



Doctoral Programs in Experimental
Psychology

University of Kentucky

Application Information

2011-2012

Contents

Introduction	3
Research and Training Clusters.....	3
Behavioral Neuroscience & Psychopharmacology	4
Cognition and Learning	5
Developmental Psychology	6
Social Psychology	7
Overview of Doctoral Training in Experimental Psychology	
Requirements	8
Major Milestones	11
Student Supervision	13
Application Information	
Graduate School Admission Requirements	15
Departmental Admission Requirements.....	15
Application Procedure	17
Financial Support	18

INTRODUCTION

Thank you for your interest in our doctoral programs in experimental psychology. This booklet contains summary information about the five areas of research and training in experimental psychology, faculty members affiliated with the areas, academic requirements, student funding and awards, and specific steps for applying for admissions. If you have questions about the material or about doctoral studies in psychology, please contact us:

To Contact the Psychology Department:

Graduate Affairs Office
Department of Psychology
116 Kastle Hall
University of Kentucky Lexington,
KY 40506-0044
(859) 257-9640
e-mail: mkkell5@email.uky.edu

To Contact the Graduate School:

The Graduate School
351 Patterson Office Tower
University of Kentucky
Lexington, KY
40506-0027

Director of Programs in Experimental Psychology

Mark T. Fillmore, Ph.D. Professor
Department of Psychology
220B Kastle Hall
University of Kentucky
Phone (859) 257-4728
Email: Fillmore@uky.edu

All information contained in this booklet, and more, is available online at

http://www.as.uky.edu/academics/departments_programs/Psychology/Psychology/graduate/Pages/Admissions.aspx

RESEARCH AND TRAINING CLUSTERS

Doctoral training takes place in the context of research and training clusters that reflect prominent themes, levels of analysis, and methodologies within experimental psychology. Each cluster comprises faculty members whose primary identification is with the cluster and faculty members who have interests relevant to the cluster but whose primary identification is with another cluster. Brief descriptions of the five research and training clusters and affiliated faculty members follow. More detailed information about faculty members and their research can be found at:

http://www.as.uky.edu/ACADEMICS/DEPARTMENTS_PROGRAMS/PSYCHOLOGY/PSYCHOLOGY/FACULTY_RESEARCH/FACULTY/Pages/default.aspx

BEHAVIORAL NEUROSCIENCE & PSYCHOPHARMACOLOGY

The Behavioral Neuroscience and Psychopharmacology (BNP) area of concentration is designed to train students broadly in the general theoretical principles and technical approaches used to investigate the neurobehavioral mechanisms of alcohol and drug abuse.

Psychopharmacological approaches to understanding basic principles of learning are also emphasized. Students may receive a concentrated laboratory experience using either animal models (quail, mice or rats) or human subjects. Faculty in the program use different levels of analysis including cell culture models, neurochemical assays, developmental toxicology, classical conditioning of drug effects, operant conditioning, human behavioral pharmacology, and cognitive approaches to behavior. Students are expected to receive in depth training in at least one level of analysis, although training that integrates more than one level of analysis is strongly encouraged. The BNP program is affiliated with two major federally-funded research centers at the University of Kentucky: The Center for Drug Abuse Research Translation (CDART) and the Center on Drug and Alcohol Research (CDAR). The Centers conduct research on the biological, psychological, and clinical aspects of substance abuse and related behavior. BNP students are actively involved in the research activities of these Centers.

Core Faculty Members:

Akins, Chana, Ph.D., University of Texas, 1994; Associate Professor. Animal learning and memory, Pavlovian conditioning, mating behavior, and neural mechanisms of behavior.

Bardo, Michael, Ph.D., Iowa State University, 1980; Professor and Director of Graduate Studies. Psychopharmacology, neuroscience, conditioning with drugs of abuse.

Barron, Susan, Ph.D., State University of New York (Albany), 1987; Associate Professor. Prenatal drug effects, psychopharmacology, behavioral teratology.

Fillmore, Mark, Ph.D., University of Waterloo, 1993; Professor. Human behavioral pharmacology, alcohol, caffeine, drug abuse, cognition, motivation.

Kelly, Thomas, Ph.D. (Behavioral Science), University of Minnesota, 1983; Professor. Behavioral pharmacology, effects of drugs with abuse liability, influence of psychosocial factors on the functional effects of drugs.

