



UNIVERSITY OF  
SOUTH FLORIDA

**Department of Psychology**

**GRADUATE STUDENT HANDBOOK**

**AUGUST 2013**

# TABLE OF CONTENTS

	Page
<b>WELCOME TO THE DEPARTMENT OF PSYCHOLOGY</b>	
Dr. Toru Shimizu Letter .....	i
Mission Statement.....	ii
<b>GENERAL INFORMATION</b>	
University Graduate School Policies and Procedures.....	1
Inter-Departmental Communication.....	1
Department Web Page.....	1
USF Email Account and Network Lab Folders.....	1
Departmental Listservs .....	1
APAGS and gradPSYCH Magazine .....	2
Florida Residency Requirements and Their Impact on Tuition Rates.....	2
<b>ACADEMICS</b>	
Required Program of Study.....	3
Transfer of Credit .....	4
Course Waivers .....	4
Thesis/M.A. Requirements.....	4
Overview.....	4
Thesis/M.A. Committee.....	5
Thesis Research.....	6
M.A. Degree.....	6
General University Requirements.....	7
Departmental Requirements.....	8
Students Entering with Master’s Degree.....	8
Ph.D. Degree Requirements .....	8
General University Requirements.....	8
Ph.D. Comprehensive Qualifying Examination.....	8
Ph.D. Committee .....	9
Requirements for Admission to Doctoral Candidacy.....	10
Graduate Minor Requirement .....	10
Tools of Research Requirement. ....	11
Residency Requirements for the Ph.D. ....	11
Dissertation .....	11
Course Load.....	13
General University Requirements .....	13
Departmental Requirements .....	14
Leave of Absence and Time Limit Extensions.....	15
Vacations/Extended Time Away.....	15
Transfer Among Program Areas .....	16
Teaching Experience.....	16
Research Requirement.....	16
Student Evaluation.....	17
<b>PROGRAM AREA REQUIREMENTS</b>	
Required Study for the Ph.D. in Clinical Psychology .....	18

Required Study for the Ph.D. in Cognition, Neuroscience, and Social Psychology.....	26
Required Study for the Interdisciplinary Ph.D. in Speech/Language/Hearing Sciences.....	34
Required Study for the Ph.D. in Industrial/Organizational Psychology.....	35
Occupational Health Psychology Concentration .....	36
<b>PROFESSIONAL CONDUCT</b> .....	37
Harassment.....	37
Inappropriate Relationships Between an Instructor or Research Supervisor and a Student.....	38
Academic Dishonesty.....	38
Procedures for Discussing and Reporting Unprofessional Conduct.....	38
Procedures for Filing a Grievance.....	39
<b>RESEARCH</b> .....	39
Computer Services for Graduate Students in Psychology .....	39
Psychology’s Open Use Computer Lab.....	40
USF Computer Services .....	40
USF Virtual Library.....	41
Virus Information .....	41
Research Participants.....	41
Gaining Approval for Research .....	41
Suggestions for Dealing with Sensitive Data .....	41
Use of the On-Line Participant Pool.....	42
Requesting Use of the Pool.....	42
How Undergraduates Access the Pool..... Prescreening..... Mass Testing.....	43
Point System..... Missed/Cancelled Research Sessions.....	44
<b>FINANCIAL SUPPORT, EQUIPMENT, SPACE, AND OTHER RESEARCH-RELATED RESOURCES</b> .....	45
Financial Resources.....	45
Awards.....	45
Research Funding.....	45
Travel.....	47
Associations.....	48
Equipment..... Software.....	48
Space .....	49
Department Theses and Dissertations.....	49
<b>FACULTY</b> .....	48
<b>DEPARTMENTAL ASSISTANTSHIPS</b> .....	49
Types of Assistantships.....	49
Stipends.....	49
Fellowship Departmental Contribution Policy.....	49
Criteria for Receiving Teaching Positions in the Department.....	50
Tuition Waivers.....	50
Fees.....	51
<b>CONCLUSION</b> .....	51
<b>DEPARTMENTAL ADMINISTRATION</b> .....	51
APPENDIX: Letter from our former student on ethics and academic honesty.....	52

Dear Colleagues,

Welcome to the Department of Psychology at the University of South Florida. We are delighted that you joined our graduate training program.

Over 40 years ago, the department started with just a few faculty members. Since then, we have grown to include about 38 faculty members in the three Areas of Clinical Psychology; Industrial/Organizational Psychology; and Cognition, Neuroscience, and Social Psychology. Today, our commitment toward graduate students and psychological sciences has been highly regarded among educational and scientific colleagues. This is exemplified by the Department of the Year Award in 2003 and the Culture of Service Award in 2009 from the American Psychological Association.

Every year, approximately 120 graduate students are being trained in the department. They are bright and hard-working people whose accomplishments include presentations at national and international meetings, excellent publication records in scientific journals, and prestigious fellowships and awards. For instance, between 2010 and 2012, 139 graduate students were co-authors of more than 150 different articles in leading journals. After graduating, many of them pursued professional careers in academia, as well as medical clinics and the business world.

You are now our students, colleagues, and members of this department. We encourage you to maximize this opportunity to intellectually absorb everything we can offer. You are surrounded by brilliant faculty, graduate students, and staff who are willing to help you to learn new knowledge, techniques, and perspectives. Officially each of you belongs to a specific Area that you have joined. However, we hope that you take initiative to actively interact with those faculty and students outside of your areas. Such interactions should lead to building bridges to different disciplines of psychology.

This Graduate Student Handbook contains important policies, rules, and guidelines that are valuable and essential to becoming a successful graduate student. Please read it carefully and keep it as a reference for future use. The Handbook provides necessary information you will need when you plan your course of study in order to fulfill all the requirements of your degree. If you have any questions or concerns, your advisor, Area director, and other faculty and staff will be available to you.

Finally, as chair of the department, I am also available to graduate students. Feel free to visit me in my office (PCD4118E) or contact me through e-mail ([shimizu@usf.edu](mailto:shimizu@usf.edu)). I hope your educational experience here will be an inspiring and enriching one.

Toru Shimizu, Ph.D.  
Professor and Chair  
Open letter to Incoming Psychology Graduate Students

## Mission Statement

Department of Psychology  
University of South Florida

The Department of Psychology is a Community of Scholars dedicated to the creation and dissemination of knowledge. The department is committed to furthering our understanding of the mind and behavior by the methods of science, as well as to the development of applications of the science of psychology to better the human condition and that of individual persons. In keeping with the mission of the University of South Florida, the department is committed to helping its students to acquire knowledge of psychological theories, research findings and the methods used by both basic and applied psychologists. The department sees as its mission serving the general student body, its majors and its graduate students by providing these students with an understanding of the importance of the scientific approach in addressing issues of human behavior. The department also sees as its mission the training of graduate students as independent scholars who will dedicate themselves to the pursuit of knowledge, even as they are using their training as scientist-practitioners or as clinical scientists to contribute substantially to the solution of pressing human problems. We see it as an important part of our mission to assure that our students internalize the canons of ethics of the discipline and profession, of Psychology. The Department of Psychology values and promotes diversity of its members and students.

# GENERAL INFORMATION

## UNIVERSITY GRADUATE SCHOOL POLICIES AND PROCEDURES

**This Handbook describes important policies and procedures related to graduate study in the Psychology Department. Some policies and procedures in this Handbook come from the USF Graduate School and the College of Arts and Sciences. While the most pertinent Graduate School and College policies are noted in this Handbook, we refer you to the USF Graduate Catalog for further details and other Graduate School and College policies: <http://www.grad.usf.edu/catalog.php>.**

## INTER-DEPARTMENTAL COMMUNICATION

Virtually all inter-departmental communication (and much official communication from offices around the university) is accomplished electronically. Students are required to have USF email accounts to facilitate this process.

### Department Web Page

The Psychology Department's web page (<http://psychology.usf.edu/>) is often the first place to visit in your efforts to find things. For example, you can find this document there along with departmental rules, regulations, and forms. There is also an important place on the page (<http://psychology.usf.edu/people/staff.aspx>) that lists who does what. The printed document that you are holding will direct you to see such and such a person for such and such an activity. People and tasks change from time to time, however, so in the event of such changes, the updated links between the staff members and the duties will be listed on the website.

### USF Email Account and Network Lab Folders

All students can obtain a USF Email account. To setup your email account and activate your NetID, please visit: <https://netid.usf.edu/una/> and follow the provided instructions. With your NetID, you will have access to MyUSF, Blackboard, Canvas, your email account, and USF computer labs, which includes the Graduate Student Computer Lab in PCD4116. Please check your email regularly for messages and to ensure that it is working properly. Your FOREST account will allow you to log into the computers in your faculty lab and give you access to the P Drive. This is the location of the faculty lab folders and the Public folder, which holds department information and various computer instructions. Ask your faculty advisor if you need a FOREST account because some grad students may not use computers on the FOREST domain, such as those working at Moffitt. Jennifer McCarthy can request the creation of your FOREST account from Information Technology. Please complete the Psychology Building and Computer Access Form at <http://psychology.usf.edu/forms/PSYaccess.aspx>. You will need to activate your USF NetID before filling out this form.

### Departmental Listservs

The most critical departmental listserv for graduate students is named PSYGrads. All graduate students are required to subscribe to it and may not unsubscribe. The listserv is designed to disseminate announcements and share psychology-related information, so please be sure to read all its messages. The

list is moderated for content and subscription membership. Subscribe and update your email address to the listserv through <http://mailman.acomp.usf.edu/mailman/listinfo/psygrads>.

The second critical departmental listserv is the one for your area concentration:

CL Psych <http://mailman.acomp.usf.edu/mailman/listinfo/clpsych>,

CNS Psych <http://mailman.acomp.usf.edu/mailman/listinfo/cnspsych>,

or IO Psych <http://mailman.acomp.usf.edu/mailman/listinfo/iopsych>.

All students and faculty within the concentration are required to subscribe to the Area listserv and may not unsubscribe.

The optional listserv is named PSYChat. The goal of the listserv is to promote dialogue among Psychology Department graduate students, faculty, and others interested in the discipline and related issues. The listserv can also be used for non-departmental, personal discussions. Listserv email is not moderated, but membership subscription will be moderated to secure user access. You may unsubscribe to the listserv or change the address used through <http://mailman.acomp.usf.edu/mailman/listinfo/psychat>.

### **APAGS and gradPSYCH MAGAZINE**

For graduate students in psychology, becoming a Student Affiliate of the American Psychological Association automatically enrolls you as a member of APA Graduate Students (APAGS). APAGS offers all its members opportunities to enhance their development towards a career in psychology and to shape the future of the discipline. See <http://www.apa.org/apags/about/index.aspx>.

**gradPSYCH** is the magazine of the American Psychological Association of Graduate Students (APAGS) and is published quarterly— January, March, September and November. There is a bonus distribution edition Special Student Section published in the July/August Convention issue of APA's association magazine, **Monitor on Psychology**. The magazine's mission is to provide psychology graduate students with cutting-edge information on innovative psychology careers; financial information, training and supervision; graduate student lifestyle issues; and emerging trends in psychology practice, research, and education. See <http://www.apa.org/apags/index.aspx> for more information.

### **FLORIDA RESIDENCY REQUIREMENTS and Their Impact on Tuition Rates**

Applicants desiring classification as Florida residents for tuition paying purposes must sign and complete the Florida Residents section of the Florida Residency Classification form <http://www.grad.usf.edu/inc/linked-files/FLResidencyForm.pdf> or the page of the online Graduate Application (see their website at <http://usfweb2.usf.edu/admissions/> for more details). Incomplete or unsigned forms will be classified as non-Florida residents. The Office of Graduate Admissions will classify applicants as Florida residents if they have provided documentation that verifies they began living in Florida at least twelve months \*prior to\* the first day of classes of their admitted term of entry. Additional documentation other than what is required may be requested in some cases. All documentation is subject to verification. The student is responsible for checking their residency classification when admitted to the University of South Florida. The residency classification is noted on the official Graduate School acceptance letter. If the student feels that their initial classification is in error, they have until the last day of the term to contact the appropriate admissions office and request a re-evaluation. Note that certain non-U.S. citizens may be eligible to establish Florida residency for tuition purposes only if they meet criteria under specified categories, please read the 'Residency Classification for International Students' at <http://usfweb2.usf.edu/admissions/international.html>.

Florida Residency for Tuition Purposes, Florida School Code (SB 20-E) Section 1009.21 Florida Statutes (<http://www.leg.state.fl.us>) universities to confirm that a student's residency in Florida during the twelve-month qualifying period was for the purpose of making a bona fide domicile rather than for maintaining a mere temporary residence or abode incidental to enrollment. Therefore, it is important to understand that living in or attending college in Florida is not tantamount to establishing a legal residence for tuition purposes. Effective July 1, 2009, non-residents students who come to Florida and enroll in a Florida post-secondary educational institution will not meet the Florida residency requirement for in-state tuition, regardless of the length of time enrolled. Generally, non-resident students who enroll in a post-secondary institution at any point during the twelve-month qualifying period will automatically be precluded from Florida residency status.

Information relevant to incoming non-resident students:

All current and incoming non-resident graduate students (including international) with at least 0.25FTE assistantship appointments will be assessed \$0.00 out-of-state tuition. Hence, residency rule changes will not impact these students for tuition purposes as long as they retain a 0.25 FTE assistantship appointment. Students with at least 0.25 FTE assistantship appointments (Research Assistants, Graduate Assistants, and Teaching Assistants) will continue to submit the Tuition Payment Waiver Application forms.

• **The Psychology Department requires all admitted graduate students to carefully read the Graduate Admissions website <http://usfweb2.usf.edu/admissions/>, the Florida Residency Classification form, and all sections of the Registrar's residency websites (<http://www.registrar.usf.edu/Residency/>).** We suggest that you acquire as many of the acceptable required documents as possible in case sometime in the future the residency requirements change or your personal situation changes.

[Tips: Please note that you may need your original birth certificate to obtain your Florida Driver's license, so please locate yours now, and if you cannot obtain your original birth certificate, please allow the additional time needed to order another one. You can obtain a Florida voter's registration form at the Division of Motor Vehicles while you obtain your Florida driver's license, if they do not offer it please don't hesitate to ask them for one. You can also print out the Voter's Registration form on-line (<http://election.dos.state.fl.us/voter-registration/voter-reg.shtml>) and then mail it in to the directed address so the voter's card issue date will be before the first day of the first semester of enrollment.]

• **The Psychology Department also requires all admitted graduate students to change their permanent address on all pertinent records, including GEMS (employees system <http://www.usf.edu/gems>) after appointment is entered in the system, and OASIS (students system <http://oasis.usf.edu/>) (enter it in the 'Permanent- stable, long term' address type section).**

## ACADEMICS

### REQUIRED PROGRAM OF STUDY

By the end of the second year of graduate study, all students should have completed their program's general core course and graduate methods requirements with a grade of at least "B-" in each course. Students who receive a grade of less than "B-" in a core or graduate methods course must either retake that course at the earliest possible date or complete alternative remediation acceptable to the course instructor. Following a second grade of less than "B-" in the same course, the student must receive approval of the Graduate Program Committee to retake the course a third time. However, repeated failure to achieve a grade of "B-" or better in core courses and graduate methods courses may be grounds for termination from the program. Effective July 1, 2011, federal regulations require significant changes to



the Satisfactory Academic Progress (SAP) policy for financial aid recipients, adding new restrictions (see [http://usfweb2.usf.edu/finaid/other/satisfactory\\_progress.aspx](http://usfweb2.usf.edu/finaid/other/satisfactory_progress.aspx)).

### **Transfer of Credit**

Transferred courses taken prior to admission to the USF graduate school must have been completed within seven years of graduating with a master's degree and within seven years of graduating with a doctorate. There is no time limitation for courses from a completed master's degree or professional degree used toward a doctoral degree. Students may submit formal requests for University transfer of credit (see below for waiver of required courses) on the basis of evidence of comparable graduate-level work completed with a grade of "B" or better at another regionally accredited institution. University rules limit those students to transferring only 12 semester hours. Students may also request that graduate-level Psychology credit earned at USF as a non-degree seeking student be applied to satisfy degree requirements. University rules limit students to applying no more than 12 such hours, and the department requires that only courses completed with grades of "B" or better be applied. In both cases, students should complete a Transfer of Courses form ( [http://www.grad.usf.edu/inc/linked-files/transfer\\_course.pdf](http://www.grad.usf.edu/inc/linked-files/transfer_course.pdf)) and submit it to the Graduate Program Committee, via Laura Pierce in PCD 4118I, with supporting documentation. This should include a copy of the transcript showing the course and grade received, a syllabus or course description, and a list of the text(s) and readings if not contained in the syllabus. The form and documentation should be submitted as early as possible in the student's first year.

### **Course Waivers**

A course waiver means that a student, by virtue of previous coursework, need not take a particular required course. Under some circumstances, a required course could be waived and the student would receive credit for the course. This would be the case, for example, if the student had taken a comparable graduate-level course at another institution or had taken that same course as a non-degree seeking student at USF. Such a student should apply both for transfer of credit (see above) and a course waiver. Under other circumstances, a required course could be waived but the student would not receive credit hours for the course. This would be the case, for example, if the student had taken several courses on this topic as an undergraduate. Such a student might be required to take an advanced course or seminar in the same subject area.

Students wishing to request course waivers on the basis of previous coursework should complete the department's Course Waiver Form, available on the department's website see <http://psychology.usf.edu/policies/forms/coursewaiverform1106.doc>. The form should be submitted to the Graduate Program Committee, via Laura Pierce in 4118I, with supporting documentation. This should include a copy of the transcript showing the course and grade received, a syllabus or course description, a list of the text(s) and readings if not contained in the syllabus, and evidence of the grade received. The form and documentation should be submitted as early as possible in the student's first year.

## **THESIS/M.A. REQUIREMENTS**

### **Overview**

All students are required to complete a thesis research project as described below. Students may choose to submit the Thesis to the Graduate School so they can be awarded a formal master's degree (M.A.).

However, a formal M.A. degree is not a requirement for the Ph.D. and students may continue with their doctoral program as soon as they have completed the Thesis requirement. An area may choose to require its students to complete the formal M.A. degree. Please see program requirements by area. Students are free to choose the formal M.A. option at any point in time prior to completion of the Ph.D. in which case they will have to follow the process established by the Graduate School.

Students should note that the USF System requires a graduate teaching assistant to hold a master's degree in order to be an instructor of record for undergraduate courses. The instructor must hold a master's degree in the teaching discipline (i.e., Psychology) or hold at least a master's degree in any area and have completed at least 18 graduate credit hours in the teaching discipline.

### **Thesis/M.A. Committee**

Students must complete 30 credit hours in graduate level psychology courses including core content and basic methods courses prior to the submission of the Thesis.

The Department of Psychology requires that the selection of faculty for membership on the student's thesis committee be consistent with both the depth of expertise and breadth of scholarship that are traditionally associated with a master's degree. It is expected that the thesis committee will represent the competence and qualifications necessary to evaluate the thesis, signified by active scholarship and the possession of an appropriate terminal degree. The faculty member serving as major professor must be an active scholar and have at least one refereed publication in the prior three years. If the major professor is not a member of the Psychology Department, a co-major professor from the Department must be appointed.

The thesis committee must consist of at least three tenured or tenure earning faculty members from the Department of Psychology. At least one member must be from within the student's program area, and at least one member must be selected from another program area in the department. CNS students must have one member from the student's CNS concentration and one member either from outside the student's CNS concentration or from the other doctoral programs (Clinical or IO). For the purpose of determining to which concentration CNS faculty belong, please refer to the Department's webpage listing of CNS faculty concentrations or to the CNS Area Director.

Several USF faculty outside the Department are eligible to serve in place of full-time Psychology faculty. A list of these eligible faculty can be obtained from the Graduate Student Services Program Assistant.

The department's Master's Thesis Committee Form (available on the department's website) must be submitted at least a week before the thesis proposal date to the Graduate Program Committee via Laura Pierce in PCD 4118I (degree-seekers also see College form in M.A. Degree section).

Changes to the committee must also be approved by the Graduate Program Committee. A departmental form must be filed. These forms are available on the department's website and should be submitted to Laura Pierce in PCD 4118I for routing (degree-seekers also see College form in M.A. Degree section). Students are required to justify committee changes. Typically, scheduling difficulties are not sufficient reasons for requesting such changes.

Should the faculty status of any committee member change (e.g., through resignation from a faculty position at USF), the Graduate Program Committee must be notified in writing. It is possible that the committee will have to be reconstituted if it no longer meets the criteria set forth above.

## **Thesis Research**

The master's thesis must be completed within five years of admission. All students must register for at least six hours of thesis credit at any time prior to the final defense of the thesis, regardless of whether they plan to obtain an M.A. degree (see M.A. Degree section).

A written thesis proposal must be submitted to the thesis committee for approval. The proposed thesis should set forth a research plan that would advance the state of knowledge in a student's chosen area. The design should permit reasonable explanations even for negative results. Once the thesis advisor has approved the proposal, a defense meeting may be scheduled. Typically, a copy is distributed to the committee at least 1-2 weeks prior to the proposal meeting. The proposal must be submitted to the committee in hard copy or electronically, depending on what each member requests. A proposal consists, at a minimum, of a literature review, method, proposed analyses, references, and (if applicable) appendices. During the proposal meeting, the proposal is discussed, and suggestions for improvement are made. It is recommended that students obtain committee approval of the thesis proposal prior to submitting their research proposal for IRB approval.

Students must collect their own thesis data when the thesis committee determines that original data acquisition is called for by the research design. In all cases, students must analyze their data themselves. See Research Requirement section below.

The thesis oral examination is the student's defense of the final written thesis project before the committee. It meets the examination requirements of the Department. The oral examination may cover any appropriate material. Typically, a copy is distributed to the committee at least 1-2 weeks prior to the defense. The thesis may be submitted to the committee in hard copy or electronically, depending on what each member requests. Anyone may attend the examination, but only committee members may vote on the oral defense. In the event that a committee member cannot attend in person, participation is permissible via speaker phone or video conference. The thesis title, defense date, time, and place must be announced at least 1 week prior to the defense by means of an email provided to Laura Pierce. Students should try to avoid scheduling thesis defenses during June, July and August.

The department requires that the student submit the final formatted or Graduate School version of your thesis and a current CV on a CD to Laura Pierce in PCD 4118I. The CD should be in a jewel case with a cover page showing your name and thesis.

## **M.A. Degree**

The master's degree must be completed within five years (end of fall semester of year 4 for I/O) from the date of admission.

In addition to the thesis research requirement described above, students who wish to pursue the formal M.A. degree from the Graduate School must also comply with the following guidelines. Note that the M.A. degree is required within the clinical but not other areas, but that an M.A. degree is required for any student to serve as a course instructor.

Students who plan to seek a formal M.A. degree must file prior to the appointment of the Thesis Committee the university's Graduate Student Supervisory Committee Appointment Form. This form is available at the College of Arts and Sciences website (<http://www.cas.usf.edu/gus/data/CommitteeForm.doc>). Although this form is required by the College and not by the department, students are advised to submit it in order to keep open the option of applying for the degree subsequently. Also see the department committee form and justification mentioned in

Thesis/M.A. Committee section that should be submitted to Laura Pierce, along with the signed College form.

Students must register for a minimum of two (2) hours of *Thesis credit* (grades are Z ‘continuing registration’) during the semester in which the thesis is submitted and approved by the Graduate School (grades are S ‘satisfactory’). In addition, students must be enrolled for a minimum of two (2) *graduate hours* during the semester of graduation.

Please note that upon successful completion of all M.A. degree requirements **except for thesis**, the College of Arts and Sciences requires graduate students to register for a minimum of two (2) hours of thesis credit each semester (except Summer) until the completion of the master’s degree. After completion of the master’s degree, students should no longer register for thesis credits.

Students are required to register for and attend a Graduate School Electronic Thesis and Dissertation (ETD) Workshop (not to be confused with ETD Registration) in the semester prior to degree graduation. There is an online workshop option for off-campus students. ETD Boot Camp Help Sessions are also available for help on all aspects of the ETD process.

#### M.A. Requirements Timeline Guide:

- committee selection
- department and college\* committee forms
- attend ETD workshop in a semester prior to final manuscript submission
- draft of proposal to committee 1-2 weeks before proposal date
- thesis proposal
- application for degree form\* (by deadline)
- ETD registration\* (by deadline)
- Create new account on USF ProQuest website \*
- set defense date with committee, reserve defense room
- draft to committee 1-2 weeks before defense date
- email to Laura announcing title, defense date, time, and place
- thesis defense
- final manuscript submission\* (by deadline)
- department copy of thesis and vita
- commencement\*

\*degree-seeking students only

### **General University Requirements**

The semester prior to final manuscript submission, the student is required to register for and attend a Graduate School ETD Workshop (not to be confused with ETD Registration). Early in the semester in which the thesis will be defended, the student should submit a degree application form before the deadline to Laura Pierce for the College. This form is available on the Office of the Registrar’s forms website ([http://www.registrar.usf.edu/data\\_display.php?link\\_type=Forms](http://www.registrar.usf.edu/data_display.php?link_type=Forms) see ‘Graduate Degree Graduation Application’). The student should submit the online ETD Registration (not to be confused with ETD Workshop) by the deadline to the Graduate School. The student should also create a new account on the USF ProQuest website.

An electronic copy of the final manuscript is required by the Graduate School (see <http://www.grad.usf.edu/ETD-res-main.php>). Prior to submission, the student should review University format requirements, forms, and deadline as specified at the same url. Students who are planning to

receive their M.A. degree should take the Certificate of Approval Form for Theses and Dissertations to their defense since it needs all of the committee members' signatures. It is part of the Graduate School's final manuscript submission process, and is available on their website. After completion of the master's degree, students should no longer register for thesis credits.

**Departmental Requirements.** Students must meet all University requirements for the M.A. degree as described in the Graduate Catalog. A total of 30 credit hours in graduate level psychology courses are required, including core content and basic methods courses. A research thesis is required (as described above), with a minimum of six (6) hours of thesis credit (PSY6971) that count toward the required 30. With the approval of the Graduate Program Committee, students can petition to count up to three (3) Directed Research PSY6917 hours towards the required thesis hours requirement (see the department website for the "Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours"). Students must successfully defend the thesis during an oral examination before their committee. The department requires that the student submit the final formatted or Graduate School version of your thesis and a current CV on a CD to Laura Pierce in PCD 4118I. The CD should be in a jewel case with a cover page showing your name and thesis.

### **Students Entering with a Master's Degree**

Students accepted into a Ph.D. program and who hold a Master's degree from another university must satisfy the same requirements as those beginning their graduate training at USF. An advisory committee will determine advanced status of a master's student based on equivalency of course work and the research thesis completed at another institution, subject to approval by the Area Director and Graduate Program Committee. It is the student's responsibility to provide all evidence and material necessary for such decisions, including a copy of the master's thesis. Ideally, these materials will be submitted to the student's Area Director prior to the start of the first semester at USF.

## **PH.D. DEGREE REQUIREMENTS**

The program of study and training beyond the M.A. level is determined both by departmental and area requirements and by the student's Ph.D. advisor and committee.

### **General University Requirements**

See current Graduate Catalog. Note that the catalog indicates that students have seven (7) years (six years for I/O) from the date of admission to complete all required coursework, pass the qualifying examination (comprehensive examination or major area paper), be admitted to doctoral candidacy, complete the dissertation, and complete the internship (if required). Thus, the total time allowed for completion of the doctoral degree is seven years (six years for I/O) from the date of admission. Typically a student will reach candidacy within four years, but this may vary per discipline.

### **Ph.D. Comprehensive Qualifying Examination**

This written examination over the subject matter of the student's major and related fields may be taken after the student possesses the master's degree or (for those not completing the formal M.A.) has fulfilled the thesis research requirement, has completed the substantial majority of doctoral coursework, and has fulfilled the area's stated requirements for taking the comprehensive exam. The exam must be taken again if the doctoral degree is not conferred within five calendar years after successful completion of the comprehensive examination. Please note that the Admission to Candidacy form should be submitted for

approval no later than the semester following the successful completion of the comprehensive exam (see Admission to Candidacy section).

Program areas are responsible for determining the content, administrative procedures, grading policies, and dates of the written examination. This information will be made available to students preparing to sit for the written examination.

In some circumstances students may write a major area paper in lieu of a written examination. Program areas are responsible for providing information about this alternative.

## **Ph.D. Committee**

**General University Regulations.** See current Graduate Catalog.

**Departmental Regulations.** Students are expected to form the Ph.D. committee shortly after completion of the M.A. thesis. Typically, students form the committee before taking the comprehensive exam.

The Department of Psychology requires that the selection of faculty for membership on the student's Ph.D. supervisory committee be consistent with both the depth of expertise and breadth of scholarship that are traditionally associated with the doctoral degree. It is expected that the Ph.D. committee will represent the competence and qualifications necessary to evaluate the doctoral dissertation, signified by active scholarship and the possession of an appropriate terminal degree. The faculty member serving as major professor must be an active scholar, have at least one refereed publication in the prior three years, and have served on a minimum of two thesis committees. If the major professor is not a member of the Psychology Department, a co-major professor from the Department must be appointed.

The Ph.D. supervisory committee must consist of at least five full-time tenured or tenure-earning faculty members. Three members must be full-time faculty within the Department of Psychology and in the student's departmental program area. At least one of the remaining two members must be a full-time faculty member from within the Department of Psychology but outside the student's departmental program area (for CNS students, outside the student's CNS concentration). The fifth member may be chosen from within or outside the Department of Psychology but must be outside the student's departmental program area. For example, a clinical psychologist from another department may not serve as the "outside of program area" member for a clinical student. For the purpose of determining to which concentration CNS faculty belong, please refer to the Department's webpage listing of CNS faculty concentrations or to the CNS Area Director.

Several USF faculty outside the Department are eligible to serve in place of full-time Psychology faculty. A list of these eligible faculty can be obtained from the Graduate Student Services Program Assistant. If justified, a sixth member of the Ph.D. Committee may be requested.

Committees are selected by the student and advisor, and committees must be approved by the Graduate Program Committee. The department's Doctoral Dissertation Committee Form (available on the department's website) and the university's Graduate Student Supervisory Committee Appointment Form (available on the college's website) must be submitted to the Graduate Program Committee via Laura Pierce in PCD 4118I. If proposed members include individuals outside the department who are not affiliated or courtesy faculty, their current CVs must accompany the forms. The College also requires that any non-USF faculty's CV accompany the forms as well.

Changes to the Ph.D. committee must also be approved by the Graduate Program Committee. Both a departmental form and a university form are required. These forms are available on the department's and college's websites and should be submitted to Laura Pierce (PCD 4118I) for routing. Students are required to justify changes. Typically, scheduling difficulties are not sufficient reasons for requesting such changes.

Should the faculty status of any committee member change (e.g., through resignation from a faculty position at USF), the Graduate Program Committee must be notified in writing. It is possible that the committee will have to be reconstituted if it no longer meets the criteria set forth above.

### **Requirements for Admission to Doctoral Candidacy**

Students typically reach candidacy within four years of admission.

- Completion of M.A. requirements
- Approval of Ph.D. committee forms prior to submission of application
- Completion of area course requirements for admission to candidacy (including minor courses for CNS and I/O)
- Successful completion of comprehensive examination or MAP
- Have no 'M' or 'I' grades
- Have minimum overall GPA of 3.00
- Met all enrollment requirements
- Enrolled in at least two graduate credits in the semester that the Admission to Doctoral Candidacy form is submitted
- Submission of application for doctoral candidacy using the form available on the Graduate School's website ([http://www.grad.usf.edu/inc/linked-files/A2C\\_form.pdf](http://www.grad.usf.edu/inc/linked-files/A2C_form.pdf))

The Admission to Candidacy form should be submitted for approval no later than the semester following the successful completion of the comprehensive examination or MAP. After completion of the master's degree, students should no longer register for thesis credits. Students may not register for dissertation hours until the semester after their doctoral candidacy has been formally approved by the university. However, with the approval of the Graduate Program Committee students may petition to count up to 6 doctoral-level Directed Research hours (PSY7918) towards the required 12 dissertation hours. Typically, requests will be granted only for hours taken the semester in which students applied for admission to candidacy and when students can document that they have been working on their dissertation proposals. (See the department website for the "Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours".) The total time allowed for completion of the doctoral degree is seven years from the date of admission. Typically a student will reach candidacy within four years, but this may vary per discipline. A Time Limit Extension Request form ([http://www.grad.usf.edu/inc/linked-files/Time\\_Limit\\_Extension\\_Form.pdf](http://www.grad.usf.edu/inc/linked-files/Time_Limit_Extension_Form.pdf)) may be submitted in the event that a student nears the end of the time limitation but has a good reason for requesting more time to complete the degree. The Graduate School allows only one time limit extension during the student's graduate training.

### **Graduate Minor Requirement**

A minor program of study is required by the Cognition, Neuroscience, and Social Psychology Program and by the Industrial/Organizational Psychology Program for admission to Ph.D. candidacy. The minor requirement may be met by the completion of two graduate-level courses with a minimum grade of "B-" in each course. A minor may consist of graduate study in a department program area (or areas) other than the student's own or in other departments, providing the courses are appropriate to the goals of the student at the doctoral level of study. Graduate work completed prior to matriculation into the doctoral program

will normally not be accepted as meeting the requirements of the graduate minor. Courses used to satisfy the minor requirement may not be used to satisfy the tools of research requirement (see below).

Students should receive written approval before starting minor coursework. The program's Area Director must approve the proposed course of study. Students must submit a detailed description of the proposed Minor course of study to their M.A. or Ph.D. committee for approval. This proposal will contain descriptions of courses planned, an explanation of the relationship of the proposed Minor to the primary course of study, and an appropriate time for completion of the Minor. It is expected that the student will complete the Minor requirement in about one year. A copy of the approved course of study must then be submitted to the Graduate Program Committee (via Laura Pierce in PCD 4118I) for its review and approval. The Request for Graduate Minor form is available on the department's website.

### **Tools of Research Requirement**

All graduate students in I/O and CNS must complete a series of methods courses beyond the core methods requirements with a grade of "B-" or better to satisfy their program area's requirements of "research tools" for their Ph.D. programs. Students may select their tools courses from departmental offerings or from offerings in other departments. Courses used to satisfy the tools of research requirement may not be used to satisfy the minor requirement. They also may not be used for a given area's seminar requirement.

Students in I/O and CNS should receive written approval before starting tools coursework. Students must submit a detailed description of the proposed tools courses to their M.A. or Ph.D. committee for approval. This proposal will contain descriptions of courses planned, an explanation of the relationship of the proposed courses to the primary course of study, and an appropriate time for completion of the courses. A copy of the approved course of study must then be submitted to the Graduate Program Committee (via Laura Pierce in PCD 4118I) for its review and approval. The Tools of Research Form is available on the department's website.

### **Residency Requirements for the Ph.D.**

**General University Requirements.** See current Graduate Catalog.

### **Dissertation**

**Departmental Requirements.** Once the dissertation advisor has approved the proposal, a defense meeting may be scheduled. A written dissertation proposal must be submitted to the Ph.D. committee. A proposal consists, at a minimum, of a literature review, method, proposed analyses, references, and (if applicable) appendices. The dissertation project should represent a material and significant contribution to the knowledge base in the student's area of specialization, and its design should permit an explanation even of negative results. Typically, a copy of the proposal is distributed to the committee at least 1-2 weeks prior to the proposal meeting. The proposal may be submitted to the committee in hard copy or electronically, depending on what each member requests. During the proposal meeting, the proposal is discussed, and suggestions for improvement are made. It is recommended that students obtain committee approval of the dissertation proposal prior to submitting their research proposal for IRB approval

Students must collect their own dissertation data when data collection is called for by the research design. In all cases, students must analyze their data themselves. See Research Requirement section below.



The semester prior to final manuscript submission, the student is required to register for and attend a Graduate School ETD Workshop (not to be confused with the ETD Registration). Early in the semester in which the dissertation will be defended, the student should submit a degree application form before the deadline to Laura Pierce for the College. This form is available on the Office of the Registrar's forms website ([http://www.registrar.usf.edu/data\\_display.php?link\\_type=Forms](http://www.registrar.usf.edu/data_display.php?link_type=Forms) see 'Graduate Degree Graduation Application'. The student should submit the online ETD Registration (not to be confused with the ETD Workshop) by the deadline to the Graduate School. The student should create a new account on the USF ProQuest website, and register to complete the NORC survey.

The Dissertation Defense (or Final Oral Examination) shall be presided by a Defense Chair who is a senior and distinguished scholar from outside the department (possession of an appropriate terminal degree, preferably a full professor or having appropriate expertise, and an active scholar having at least one refereed publication in the prior three years), nominated by the Major Professor. If the Defense Chair is from another institution, this individual should have the equivalent qualifications necessary to chair a dissertation defense in the subject area at the University of South Florida. Note that the Major Professor may not serve as the "Defense Chair" and cannot be a member of the dissertation committee. This individual represents the university at the defense. He or she is selected by the student and the Ph.D. advisor with approval of the Associate Dean of the College. See the Request for the Dissertation Defense form (available at <http://www.cas.usf.edu/gus/data/RequestDissertationDefense.doc>). Prepare a public Announcement of the defense (<http://www.cas.usf.edu/gus/grad/forms/>) and Successful Defense form (<http://www.cas.usf.edu/gus/data/SuccessfulDefenseForm.doc>), which are also required. These forms must be submitted to Laura Pierce (PCD4118I) ready to send to the college at least 2 ½ weeks prior to the defense. All committee members must sign the Request form (indicating their agreement that the dissertation is ready to defend), so members should receive the dissertation at least four weeks prior to the scheduled defense. The dissertation must be submitted to the committee in hard copy, not electronically (unless the committee indicates otherwise), but it may be submitted with 1 ½ spacing and copied back-to-back. The final oral examination is the student's defense of the written dissertation before the committee. It meets the examination requirements of the University. The oral examination may cover any appropriate material. Anyone may attend the examination, but only committee members may vote on the oral defense. In the event that one committee member cannot attend in person, participation is permissible via speaker phone or video conference. Students should try to avoid scheduling dissertation defenses during June, July and August. Students should take to their defense an extra Successful Defense Form, and the Certificate of Approval Form for Theses and Dissertations since it needs all of the committee members' signatures. It is part of the Graduate School's final manuscript submission process, and is available on their website.

The final accepted dissertation must be submitted in electronic form to the department and the University (see <http://www.grad.usf.edu/ETD-res-main.php>). Prior to submission, the student should review University format requirements, forms, and deadline specified at the same url. The department requires that the student submit the final formatted Graduate School version of your dissertation and a current CV on a CD to Laura Pierce in PCD 4118I. The CD should be in a jewel case with a cover page showing your name and dissertation. However, after the dissertation is submitted to and approved by the Graduate School, students should no longer register for Dissertation hours.

#### Ph.D. Requirements Timeline Guide:

- committee selection
- department and college committee forms
- attend ETD workshop in a semester prior to final manuscript submission
- draft of proposal to committee 1-2 weeks before proposal date
- dissertation proposal
- application for degree form (by deadline)

- ETD registration (by deadline)
- Create a new account on the USF ProQuest website
- Register to complete the NORC survey
- set defense date with committee, reserve defense room
- draft to committee 4 weeks before defense date
- defense forms to Laura Pierce 2-1/2 weeks before defense date
- dissertation defense
- final manuscript submission (by deadline)
- department copy of dissertation and vita
- commencement

**It is the student's responsibility to be aware of and satisfy all departmental requirements and deadlines.** In addition, the student is responsible for obtaining all necessary signatures. Major professors or department staff members cannot be expected to complete these tasks. Likewise, it is the student's responsibility to check the Graduate Catalog for all University requirements and deadlines.

## **COURSE LOAD**

### **General University Requirements**

See current Graduate Catalog.

Students must be enrolled for a minimum of two thesis hours during the semester that the thesis is submitted and approved by the Graduate School. Also, students must be enrolled for a minimum of two graduate hours during the semester of graduation and/or in the semester in which they receive a master's or doctoral degree. After completion of the master's degree, students should no longer register for thesis credits. Also, during the term in which students take the comprehensive exams, students must be enrolled for a minimum of two graduate credit hours (see Candidacy section regarding Directed Research option PSY7918). Students must be enrolled for a minimum of two hours of graduate work in the semester they apply for admission to doctoral candidacy. Doctoral students who have been admitted to candidacy and working on their dissertation must enroll for a minimum of two (2) hours of Dissertation (PSY7980) every semester, starting with the semester following admission to doctoral candidacy, up to and including the semester the dissertation is submitted to and approved by the Graduate School, and including the semester the degree is conferred. However, after the dissertation is submitted to and approved by the Graduate School, students should no longer register for Dissertation hours. Dissertation hours may apply to the Graduate School's continuous enrollment requirement (a minimum of six (6) credit hours during three (3) continuous semesters). Students who have already submitted their dissertation to and received approval from the Graduate School should no longer register for dissertation hours, but may register for Directed Research PSY7918 or Internship hours as applicable in the semester they apply for the doctoral degree.

Graduate, Instructional, Teaching, and Research Assistants should be full-time students, enrolled in nine (9) or more credit hours toward their degree in each of the employed fall or spring semesters, and six (6) or more hours in the summer semesters. Only university assistantships and full fellowships are eligible for tuition waivers. Audited courses are not covered by tuition waiver, and most likely not by Financial Aid. Students will be responsible to pay full costs of tuition if they choose to audit a course.

## Departmental Requirements

Students admitted to the graduate program are required to pursue their studies full time. Below are specific guidelines.

### Students with Tuition Waivers\*

1. First year students should register for up to 12 hours spring/fall (do not register for more than 9 hours unless the hours are needed for program requirements)
2. All other students on tuition waivers should register for 9 hours spring/fall
3. Students with summer tuition waivers should register for 6 hours

\*These guidelines are subject to change as dictated by Graduate School policy. Students will be notified of changes as they occur.

### Students without Tuition Waivers:

1. All first year students should register for between 9 and 12 hours fall/spring (summer hours not required)
2. Prior to admission to doctoral candidacy, students should register for 9 hours fall/spring (summer hours not required)
3. Candidates should register for a minimum of 2 hours each semester (spring/summer/fall)
4. Pre-candidates on local half-time internships or other local off-campus placements should register for 9 hours fall/spring (summer hours not required)
5. Candidates on local half-time internships or other local off-campus placements should register for a minimum of 2 hours each semester (spring/summer/fall)
6. Candidates on local full-time internships should register for a minimum of 2 hours each semester (spring/summer/fall)
7. Pre-candidates and candidates who are on out-of-town internships or placements and who are not using University resources should register for 2 hours each semester (spring/summer/fall).
8. Students on full-time clinical internship off campus (as part of the APA-accredited internship cycle) are allowed to request that Laura Pierce submit a form to the Graduate School who will enroll them for the CST 6990 Non-Credit Graduate Study Course (spring/summer/fall), which will allow them to be considered full-time for purposes of the registrar's office and for any previous student loans. Note, however, that if new student loans are desired, then students must register for at least 5 credits per semester based on current federal student loan requirements. Note that students cannot use the CST 6990 zero credit option for the semester they intend to graduate, since they have to be enrolled for at least two dissertation credits at that time.

Students seeking a reduction in course loads below these minimal requirements on the basis of financial hardship or other personal reasons must submit such requests to the department's Graduate Program Committee and to the Graduate School via Laura Pierce in 4118I for approval at least two months in

advance of the semester during which they will carry a reduced load. Under some circumstances, it might be advisable to request a leave of absence rather than a reduced load. The department GPC's Request for Reduction in Registration Hours form is available on the department's website, and must be submitted along with a Graduate School Petition form, available on their website ([http://www.grad.usf.edu/inc/linked-files/Graduate\\_School\\_Petition.pdf](http://www.grad.usf.edu/inc/linked-files/Graduate_School_Petition.pdf)). Before submitting these forms, however, students should consider the implications of taking less than a full load. Note that credit hour requirements to defer student loans may be more than the minimum numbers stated above. It is recommended that students holding loans check the requirements of their lending institution. Students receiving Veterans' Administration benefits should also confirm enrollment requirements. Students may also be subject to tax withholding if they are not registered as full-time students. Finally, to maintain student status according to USF, students must maintain continuous enrollment (see Graduate Catalog).

Pre-masters students who need only one more credit hour to meet total minimum enrollment requirements may register for the 6000-level Directed Research PSY6917 (see M.A. Degree section regarding substitution policy). After completion of the master's degree, students should no longer register for thesis credits. Students who have already earned their master's degree and are working on their dissertation proposal but have not entered doctoral candidacy status (unable to register for Dissertation hours) may register for the 7000-level Directed Research PSY7918 (see Candidacy section regarding substitution policy). Students who have already submitted their dissertation to and received approval from the Graduate School should no longer register for dissertation hours, but may register for Directed Research PSY7918 or Internship hours as applicable in the semester they apply for the doctoral degree.

### **Leave of Absence and Time Limit Extensions**

According to the graduate catalog, if a student is unable to meet the mandatory continuous enrollment requirement and unable to make continuous progress toward completion of degree requirements due to an exceptional and unavoidable situation, the student should submit in advance a Leave of Absence (LOA) Request Form available on the Graduate School website ([http://www.grad.usf.edu/inc/linked-files/Leave\\_of\\_Absence\\_Request\\_Form.pdf](http://www.grad.usf.edu/inc/linked-files/Leave_of_Absence_Request_Form.pdf)). The request should specify the reasons for the leave, as well as the duration. Requested LOA may be approved for up to two years. The leave must be approved (via Laura Pierce in PCD4118I) by the student's major professor, Graduate Program Director, Dean of the College, and the Dean of the Graduate School. If the leave is granted, the time absent does not count against the student's time limit to obtain the degree. Students need to be enrolled the first semester after the leave expires. Students returning from an approved LOA must reactivate their status by contacting the Graduate School for procedures. Doctoral Candidates returning from a LOA must also have their candidacy status reactivated.

Under rare circumstances, the Graduate School may approve a Time Limit Extension (TLE). However, students are allowed only one TLE during their graduate training. Any TLE request must contain a comprehensive work action plan showing benchmarks that will be completed during the extension. The TLE form ([http://www.grad.usf.edu/inc/linked-files/Time\\_Limit\\_Extension\\_Form.pdf](http://www.grad.usf.edu/inc/linked-files/Time_Limit_Extension_Form.pdf)) and benchmarks must be submitted at least one semester prior to the end of the time limit for the student's course of study, or degree requirements. A TLE request for a student already out of compliance will not be approved. Students who exceed the time limitations may have their registration placed on hold until a request for extension has been approved. Generally, students that have had a previous Leave of Absence will not be approved for a TLE unless there are exceptional and unavoidable circumstances.

### **Vacations/Extended Time Away**

Graduate school is a full time commitment. Students are expected to be available on a full time basis to complete their teaching and research assignments. For those with a teaching assignment, specific

expectations are provided in your contract. Vacations and extended absences from the department should be planned for appropriate time periods. All planned absences should be discussed well in advance with your major professor and teaching/research supervisor.

### **TRANSFER AMONG PROGRAM AREAS**

*Area affiliation.* Students applying for admission to the Psychology Department apply to only one program area. Upon matriculation, a graduate student becomes affiliated with that area (current areas are Clinical; Cognition, Neuroscience, and Social; and Industrial/Organizational). Movement from one area to another by a graduate student requires a formal Change of Program Application to the new area (see below). Faculty can be formally affiliated with one or two areas. For committee composition, a faculty member is considered to be inside the student's area if either of his or her formal affiliations matches that of the student. If neither affiliation matches that of the student, then the faculty member is considered outside the area.

Should a student wish to transfer to another program area within the department, he or she will be required to follow normal application procedures required of all prospective students. Change of Program Applications ([http://www.grad.usf.edu/inc/linked-files/GRADUATE\\_SCHOOL\\_Chg\\_of\\_Program\\_Application.pdf](http://www.grad.usf.edu/inc/linked-files/GRADUATE_SCHOOL_Chg_of_Program_Application.pdf)) will be considered along with all other applications for admission into a program area, and students will be notified on the decision date observed by the program area. Except in special cases as determined by the program area, transfer students will be admitted in the fall. In no case will students not in good academic standing in their current program be considered for transfer to another area.

### **TEACHING EXPERIENCE**

Teaching experience is not a departmental requirement, but may be imposed as a requirement by the student's departmental program area. Teaching experience for students planning academic careers is strongly recommended. In order to serve as the primary instructor for a course, students must have earned the M.A. degree, be in good standing, and have expertise in the subject matter to be taught.

Students who are first-time instructors must register for PSY 6947 (Graduate Instruction Methods). They should consult Dr. Jane Noll for the appropriate number of hours. Opportunities for enhancing teaching skills are available through the department's teaching workshops and the Academy for Teaching and Learning Experience (ATLE) (formerly eTeaching & Technology Group).

### **RESEARCH REQUIREMENT**

The minimal research requirements in the Department are represented by the thesis and dissertation. A minimum of six (6) thesis hours and twelve (12) dissertation hours are required (PSY 6971 and PSY 7980, respectively). Students are expected to be involved in research activities and projects beyond these formal minimal requirements, including participating in area brown bags, attending departmental colloquia, presenting papers at conferences, and submitting papers to journals.

Graduate students must collect their own data on M.A. and Ph.D. projects when data collection is called for by the research design. With their committee members' approval, these students may receive

assistance in data collection by others. At all times, however, the graduate student PIs must be **immediately** available during the period of data collection to deal with problems that may arise.

In all cases, graduate students are responsible for conducting their own statistical analyses. Beyond the usual free consultative services available to students on this campus, students are forbidden to use paid statistical or research design consultants to analyze and interpret the results of M.A. or Ph.D. data. Violating this rule provides grounds for dismissal of the student and the paid consultant, should this person be a graduate student in psychology.

## **STUDENT EVALUATION**

**General University Requirements.** See current Graduate Catalog.

### **Departmental Policy**

The preparation of high quality psychologists requires close monitoring of academic and professional competence to insure that students are well prepared and competitive for a career in their chosen field. Students must show evidence of research competence, competence in any clinical, practicum, or teaching placements, and competence in the classroom. Evidence of research competence includes (but is not limited to) success in writing research proposals and conducting research (thesis, dissertation, additional projects with other students and faculty), acquiring grant support, participating in area brown bags and departmental colloquia, submission and acceptance of meeting papers, and submission and acceptance of manuscripts. Evidence of clinical, practicum, and teaching competence includes (but is not limited to) written evaluations by supervisors, observations by faculty, and student evaluations. Evidence of competence in the classroom includes completion of a student's program's core requirements and methods requirements with at least a "B-" in each course. Students are also required to maintain at least a "B" (3.0) average overall in their course work. Failure to maintain a GPA of at least 3.0 will result in the student being placed on academic probation. That student will have one semester (not counting summer) to raise the GPA to at least 3.0.

Formal evaluations of professional development and competence will be conducted on a regular basis, at least once a year. Each program area is responsible for delineating minimal professional requirements and formally providing students with feedback describing strengths and any deficiencies along with a recommended course of remediation. Continued deficiencies in professional competence will result in placement on probationary status and eventual recommendation for termination from the program.

Students are expected to adhere to APA ethical principles regardless of whether they are members of APA. Violations of ethical principles or other program policies are grounds for termination from the graduate program.

Students have the right to appeal decisions of probationary status or recommendations for termination given the department's Policy on Student Grievances, available on the department website.

# PROGRAM AREA REQUIREMENTS

## REQUIRED STUDY FOR THE PH.D. IN CLINICAL PSYCHOLOGY

Graduate Breadth Requirements: All clinical students are required to take three breadth/foundation courses in psychology. Students who receive a “C+” or lower in any of these courses must retake that course at the earliest possible date or gain approval from the instructor for an alternative form of remediation. Following a second grade of “C+” or lower in the same course, the student must petition the clinical faculty to retake the course a third time. Note that a grade of “B-” or above in these courses is considered a “passing” grade.

Students must take one course in each of the three Breadth areas: Biological Aspects of Behavior, Social Aspects of Behavior, and Cognitive/Affective Aspects of Behavior. The courses listed below are approved options for meeting the Breadth requirements. Students may petition the clinical faculty (with the approval of their major professor) if they wish to have other courses count as a Breadth requirement.

### Biological aspects of behavior

- Human Neuropsychology
- Physiological Psychology
- Health Psychology
- Psychopharmacology
- Pediatric Psychopharmacology
- Psychophysiology
- Survey of Neuroscience
- Neuropharmacology (GMS 6735; in the Medical School)
- Psychoneuroimmunology (NGR 7932; in the College of Nursing)

### Social aspects of behavior

- Social
- Psychology of Gender
- Stress and Coping
- Organizational Psychology
- Social and Personality Development
- Social Psychology of Interpersonal Relationships
- Stereotypes
- Work/Family
- The Self

### Cognitive and affective aspects of behavior

- Cognitive
- Memory
- Emotion
- Emotion and its Disorders
- Mood Disorders
- Image and Mind
- Cognitive Neuroscience of Perception

Courses cannot be “double counted” to meet two different requirements. For example, Psychopharmacology could serve for the Biological Aspects of Behavior requirement, but it could not then be counted as serving another requirement.

Graduate Research Methods Requirements: All clinical students are required to take a total of four graduate research methods courses. Students who receive a “C+” or lower in any of these Research Methods courses must retake that course at the earliest possible date or gain approval from the instructor for an alternative form of remediation. Following a second grade of “C+” or lower in the same course, the student must petition the Graduate Program Committee to retake the course a third time. Note that a grade of “B-” or above in these courses is considered a “passing” grade.

PSY 6217 ANOVA/Regression plus lab (4 credits)

SOP 7265 Multivariate Statistics or equivalent outside of department

(e.g., or

GEY 6934 Research Methods II or GEY 6403 Multivariate in the School of Aging; 3 credits)

PSY 6217/SOP 6266 Clinical Psychometrics or equivalent outside of department

(e.g., EDF 7484—Statistical Analysis in Education Research III in the

Education/Measurement Department; 4 credits, EDF 7437 in Education Measurement)

Plus ONE additional research methods course (3 credits each). Students may choose from the list of approved courses below. Students wishing to fulfill this methods requirement with any course not listed below must submit a request to the clinical faculty.

Factor Analysis

Structural Equation Modeling

Program Evaluation

Meta-Analysis

Developmental Research Methods

Grant Writing

Item Response Theory

Hierarchical Linear Modeling

### **Clinical Core Requirements**

Clinical Didactic Courses: Students need to take at least one “fundamental” course in each of the three areas (assessment, interventions, and psychopathology) and then they will take another four courses in specialization topics related to psychological assessment, intervention, and psychopathology/dysfunction (either from the list of fundamental courses or the list of specialization topics). The following courses would all be considered 3-credit didactic courses (although some courses may contain practical skills training as well).

#### **Fundamental**

##### **Assessment** (CLP 6438)

Assessment–child (includes behavioral, IQ, cognitive, clinical assessment)

Assessment–adult (includes behavioral, IQ, cognitive, clinical assessment)

##### **Interventions** (CLP 7188)

Interventions–Theory, Research, and Application

Interventions–General/Nonspecific Factors

##### **Psychopathology or Dysfunctional Behavior** (CLP 6166)

Psychopathology and its Development



Specialization Topics Related to Psychological Assessment, Intervention, and Psychopathology/Dysfunctional Behavior: In addition to the total of three required fundamental courses above, there are also four additional courses required. Three of these four courses must be fulfilled by taking courses from the list above or from the list of advanced clinical seminars below (i.e., at least three of the four courses must be taught within the clinical area). With the approval of the major professor, one of the four courses can be a course outside of clinical in the Psychology Department or outside of the Psychology Department. This fourth course, however, can be taken inside of the clinical area.

Neuropsychological Assessment  
Emotion and its Disorders  
Mood Disorders  
Eating Disorders  
Addictions  
Health Psychology  
New Paradigms in Psychology  
Cultural Diversity  
Dialectical Behavior Therapy  
Sports Psychology  
Veterans and Their Families  
Advanced Psychological Intervention Seminar/Specialized Treatments  
Advanced Psychological Assessment Seminar  
Clinical Science Seminar: Attendance and participation in the Clinical Brown Bag series.

Students should attend at least 30 hours of clinical brown bag meetings and must present for the equivalent of one-hour in a clinical brown bag meeting in order to have their involvement in the clinical brown bag series qualify as a course. In order for this requirement to be documented on their transcript, students will enroll in CLP 7379–Clinical Science Seminar for three credits when they have completed the attendance and presentation requirements. Grades are on a Pass/Fail basis. Sign-in sheets will be available at each meeting of the clinical brown bag series.

#### Clinical Practicum - (PSY 6946)

- During the summer after their first year, students will attend a Psychological Assessment Skills Training Seminar (“Assessment Boot Camp”) in the Psychological Services Center (no registration for credit required). Students will continue in this training until they meet established criteria.
- During the Fall of their second year, students will enroll for a class in Skills for Psychological Intervention (PSY 6946–2 credits), taught by the director of the clinic (in addition to registering for one credit of clinical practicum with their direct clinical supervisor).
- In addition, a case-load of two clients during years 2-5 is required. For each Fall and Spring semester, students in any supervision group must register for at least one credit of Clinical Practicum (PSY 6946) for that supervision group. Thus, if a student is in two supervision groups, he/she must sign up for supervision under each of the supervisors separately. All supervisors, including adjunct faculty, should have their own section of PSY 6946.
- Clinical practicum hours (PSY 6946) from supervision groups are now graded on a Pass/Fail basis. If the student initially does not pass the practicum training for that semester due to falling below expectations, an “I” will be entered for the grade. The supervisor will communicate in writing what the student must do to earn a grade of “Pass” and the student will have one semester to complete those tasks or goals. The supervisor should coordinate with the director of the clinic during this process.

Introduction to Clinical Psychology/Cultural Diversity Pro-Seminar (CLP 6937): Required in the Fall (for 1-credit) and Spring (2 credits) of the first year. Cultural diversity, history and systems, and human development are infused into a number of clinical didactic courses, but these topics are also covered in Intro to Clinical. In addition, lab tours, the thesis process, and professional issues are covered throughout the year.

Ethics and Professional Problems (PSY 7931–2 credits): Required in the Spring of the First year.

**Research Requirements:**

PSY 6971 Thesis (6 thesis credits, 2 of which are required during the semester in which the master’s degree is granted)—Formal master’s degree is required

PSY 7980 Dissertation (12 dissertation credits, 2 of which are required during the semester in which the Ph.D. degree is granted)

First year research product: All first year students will present some type of research product at a poster session at the end of the Spring semester. Possible “products” include: poster or paper presentation from a conference, publication, grant proposal, thesis proposal, preliminary data, or other ways to show the initial outcome of research that the student has become involved in at USF.

Note that the Doctoral Training Program in Clinical Psychology is a full-time, 12-month program, so research, clinical, and scholarly activities are expected to be maintained throughout the year (including summers).

**Sample Curriculum Plan  
(Bolded Courses Must Be Taken at the Noted Time)**

**YEAR I**

<b>Semester 1</b>			<b>Semester 2</b>		
Psychological Assessment (either in 1 <sup>st</sup> Fall or Spring)	CLP 6438	(3)	Choice of Breadth (either in Fall or Spring)		(3)
<b>Regression/ANOVA and lab</b>	PSY 6217	(4)	Psychometrics		(3)
<b>Psychopathology</b>	CLP 6166	(3)	<b>Ethics</b>	PSY 7931	(2)
<b>Intro to Clinical Psychology</b>	CLP 6937	(1)	<b>Intro to Clinical Psychology</b>	CLP 6937	(2)
	PSY 6917	(1)	Thesis	PSY 6971	(2)
Directed Research		(1)			
		12			12

During the summer after the first year, students must take the Psychological Assessment Skills Training Seminar (“Assessment Boot Camp”) in the Psychological Services Center (no registration for credit required). It is suggested that students work on their master’s thesis during their first summer.

**YEAR II**

Interventions (either in 1 <sup>st</sup> Spring or 2 <sup>nd</sup> Fall)	CLP 7188	(3)	Choice of Breadth (either in Fall or Spring)		(3)
Multivariate	GEY 6403	(4)	Choice of Clinical Didactic		(3)
<b>Intervention Skills</b>	PSY 6946	(2)	Clinical Practicum	PSY 6946	(1)
Clinical Practicum	PSY 6946	(1)	Thesis	PSY 6971	(2)
		10			9

**YEAR III**

Choice of Breadth		(3)	Choice of Methods		(3)
Choice of Clinical Didactic		(3)	Choice of Clinical Didactic		(3)
Thesis	PSY 6971	(2)	Thesis or Dissertation credits		(2)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
		9			9

**YEARS IV and beyond**

Dissertation	PSY 7980	(5)	Dissertation	PSY 7980	(5)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Choice of Clinical Didactic		(3)	Optional Elective		(3)
		9			9

Students in the second year and above must register for one hour of clinical practicum (PSY 6946) per term in the Fall and Spring for the remainder of their involvement in the clinic for every supervision group that they attend. Students working on a dissertation must enroll for a minimum of two (2) hours of dissertation every semester (including summer) starting with the semester following Admission to Doctoral Candidacy (per Graduate School rules).

**Comprehensive Examination:** Comprehensive exams consist of two main components: A take-home exam with two questions that are general/integrative in nature and a take-home exam with two questions that are specialized and related to programmatic research. The general/integrative (GI) questions may draw from and integrate such content areas as psychometrics, assessment, psychopathology, ethics, therapy/interventions, clinical research methods, diversity, development, and history and systems. The research area specific (RAS) questions are related to the student's identified area of programmatic research (i.e., the area of study for her/his dissertation). More detailed information on the parameters of the comprehensive exam system is available on the Psychology Department website.

Students must have completed their core course work and their thesis before comps. Exceptions to the course work requirement are as follows: (1) You may have one Research Methods course remaining and (2) Three clinical didactic courses may remain.

Students must defend the Master's thesis successfully one full month prior to the first day of exams and be approved by their major professor to take the exams. Please note that this does not mean that you must have the final revisions of the thesis completed and accepted by the graduate school. However, if considerable changes are required by the thesis committee, your major advisor has the option of requiring that all revisions be completed prior to granting approval to take the comprehensive exam. Please see the Request to Sit for Ph.D. Qualifying Examination in Clinical Psychology form, available on the department website.

Comprehensive Exams will be given for the Clinical area twice a year: Fall General/Integrative comps will be given on the first Friday of October and Spring General/Integrative comps will be given on the Friday of spring break. All students will be given the G/I questions at the same time (Friday at 4:00pm with a deadline of Monday at 9:00am) for that particular semester. The RAS section can be given anytime within six months of the G/I section for that particular semester.

**Major Area Paper Option:** Students who are in good standing in the program have the option of requesting to write a Major Area Paper (MAP) in lieu of the Comprehensive Examination.

**Approval.** Your major professor and a minimum of three clinical faculty on the doctoral committee must grant approval for this option. Your major professor should first contact the three clinical faculty on the doctoral committee (before you do) to discuss whether you would be an appropriate candidate for the MAP option. You will provide the three clinical faculty on the doctoral committee with a written proposal for the Major Area Paper (including an outline, elaboration on the scope and depth of the paper, and list of references). This written proposal will be discussed in the proposal meeting with the three clinical faculty on the doctoral committee. The three clinical faculty on the doctoral committee will then help you develop a plan of action to complete the Major Area Paper.

You may discuss with your major professor and any other faculty only conceptual issues related to the major area paper. Your major professor and other faculty may not discuss or coach you on issues surrounding the actual writing of the paper. Your major professor should not see a written product until submitted to the committee; however, you may consult with your major professor on the outline of the paper.

**Scope and Goals of the MAP.** The MAP should represent a critical review of one or more areas of psychology that has not been reviewed in the last three years. It must fill a gap in the literature. A sophisticated, critical analysis of the literature is expected. The review should integrate information from within the particular subject area, incorporate material from other relevant areas, and establish implications for the field. The manuscript should reflect a synthesis – not merely a list or description of studies-but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Use of meta-analytic methods is legitimate and may be a desirable option. Both the manuscript and oral presentation should demonstrate the student's expertise, an advanced awareness of the pertinent theoretical and methodological issues. We recommend that students closely examine various high quality review journals for examples of successful papers; e.g., *Psychological Bulletin*, *Clinical Psychology Review*, *Clinical Psychology Science and Practice*. Students should also ask committee members for good examples of review papers written by others in the program.

**Evaluation.** The three clinical faculty on the doctoral committee's evaluation goal should not be simply to decide whether the paper meets a minimal "satisfactory" level of performance. Rather, their approach and evaluative responses should be modeled after the journal review process. Outcomes may also take a similar form; i.e., ranging from "accept," "accept with minor revisions," "revise and resubmit," to "reject." If the three clinical faculty on the doctoral committee conclude that the student is

unable to produce an acceptable revision, they may recommend that the student take comprehensive exams. Note that the successful defense of the MAP is comparable to the successful completion of the comprehensive exams, so the same timelines apply. For example, students are allowed to propose their dissertation and begin collecting dissertation data before the final completion of the MAP (or successful completion of comps), but students must defend their MAP (or complete comps) before they are admitted into candidacy, which is required before the defense of the dissertation.

**Student Choice.** The MAP option is an *excellent, highly recommended choice* for select students who want the opportunity to pursue an in-depth analysis of a particular topic of interest. Students must realize that more than one post-proposal meeting to incorporate faculty recommendations is possible.

### **Internship Requirements:**

Each student in the Clinical Program is required to complete a one-year, full-time, APA-approved (or CPA approved) internship in a training facility approved by the Program. In unusual circumstances, a student in good standing can petition to the clinical faculty to be allowed to apply to an internship that is accredited by APPIC (but not accredited by APA or CPA). Application materials and information on internship sites can be found at <http://www.appic.org>.

Students on internship are allowed to request that Laura Pierce submit a form to the Graduate School who will enroll them for the CST 6990 Non-Credit Graduate Study Course (spring/summer/fall), which will allow them to be considered full-time for purposes of the registrar's office and for any previous student loans. Note, however, that if new student loans are desired, then students must register for at least 5 credits per semester based on current federal student loan requirements. Note that students cannot use the CST 6990 zero credit option for the semester they intend to graduate, since they have to be enrolled for at least two dissertation credits at that time. If they wish, students may register for Internship credits (PSY 6946— with the Director of Clinical Training listed as the professor), but they are not required to do so.

Most internship applications are due November 1. **Students must have proposed their dissertation successfully before the end of the spring semester in the year of their internship application before applying for an internship.** Exceptions may be allowed only if the major professor, clinical faculty, and student guarantee that the student will propose their dissertation successfully on or before August 31<sup>st</sup> of that year.”

Students should also coordinate with their major professor and provide a timeline of how they will get their dissertation completed before the end of their internship. This timeline should be submitted with the dissertation proposal.

**Clinical Student Placements:** Because of the importance of appropriate clinical training, a Clinical Placement Committee exists to monitor the paid and volunteer clinical, research, and teaching activities of clinical graduate students. The director of the clinic is the chair of the placement committee. Paid positions are referred to as placements and volunteer positions are referred to as externships. Each year, students receive a document that reviews the placement policies in depth. Students should read this document carefully. The following policies, in particular, should be kept in mind: Work funded by a mentor's grant is not considered a “placement” for the purposes of this policy. All placements (intra and extra-departmental; paid or unpaid) should require no more than 16-hours of work per week. However, students can work more than 16 hours per week if:

- a. The Major Professor approves of the additional work and attests that it will benefit the student's academic and professional development.

- b. The Major Professor attests that the student is making satisfactory progress toward completion of Program requirements (see item c below).
- c. Students who are near (will be within two semesters of any probation deadline at the beginning of the employment) or who have exceeded the Clinical Program Probation Deadlines listed in the Psychology Department Graduate Handbook must petition the full Clinical Faculty for permission to work more than 16 hours per week.
- d. The work site has been approved by the Placement Committee.
- e. The Placement Committee and DCT receive written notification prior to beginning the additional work that includes written confirmation of their Major Professor's support (see items a and b above).

If students hear about potential paid placements, they should have the supervisor at the potential placement contact the chair of the Placement Committee (who is also the director of the clinic).

Students are required to carry malpractice insurance throughout their clinical training (<http://www.apait.org/apait/>), beginning in January (their second semester) of their first year. They must be APA members before they register for insurance through APAIT. A copy of malpractice verification should be submitted to the Psychological Services Center staff member each year.

**Clinical Timeline**

<u>Task</u>	<u>Aspirational Goal</u>	<u>Probation Deadline</u>	<u>Final Termination Deadline</u>
Propose M.A. thesis	Fall, Second year	End of Third year	End of Fourth Year
Defend final M.A. thesis	Fall, Third year	End of Fourth year	End of Fifth Year
Pass Comps	Spring, Third year	Fall of Fifth year	Fall of Sixth Year
Propose dissertation	Fall, Fourth year	End of Fifth year	End of Sixth Year
Defend dissertation	Spring, Fifth year	End of Sixth year	End of Seventh Year
Attend/complete internship	Sixth year	End of Seventh year	End of Eighth Year

Goals are meant to keep students on track, but sometimes students and their major professors intentionally exceed the suggested deadlines in order to maximize the students' academic training while at USF (e.g., to enhance their CVs with additional publications before they go on the job market, to master a new research methodology).

Note that the end of the year is defined as the end of the summer (e.g., "end of third year" means end of the summer after the third year).

Probation deadlines are the last possible time that students can complete each milestone and remain in good standing. Students who fail to meet a deadline will be placed on probation (usually for one year). In conjunction with the major professor and with the approval of the clinical faculty, the Director of Clinical Training will write a letter to the student (filed with the college and graduate school) that outlines the nature of the deficiency and the required remedy. Failure to meet the terms of the probation will be grounds to recommend dismissal of the student from the program.

In extraordinary circumstances (e.g., student's serious health problem, massive problems with data collection such as new HIPAA-type regulations that are not the fault of the student) the clinical faculty can allow a student to exceed these established deadlines without penalty.

**Student Evaluation and Feedback:** In addition to the information on Student Evaluation provided earlier in this Handbook, please note that the Clinical Faculty meet at the end of the fall semester to

review overall student progress and meet at the end of the spring semester to review student progress in detail (including coursework, research skills, clinical skills, and professional development). Faculty mentors monitor student progress throughout the year, but the Clinical Faculty use this yearly evaluation meeting to discuss students' overall progress and accomplishments. Students are provided written feedback from the Director of Clinical Training each year. In order to remain in the program, students must conduct themselves with behavior that is consistent with APA ethics and with the standards of the profession of clinical psychology.

At any time throughout your training, if you have issues of concern that might impact negatively on your performance, please consult with your major professor, the Director of Clinical Training, or the Graduate Program Director. You may be entitled to specific help under the Americans with Disabilities Act (ADA). Even if you do not meet criteria under the ADA, the Clinical Faculty and the Department are committed to helping students excel in their graduate school experiences and in their professional development.

## **REQUIRED STUDY FOR THE PH.D. IN COGNITION, NEUROSCIENCE, AND SOCIAL PSYCHOLOGY**

Our goal is to educate scientists who will successfully compete for academic and applied positions and who will contribute meaningful research in their chosen field. Students specializing in CNS are expected to become involved in research activities upon entry into the program. They should maintain a continual high level of involvement in research throughout graduate training. Students should present papers at professional meetings and publish their work in order to establish a track record for themselves and increase their opportunities for employment.

The faculty advisor will serve as a student's primary research supervisor. However, we encourage students to broaden their backgrounds by participating in research activities in conjunction with other faculty and students. If the advisor's primary appointment is not in the CNS area on the Tampa campus, then the student must also choose a member of the core CNS faculty to serve as co-advisor. Credit hours for thesis and dissertation should be distributed between the 2 advisors proportionately to their involvement in the research.

We recommend the following as the **minimum** requirements:

### **Work Prior to the Comprehensive Examination**

- At least a "B-" in a minimum of two of the following core content courses: Cognitive Psychology, Physiological Psychology, or Social Psychology. Students may be allowed to substitute an advanced three-hour course for one or both of these courses with the written permission of the CNS Area Director.
- Two core methods courses with grades of at least "B-": Analysis of Variance and Regression and ANOVA/Research Design and Analysis. [If the latter course is not offered in 2013-2014, students may substitute another comparable methods course with the written permission of the CNS Area Director.]
- Two semesters of Introduction to CNS.
- A minimum of two seminars or advanced courses in cognition, neuroscience, or social psychology from CNS faculty or, with written permission of the Area Director, related disciplines with grades of at least "B-".

- Master's thesis research (minimum 6 thesis or directed research credits – see information earlier in this handbook regarding the master's degree – it is recommended that students take thesis credits in order to retain the option of applying for a master's degree).
- Minimum of 30 graduate credit hours.

**The Doctorate** (in addition to the requirements above)

- Completion of at least four additional seminars or advanced courses that are relevant to the student's area of research specialization. Of the six courses that are the required minimum for the doctorate (two before admission to doctoral candidacy), at least three must be offered in the Psychology Department. Students may substitute the third core course (Cognitive, Physiological, or Social) for one of the six with the written permission of the CNS Area Director. At least two of the six courses must be outside the student's area of concentration and will fulfill the minor requirement. Minors must be approved by the Graduate Program Committee. (See "Graduate Minor Requirement" earlier in this handbook.)
- Completion of at least three additional advanced methods courses. These fulfill the tools of research requirement and must be approved by the Graduate Program Committee. (See "Tools of Research Requirement" earlier in this handbook.) Methods courses are those that deal primarily with research design, data collection techniques, quantitative or qualitative analytic methods, or instrumentation.
- Successful completion of the comprehensive exam or major area paper.
- Admission to doctoral candidacy.
- Dissertation (minimum of 12 dissertation credits).

**Seminars.** The purpose of the seminars is to give students breadth and depth within their general area of study. Students may petition their advisory committee and Area Director for approval of seminars taught by faculty outside the CNS area and outside the department. In order to satisfy the seminar requirement, the course must emphasize critical reading of primary empirical or theoretical literature and include written and oral presentations by students.

**Minor.** A minor consists of at least two graduate-level courses outside of the CNS concentration area that support the goals of the student's training. Students are strongly urged to develop a minor in an area that clearly adds strength to their program of research (e.g., computer science, pharmacology, engineering, biochemistry, linguistics). In the interdisciplinary program in Speech/Language/Hearing Science, the required courses in Communication Sciences and Disorders constitute the minor. Approval of minor programs is a responsibility of the student's advisor and doctoral committee with review by the Graduate Program Committee. If practical, approval should be sought prior to the completion of this coursework. Only courses in which students earn grades of at least "B-" may count towards the minor.

**Comprehensive Examination.** The comprehensive exam covers material related to the student's area of research. Its purpose is to prepare the student for the dissertation and help define the student as a scholar. Reading for the exam is a process that should start as soon as the student begins graduate school. Communication with the entire Ph.D. committee prior to developing a formal reading list is strongly encouraged; the doctoral committee should be formed and approved as soon as the exam areas are conceptualized. To prepare for the exam, the student will submit a description of the scope of the exam, descriptions of the specific areas of focus, and a reading list to the faculty advisor. The advisor amends the list and then submits it to the student's doctoral committee for further revision and eventual approval. Approval of the plan and reading list must be documented by means of the CNS Comprehensive Exam/Major Area Paper Plan Approval Form, available on the department's website. Copies of previous students' reading lists are available on Blackboard within the CNS Graduate Students organization site.



(Information about access to this material via Canvas will follow.) Students are required to submit electronic copies of their approved plans and reading lists to the Area Director for this archive.

Exams include a methodological section and three content areas, with three hours devoted to each. The comprehensive exam will be closed book. Typically the exams are administered over four days, three hours per day. A day's session usually consists of three one-hour questions. Under the supervision of the faculty advisor, the student's Ph.D. committee writes the exam questions and reads the entire exam (although a particular member might choose not to grade a particular answer). A student may be judged to have passed the entire exam, be required to revise or retake a portion of the exam, or be judged to have failed the exam and be required to retake it at a later date. Failure to pass the comprehensive exam after a second try is grounds for dismissal from the program. Successful completion of the comprehensive exam must be documented by means of the CNS Comprehensive Exam/Major Area Paper Completion Form, available on the department's website. Students should pass the comprehensive exam no later than the fall of their 4<sup>th</sup> year in time to apply for and be admitted to doctoral candidacy. Students who do not pass this exam by the spring of their 4<sup>th</sup> year will be placed on probation; those not passing by the fall of their 5<sup>th</sup> year will be dismissed.

**Major Area Paper.** An alternative to the comprehensive examination is the preparation of a review or theoretical paper that would be appropriate for a prestigious journal such as *Psychological Bulletin* or *Psychological Review*. Although it is not required, ideally this paper will be submitted to a journal to be reviewed in the usual manner. The paper must be a novel conceptualization of literature in an area relevant to the student's dissertation. It must fill a gap in the literature. A sophisticated, critical analysis of literature is expected. The review should integrate information from within the particular subject area, incorporate material from other relevant areas, and establish implications for the field. The manuscript should reflect a synthesis – not merely a list or description of studies-but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Use of meta-analytic methods is one option for this review. Both the manuscript and oral defense of it should demonstrate the student's advanced awareness of the pertinent theoretical and methodological issues in the area.

Students interested in this alternative must obtain approval from their advisors and doctoral committee; the doctoral committee should be formed and approved as soon as the MAP is conceptualized. [Note that, if the topic of the dissertation changes following the MAP process, the Ph.D. committee may be revised.] The Ph.D. committee must review a written proposal for the paper that includes an outline, discussion of the scope and depth of the paper, and a preliminary list of references. This document must be discussed at a proposal meeting at which the student gives an oral presentation and the committee asks questions. The committee may modify the scope of the project and the list of references. In consultation with the student, the committee will also help the student develop a plan and timeline for the completion of the paper. Approval of the plan and reading list must be documented by means of the CNS Comprehensive Exam/Major Area Paper Plan Approval Form, available on the department's website. Copies of previous students' major area plans and papers are available on Blackboard within the CNS Graduate Students organization site. (Information about access to this material via Canvas will follow.) Students are required to submit electronic copies of their plans and reading lists to the Area Director for this archive.

Following committee approval, the student must write the MAP independently as a single-authored work, though the student may consult committee members about general conceptual issues and the outline of the paper. Neither the advisor nor any committee member may discuss specific content or the actual writing of the paper or see the written product until it is submitted to the entire committee for review.

The committee's evaluation should be modeled after the journal review process. Evaluations may include "accept," "accept with revisions," "revise and resubmit," or "reject." Evaluations will be accompanied by any constructive feedback necessary for the student to produce an acceptable product. The student must

also have an oral defense and discussion of the MAP with the committee. If the committee concludes that the student is unable to produce an acceptable revision, it may recommend that the student take a comprehensive exam. Successful completion of the major area paper must be documented by means of the CNS Comprehensive Exam/Major Area Paper Completion Form, available on the department's website. Students are required to submit electronic copies of their approved major area papers to the CNS Area Director for the area's archive. Students should pass the major area paper no later than the fall of their 4<sup>th</sup> year in time to apply for and be admitted to doctoral candidacy. Students who do not get their final MAP approved by the spring of their 4<sup>th</sup> year will be placed on probation; those not getting it approved by the fall of their 5<sup>th</sup> year will be dismissed.

#### Checklist of Forms for CNS Graduate Students

(See <http://psychology.usf.edu/policies/students/> for a complete set of links to these and other forms and policies.)

#### Transfer of Credit and Course Waivers

Graduate Transfer Courses (Graduate School website)

Course Waiver Form (department website)

#### Courses

Minor Form (department website)

Tools of Research Form (department website)

#### Master's Thesis

Master's Thesis Committee Form (department website)

Graduate Student Supervisory Committee Appointment Form (College of Arts and Sciences website)

Change of Committee form (department website)

Changes to the Graduate Student Supervisory Committee form (College of Arts and Sciences website)

Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours (department website)

Graduate Application for Degree (Office of Registrar's website – note that this is required only if a student wishes to obtain the optional master's degree)

Certificate of Approval Form for Theses and Dissertation, Graduate Student Exit Survey, and ProQuest/UMI Agreement form (Graduate School final manuscript submission website – note that these are required only if a student wishes to obtain the optional master's degree)

#### Comprehensive Exam/ Major Area Paper

Approval of the Plan for the CNS Comprehensive Exam/Major Area Paper Form (department website)

Certification that the CNS Comprehensive Exam/Major Area Paper Has Been Passed Form (department website)

Admission to Doctoral Candidacy form (Graduate School website)

#### Dissertation

Doctoral Dissertation Committee Form (department website)

Graduate Student Supervisory Committee Appointment Form (College of Arts and Sciences website)

Change of Committee form (department website)

Changes to the Graduate Student Supervisory Committee form (College of Arts and Sciences website)

Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours (department website)

Request for Dissertation Defense, Announcement, and Successful Defense forms (College of Arts and Sciences website)

Graduate Application for Degree (Office of Registrar's website)

Certificate of Approval Form for Theses and Dissertation, Graduate Student Exit Survey, ProQuest/UMI Agreement form, and NORC Survey (Graduate School final manuscript submission website)

### Recommended Curriculum for CNS Students

Year	Fall	Spring	Summer
1	<p><u>Research</u> Apprentice in mentor's lab (e.g., learn lit + techniques, collect + analyze data), design and begin first year project, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> ANOVA/Regression Core: Physio or Social Seminar 1 or Core 2 Intro to CNS</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Apprentice in mentor's lab (e.g., learn lit + techniques, collect + analyze data for first year project, help prepare conference abstract or manuscript), attend + participate in brown bags, attend dept colloquia, present first year project at end-of-semester research celebration</p> <p><u>Courses</u> [ANOVA – or other methods course] Cognitive or Seminar Seminar 2 Intro to CNS</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Apprentice in mentor's lab (e.g., learn lit + techniques, collect + analyze data, help prepare conference abstract/paper or manuscript), plan thesis</p> <p><u>Courses</u> Advanced methods course and others if possible</p> <p><u>Placements</u> Teaching or research assistantship</p>
2	<p><u>Research</u> Prepare and defend thesis proposal, conduct pilot work, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Advanced Methods 1 Seminar 3 Core 2 if needed</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Conduct thesis study, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Advanced Methods 2 Seminar 4 Seminar 5</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Complete thesis research + analyze data</p> <p><u>Courses</u> Advanced methods course and others if possible</p> <p><u>Placements</u> Teaching or research assistantship</p>
3	<p><u>Research</u> Defend thesis, attend + participate in brown bags, attend dept colloquia</p>	<p><u>Research</u> Prepare thesis for publication, attend + participate in brown bags, attend dept colloquia</p>	<p><u>Comps/MAP &amp; Research</u> Begin reading (or preparing MAP); conduct pilot dissertation research</p>

	<u>Courses</u> Advanced Methods 3 Seminar 6  <u>Placements</u> Teaching, research, or applied assistantship	Get PhD committee approved Comps/MAP Obtain approval for comps/MAP plan from the PhD committee  <u>Courses</u> Complete remaining coursework, if any  <u>Placements</u> Teaching, research, or applied assistantship	<u>Courses</u> Complete remaining coursework, if any  <u>Placements</u> Teaching, research, or applied assistantship
4	<u>Research</u> Prepare dissertation proposal, conduct pilot work, attend + participate in brown bags, attend dept colloquia  <u>Comps/MAP</u> Upon successful completion, apply for admission to candidacy  <u>Courses</u> Complete remaining coursework, if any  <u>Placements</u> Teaching or research assistantship	<u>Research</u> Propose dissertation, attend + participate in brown bags, attend dept colloquia  <u>Placements</u> Teaching or research assistantship	<u>Research</u> Conduct dissertation study  <u>Placements</u> Teaching or research assistantship
5	<u>Research</u> Conduct and analyze dissertation study, attend + participate in brown bags, attend dept colloquia  <u>Placements</u> Teaching or research assistantship  <u>Jobs and Post Docs</u> Apply for jobs or post docs	<u>Research</u> Defend dissertation, prepare dissertation for publication, attend + participate in brown bags, attend dept colloquia  <u>Placements</u> Teaching or research assistantship	<u>Research</u> Prepare manuscript for publication

### **Milestones for the Doctorate**

Goals are meant to keep students on track towards the doctoral degree. Probation deadlines are the last possible time that students can complete each milestone and remain in good standing. Students who fail to meet a deadline will be placed on probation by the department and are likely to lose departmental assistantships. The Associate Chair, in consultation with the Area Director and CNS faculty, will write a letter to the student that outlines the nature of the deficiency and the required remedy. Failure to meet the terms of the probation will result in termination from the program.

In the following table, the goal or deadline refers to the end of that specific semester.

<u>Milestone</u>	<u>Goal</u>	<u>Probation Deadline</u>	<u>Final Termination Deadline</u>
Propose MA thesis	Fall, 2 <sup>nd</sup> year	Fall, 3 <sup>rd</sup> year	Fall, 4 <sup>th</sup> year
Defend MA thesis	Fall, 3 <sup>rd</sup> year	Fall, 4 <sup>th</sup> year	Spring, 4 <sup>th</sup> year
Pass comps/MAP	Fall, 4 <sup>th</sup> year	Spring, 4 <sup>th</sup> year	Fall, 5 <sup>th</sup> year
Be admitted to doctoral candidacy	Fall, 4 <sup>th</sup> year	Spring, 4 <sup>th</sup> year	Fall, 5 <sup>th</sup> year
Propose dissertation	Spring, 4 <sup>th</sup> year	Spring, 5 <sup>th</sup> year	Spring, 6 <sup>th</sup> year
Defend dissertation	Spring, 5 <sup>th</sup> year	Spring, 6 <sup>th</sup> year	Spring, 7 <sup>th</sup> year

Students who enter with a master's degree have 5 years to complete the doctorate. Deadlines will be adjusted accordingly.

Students who experience exceptional and unavoidable circumstances (e.g., serious health problems) that are likely to result in a delay in meeting milestones should apply to the Graduate School for a leave of absence. Required deadlines will be adjusted accordingly. Under rare circumstances, the Graduate School may approve one Time Limit Extension (see LOA and TLE section earlier in this handbook).

What follows is an overview of area, department, and graduate school dates related to the master's thesis, comps/MAP, and dissertation. Note that the graduate school dates are subject to change. Thus, this table is for planning purposes only.

### Thesis, Comps, and Dissertation Dates

	<b>Tasks</b>	<b>Goals</b>	<b>Specific Goals Given Fall 2013 Admission</b>
<b>M.A. Degree Dates</b>	Submit Master's Thesis Committee Forms	End of first year	Spring/Summer 2014
	Propose Master's Thesis	End of Fall Semester, 2 <sup>nd</sup> Year	December 2014
	Take Thesis Hours	Semester before Defense	Spring 2015
	Attend ETD Workshop	Semester before Defense	Spring 2015
	Take $\geq 2$ Thesis Hours	Semester Thesis is Submitted to Grad School	Fall 2015
	Defend Master's Thesis	End of Fall Semester, 3 <sup>rd</sup> Year	Fall 2015
	ETD Registration	By 4 <sup>th</sup> week in 3 <sup>rd</sup> year	Fall 2015
	Apply for Graduation	By 4 <sup>th</sup> week in 3 <sup>rd</sup> year	Fall 2015
	Submit Thesis Approval Form to Grad School	By 12 <sup>th</sup> Week in 3 <sup>rd</sup> Year	Fall 2015
	Submit ETD to ProQuest	12 <sup>th</sup> Week in 3 <sup>rd</sup> Year	Fall 2015
	[Take $\geq 2$ Thesis Hours if Graduation is in Semester Following Thesis Submission]		
<b>Comps/ MAP</b>	Submit Dissertation Committee Forms	Beginning of 3 <sup>rd</sup> Year	August 2015
	Prepare Comps Readings/MAP Plan	Beginning of 3 <sup>rd</sup> Year	Fall 2015
	Defend Plan and Submit Comps/MAP	End of 3 <sup>rd</sup> Year	Spring 2016

	Plan Approval Form		
	Take $\geq 2$ credits the Semester you Take Comps/Defend MAP		
	Pass Comps/MAP	End of Fall Semester, 4 <sup>th</sup> Year	December 2016
<b>Dissertation Deadlines</b>	Submit Comps/MAP Final Approval Form	Beginning of 4 <sup>th</sup> Year	Fall 2016
	File for Admission to Candidacy	End of Fall Semester, 4 <sup>th</sup> Year	December 2016
	Take $\geq 2$ credits the Semester You Apply for Admission to Candidacy and Take $\geq 2$ credits the Semester After You Apply for Admission to Candidacy		
	Propose Dissertation	End of 4 <sup>th</sup> Year	Spring 2017
	Take Dissertation Hours	Beginning of 5 <sup>th</sup> Year	Fall 2017
	Attend ETD Workshop	Beginning of 5 <sup>th</sup> Year	Fall 2017
	Take Dissertation Hours	Spring of 5 <sup>th</sup> Year	Spring 2018
	Apply for Graduation	Before 4 <sup>th</sup> Week in Final Semester	Spring 2018
	Submit Format Check to Grad School	Before 4 <sup>th</sup> Week in Final Semester	Spring 2018
	ETD Registration	Before 4 <sup>th</sup> Week in Final Semester	Spring 2018
	Defend Dissertation	Before 14 <sup>th</sup> Week of Spring Semester, 5 <sup>th</sup> year	Spring 2018
	Submit Required Forms to Grad School	By 14 <sup>th</sup> Week of Spring Semester, 5 <sup>th</sup> year	Spring 2018
	Submit ETD to ProQuest	By 14 <sup>th</sup> Week of Spring Semester, 5 <sup>th</sup> year	Spring 2018
	[If You Graduate the Semester Following Dissertation Submission, Take $\geq 2$ credits the Semester You Graduate]		

### Annual Evaluation

Every spring, CNS students are required to submit a current CV and a report of their scholarly activities, teaching, and service. This material forms the basis for students' annual review by faculty. A secondary review will take place in December to ensure that students are making timely progress.

### DEVELOPMENTAL PSYCHOLOGY SPECIALIZATION

Interdisciplinary training in developmental psychology is available to students in Psychology. The developmental specialization consists of a program of research and coursework. It is a way to fulfill CNS requirements for students who wish to specialize in development.

## Research

Research mentors and collaborators may be found in Psychology as well as other Departments at USF. Within Psychology, faculty with developmental research foci include

- Core CNS faculty who can serve as major professors
  - o Tiina Ojanen – social development during early and late adolescence and emerging adulthood
    - <http://psychology.usf.edu/faculty/tojanen/>
  - o Judy Bryant – language development, language socialization
    - <http://psychology.usf.edu/faculty/jbryant/>
  - o Doug Rohrer – learning and memory, pedagogical techniques that help students
    - <http://psychology.usf.edu/faculty/drohrer/>
- Clinical faculty who conduct research with children and youth include
  - o Marina Bornovalova
  - o Mark Goldman
  - o Marc Karver
  - o Vicky Phares
  - o Kevin Thompson
- Faculty in other departments who conduct research on children, youth, or aging include
- Psychological and Social Foundations of Education faculty
  - o <http://www.coedu.usf.edu/main/departments/psf/psf.html>
  - o Sarah Kiefer
  - o Darlene DeMarie
  - o Lisa Lopez
- Communication Sciences and Disorders faculty
  - o <http://csd.cbcs.usf.edu/>
  - o Maria Brea-Spahn
  - o Ruth Bahr
  - o Theresa Chisolm
- Child and Family Studies faculty
  - o <http://cfs.cbcs.usf.edu/>
- Aging Studies faculty
  - o <http://agingstudies.cbcs.usf.edu/>

## Coursework

A variety of foundation courses, seminars, and methods courses addressing developmental issues are available. These may be used to fulfill CNS doctoral requirements for seminars, the minor, and tools of research.

For more information about this specialization, please contact Dr. Ojanen or Dr. Bryant.

### **REQUIRED STUDY FOR THE INTERDISCIPLINARY PH.D. IN SPEECH/LANGUAGE/ HEARING SCIENCES**

The program of doctoral studies offered at the University of South Florida by the Departments of Psychology and Communication Sciences and Disorders in Speech/Language/Hearing Sciences is a specialization within the Ph.D. program in CNS. The curriculum is designed to provide students with a

solid foundation in behavioral science and specialized study in an area of normal or disordered speech, language, or hearing processes. There is a strong emphasis on preparation of students for careers in basic and applied research in academic, clinical, or corporate settings. Students in the interdisciplinary program will have two advisors, one each from Psychology and Communication Sciences and Disorders. These advisors will help the student design a program of study and supervise the master's thesis and doctoral dissertation. Credit hours for thesis and dissertation should be distributed between the 2 advisors proportionately to their involvement in the research.

### **Required Course Work:**

#### **A. Psychology Core**

Two of the basic core courses required of all students in the CNS Program: Cognitive Psychology, Social Psychology, Physiological Psychology

#### **B. Communication Sciences Core**

At least 3 of the 4 Research Foundations courses: Research Foundations in Language Science, Research Foundations in Neurocommunicative Science, Research Foundations in Hearing Science, Research Foundations in Speech Science. In place of the fourth core, students may take an advanced course or seminar in Communication Sciences and Disorders. These courses will comprise the minor and help fulfill the seminar requirement. (Some courses may be waived for students entering with a recent master's or doctoral degree in Speech-Language Pathology or Audiology.)

#### **C. Methodology, Instrumentation, and Tools of Research**

The basic research methods sequence required of all students in the CNS Program and Directed Research or a Research Rotation in Communication Sciences and Disorders. For the tools of research, at least three more advanced methods courses.

#### **D. Master's Thesis and Doctoral Dissertation**

See above. Typically, the M.A. and Ph.D. committees will be comprised of at least two members of the Psychology faculty and two research-active members of the Communication Sciences and Disorders faculty.

#### **E. Seminars or Advanced Courses**

See above. Four of these six courses may simultaneously fulfill requirements in section B.

Individuals who seek certification by the American Speech-Language-Hearing Association (ASHA) in Speech-Language Pathology or Audiology must complete additional course work and clinical experiences beyond those required for the doctorate.

Like all other students in the Psychology doctoral program, students in the interdisciplinary program must be enrolled full time.

## **REQUIRED STUDY FOR THE PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

The principal thrust of the Ph.D. program in Industrial/Organizational Psychology is to develop scientists who are able to conduct research that contributes to the knowledge base of the field, as well as apply their psychological skills and knowledge effectively to the solution of human problems in complex organizations. Training involves, not only coursework, but a number of non-class experiences both on and



off campus. This includes conducting research studies, presenting papers at conferences, writing journal articles, teaching, making presentations, and completing internships (optional) and practica. Research is an integral part of the program, and students are expected to be involved in research by completing a master's thesis and doctoral dissertation, in addition to other projects. Submitting the M.A. thesis or equivalent to conference or journal for presentation and publication is a requirement. The brief outline of the program of study that follows is drawn from the longer official description from the *I/O Handbook*, which is issued to all entering I/O graduate students. Refer to that document for further details.

### **General Outline of the Program**

The I/O graduate program is intended to progress from the general to the specific. During the **first year** of graduate training, the student will take the basic methods courses and complete part or all of the program's general psychology core requirements. The I/O content core sequence (Personnel and Organizational Psychology) should also be taken. It is assumed that entering students will have taken a comprehensive introductory I/O Psychology course at either the graduate or undergraduate level or the equivalent in the past. Students who have not taken such a course should check with their advisors. Students should also take Research in I/O, 1 hour in the fall and 2 hours in the spring, to provide an orientation to the research process. The first-year full-time student will carry a 12-hour course load each semester.

In the **second year**, the student will usually begin to take more specialized courses in the I/O field, and to enroll in additional graduate methods courses. A normal course load during the second year is two or three courses (9 hours) each semester, in addition to the course hour credit for thesis research. Most students will be conducting the Master's thesis during the second year, and submitting it for presentation and publication.

The **third year** curriculum typically becomes even more specialized, with the course program consisting mostly of advanced seminars in the specialty area of concentration chosen by the student. A minimum of seven (7) graduate courses in I/O Psychology topics or other areas relevant to the student's program must be completed during the course of study. Again, most students will take at least two courses each semester, in addition to credits for research and/or internship (optional). During the third year, the student will typically complete an internship option and meet the Minor requirement. It is also possible for the student to begin work on the doctoral dissertation during the third year. Comprehensive examinations may be completed at the end of the third year.

Typically, the **fourth year** will be devoted to completing any remaining requirements and beginning the doctoral dissertation. Students may also carry additional advanced seminars each semester during the fourth year as needed to satisfy the advanced course requirement. All requirements and admission to candidacy must be completed by the end of year four.

The **fifth and sixth (if necessary) years** should be focused on completing the dissertation. It should be kept in mind that the I/O faculty has set time limits on how long a student can remain in the program without making acceptable progress, and the degree should be completed by the end of 6 years unless extenuating circumstances arise, such as illness.

## **OCCUPATIONAL HEALTH PSYCHOLOGY**

The I/O program has been awarded a National Institute of Occupational Safety and Health training grant as part of USF's interdisciplinary Sunshine Education and Research Center. This interdisciplinary training, available to I/O students, consists of required coursework in psychology plus 4 additional courses in the College of Public Health (e.g., Safety and Health Administration PHC6354, Environmental

and Occupational Health PHC6357, Social/Behavioral Science Applied to Health PHC6410). A number of non-classroom training experiences/opportunities also are available through this program to enhance knowledge and skills in the OHP area. Requirements for the traineeship fit within the I/O requirements such as the minor, advanced methods electives, and 7 elective graduate courses. The grant provides paid traineeships, research funds, and travel funds for students who are in the program.

## PROFESSIONAL CONDUCT

Professional conduct is often a sensitive issue in academic departments, and many people prefer not to discuss it. As a result, it is often only addressed after a serious problem has developed. In order to avoid such problems, it is important that everyone be aware of what is and is not acceptable professional behavior by members of the Psychology Department. The USF Student Code of Conduct is USF 6.0021 at this link <http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf>.

Three categories of behavior are particularly relevant: harassment of individuals, inappropriate relationships between instructors or research supervisors and students, and academic dishonesty.

### Harassment

**Sexual:** According to the University, “Sexual violence including rape, sexual assault, sexual battery and sexual coercion, means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. For additional information and state of Florida definitions, refer to Florida Statutes Chapter 794, which includes the definition of sexual battery as the “oral, anal or vaginal penetration by, or union with the sexual organ of another or the anal or vaginal penetration of another by any other object” without the person’s consent. 1 A summary of general information regarding the terms and the conduct that constitute Sexual Battery/Rape may be accessed on the DEO website at (<http://usfweb2.usf.edu/ea/>) and is recreated on page 19 below for reference. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or educational experience; b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting that individual; or c. Such conduct is sufficiently severe or pervasive so as to alter the conditions of, or have the purpose or effect of substantially interfering with, an individual's work or academic performance by creating an intimidating, hostile, or offensive working or educational environment. Sexual harassment does not include verbal expression, written, or other material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This policy is not intended to abridge academic freedom or the USF System's educational mission. Furthermore, this policy is not violated by actions that amount to expression that is protected by state or federal constitutions.” (See <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf>.)

According to Katz and Vieland (1988), sexual harassment is a violation of Title VII of the 1964 Civil Rights Act and Title IX of the Educational Amendments of 1972. More recently, there have been some legal decisions that suggest that an educational institution and even its employees might have financial liability if its employees are found guilty of sexual harassment.

The Department of Psychology will not tolerate sexual harassment by any person associated with the department directed at any member of our community, be it faculty, students, or staff members. Formal

complaints alleging sexual harassment will be investigated and adjudicated through the disciplinary mechanisms provided by the department and the university.

**Other Forms of Harassment:** Consistent with both state and federal statutes and the ethics of our profession, the Department of Psychology will not tolerate harassment of or discrimination against any individual, in addition to the legally proscribed domains specified above, because of his or her race/ethnicity, religion, or national origin by any person who is acting in a role assigned to him or her by the department.

As psychologists, we are expected to understand and appreciate diversity and individual differences. Indeed, this is one of the criteria that are considered in accreditation of doctoral programs in clinical psychology and part of the ethics code of the American Psychological Association. Therefore, the Department of Psychology will not tolerate harassment of or discrimination against any individual because of his or her age, gender, sexual orientation, disability, language, or socioeconomic status by any person who is acting in a role assigned to him or her by the department.

### **Inappropriate Relationship between an Instructor or Research Supervisor and a Student**

A second concern involves dual roles, a type of conflict of interest. A dual role exists when people simultaneously are involved in a personal or romantic relationship and also a professional relationship in which one party directly or indirectly supervises, directs, or evaluates the professional and/or educational activities of the other. The APA code of ethics specifically prohibits these “multiple relationships” (see <http://www.apa.org/ethics/index.aspx>). Participants should terminate either the personal or professional aspect of their relationship. People who are unable or unwilling to do this will be at considerable professional risk. Further, even if the relationship is terminated, the potential for negative consequences for the participants remains.

Graduate teaching assistants and graduate students who supervise undergraduate research assistants need to be especially sensitive to this issue. Innocent behavior toward a student that could be interpreted as a conflict of interest could have very negative implications for the graduate student. Try to avoid even the appearance of a conflict of interest with a student.

### **Academic Dishonesty**

In her letter to you ending this handbook, Dr. Gwen Campbell writes eloquently about academic integrity, a third matter of concern in the department. Plagiarism, cheating, faking data, and other related behaviors are forbidden by department, university, and APA guidelines. Refer to USF Regulation USF 3.027 (<http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf>) and the Student Handbook ([http://www.sa.usf.edu/dean/docs/USF\\_handbook.pdf](http://www.sa.usf.edu/dean/docs/USF_handbook.pdf)) for further clarification of what academic dishonesty entails.

### **Procedures for Discussing and Reporting Unprofessional Conduct**

The department has several individuals in the role of ombudsperson. The names of these individuals are announced each year. An ombudsperson is available to any member of our community who is aggrieved by the actions, or inactions, of the department, supervisors, mentors or peers. It is the ombudspersons' task to listen to all concerns brought before them and to help in sorting out the problem. