerated BS/MS students, to take PSY 898-002 MS Thesis in the spring term of their 1st year. However, BS/MS students may not be able to enroll due to limits with regard to the number of graduate credits you can take while in your 4th year of undergraduate study. Please contact the Program Director to discuss professional development didactic activities planned for this term. We may have you sit in on the course even if you cannot formally enroll.*

Second Year- 27 Credits of Graduate Courses**Fall Term**

PSY 512- Cognitive Psychology (can also be taken in Y1; if so, you may choose to take an elective this term)

PSY 898- Master's Thesis (Section 002)

Elective course

Winter Term

PSY 898- Master's Thesis (Section 002) or Elective or Independent Study

PSY 624- Behavior Analysis

Elective course

Spring Term

PSY 898- Master's Thesis (Section NB2)

Elective course

Elective course

4. Research Experience Requirement*Description*

Students must complete and document a minimum of 8 hours of supervised research experience each week in their mentor's laboratory (or other laboratory approved by the student's mentor) for the two years in the program. The mentor and the student will discuss what tasks the student will complete during these hours and how these hours will be monitored. At the end of each term, the student must submit a form documenting these hours that is signed by the student's mentor. See forms section at the end of this document.

Work with Faculty Mentors

It is important for students to familiarize themselves with the roles and responsibilities of each person with whom they will work alongside throughout their tenure in the MS Psychology program. The MS Program Director is administratively responsible for the program and will need to provide final approval ("sign off") regarding all forms, evaluations, and documentation

of completion for all MS requirements. For this reason, the Program Director is listed on official university documents as the “Program Advisor.” Students’ individual Faculty Mentors and Advisors will provide them with guidance concerning their individualized academic curriculum and research training. Mentors will discuss and determine how the 8 hours per week of required research is spent. Some mentors choose to assign 8 structured hours each week while others allow for flexibility, suggesting more hours when specific tasks or duties are needed and fewer hours at other times. Mentors may require students to work in their respective research laboratories or may collaborate with other faculty or psychologists to have students work in other laboratories or research-related duties. The student’s mentor will need to sign a statement at the end of each term that documents the student’s completion of required laboratory time. Additionally, a mentor will discuss and help the student decide what areas to cover in the Independent Study courses. At the end of the year, the student’s mentor will complete an evaluation form that he or she will share with the program director in a required end of year meeting. Students should note that they are responsible for arranging all meetings with their individual mentor/advisor as well as turning in all required forms on time to the program’s Academic Coordinator.

Research Lab Support

The Department of Psychology provides each student-mentor pair with \$750 of research lab support for materials or expenses associated with the MS student’s research and/or MS student research travel. This support is provided for each year the student is in the program; however, *funds **not** used by the end of the academic year do not carry over to the following academic year.* Students must discuss and get approval for how they would like to use the \$750 in funds with their mentor to ensure that the use of funds is appropriate.

****Please note that students should prioritize using these funds to pay for conference-related travel. If you would like to use these funds for anything else related to your research at Drexel, you must discuss this with your mentor and the graduate coordinator to confirm that it is an eligible expense. **Be sure to do this *before* you pay for anything**. If the expense is not considered eligible, you will NOT be reimbursed and thus will be out the money you paid. There are no exceptions to this.**

Research Lab Support Reimbursement Process

- The \$750 research lab support is available at any time before **June 1** of each academic year. If students do not request the \$750 research lab support by the deadline, they forfeit the funds for that academic year.
- Please note that students must pay for research expenses themselves (except for subject payments; see below) and then request reimbursement **within 30 days** of when the expense was incurred **and** prior to **June 1** of each academic year.
- The lab support reimbursement form should be submitted to the Program Academic Coordinator no later than June 1. The form must be signed by you, your mentor, and the Program Director before being submitted. Once the lab support reimbursement form is submitted, the Program Academic Coordinator will obtain the approval signature from the Department Chair.
- A copy of the approved form will be returned to the student’s faculty mentor.

- The approved form is attached to a check request and submitted to the department by the Program Academic Coordinator. The reimbursement may take several weeks.
- Allowable laboratory expenses: MS student travel, laboratory supplies (e.g. tests, books, forms, equipment, etc.). It is expected that the MS student will have the opportunity to be involved in laboratory activities in which these supplies will be used.
- Please note the following known **unacceptable expenses**: (1) computer purchases, (2) gym memberships, (3) non-research related travel. (This list is **not** exhaustive; these are examples of unapproved requests we have received in the past).
- Also **please note** that if you intend to use these funds to **pay research subjects**, you must **discuss the process with Roxane Staley-Hope first**. You cannot pay subjects out of pocket and be reimbursed. Roxy needs to work with you to be sure that the proper steps are taken to pay research participants consistent with university policies.

5. Research Presentation Requirement

Prior to graduation, each MS student will be expected to present his or her research at a university, local, national, or international conference. *This will involve talking with your mentor about where your work would be best suited for submittal.*

Choices for ways to fulfill this requirement are as follows:

- Oral presentation at conference
- Poster presentation at conference
- Oral presentation in a department or university symposium / research day

In the past, Drexel has sponsored a research conference in which graduate research proposals for poster presentations are welcomed. Psi Chi (the National Honor Society in Psychology) often sponsors a similar event annually that is specific to psychological research. Drexel's Graduate College recently started a conference called the Drexel Emerging Graduate Scholars Conference. See the graduate college website for more details. (<https://drexel.edu/graduatecollege/professional-development/emerging-graduate-scholars-conference/>) Most areas of specialization have local, regional, and international conferences where submission deadlines occur approximately 6-8 months prior to the conference; submissions are peer-reviewed to determine if they are "accepted" for presentation at the conference. *Each student must document one first-author presentation of research at a conference prior to their graduation.* Students are not limited to participating in just one presentation and are encouraged to participate in more.

See the below for commonly attended conferences.

CONFERENCE NAME	ABSTRACT -- Month when typically due
Drexel Emerging Graduate Scholars Conference	February
Joint Statistical Meetings	February
Cognitive Science Society	February

Association for Behavioral and Cognitive Therapies (ABCT)	March
School Mental Health Conference	April
TOS/Obesity Week	April
Society for Neuroscience	April
Obesity Week	April-June
Eating Disorder Research Society	May
Eating Disorders Research Society (EDRS)	May
Psychonomic Society	June
International Neuropsychological Society	July - August (depending on submission type)
Society for Behavioral Medicine	September
International Conference on Eating Disorders (ICED)/Academy of Eating Disorders	October
American Psychology-Law Society (APA Div. 41)	October
Eastern North American Region (ENAR) of the International Biometrics Society Meeting	October
Gatlinburg Conference on Intellectual and Developmental Disabilities	October
International Society for Autism Research	November
Association for Contextual Behavioral Science (ACBS)	October
American Psychological Association	October through early December (depending on submission type)
Association for Psychological Science	November - January (depending on submission type)
Cognitive Neuroscience Society	November
Society for the Neuroscience of Creativity	January
Statistical Methods in Imaging (SMI) conference	November
Organization for Human Brain Mapping (OHBM)	December
National Perinatal Association	December
North American Society of Psychosocial Obstetrics and Gynecology	October
Marce of North Amercia (formerly the Perinatal Mental Health Society)	N/A

6. Thesis Requirement

Effective beginning in the 2017-18 academic year, students will now choose how they will fulfill the program's thesis requirement. The options are as follows.

Choices for Thesis Requirement

Choose <u>1</u> from the list below:	Accompanying Oral Presentation(s):
A. Empirical Thesis	Oral Proposal Meeting & Oral Defense Meeting
B. Publication-quality ¹ paper as first author (e.g., systematic review of the literature, empirical paper)	Oral Defense Meeting
C. Alternative scientific writing project ² (e.g., technical report, commentary)	Oral Defense Meeting

Procedure

Students will discuss thesis options with their mentor during their first two quarters at Drexel (Fall & Winter). *Students will complete (under their research advisor's supervision) a **PLAN OF STUDY FORM** by the end of the Winter quarter of their first year at Drexel.* The mentor/thesis advisor can provide guidance in all areas of developing and writing a thesis and must approve the thesis topic before the student begins significant work on the proposed thesis topic. No matter what plan of study is chosen (i.e., traditional thesis vs. other projects), a committee shall be formed to evaluate the appropriateness of the plan of study. The committee will also evaluate the final written document for the thesis (and will meet for a proposal meeting if a traditional thesis is chosen to fulfill the requirement). The committee will be composed of the student's mentor and two additional faculty members.

Students are also encouraged to read at least one doctoral dissertation or Master's thesis recently completed by a student in the Department of Psychology. The student's mentor/thesis advisor or the Program Academic Coordinator can assist in selecting an exemplary model thesis. Reading and reviewing such dissertations and theses will help the student better understand what is

¹ A publication-quality manuscript refers to a written product (e.g., systematic review, empirical paper) that is deemed by the student's committee to meet the minimum requirements necessary for submission to a peer-reviewed scientific journal. The manuscript does NOT need to be submitted to fulfill the requirement, as ultimately the decision of when and where to submit a manuscript lies with the student's research advisor and any other co-authors on the manuscript. However, the manuscript should be evaluated by the mentor and the other committee members to determine if it meets the minimum requirements for submission and thus fulfills the written component of the thesis project.

² The scope of the alternative scientific writing project will be discussed by the student and the student's research advisor. Ultimately, approval of the project will come from the student's advisor and committee members.

expected in a successful Master's thesis, regardless of which thesis option is chosen.

If an empirical thesis is chosen, the student must first develop a novel hypothesis based on the available literature. The student must then determine how data will be collected. In some instances, depending on the particular research questions to be addressed, preexisting data sets may be analyzed if collecting new data is impractical or impossible. Similarly, if a publication-quality paper as first author, or an alternative scientific writing project is chosen, the student must first develop a novel idea that will contribute to the existing literature or body of work.

Thesis Committee

Each student, along with the assistance of the student's mentor/thesis advisor, must choose his or her own thesis committee based on faculty members' research interests. The committee is required to have a minimum of three members; of these three members, two must be faculty from the Department of Psychology (i.e., core or adjunct faculty) and it is recommended (though not required) that one be a credentialed individual faculty from either outside the Department of Psychology or Drexel University. Members from outside Drexel University who have not previously served on thesis committees in the Department of Psychology must submit a copy of his or her curriculum vitae (CV) and be approved by the student's thesis chair. While the reasoning behind having a committee member from outside the Department of Psychology is to provide additional expertise or perspectives to those provided by the committee members from within the Department, this is not required.

Committee Formation

Students should discuss appropriate committee members with their mentor. Once potential committee members have been identified, the student should speak with all proposed committee members to determine if they are interested in participating and, if so, if they agree to take part in the student's thesis committee. The student's mentor/thesis advisor usually chairs the committee; thus, it is encouraged that students work closely with their respective mentors in selecting an appropriate thesis committee. It is the student's responsibility to arrange for any meetings that are required with all committee members. If a traditional empirical thesis is chosen, the student must provide a written draft (i.e., of the proposal or final thesis, depending upon the purpose of the meeting) generally two weeks before, so that they may review the draft and properly prepare for the meeting.

Committee Involvement

Empirical Thesis (Option a)

In addition to approving and signing off on the student's plan of study (which will be due at the end of the 2nd quarter of the student's first year), the student must have two meetings with his or her thesis committee, which are: 1) a proposal meeting, in which the complete thesis proposal is presented and approved by the committee, and 2) a defense meeting, in which the final project is described and reviewed by the committee. While only two committee meetings are required prior to thesis defense, most students meet frequently with their mentors and committee members for insight and guidance throughout the process of composing their respective theses. The thesis proposal and defense approval must be documented using the corresponding forms.

The committee members and Program Director must sign both forms, which can be found in this handbook's appendices. A proposed thesis timeline is also provided at the end of this handbook to provide benchmarks toward the successful completion of the student's thesis.

In the thesis proposal meeting, the student's committee evaluates whether the proposed topic is appropriate for a thesis and whether the proposed methods for addressing that topic are suitable. The thesis proposal defense is a formal meeting in which the student presents his or her proposal and receives constructive feedback from the committee, followed by a vote by the committee on whether or not to approve the proposal. If the proposal does not gain approval, the student should adjust in accordance with the committee's feedback. Once the student has obtained committee approval and submitted the completed Master's Thesis Proposal Approval form to the Program Academic Coordinator, work on the thesis may proceed. An additional form is required to be submitted following the committee's thesis defense meeting (see the handbook section on Thesis Defense). All thesis meetings are open. The proposal meeting and final defense meeting should be announced at least two weeks (and minimum of 1 week) before so that other students and faculty may attend.

Alternative Thesis (Options b, c)

In addition to approving and signing off on the student's plan of study (which will be due at the end of the 2nd quarter of the student's first year), the student's committee will also evaluate the final written thesis product (publication quality paper – option b; technical report – option c) and convene a meeting with the student. Following the defense meeting, the student must have his/her committee sign the Thesis Defense Form.

Upon scheduling your proposal or defense with your committee:

1. Email the Graduate Student Representative (Catherine Stephan, psychgrad@drexel.edu) with an announcement to post to the email listserv. Please use the following format as a guide:

[Your name] is [proposing/defending] [his/her] [thesis] at [time] in [location]. The title of [his/her] [thesis] is, "Title." All are welcome to attend. Best of luck [Your name]!!

2. Email, Brittany Thomas at, blt55@drexel.edu, to schedule the room number and to obtain the announcement flyer/form. Email the completed form back to Damaris Oquendo so that she may place this flyer in the dedicated space on the bulletin board across from the main Department of Psychology Office. In the event that you will need to place the flyer on the bulletin board yourself, please look for the sign that says, "Thesis and Dissertation Announcements."

Thesis Defense

No matter what thesis option the student selects, s/he must successfully defend his or her thesis in order to be eligible to graduate. The thesis defense is a meeting in which the student presents

his or her thesis project. Each student is required to contact all members of his or her thesis committee to determine a date and time that everyone will be available for the defense. It is recommended that this date is set at least four to six weeks in advance. The student must also schedule a conference room for the defense through the Program Academic Coordinator. It is the responsibility of the student to confirm this location and then notify all committee members of the time and place for the defense.

In the thesis meeting, the student will present his or her thesis, followed by a question-and-answer session posed by the thesis committee. The committee will then vote on the overall work of the thesis, evaluating every aspect, then determine whether or not the student passed the defense. To be recommended for conferment of the Master of Science in Psychology, the student must receive approval of all three voting members of the committee. Should the committee require revisions, the student should allow at least two weeks to make revisions following the defense. When revisions are complete, the committee will need to approve by signing the Thesis Defense Approval Form as well as the Completion Form.

For a guide to thesis submission, please consult the Hagerty Library website:
<http://library.drexel.edu/thesis>

Research Ethics

APA Ethics Review & Attestation

All students in the Department of Psychology must fully conform to the American Psychological Association (APA) Ethical Principles and Code of Conduct concerning research and publication. Additionally, students must comply with all university policies concerning the conduct of research and scientific integrity. All university policies with regard to falsification of data, fraudulent claims, and plagiarism will be strictly enforced.

Before performing research, all students must read the most recent APA Ethics Code and complete the APA Ethics Attestation Form (both are available on the MS Psychology website under “Forms”). The APA Ethics Attestation Form must be signed by the student, their mentor, and the program director. In addition, all students need to complete CITI Training (<https://www.citiprogram.org/>). Students should discuss which CITI courses they are required to take with their mentor.

Institutional Review Board

The following applies to students who select an empirical thesis only.

If planning to complete an empirical thesis using human participants (including studies utilizing existing data sets related to human participants), the student must obtain approval from the Drexel University Institutional Review Board (IRB), which is charged with the duty of ensuring that human rights are protected in any research project. There is a specific protocol for submitting a research proposal to the IRB separate from the proposal to the student’s thesis committee. Once IRB approved, there are specific instructions and requirements to follow

regarding all research records. The process for IRB approval typically takes several months to complete and requires the submittal of many details and information concerning the proposed research, including all the requisite IRB paperwork and forms. In addition, it is required to complete specific computer-assisted trained protocols (i.e., Human Subjects and HIPAA/Medical Research) on the Drexel Research website. If conducting an empirical study at a site other than Drexel University, the student will need to obtain approval from the Drexel University IRB as well as the remote site's IRB. In order to submit an IRB, the student must have access to COEUS LITE. This requires training. Discuss procedures for obtaining this training with your mentor.

7. Curricular Requirements Summary & Accompanying Documentation

Requirement	Documentation
Completion of 45 credits (including required & elective coursework)	(Documentation provided via University Transcript)
Quarterly Research Experience (6x)	Research Requirement Form (1 ea. quarter for 6 terms)
Research Presentation (1x)	Documentation of Research Presentation Form
Thesis Project (choose 1 of the following)	
Empirical Thesis	Thesis Proposal Approval, Thesis Defense Approval, Office of Graduate Studies Thesis Approval Form
Publication Quality 1 st Author Paper	These Defense Approval Form, Office of Graduate Studies Thesis Approval Form (to library)
Alternative Scientific Writing Project	These Defense Approval Form, Office of Graduate Studies Thesis Approval Form (to library)

8. Other Requirements & Accompanying Documentation

Requirement	Documentation
Review APA code of ethics	APA Ethic Attestation Form

Complete Responsible Conduct of Research Course	(Documentation provided by Grad College)
Complete Plan of Study with Mentor	Plan of Study Form
Apply for Graduation	Graduate Program Completion Form (to grad school)

9. Graduation

Students can graduate in June (spring term graduation) and also may officially graduate at the end of the summer, fall, or winter term. However, the only graduation ceremony is held in June. In order to participate in the June ceremony, all graduation requirements, including filing an Application for Degree, must be met by the deadline for June graduation listed on the academic calendar. If this deadline is not met, students can graduate at the end of one of the other terms, provided the respective term's deadlines are met.

The specific deadline dates relating to graduation vary slightly each year and are listed on the University Academic Calendar. Students are responsible for obtaining this information and making sure the appropriate deadlines are met.

Applying to Graduate

Please see the following website for information about graduation procedures and deadlines: <http://drexel.edu/graduatecollege/news-events/graduation/>

As a BS/MS student you will have to apply for graduation both in your 4th (for BS) and 5th (for MS) year.

In order to apply for graduation, log in to Drexel One and under Student Records, click “More Banner Web Student Records”. Then, scroll down and click “Apply for Your Degree”. If you are unsure of when you will be ready to graduate, you should still apply. Applications are done quarterly.

If you discover that you are not ready to graduate but have already applied, go to the Ask Drexel website with your name and university ID, and request that your application is deleted. There can only be one graduation application in the system, so if your application is not deleted, you will not be able to reapply.

Please note: Your name in Banner and the name on your diploma need to match. If you are unsure as to what name is in the system for you, please check your name the next time you register for classes. If the name that you would like on your diploma is different than your

system name, you must fill out a name of change form (available on <http://www.drexel.edu/src/academics/forms>) and send a fax to the Registrar's office with copies of three documents: Change of Name Form, Social Security Card, and Driver's License. The Registrar's Office fax number is 215-895-0540.

PROGRAM TIMELINE FOR ENTERING FRESHMAN

1st and 2nd Year at Drexel

During this time, students currently enrolled and interested in the program should:

- Maintain a cumulative GPA of at least 3.5 with no grade lower than a "C"
- Confirm enrollment in a 4-year co-op or a 4-year non co-op program
- Contact the Accelerated Degree Program Adviser Devon Thomas, dmt356@drexel.edu, to indicate your interest in the program
- Begin working in a research lab and/or seek out a faculty mentor to work with for the program, review the list of [faculty member research interests](#).

3rd Year at Drexel

Before beginning the application process in the fall term:

- Complete the [pre-application checklist](#) and meet with undergraduate adviser Devon Thomas, dmt356@drexel.edu
- Contact the graduate assistant to the BS/MS program at drexelms@drexel.edu to express your interest in the program

During this time, students currently enrolled and interested in the program should:

- Maintain a cumulative GPA of at least 3.5 with no grade lower than a "C"
- Confirm enrollment in a 4-year co-op or a 4-year non-co-op program (Again, some exceptions may apply. Devon Thomas, dmt356@drexel.edu, to discuss)
- Take GREs in the fall or early in the winter term to ensure admittance into the program
- Confirm faculty mentor
- Complete the Accelerated Degree form found on Drexel's [Graduate College website](#)
- In the winter term, candidates should complete a formal application (including CV, letters of recommendation, and personal statement)
- Once you have confirmed eligibility for the program with Devon Thomas and have completed the [pre-application checklist](#), an application will be shared with you

If admitted into the program, follow this timeline:

4th Year at Drexel

- Contact the Graduate Administrative Coordinator Damaris Oquendo, do42@drexel.edu, and the Accelerated Degree Program Adviser Devon Thomas, dmt356@drexel.edu, to schedule your graduate courses before each term
- Complete all undergraduate psychology major requirements by the end of spring term
- Begin researching your thesis topic
- Continue research with faculty mentor

Graduate (5th) Year at Drexel

- Register for courses according to the suggested course sequence
- Continue research with faculty mentor
- Complete and defend thesis in time for June graduation