Prendergast, Mark, Ph.D., University of Nebraska, 1994; Professor. Effects of alcohol on cognitive function in rodents, nicotine and cognitive function.

Rush, Craig, Ph.D. (Behavioral Science), University of Vermont, 1992; Professor. Human behavioral pharmacology of abused drugs.

Stoops, William, Ph.D. (Behavioral Science), University of Kentucky, 2005; Assistant Professor. Human behavioral pharmacology of abuse drugs.

COGNITION, LEARNING, AND PERFORMANCE

The Cognition, Learning, and Performance (CLP) Area includes faculty with interests in animal learning and cognition (including dogs, pigeons, and rats), human cognition, and cognitive development. Many faculty are also engaged in research that uses basic cognitive and learning principles to enhance human performance in such areas as science education, law, consumer product design, surgery, television viewing, and use of new media. Research takes place at field settings as well as at campus labs such as the Comparative Cognition Lab, the Child Development Lab, and the Center for Visualization and Virtual Environments. Students may choose to further customize their graduate training by pursuing interdisciplinary graduate certificates, similar to graduate “minors,” in cognitive science, human-technology interaction, or college teaching. The CLP area provides research training that prepares its students for a variety of careers ranging from academic research and college teaching to usability engineering, consumer research, and forensic consulting. Recent job placements have included academic institutions such as Ball State University, Willamette University, and Georgetown College, research appointments at University of Valenciennes (France) and Max Planck Institute (Germany), and industry jobs at IBM, Lexmark, Gillette, Media Direct, and SAS.

Core Faculty Members:

Bhatt, Ramesh, Ph.D., University of Iowa, 1988; Professor. Perceptual, attentional and cognitive development in infants; memory processing.

Carswell, Melody, Ph.D., University of Illinois, 1988; Associate Professor. Comprehension of graphical displays, engineering psychology, cognitive ergonomics.

Golding, Jonathan, Ph.D., University of Denver, 1986; Professor. Eyewitness testimony, intentional forgetting, memory and cognitive processes.

Gottlob, Lawrence, Ph.D. University of Arizona, 1995; Associate Professor, Cognition, Visual Attention, Working Memory.

Kraemer, Philipp, Ph.D. Ph.D. University of Western Ontario, 1982. Professor. Higher level cognitive processes involving the psychology of belief, innovation, and virtual world experience.

Lorch, Elizabeth, Ph.D., University of Massachusetts, 1981; Professor. Attention and story comprehension in ADHD, television viewing, drug abuse prevention, science education.

Lorch, Robert, Ph.D., University of Massachusetts, 1980; Professor. Text processing, memory and cognitive processes.

Zentall, Thomas R., Ph.D., University of California, Berkeley, 1969; Professor. Animal cognition and intelligence, concept learning, imitation, memory.

DEVELOPMENTAL PSYCHOLOGY

Faculty members in the Developmental Psychology area study typical and atypical development in human infancy and childhood. The major aim of graduate training is to develop a strong theoretical and methodological foundation in developmental psychology. Graduate students receive comprehensive training on cognitive and socio-emotional development within multiple contexts (family, school, cultural, and social). Students will be exposed to a variety of behavioral, neural, and statistical techniques employed in the study of development. Students graduating from this program have obtained positions in universities, colleges, industry, and government.

Core Faculty Members:

Bhatt, Ramesh, Ph.D., University of Iowa, 1988; Professor. Social perception, attention, and cognitive development in infancy and childhood.

Brown, Christia, Ph.D. University of Texas, 2003; Assistant Professor. Children's gender and ethnic attitudes, stereotypes, and experiences with discrimination

Curtis, John, Ph.D., University of Minnesota, 2002; Assistant Professor. Brain development and functioning in at-risk children; child maltreatment; emotion regulation.

Keller, Peggy, Ph.D., University of Notre Dame, 2006; Assistant Professor. Socio-emotional development, family stress, psychophysiology, sleep.

Lorch, Elizabeth, Ph.D., University of Massachusetts, 1981; Professor. Attention and story comprehension in ADHD, television viewing, drug abuse prevention, science education.

Children at Risk Initiative

All Development area faculty members and graduate students participate in the Children at Risk initiative, which is designed to foster interdisciplinary research on children at risk (e.g., for educational failure, social problems, mental health problems, or physical health problems such as obesity). Faculty members and graduate students from many disciplines across the whole university are involved in this initiative. A main goal of this group is to provide interdisciplinary training opportunities for graduate students.

SOCIAL PSYCHOLOGY

Faculty members and graduate students in the Social Psychology area conduct basic and applied research on social processes relevant to human thought, emotion, and behavior. Research strategies range from tightly controlled laboratory experiments to large-scale field studies. The principal aim of graduate training in social psychology is to develop a strong theoretical and research competence in the field; the ultimate goal is to prepare students for productive careers in research and/or teaching. Graduate students in the social psychology area work in a close mentoring relationship with a social psychology faculty member; all students are also encouraged strongly to gain additional research experience with other faculty both within and outside the department. Current research by faculty members in the social psychology area includes work in self-concept, self-regulation, power, interpersonal expectancy effects, stigma, aggression, social comparison processes, social emotions, social cognition, social development, prejudice and stereotyping, and forensic psychology and the law, and eyewitness testimony. Recent graduates of the social psychology area have obtained positions as assistant professors, post-doctoral fellows, and research scientists in private research foundations.

Core Faculty Members:

Brown, Christia, Ph.D. University of Texas, 2003; Assistant Professor. Children's gender and ethnic attitudes, stereotypes, and experiences with discrimination

DeWall, Nathan, Ph.D., Florida State University, 2007; Assistant Professor. Interpersonal relationships, self-regulation, aggression, social exclusion

Golding, Jonathan, Ph.D., University of Denver, 1986; Professor. Eyewitness testimony, intentional forgetting, memory and cognitive processes.

Harris, Monica, Ph.D., Harvard University, 1987; Professor. Interpersonal expectancy effects, stigma, meta-analysis.

Kim, Sung Hee, Ph.D., Tufts University, 1991; Associate Professor. Revenge, group conflict, negotiation.

Smith, Richard, Ph.D., University of North Carolina at Chapel Hill, 1985; Professor. Social comparison processes, attribution theory and emotions.

OVERVIEW OF DOCTORAL TRAINING IN EXPERIMENTAL PSYCHOLOGY

Although doctoral training takes place within the context of focused research and training clusters, the Department offers a single Ph.D. degree in Experimental Psychology. The goal of doctoral training in the Experimental Psychology Program is to produce research psychologists capable of productive, creative scholarship and teaching in their chosen areas of interest. Ph.D. graduates of the Experimental Psychology Program are employed in both academic and non-academic positions. Expertise in theory and methods is developed via specialized course work and, in particular, research experience. A student's course of study should be tailored to the student's professional goals and substantive interests.

Training within the Experimental Psychology Program is organized around two objectives: *Breadth* and *Depth*. These objectives are satisfied by a combination of course work and research experience. The breadth component is intended to expose students to general methods, theory, and substantive knowledge representative of the broad spectrum of scholarship that comprises experimental psychology. This component of graduate training is achieved through a combination of course work, formal and informal seminars, departmental colloquia, and completion of the Allied Area requirement. The depth component is designed to promote expertise in a specific domain of experimental psychology. Such expertise is acquired through specialized course work and research experience.

Requirements

The usual course load for students on teaching (T.A.) or research assistantships (R.A.) is 9 credit hours each semester, and assistantship duties are limited to a maximum of 20 work-hours per week. A student must be officially enrolled with the graduate school for at least 9 credit hours in order to be considered a full-time graduate student. Once required course work has been completed, full-time status is maintained through enrollment in variable-credit research hours. All course work must be completed with a grade of A or B.

Course Work

Statistics:

Analysis of Variance

Correlation and Regression

Proseminars: (choose three)

Cognitive Processes

Learning

Sensation & Perception

Developmental Psychology

Personality

Social Psychology

Physiological Psychology

Additional Courses:

While additional courses may be required by the individual areas, it is expected that students, with guidance from their advisor and Advisory Committee, will take a reasonable number of courses, including a minimum of three advanced seminars of interest to them. These can be both in psychology and in related disciplines.

Prior Graduate Course Work

It is possible for students with prior graduate work at another institution to waive some of these requirements by obtaining special permission from the Graduate Student Advisory Committee or by taking appropriate by-pass exams. Arrangements for such exams must be made with the instructor of the specific course well in advance of the expected test date.

Other Requirements

- **Research Experience**

Students are required to obtain some form of research experience each semester. In most cases students will enroll for research credits under the supervision of their advisor.

- **Allied Area**

All students are expected to identify an "allied area" of study that is distinct from their primary focus. The purpose of the allied area is to broaden students' professional preparation by providing them with additional skills and/or perspectives relevant to their primary focus of study. The means by which the allied area requirement may be met are very flexible; the format is to be determined by the student in consultation with his or her advisory committee. The amount of work required for the allied area should be roughly equivalent to two advanced graduate courses and should be completed before the qualifying examination takes place. Examples of possible allied area formats are:

- additional course work (e.g., statistics or courses in an area complementing the student's primary focus)
- research experience in a lab outside of the primary area culminating in a manuscript
- independent reading culminating in a review paper or a section of the qualifying examinations
- applied work (e.g., internship).

- Teaching Experience

All students are expected to gain teaching experience, which usually involves teaching assistantships or instructor positions. Students are also encouraged to consider taking courses and attending workshops pertinent to teaching, especially if teaching is a primary career goal. In consultation with Dr. Kim, the Director of Undergraduate Studies for the Department of Psychology, we are developing a formal “teaching specialty”, which can serve as an Allied Area for interested students. It will consist of course work pertinent to college teaching, a systematic assignment of teaching assistantships, and a teaching internship at the University of Kentucky or one of several liberal arts colleges in the area. A mandatory T.A. training session for first time T.A.s is given shortly before each Fall semester.

Students can also obtain a ***Graduate Certificate in College Teaching and Learning***.

The Graduate Certificate in College Teaching and Learning provides a coherent, integrated approach to helping graduate students, postdoctoral scholars, current faculty, and others develop and document the skills needed as part of conscientious preparation for the full range of faculty responsibilities at a range of institutions of higher education. This 12-credit-hour Certificate, including a required 3-credit-hour supervised practicum experience, provides a rich integration of theory and practice and provides participants with tangible documentation of their expertise in college teaching and learning. The Certificate is flexible so as to be accessible to participants from a wide range of disciplines. It uses departmental courses related to college teaching and learning as well as centralized courses. The Certificate is designed to produce graduates who are highly competitive in the job market in higher education, are quick starters as faculty members, and who can provide leadership in higher education.

MAJOR MILESTONES

Students who do not enter the program with a master's degree are required to complete the M.A. degree en route to the Ph.D. Other requirements include the doctoral qualifying examination and a dissertation that demonstrates accomplishment in independent research. The core curriculum is designed for completion in the first four semesters, the qualifying examination is typically taken after three years in the program, and the dissertation should be completed by the end of five years.

Master's Thesis. The Master's Thesis project is an empirical study completed by the student but typically designed in close consultation with the student's advisor. Ideally, students would complete the thesis proposal and hold a proposal meeting with their Advisory Committee by the end of their first year in the program. Then, the thesis project would be completed and the thesis defended before the Advisory Committee by the end of their second year in the program.

Students occasionally enter the program with a Master's degree from another institution or with a partially completed Master's thesis from another institution. In such cases, the student should submit a copy of the Master's thesis as soon as possible to their advisor. If the advisor and other faculty members in the student's area of training (e.g., cognitive, developmental) approve the thesis, they will petition the Graduate Student Advisory Committee to accept the thesis in lieu of the Department thesis requirement. If the advisor and/or relevant faculty members do not feel the thesis meets program standards of quality, the student may be required to conduct additional research or conduct and write a thesis at UK prior to taking the qualifying examination.

Qualifying Examination. Sometime after completion of the Master's thesis, typically toward the end of the third year in the program, students complete the doctoral qualifying examination. The qualifying examination consists of a written and an oral portion but may, upon the decision of the student and his/her Advisory Committee, include other work of particular interest to an individual student. The written portion of the examination, typically completed over the course of three or more days, is evaluated by the student's Advisory Committee. If the written answers are deemed adequate, the student schedules a formal oral examination, at which Advisory Committee members further test the depth and breadth of the student's knowledge of the area in which they are training.

Dissertation. Graduate training in the Experimental Psychology Program culminates in the dissertation project. This empirical research project is developed, designed, executed, and written by the student. Although the student will obtain advice and input from his/her advisor and Advisory Committee members, it is assumed that the dissertation project is a relatively independent effort on the part of the student. As with the thesis project, the student produces a proposal, which must be defended before the Advisory Committee. Typically, the proposal meeting is held late in the fourth year or early in the fifth year in the program. Once the dissertation project is completed and the dissertation written, the student schedules a dissertation defense

meeting, at which he/she addresses questions about the project and document from Advisory Committee members and a faculty member from outside the Department assigned by the Graduate School.

STUDENT SUPERVISION

Student supervision occurs on three levels: advisor, advisory committee, and the faculty of the student's specific program area with the experimental psychology program. Each student will be assigned an advisor upon entering the program. The student in consultation with the advisor will form the various advisory committees described below. These committees are primarily composed of faculty within the Department of Psychology, but faculty from other units at the university, and in some cases from other institutions, can also serve. There is usually considerable overlap in the composition of these committees, but students do have the prerogative of selecting different faculty for subsequent committees. It is expected that these committees will meet at least once each semester. At the end of the spring semester, each student receives a letter summarizing the results of the yearly faculty review of student progress.

Advisory Committee

The advisory committee should be formed by the end of the first semester. The purpose of this committee is to guide the student's early progress in the program. The student will consult with this committee to select courses, define a research specialty, develop an allied area of concentration, and begin development of the Master's thesis project. This committee will supervise all aspects of the student's academic experience until the Master's Thesis Committee is formed.

Master's Thesis Committee

The primary responsibility of this committee is to guide completion of the Master's Thesis. The student will consult with this committee to develop a research idea that is then formalized into a Master's Thesis Proposal. This committee will determine the adequacy of the proposal, guide completion of the project, supervise other aspects of the student's academic progress during this time, and conduct the oral defense of the Master's Thesis.

Ph.D. Qualification Examination Committee

This committee is formed upon completion of the Master's Thesis and guides the preparation and completion of the student's Qualifying Examination, including both written and oral components, and other aspects of academic progress during this time.

Dissertation Committee

This final committee, which typically is a continuation of the Ph.D. Qualification Examination Committee, is responsible for supervising academic progress during the remainder of the student's tenure including the development, completion, and evaluation of the student's Ph.D. Dissertation. Each student will develop a formal Dissertation Proposal, which will be evaluated by the committee. In accord with guidelines of the Graduate School, this committee will also conduct the oral defense of the Dissertation, which is the final formal requirement for the Ph.D.

APPLICATION INFORMATION

Admission to the doctoral programs in psychology at the University of Kentucky is very competitive. We average about 2,000 total inquiries concerning admission to our programs each year and receive about 400 completed applications for consideration.

The Department of Psychology adheres to University policy and public law prohibiting unfair discrimination on the basis of age, ethnic classification, handicap, race, sex, or veteran status in the provision of educational or employment opportunities and benefits. The Department of Psychology and the Experimental Psychology Program are committed to facilitating the recruitment and training of members of groups historically deprived of equal educational and professional opportunity.

Graduate School Admission Requirements

- Applicants must hold a baccalaureate degree from a fully accredited college or university. An overall undergraduate grade-point average of 2.75 (3.0 on all graduate work) is required by The Graduate School.
- Applicants must submit official scores on the verbal, quantitative and analytical portions of the Graduate Record Examination.
- Applicants must have two official transcripts sent by *each* institution of higher learning previously attended. All transcripts must be sent to The Graduate School and must bear the Registrar's signature and/or official seal of the issuing institution.
- The University of Kentucky requires a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) for all applicants whose native language is not English.
- Applicants, particularly those outside the U.S., should consult the *Graduate School Website of Admissions* for additional details at:

<http://www.research.uky.edu/gs/ProspectiveStudents/prospective.html>

Departmental Admission Requirements

Unless certain courses are included in the applicant's background he/she may be requested to fulfill these requirements during his/her first year of study. The courses are:

- One course in psychological statistics
- One course in either:
 - general experimentation
 - sensation-perception
 - learning
 - animal behavior
 - cognition

- One course in either:
 - Child
 - Personality
 - Abnormal
 - Testing
 - social psychology

APPLICATION PROCEDURE

The application procedure is a time-consuming process and should be initiated as early as possible. Before any formal action can be taken, all required materials must be received by the Graduate School, which forwards them to the Department of Psychology. It usually takes several weeks for all the application materials to be received; therefore, forwarding unofficial copies of transcripts and GRE scores allows us to begin evaluating files more quickly.

Please note that you need approval from both the Graduate School and the Department of Psychology before you can be admitted to the University; thus it is very important to follow the instructions about where to send materials.

Application Checklist

Send to the Department of Psychology:

- Departmental application. Application is available online at:
http://www.as.uky.edu/academics/departments_programs/Psychology/Psychology/graduate/Pages/Admissions.aspx
- GRE scores. It is recommended that you send a photocopy of your scores to the department in order to activate your file at the earliest date. The advanced test for psychology is not required but may be submitted.
- Autobiographical Statement. This statement should describe your personal interests, expectations and goals. It should answer the following questions: What can you see yourself doing in ten years from now? What issues and content areas do you find exciting? What experiences have led you to this orientation? What, if any, past research experience have you had? What kind of research would you like to pursue in graduate school? Are you interested in working with specific faculty in the department?
- 3 letters of recommendation. Recommenders should be faculty members or psychologists who know you well. We do not use a standardized form for recommendation letters; however, we do encourage you to have your recommenders mail their letters directly to us.
- A photocopy of transcripts. One copy of all college transcripts should be sent to the department. Do not send photocopies to the Graduate School.

Send to The Graduate School:

Applicants must also complete the Graduate School application. Complete online at:

<https://www.iris.uky.edu/AdmissionsAppB/login.aspx>

The Graduate School application fee is \$50 for domestic applicants and \$65 for international applicants. Applicants must also complete the application for Fellowship and Assistantship and arrange for official GRE scores and official transcripts to be sent to the Graduate School.

FINANCIAL SUPPORT

Funding is guaranteed for all students. The primary sources of financial support for graduate students in experimental psychology are Teaching Assistantships and Research Assistantships. A number of non-service fellowships also are available. Fellowships are administered by the Dean of the Graduate School. Awards are made by the University Fellowship Committee upon recommendation of the Departmental Admissions and Awards Committee. The deadline for submission of applications and all accompanying materials is January 14, unless otherwise noted, and award announcements will be made by March 15. Acceptance by the recipient must be made by April 15. Application for all fellowships is made by submitting a completed application form to the Fellowship Office. More information can be obtained online at: <http://www.research.uky.edu/gs/StudentFunding/funding.html>

Teaching Assistantships

All graduate students are eligible for a teaching assistantship during each year. Teaching assistantships are 9 month appointments with an approximate stipend of \$14,000 plus tuition and student health insurance.

Research Assistantships

Graduate students often receive research assistantships of variable stipend and duration. Research assistantships are usually provided by federal or state research grants awarded to the student's mentor.

Fellowships and Scholarships for Incoming Graduate Students

Several fellowships and scholarships are available on a competitive basis to incoming graduate students. Below are some scholarships and fellowships commonly awarded to incoming graduate students in Experimental Psychology. Check the Graduate School website for details on eligibility and other fellowship and scholarship opportunities:

<http://www.research.uky.edu/gs/StudentFunding/funding.html>

Multi-Year Fellowship

Amount: \$18,000 per year, plus a tuition scholarship and student health insurance

Pursuant to the President's response to the Committee on Graduate Education at the University of Kentucky, starting with the 1998-99 academic year the Graduate School began offering Multi-Year Fellowships. Intended to enhance the competitive ability of UK programs, Multi-Year Fellowships are designed to attract outstanding first-year graduate students being newly recruited to the University of Kentucky. The awards are potentially renewable for a second year for master's

students or for a total of three years for doctoral students (students going from a master's degree to a doctoral degree will be eligible for a second year renewal, but not a third).

Kentucky Opportunity Fellowship

Amount: \$15,000, plus a tuition scholarship and student health insurance

As a result of having been identified as a program that has achieved national distinction or is well-positioned to gain such recognition, over 30 graduate programs have been identified by the Graduate School to receive a Kentucky Opportunity Fellowship to use for the recruitment of highly qualified graduate students, or to retain excellent, currently-enrolled students.

James Still Fellowship

Amount: \$15,000, plus a tuition scholarship and student health insurance

Endowed by a gift from the Bingham Fund and named to honor author James Still, the James Still Fellowship is available for graduate study in the humanities and social sciences at the University of Kentucky for an entering graduate student who graduated from a high school in the Appalachian region.

Daniel R Reedy Quality Achievement Fellowship Award

Amount: \$3,000 per year as an add-on to a full assistantship or fellowship

The Daniel R. Reedy Quality Achievement Fellowship Awards are intended to enhance the competitive ability of UK programs to attract outstanding first-year graduate students. Awards are available to be used as "add-on" funding to supplement full fellowships or assistantships. The awards are potentially renewable for a second year for master's students or for a total of three years for doctoral students (students going from a master's degree to a doctoral degree will be eligible for a second year renewal, but not a third). Reedy Quality Achievement Awards will be disbursed to the recipient's student account as two lump sum payments, \$1500 in August, and \$1500 in January.

Lyman T. Johnson Awards

Fellowships are available as matching awards for those applicants holding the equivalent of a half-time teaching or research assistantship in one of UK's graduate programs. LTJ Fellowships, in combination with an assistantship, provide up to \$15,000 a year for the student plus tuition and health insurance. Open to all qualified individuals, the Graduate School will match department contributions up to a maximum of \$7,500 per year for stipends. Students must be nominated by their graduate programs. Consideration will be given to applicants who contribute to the University of Kentucky's compelling interest in diversity or first generation college students.

Advanced Fellowships and Scholarships for Graduate Students

Other fellowships and scholarships are available to students at various stages of their training in the experimental program. Listed below are some fellowships and scholarships commonly awarded to graduate students in the Experimental Psychology Program at various stages of their training.

Presidential Graduate Fellowship

Amount: \$15,000, plus a tuition scholarship and student health insurance

Presidential Fellowships are available for continuing students who demonstrate outstanding academic merit and research capabilities in their field of study. Students enrolling for their first term of study in the fall semester are not eligible for this fellowship. Students who are currently supported or have been previously supported by the Dissertation Year Fellowship are also not eligible for this fellowship.

Dissertation Year Fellowship

Amount: \$16,000, plus a tuition scholarship and health insurance

In order to enhance the research dimension of graduate education, the President's Office has provided funding to support Dissertation Year Fellowships for the 2011-2012 Academic Year. The Dissertation Year Fellowship is a 12-month award from July –June, as long as recipients are enrolled. Preference will be given to candidates who demonstrate the potential to complete the dissertation during the award year.

Federally Funded Fellowship Support

Many graduate students in the Experimental Psychology Program receive federally funded fellowship support through grants from the National Institutes of Health (NIH). These "predoctoral fellowships" provide 2-3 year, annual stipends of approximately \$20,000, plus tuition and student health insurance. The fellowships are highly competitive and are typically awarded to advanced students whose mentors receive NIH funding. Several students in Experimental Psychology have received National Research Service Awards from NIH. These predoctoral fellowships are awarded to promising doctoral candidates who have the potential to become productive, independent investigators in research fields relevant to the missions of these participating NIH Institutes and Centers. Students in Experimental Psychology also receive predoctoral fellowships from the National Institute on Drug Abuse Training grant. This NIH funded training program is based in the University of Kentucky's Behavioral Science Department. The training grant's mission is to provide students with education and research training in areas of drug abuse and treatment. The grant awards 2-year predoctoral fellowships to promising graduate students involved in drug abuse research.

Dissertation Support

Some funds are available to support doctoral dissertation research. These funds may be used for equipment, supplies, postage, or other expenses incurred in gathering dissertation data.

Graduate Student Travel

Some funds are available to support graduate student travel to professional and scientific meetings to present the results of student research. Certain departmental funds are allocated specifically for first year students to attend a scientific conference during their first year in the program. Travel required for the collection of research data may also be supported.

Other Sources of Funding

In addition to the above awards, advanced graduate students are permitted to teach undergraduate laboratories, and in some instances independent courses. The number of these awards varies according to the needs of the Department and the capability of the student. The appointment is for the semester and carries a prorated stipend. Recipient pays for all fees, but some tuition scholarships are available. Deadlines are the same as for other awards.

In cases in which the above forms of financial assistance have been exhausted, all efforts are made to place students in part-time jobs which are consistent with their particular interests and talents. Placements have included research assistantships at the University Medical Center; psychological testing positions at local psychiatric facilities and school districts; and teaching assignments in nearby community colleges.

It should be noted that in the past all Psychology graduate students in good standing have been fully supported.