



College of
Human Environmental Sciences
Human Development and Family Studies

GRADUATE STUDENT HANDBOOK

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THE UNIVERSITY OF ALABAMA®

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HUMAN DEVELOPMENT AND FAMILY STUDIES

MISSION

The Department of Human Development and Family Studies (HDFS) is committed to the generation of new knowledge in the area of Human Development and Family Studies. In addition, through faculty and student research, the Department is dedicated to providing applications of this knowledge base in the service of improving the quality of life for individuals, families, and communities in Alabama and the region.

FACILITIES

CHILD DEVELOPMENT RESEARCH CENTER (CDRC)

The CDRC offers opportunities for the Department of Human Development and Family Studies faculty researchers, and Undergraduate and Graduate students to conduct interdisciplinary research relating to children and families. The HDFS department is housed in the CDRC on the 2nd floor. The research wing of the CDRC resides on the second floor of the facility and houses the offices of the College of Human Environmental Sciences Research Chair, the Department's Pediatric Development Research (PDR) Laboratory, the Bama Cognitive Development (ABC) laboratory, the Parent Education and Research Lab (PEARL), Adult and Adolescent Relationships Research Lab, and the Child Life and Child Development Lab (CLCD). Other research and applied clinics housed in the CDRC include the Capstone Family Therapy Clinic and the Quality Rating and Improvement System (QRIS). Seven spacious suites are available for principal investigators of externally funded grants, providing space for personnel and research staff to conduct research projects. Five large research observation rooms can accommodate four to eight research participants. Each research observation room is equipped with one-way mirrors. Multiple video cameras in each of these observation rooms allow investigators to record from different angles. In addition, the classrooms downstairs in the Children's Program have research booths with sophisticated video-recording capabilities. Additional research rooms are located near the classrooms for testing and observing individual or small groups of children.

ALABAMA QUALITY STARS, QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS)

QRIS for Alabama is a systemic approach to assess, improve, and communicate the level of quality in early childhood programs. The QRIS Implementation Program educates parents, child care providers, and the community on Alabama Quality STARS and uses standardized rating scale instruments to assess participating child development programs across the state. Based on assessment results, participating programs can earn one of five STAR levels. These ratings better define best practices in child care and education for providers, parents, and policymakers while motivating and supporting quality improvements. Alabama Quality STARS is made possible through a contract between The University of Alabama and Alabama's Department of Human Resources.

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ALABAMA QUALITY STARS, QRIS ENHANCEMENT PROGRAM

The QRIS Enhancement Program provides technical assistance to center based childcare providers that have completed assessments through the QRIS Implementation Program. Enhancement Specialists work one-on-one with Center Directors to create a Quality Enhancement Plan for the center based on the results of the Environment Rating Scales, the Program Administration Scale, and Alabama Quality STARS reports. Participating centers may receive classroom materials, program curricula, on-site visits, and referrals for training and resources. The goals of the QRIS Enhancement Program are to help childcare providers deliver quality care and education to the children of Alabama and to help the childcare center earn higher STARS ratings when reassessed.

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ALABAMA COGNITIVE DEVELOPMENT (ABCD) LABORATORY

The Bama Cognitive Laboratory, under the direction of Dr. Jason Scofield, studies children's cognitive development focusing mostly on language development including how young children learn words. Both undergraduate and graduate students participate in the lab and many complete individual projects (e.g., honors theses, masters' theses, and dissertations) under his supervision.

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CAPSTONE FAMILY THERAPY CLINIC

The clinic is a state-of-the-art facility used for research and training of graduate students specializing in Marriage and Family Therapy (MFT). The clinic is staffed by individuals holding advanced degrees and specialized training in family therapy. The staff also includes Masters' level graduate students seeking licensure as marriage and family therapists. The University of Alabama's Capstone Family Therapy Clinic provides our community with help in resolving personal problems. We work with individuals, couples, and families in clarifying issues, exploring options, and finding solutions to your problems.

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CASPER ADOLESCENT PEER RELATIONS AND INTERACTIONS (CAPRI) LAB

The broad focus of Dr. Casper's Adolescent Peer Relations and Interactions (CAPRI) Research Lab lays within the interface of traditionally "positive" (e.g. friendships) and "negative" (e.g. antipathetic relationships, enmities, victimization, bully/victim relations) adolescent and emerging adult peer relationships and interactions. A more specific focus is on the different roles that members of the peer group play when aggression or bullying occurs in the school context, and the social –psychological implications of these interactions for the peer group members.

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CHILD DEVELOPMENT RESOURCES

Child Development Resources (CDR) is west central Alabama's resource for information about the well-being of young children. Their mission is to help families succeed by providing information and resources to enhance the family's ability to provide a safe, loving, and enriching life for young children. Child Development Resources provides training for professional child care providers, offers child care resource and referral information, and conducts parenting education and support programming. Child Development Resources works to increase the availability, affordability, and quality of child care for families in Bibb, Choctaw, Fayette, Greene, Hale, Lamar, Marengo, Marion, Perry, Pickens, Sumter, and Tuscaloosa counties.

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CHILD LIFE AND CHILD DEVELOPMENT (CLCD) LABORATORY

The main focus of this group is research related to the field of child life. Child life is a field of professionals trained in development and family systems whose goal is to minimize the anxiety of medical experiences for children and their families. Child life specialists also promote typical development for children in the medical setting. In addition to child life, other aspects of children's development, such as influences of play on development, are a focal point. Current topics of interests include examining the psychosocial (cognitive, social, and emotional) issues affecting children and families in the medical setting, the effects of child life interventions, the relationship between parents and hospitalized children's coping, and children's play.

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THE CHILDREN'S PROGRAM

The Children's Program, housed on the first-floor of the CDRC, consists of ten classrooms each with observation and research booths. The program serves 115 children from 2 months through 5 years. A fully- equipped kitchen serves a hot lunch and two nutritious snacks daily. In addition, there is a large room for in-door activities, a special projects room, a room for nursing mothers, and individual research rooms for working one-on-one with children. The Children's Program is staffed with eleven lead teachers who hold at least a bachelor's degree and have experience working with young children. They are assisted by ten assistant teachers who have varying educational backgrounds and experience working with young children.

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CLOSE RELATIONSHIPS RESEARCH LAB

The primary mission of Dr. Totenhagen's Close Relationships Research (CRR) Lab is to understand what factors boost or erode relationship quality in adult romantic relationships (e.g., dating, married, cohabiting, and same-sex couples). Current interest focuses on how daily experiences both internal (e.g., sacrifices made for the partner, conflict with the partner, etc.) and external (e.g., hassles and uplifts of daily life) to the relationship impact relationship quality on a daily basis. Through the research conducted in the CRR Lab, Dr. Totenhagen seeks to understand how to promote positivity and decrease negativity in relationships through couples' daily routines, experiences, and interactions.

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FAMILIES AND TEENS RESEARCH LABORATORY

The Families and Teens Lab, directed by Dr. Robert Laird, seeks to better understand how children develop social and behavioral competencies through parent-child and peer relationships. Specifically, we conduct research designed to understand family and peer relationship contributions to the development of social skills and problem behaviors. Research questions often focus on outcomes and predictors of parenting, developmental change in parent-child relationships, and on understanding how parents guide and respond to children's and adolescents' friends.

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PARENT EDUCATION AND RESEARCH LABORATORY

Current projects in Dr. Curtner-Smith's Parent Education and Research Laboratory (PEARL) include a study of maternal influences on young children's bullying and victimization; an observational study of father-child interactional synchrony and children's social competence; and a study of young adults' recollections of the lessons they learned from receiving corporal punishment.

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PEDIATRIC DEVELOPMENT RESEARCH LABORATORY

The Pediatric Development Research Laboratory (PDR), directed by Dr. Hernandez-Reif and founded in 2006, promotes undergraduate and graduate research and collaboration between students and HDFS faculty. The PDR features a social interaction room to study interactions, such as those between family members (e.g., parent and child), among peers and friends (e.g., between preschool students), and between adults and children (e.g., between teachers and children). A separate infant testing laboratory is set up to study infant perception and memory of multimodal stimuli (e.g., sights and sounds, feeling, seeing and touching objects, etc.). The lab also has a physical/biochemical room for tracking children's growth and storing biochemical samples (e.g., saliva for assaying cortisol stress hormone levels). A current longitudinal study is examining markers in infancy that predict to school readiness and children's optimal development in major domains (e.g., physical, cognitive, social-emotional).

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PREVENTION OF VIOLENCE AND SUBSTANCE ABUSE (PVSA) RESEARCH LAB

The primary focus of Dr. Tricia Witte's Prevention of Violence and Substance Abuse Research Lab (PVSA) is to examine individual, intrapersonal, and family/community-level variables that serve as risk factors, correlates, or consequences of dating violence or substance abuse. Current projects investigate risk recognition in potentially violent dating situations (i.e., noticing when situations are dangerous), perceived social norms for dating violence (i.e., estimates of how normal dating violence is among peers), and the relationship between traumatic stress symptoms and binge eating and drinking. The lab is also taking an active role in examining prevention and intervention programs for violence and/or substance abuse on college campuses.

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SOCIAL ANXIETY, FAMILY RELATIONSHIPS, AND SUBSTANCE USE RESEARCH LAB

The SAFR Substance Use Research Lab broadly generates research on the implications of social anxiety and family relationships for a number of adolescent outcomes. Current research in the lab seeks to better understand the links between social anxiety and adolescent substance use (early initiation, greater use) and to identify family influences (risk/protection) on these processes. Other research projects focus on how conflict in the family context affects adolescent social, emotional, and behavioral functioning.

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GRADUATE STUDIES

OVERVIEW

The specialization in human development and family studies provides students with the theoretical foundation and research skills necessary to pursue doctoral work and to gain advanced employment in a wide variety of occupations serving children, adults, and families. Students can choose to concentrate in human development and family studies (HDFS), parent and family life education (PAFLE), or marriage and family therapy (MFT). Completion of the marriage and family therapy curriculum enables students to take the licensure examination leading to Clinical Membership in the American Association for Marriage and Family Therapy. Research and clinical opportunities are provided in the College's child development laboratories and the Capstone Family Therapy Clinic. Research opportunities include working with faculty members in the following areas: pregnancy depression, infant development, language and cognitive development in young children; personality and social development of children and adolescents; parent-child relationships; risk factors associated with child development outcomes; assessment of early intervention programs; adult development and relationships, risk and resilience factors for families, substance use in families; family strengths; etc.,

CRIMINAL HISTORY BACKGROUND CHECK

All students are expected to complete a background check through Risk Mitigation at www.riskmitigation.us/uastudents. If you have difficulty completing the online process, please check with your Major Professor or the Departmental Program Assistant, Daniel Warner (205-348-6158), to obtain a business card with information on the step-by-step process.

INSTITUTIONAL REVIEW BOARD (IRB) TRAINING AND CERTIFICATION

All students participating in research are expected to complete the *Institutional Review Board training for investigators*. The online training is found at http://osp.ua.edu/site/irb_training.html. Check with your major professor to determine which training option (Medical, or Non-medical) is appropriate for you. After completing the background check, please print the certificate as you will need to turn that in with your IRB protocol submission. Students are also encouraged to attend an IRB lead workshop on campus.

SWITCHING CONCENTRATIONS

After being admitted into a specific concentration, if students wish to switch concentrations, they must re-apply to the HDFS Graduate Faculty Committee who will consider their request. Students should consult with their major advisor or the Department Chair before applying to switch their concentration.

NON-DEGREE SEEKING STUDENTS

Non-degree seeking students are not admitted into graduate-level courses in Human Development and Family Studies

TIME LIMIT FOR COMPLETING DEGREE

Please note the following time limit for completing your Master's degree as per the Graduate School Policy.

“All requirements for the Master's degree must be completed during the six years (18 fall, spring and summer semesters) immediately preceding the date on which the degree is to be awarded. There is no provision for an extension of the time limit beyond 6 years for Master's students.”

ACADEMIC PROGRAMS

The Master of Science in Human Environmental Sciences degree with a major in Human Development and Family Studies has three concentrations: Human Development and Family Studies (HDFS), Parent and Family Life Education (PAFLE), and Marriage and Family Therapy (MFT). Applicants to the graduate program apply to the specific concentration. The requirements for each program of study follow.

HUMAN DEVELOPMENT AND FAMILY STUDIES (HDFS) - Thesis

Course of Study for HDFS

I. Required Courses:.....21 credit hours

- HD 500 Lifespan Development – (2017 cohort)
- HD 562 Dynamics of Family Relations (3)
- HES 509 Research Methods (3)
- *Statistics I (3)
- *Statistics II (3)
- HD 599 Thesis Research (6)** or HD 598 Research Practicum (6)

II. Choose at least one from the following Developmental courses: 3 credit hours

- HD 601 Child Development (3)
- HD 602 Infant Development (3)
- HD 603 Adolescent Development (3) or BEP 655 Adolescent Development (3)
- HD 512 Adult Development (3)

III. Choose at least one from the following Family Studies courses: 3 credit hours

- HD 561 Family Theories (3)
- HD 576 Human Sexuality (3)
- HD 535 Parent-Child Relationships (3)

IV.. Elective course may be selected from options above or one of the following courses: 3 credit hours

- HD 580 Children of Divorce (3)
- HD 545 Addiction and the Family (3)

Total Program Requirement:30 credit hours

* The specific course taken must be approved by the major professor. Students who take course without advice of their faculty advisor may end up taking additional courses (See Statistics Section page 14).

**Students are strongly encouraged to focus on their thesis or research during the summer.

PARENT AND FAMILY LIFE EDUCATION (PAFLE)

Course of Study for PAFLE

I. Human Development and Research Courses.....18 credit hours

- HD 500 Lifespan Development (3) – (2017 cohort)
- HD 562 Dynamics of Family Relationships (3)
- HD 602 Infant Development (3) or HD 601 Child Development (choose one)
- HD 603 Adolescent Development (3)
- HES 509 Research Methods in HES (3)
- BER 540 Statistics I (3)

II. Parent and Family Life Education Courses.....15 or 18 credit hours

- HD 535 Parent-Child Relationships (3)
- HD 561 Family Theories (3)
- HD 576 Human Sexuality (3) or substitute 3 credit HD course if student completed course in human sexuality during undergraduate program.
- HD 591 Special Problems in Program Evaluation (3), take only if student has not taken HD 472 or comparable course as an undergraduate student
- HD 591 Special Problems in Family Life Education (3)
- CSM 505 Public Policy: Social and Economic Issues (3) or HD 510: Family Policy (3)

III. Internship3 credit hours

- HD 591 Special Problems in Methods of Family Life Education (3 credits) requires 150 clock hours of internship. These hours are to be completed during the fall and/or spring semester of the final year in the program.)

IV. Comprehensive Examination

Students will complete a mandatory comprehensive examination at the end of the program of study. Students must pass the examination to earn the degree.

MARRIAGE AND FAMILY THERAPY (MFT)

Course of Study for MFT

I. Marriage and Family Studies..... 3 credit hours

HD 562 Dynamics of Family Relations (3)

II. Marriage and Family Therapy..... 15 credit hours

HD 640 Couple and Sex Therapy (3)
 HD 645 Cultural Diversity in Marriage and Family Therapy (3)
 HD 664 Family Therapy (3)
 HD 665 Advanced Family Therapy (3)
 HD 641 Ethics and Professional Issues in MFT (3)

III. Human Development..... 6 credit hours

HD 500 Lifespan Development (3)
 BSP 660 Psychopathology (3)

IV. Research..... 6 credit hours

BER 540 Stats I (3)
 HES 509 Research Methods (3)

V. Practica and Internship..... 15 credit hours

HD 567, 568, 667, 668 (6 hours)

VI. Elective Courses.....6 credit hours

*Must choose one HD Elective

Total Credits Required for Concentration: 51 (36 didactic + 15 practica and internship)

Students Must Complete 500 Client-Contact Hours (at least 250 couple/family hours) at part of their Practica Experience

*** Statistics core requirement for HDFS, PAFLE and MFT**

Students are required to take two graduate level courses in statistics for the HDFS program. Only one course is required for the PAFLE and MFT programs. Each student must meet with his/her assigned graduate faculty advisor to discuss and plan the sequence, or course, which fits best with the student's individual career objectives, skill level, and schedule. (Make sure to also consult with your faculty advisor before taking the second statistics course.)

- The educational statistic course sequence (BER 540/650) is an option for students seeking a terminal Master's degree. **STUDENTS MAY NOT TAKE BER ONLINE COURSES UNLESS THEY HAVE RECEIVED AUTHORIZATION TO DO SO FROM THEIR FACULTY ADVISOR AND THE CHAIR OF THE DEPARTMENT.**
- If the student is planning a career that includes health education or research (including public or community health), he/she may opt to take the community health biostatistics sequence (e.g., CHS 525/526).

THESIS (Plan I) OR PROJECT-IN-LIEU-OF-THESIS (Plan II: PILOT)

PLAN I- Thesis (HD 599)

A thesis evidencing research capacity, independent thought, and the ability to interpret materials is required of all Master's degree candidates who pursue **Plan I**. The subject chosen must be in the major field and must be approved first by the student's major professor and then by the graduate committee of the major department or school and by the head of the student's major department or division.

The thesis committee must consist of at least three members approved by the Dean of the Graduate School. A student and his or her major professor will select the thesis committee. All members of a thesis committee must be members of the Graduate Faculty. Two members must be from the student's major department and one member must be from outside the student's major department. The student's major professor will serve as the committee chair. A form appointing a thesis committee is available at the Graduate School's Web site.

(http://graduate.ua.edu/academics/forms/committee_thesis.pdf)

Preparing the thesis document

Before meeting with the thesis committee, the candidate must give the thesis draft to the major professor for feedback. If the major professor suggests revisions to the thesis draft, the student must make those suggestions and return the revised thesis draft to the major professor for approval. Several revisions may be required before the major professor approves of the thesis document. Once the major professor has approved of the document, the student may submit the thesis document to other thesis committee members. Members of the thesis committee will read the thesis document and provide feedback to the student within two weeks of receiving the document. The student is responsible for checking with the committee members to see if revisions are required. If committee members have revisions for the student, the student should inform the major professor and make the additional changes before proceeding with the committee meeting. After all revisions have been made, the student will contact the major professor and committee members asking permission to schedule the oral defense. At that time, the student will provide the most recent thesis document to the full committee two weeks before the date of the final oral examination. ***A Student Guide to Preparing Theses and Dissertations***, is available at the Graduate School office and on the Graduate School's Web site. Approval of the thesis by the graduate Dean is necessary before graduation.

The thesis should be completed, if possible, while the student is in residence at the University. To request permission to complete a thesis in absentia, the student must, before leaving the University, submit a satisfactory **outline** and timeline for the completion of the thesis project, as well as evidence that adequate facilities are available where the work will be done, to the head of the major department or school. Students are strongly encouraged to complete the thesis while in residence.

Steps to Completing a Thesis

- 1) Research idea and form -hypotheses
- 2) Meet with Major Professor/ Advisor to assess feasibility of proposal
- 3) Write literature review
- 4) Develop timeline for turning in draft of proposal to committee
- 5) Write IRB Proposal and site approval
- 6) Develop timeline for draft submission to give to advisor and committee
- 7) Collect and analyze the data
- 8) Write up the findings
- 9) The defense
- 10) Submit thesis to Grad School and to Department

PLAN II- PROJECT IN-LIEU OF THESIS (PILOT) (HD 598)

Students may be able to complete a project-in-lieu-of-thesis (PILOT) at the discretion of the student's Major Professor. A PILOT (Plan II) is not always available, or feasible. Students should not assume that they will be able to conduct a PILOT.

The major difference between a traditional thesis and a PILOT is that in the former, the student originates the idea for the study and fully develops the research question and the design of the study. In contrast, a PILOT is likely to be an idea that the major professor has already fully developed, or is in the process of developing, or is a study or project already in the process of being conducted.

After consulting with their Major Professor about the possibility of completing a PILOT, and receiving approval to complete a PILOT, a written agreement should be developed between the student and the Major Professor as to what will comprise the PILOT, including a timeline to complete the PILOT. The Major Professor and student must sign the agreement for it to be valid.

Prior to starting on the PILOT, students must also propose their project to a committee of three faculty members. All three committee members may come from within the Department of Human Development and Family Studies. The student's major professor will chair the student's committee and will be one member on the PILOT Committee. Only two of the three committee members must be members of the Graduate Faculty.

The student must produce a written document that describes the planning and implementation of the project, including a literature review, (or similar acceptable document, such as an IRB protocol) to present to the PILOT committee. No date will be set for the committee to meet until the committee reads and provides feedback to the Major Professor and/or student about the PILOT. The student is responsible for scheduling a proposal meeting with the PILOT committee, presenting the proposal and receiving approval from the committee to conduct the PILOT.

Once the project is completed, the student submits the written document to the committee, and presents the results of the project at a final defense before the committee members. The PILOT committee unanimously must approve the student's defense of the project and sign-off on the PILOT Defense Form. PILOT Defense Forms can be obtained from the Program Assistant in the Department of Human Development and Family Studies.

If the PILOT is part of a study already being conducted, the IRB must be amended to include the student's name after the PILOT committee has approved the PILOT. The student is expected to write different sections of the PILOT, including assisting with the writing of the PILOT (e.g., literature review), collecting and working with data (e.g., administering assessments, coding videotapes, scoring and entering assessments into a database, etc.), assisting with the data analyses and interpretation and write up of the results and discussion sections.

Steps to Completing a Project-in-lieu of thesis (PILOT)

- 1) Meet with the Major Professor and assess feasibility of conducting a PILOT.
- 2) After approval, an agreement must be signed by the major professor and the student.
- 3) Form a PILOT Committee of three members, one of which will be the Major Professor (who will also serve as the chair of the student's PILOT committee).
- 4) A proposal, including a literature review, (or similar acceptable document, such as an IRB protocol) must be completed by the student and approved by the Major Professor before the student meets with his/her committee.
- 5) The approved proposal will be submitted to the committee members. No date will be set for the committee to meet until the committee reads and provides feedback to the Major Professor and/or student about the PILOT.
- 6) The student will be responsible for scheduling a proposal meeting with the 3 committee members, presenting the proposal, and receiving approval from the committee to conduct the PILOT.
- 7) At the completion of the PILOT, the student will summarize the results of the project in a written document. Submit the document to the PILOT committee and receive feedback.
- 8) After receiving feedback, the student can schedule a defense meeting for the PILOT.
- 9) The student must successfully defend the project before the PILOT committee. The PILOT committee unanimously must approve the student's defense of the project and sign-off on the PILOT Defense Form. .
- 10) The student must file the signed PILOT Defense Form with the Department of Human Development and Family Studies before the student can graduate.

Students who decide to complete a project-in-lieu of thesis must enroll for no less than 6 credit hours of HD 598-Research Practicum.

CURRENT STUDENTS**LENGTH OF TIME TO COMPLETE MASTER'S PROGRAM**

All requirements for the Master's degree must be completed during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded or six years from the date of admission to the program.

CONTINUATION OF ASSISTANTSHIPS

Assistantships are assigned for each academic year. If students effectively fulfill assistantship assignments and maintain at least a 3.0 GPA, generally, the assistantship is typically renewed a second year.

MINIMUM GPA REQUIRED

A grade of "B" or better must be earned in all graduate courses taken in the College of Human Environmental Sciences for application toward degree requirements. Students are permitted to repeat a course in which a grade of C was earned.

GRADUATE STUDENT ASSOCIATIONS

Graduate Student Association (GSA) Membership

PROFESSIONAL ASSOCIATIONS

Alabama Association of Marriage and Family Therapy

American Association of Marriage and Family Therapy

Association of Child Life Professionals

National Association for the Education of Young Children (NAEYC)

National Council on Family Relations (NCFR)

Society for Research in Adolescence

Society for Research in Child Development (SRCD)

TRAVEL AWARDS

Students wishing to receive a travel award to present at a conference should contact the Graduate school at least two semesters before the conference to learn of the application process. The Graduate School provides supplemental funding for qualified graduate student research projects and travel to present research results at conferences. (Inquiries for the Graduate School may be made to Kathleen Nodine). An application form may be found on the Graduate School website and should be completed the semester prior to the expected travel and submitted to the HDFS Department Chair, Dr. Robert Laird (rldlaird@ches.ua.edu).

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COURSE DESCRIPTIONS

Information on prerequisites and scheduling of courses can be obtained from the schedule of classes posted on UA's website.

HD 500 Lifespan Development. Three hours.

This course will advance students' knowledge of the theories and research in human development across the lifespan. Major areas of study include: developmental theory and physical, cognitive, social and emotional development.

HD 501/601 Child Development. Three hours.

Covers principles of growth and development, chief areas of concern in the field, and supporting research.

HD 512 Adult Development. Three hours.

Theories of and research on development throughout adulthood — young adulthood, middle years, and aging are presented.

HD 535 Parent/Child Relationships. Three hours.

Theories and research on parent/child relationships and an examination of how the parent/child relationship influences aspects of child development. Basic models of parent education and parent involvement are also examined.

HD 545 Addiction and the Family. Three hours

This course is an examination of the impact of substance abuse and addiction on the family as well as the influence of familial factors and family dynamics on addiction and the process of recovery.

HD 550 Hospitalized Child and Youth. Three hours.

Examination of the theoretical basis of the psychosocial care of children, youth, and families in health care settings. The etiology of childhood illness and disease, clinical procedures, communication techniques, and research literature are studied from a developmental perspective. 45 practicum hours are required.

HD 551 Loss and Bereavement. Three hours.

Provides students with a general overview of the grief processes as they impact children and families. Examines issues surrounding children's grief/bereavement and studies issues surrounding complicated mourning.

HD 561 Theories in Family Studies. Three hours.

Historical overview of and contemporary theoretical approaches for understanding family behavior. Theoretical perspectives (such as systems, exchange, developmental, behavioral, and symbolic interaction) are applied to family research and practice.

HD 562 Dynamics of Family Relations. Three hours.

Study of interaction within the family, with emphasis on historical changes and major issues facing contemporary families. Research and theory related to family stresses, hardships, and coping strategies in response to normative and non-normative life events are presented. A focus on diverse family forms is also included.

HD 567 Pre-practicum, Marriage and Family Therapy. Three hours.

Provides students with preliminary supervised experience in a professional setting.

HD 568 Practicum I, Marriage and Family Therapy. Three hours.

Provides students with supervised practice in marriage and family therapy.

HD 576 Seminar in Human Sexuality. Three hours.

Discussion and analysis of underlying issues in human sexuality research.

HD 580 Children of Divorce

This is a seminar course that provides opportunities for examining the effects of parental divorce on children's cognitive and social-personality development. Students review current research findings related to the topic and engage in a variety of experiential learning activities, including hearing guest speakers and interviewing adult children of divorce.

HD 591 Special Problems in Human Development and Family Studies. One to six hours.

Prerequisite: Permission of the department head and professor. Provides an opportunity to pursue special needs and interests. Students work primarily on their own, but under supervision.

HD 595 Seminar in Human Development and Family Studies. One hour.

Concerns, issues, and research trends and developments in the discipline of human development and family studies are covered.

HD 598 Research Practicum. One to six hours.

Prerequisite: Permission of the department head and professor. Participation in a faculty/student research project related to human development.

HD 599 Thesis Research. One to six hours.

Prerequisite: Permission of the department head and professor. To be taken when the student begins thesis work.

HD 602 Advanced Infant Development. Three hours.

Integration of theory and research related to infant behavior and development.

HD 603 Adolescent Development. Three hours.

Theories of and research on adolescent development are presented. Includes an examination of physical, cognitive, and personality/social development within the context of the family, schools, and peer relations.

HD 631 Readings in Human Development. Three hours.

With an interdisciplinary approach to issues and concerns in life-span development, the course examines theory and research on selected topics.

HD 640 Couples and Sex Therapy. Three hours.

This course provides students an introduction to clinical work with couples. An overview of three major approaches to couples therapy are included. In the course, students are encouraged to develop intervention skills related to these approaches and to think about working with couples of diverse backgrounds.

HD 641 Ethics and Professional Issues in Marriage and Family Therapy. Three hours

This course is designed to examine in-depth the American Association for Marriage and Family Therapy's Code of Ethics as the primary guide to the ethical practice of Marriage and Family Therapists. Students will explore the legal, ethical, and professional issues affecting therapists in various practice settings. A major emphasis will be on students' development of their own process for ethical decision-making.

HD 645 Cultural Diversity in Marriage and Family Therapy. Three hours.

This course explores areas of cultural diversity relevant to the practice of marriage and family therapy. Learning to respond in a culturally sensitive manner and recognizing contextual and systemic dynamics as related to establishing productive therapeutic alliance and delivering successful intervention are included.

HD 664 Family Therapy. Three hours.

Examination and application of Family Therapy methodological and theoretical counseling principles. Emphasis is on helping families overcome stresses and develop strategies in response to normative and non-normative life events.

HD 665 Advanced Family Therapy. Three hours.

Theoretical underpinnings of emotionally focused therapy (EFT), narrative therapy, and experiential family therapy are presented. Students will become competent in the conceptualization and application of these models to individuals, couples, and families.

HD 667 Practicum II, Marriage and Family Therapy. Three hours.

Advanced supervised practice in marriage and family therapy.

HD 668 Internship, Marriage and Family Therapy. One to six hours.

Supervised field experience in an appropriate job setting in marriage and family therapy.

HD 689 Practicum in Human Development. Three to six hours.

Prerequisite: Permission of the department head and professor. Experience with human development in classroom teaching or agency settings.

HD 698 Non dissertation Research. Variable credit.

Prerequisite: Permission of the professor. Participation in a cooperative faculty/student research project related to human development. .

NON-DEPARTMENTAL COURSES

(Please check with your major professor before registering for these courses.)

BER 540 Statistical Methods in Education. Three hours.

This three-hour course covers basic descriptive and inferential statistics, including measures of central tendency and dispersion. Hypothesis testing related to one-sample z-and t-test; independent and dependent samples t-test; correlation; and chi-square and simple regression are included. An introduction SPSS is required. Offered fall, spring, and summer semesters.

BER 640 Multivariate Dependence Methods. Three hours.

Prerequisites: [BER 540](#), [BER 545](#), and [BER 546](#).

Covers the following statistical procedures: discriminant analysis, Hotelling's T², multivariate analysis of variance (MANCOVA), Multivariate covariance (MANCOA), multivariate regression, and other dependence methods.

BSP 660 Social and Cultural Foundations of Behavior. Three hours.

Provides fundamental knowledge regarding the methods in which social and cultural interactions and histories influence human behavior. Focuses on application of social psychology principles and multicultural issues to increase awareness and improve skills across a variety of social settings, including schools and human-service agencies.

BSP 660 Psychopathology. Three hours.

Thorough examination of the history, scope, and understanding of abnormal behavior through the life span, with emphasis on educational and clinical implications.

CSM 505 Public Policy: Social and Economic Issues. Three hours.

Detailed analysis of U.S. public policy, recognizing the broader social and economic impacts of selected policies. Students will develop a better understanding of how and why specific policies are implemented and assess the strengths and weaknesses of different policy structures.

HES 509 Research Methods. Three hours.

Introduction to theories and methods of research appropriate for human sciences; examination and evaluation of current research. Selection and planning of a research project are required.

APPENDICES

Financial Aid Opportunities for UA Graduate Students

Federal*:	
Federal Stafford Loans	<ul style="list-style-type: none"> • Stafford loans are available for undergraduate, graduate and professional students. • You must be enrolled as at least a half-time student to be eligible • Financial need is not a requirement to obtain a Stafford Loan. However, if you demonstrate financial need, the U.S. Department of Education will pay the interest that accrues on this loan during certain periods. These loans are made through one of two U.S. Department of Education programs: <ol style="list-style-type: none"> 1.) William D. Ford Federal Direct Student Loan Program referred to as Direct Stafford Loans (or Direct Loans). Eligible students and parents borrow directly from the U.S. Department of Education at participating schools. Direct Loans consist of Direct Stafford Loans, Direct PLUS Loans, and Direct Consolidation Loans. You repay these loans directly to us. 2.) Federal Family Education Loan (FFEL) Program referred to as FFEL Stafford Loans (or Federal Stafford Loans). Private lenders provide funds that are guaranteed by the federal government. FFEL Loans consist of FFEL Stafford Loans, FFEL PLUS Loans and FFEL Consolidation Loans. You repay these loans to the bank or private lender that made you the loan.
Federal Perkins Loans	<p>Perkins loans are made through participating schools to undergraduate, graduate and professional students.</p> <ul style="list-style-type: none"> • Offered by participating schools to students who demonstrate the greatest financial need (Federal Pell Grant recipients get top priority). • Made to students enrolled full-time or part-time. • Repaid by you to your school.
PLUS Loans for Graduate and Professional Degree Students	<p>Graduate and professional degree students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in both the FFEL and Direct Loan Program. The requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 8.5 percent in the FFEL program and 7.9 percent in the Direct Loan program. For more information, go to http://studentaid.ed.gov/students/attachments/funding/PlusLoansQA.p</p>

<p>*The College Cost Reduction and Access Act of 2007 established a new public service loan forgiveness program. More information available at http://www.finaid.org/loans/publicservice.phtml</p>	
<p>State: http://www.ache.alabama.gov/Students&Parents/PayingforCollege.htm http://www.studentloanpeople.com/aclp.html</p>	
Stafford Loans	<p>0% origination fee 0% federal default fee 5% credit to the original loan principal after making the first 30 consecutive on-time payments 0.25% interest rate reduction for automatic payments</p>
Grad PLUS Loans	<p>0% federal default fee 2% interest rate reduction after full disbursement (requires timely payments to retain this benefit) 5% credit to the original loan principal after making the first 30 consecutive on-time payments 0.25% interest rate reduction for automatic payments</p>
Consolidation Loan	<p>1% interest rate reduction after the first 30 consecutive on-time payments for new consolidation loans 0.25% interest rate reduction for automatic payments Alabama College Loan Program offers interest forgiveness for Stafford, Graduate PLUS or Consolidation Loan borrowers who are teachers, nurses or Army/Air National Guard members in Alabama. These benefits can save you thousands of dollars in interest payments. The current Stafford Loan interest rate is 6.8% and the Graduate PLUS Loan interest rate is 8.5%.</p>

University:	
Graduate Council Fellowships	<p>The University of Alabama awards approximately 55-60 non-renewable Graduate Council Fellowships each year. The fellowships carry a stipend of \$15,000 for the academic year and a scholarship to pay full tuition for up to 15 hours for fall and spring semesters in each academic year, according to the basic UA schedule for in-state/out-of-state tuition and fees. The Graduate School will provide single health insurance coverage for each recipient. At least one-half of these fellowships are awarded to beginning graduate students at the University. Recipients for the upcoming academic year are selected at three times: the first week in February, the first week in March, and mid-April. Nominations are made by academic departments. Interested students should contact their departments for more information about the nomination process. For more information contact Dr. Natalie Adams, Assistant Dean of the Graduate School, at nadams@ua.edu or visit us at http://graduate.ua.edu</p>
National Alumni Association (NAA) Graduate Scholarship	<p>To be eligible for the NAA program, applicants must hold unconditional admission to the Graduate School. Their entrance examination scores should be well above the national norm, and their collegiate grade point averages should indicate a high probability of success in. Preference is given to entering graduate students. Nominations for National Alumni Association Graduate School Scholarships are made by the dean of each academic division. The Graduate School notifies department chairpersons to nominate students by January of each school year. The NAA award is \$1000 and nonrenewable.</p>
National Alumni Association (NAA) Graduate Fellowship	<p>The University of Alabama awards approximately 30 - 35 non-renewable National Alumni Association (NAA) License Tag Graduate Fellowships each year. The fellowships carry a stipend of \$15,000 for the academic year and a scholarship to pay in-state full tuition for up to 15 hours for fall and spring semesters in each academic year, according to the basic UA schedule for in-state tuition and fees. The Graduate School will provide single health insurance coverage for each recipient. NAA Fellows must be residents of the state of Alabama with great potential to make an outstanding contribution to the</p>

	<p>people of Alabama during his or her career. The top priority will be to attract outstanding new students who might not otherwise choose to attend The University of Alabama. Nominations are made in March through academic departments. Interested students should contact their departments for more information about the nomination process. For more information contact Dr. Natalie Adams, Assistant Dean of the Graduate School, at nadams@ua.edu or visit us at http://graduate.ua.edu.</p>
Alumni Heritage Graduate Scholarship	<p>These scholarships reward the children and grandchildren of University of Alabama alumni for choosing the University for higher education. The scholarship is a 1-year, nonrenewable award for 10% of in-state tuition. In order to qualify, students must be enrolled full-time (9 hours of graduate classes) and have a parent or grandparent who both 1) holds a degree (undergraduate, graduate, or law) from the University and 2) has been an active member of the Alumni Association for 3 of the past 5 years. For more information, contact Kathleen Nodine at the Graduate School, Box 870118, Tuscaloosa, AL, 35487-0118; telephone (205) 348-8280.</p>
Department:	
Assistantships	<p>Students enrolled fulltime are eligible to apply for a limited number of assistantships from the department, which provide tuition, health benefits, and a monthly stipend when students work in the department. Amounts vary upon admission into the program.</p>
Jackie Davis Scholarship	<p>These scholarships provide a monthly stipend for working in the department, but do not cover tuition or health benefits.</p>
<p>To apply for a departmental assistantship, please contact the Chair, Dr. Robert Laird, at rlaird@ches.ua.edu or call (205) 348-6158 after admission into the Graduate Program in HDFS.</p>	

SAMPLE THESIS

See your faculty mentor/advisor for examples of completed theses, or ask the Program Assistant, **Daniel Warner** at 205-348-6158.

FORMS

- **HDFS Graduate Program Planning Sheet**
- **MFT Graduate Program Planning Sheet**
- **PAFLE Planning Sheet**
- **Graduate Program Thesis Tracker**
- **Pilot Planning Sheet**
-

**Graduate Program Planning Sheet
HDFS Thesis Curriculum**

Name _____ Entry Date _____
Last First Middle I

Prerequisite Courses

Course	Date completed
--------	----------------

HDFS Core

Date Completed

HD 500	
HD 562	
HES 509	
STATS I	
STATS II	

Block Courses

Area	Course	Date Completed
------	--------	----------------

HD		
FS		
HD Elective		

Thesis Option (*choose one*)

Thesis Date selected: _____

Major advisor: _____

Research Practicum (PILOT) Date selected: _____

Major advisor: _____

Committee member: _____

Committee member: _____

Project description abstract filed Date: _____

Project completion letter received Date: _____

**Graduate Program Planning Sheet
Marriage & Family Therapy Curriculum**

Name _____ Entry Date _____
Last First Middle I

Marriage and Family Studies

HD 562

Marriage and Family Therapy

HD 640

HD 645

HD 664

HD 665

HD 641

Human Development Block

HD 500

BSP 660

Research Block

HES 509

BER 540

Practicum Block

HD 567

HD 568

HD 667

HD 668 (6 hours)

Elective Block

HD Elective

Elective

**Graduate Program Planning Sheet
PAFLE Curriculum**

Name _____ Entry Date _____
 Last *First* *Middle I*

Year 1: Fall

_____ HD 500 Lifespan Development (2017 Cohort)

_____ HD 562 Dynamics of Family Interaction

_____ HES 509 Research Methods

Total Hours: 9

Year 1: Spring

_____ HD 561 Family Theories

_____ HD 602 Infant Development or HD 501/HD 601

_____ HD 535 Parent-Child Interaction

Total Hours: 9

Year 2: Fall

_____ HD 591 Special Problems in Family Life Ed

_____ HD 591 Special Problems Program Evaluation (if not taken as an undergraduate)

_____ BER 540 Stats I

Total Hours: 6 unless student takes HD 591 Program Evaluation, then 9

Year 2: Spring

_____ HD 510 Family Policy or CSM 505 Public Policy

_____ HD 576 Human Sexuality or HD approved substitute, if student has already completed a course in human sexuality for the undergraduate program.

_____ HD 603 Adolescent Development

Total Hours: 9

_____ Internship

HD 591 Special Problems in Methods of Family Life Education Internship (3 credit hours; 150 clock hours; to be taken during the fall and/or spring of the final year in the program)

Graduate Program Thesis Tracker

Human Development and Family Studies
The University of Alabama

THESIS TRACKER

1.	Student Name	Last	First
2.	HDFS Major		
3.	Major Professor		
4.	Signatures	Major Professor	Student
5.	Thesis Title		
6.	Thesis Committee	Member 1 (Major Professor)	Member 2 (HDFS)
			Member 3 (Outside HDFS)
7.	Date of Successful Proposal Meeting		
8.	Committee Signatures	Member 1 (Major Professor)	Member 2 (HDFS)
			Member 3 (Outside HDFS)
9.	Date of Successful Defense Meeting		
10.	Committee Signatures	Member 1 (Major Professor)	Member 2 (HDFS)
			Member 3 (Outside HDFS)
11.	Date of thesis submission to the grad school		
12.	Date of thesis acceptance by grad school		

PILOT Planning Sheet

Name _____
Last
First
Middle I

Entry Date _____

<i>Step</i>	<i>Progress Notes</i>	<i>Date Completed</i>
1. Meet with the Major Professor and assess feasibility of conducting a PILOT.		
2. Develop an agreement outlining student's responsibilities on the PILOT to be signed by student and Major Professor.		
3. Form a PILOT Committee of three members, one of which will be the Major Professor.		
4. Develop a proposal to be approved by the Major Professor before the student meets with his/her committee.		
5. Submit proposal to the committee members for review and feedback.		
6. Schedule a proposal meeting with the committee.		
7. Receive approval from committee to conduct PILOT.		
8. Summarize the results of the project and submit the document to the PILOT committee and receive feedback.		
9. After receiving feedback, schedule a defense meeting for the PILOT.		
10. Receive approval for PILOT defense. Committee must sign the PILOT Defense form.		
11. File the signed PILOT Defense Form with the Department of Human Development and Family Studies before the student can graduate.		

Pilot Committee

Committee Member 1 _____ (Major Professor)

Committee Member 2 _____

Committee Member 3 _____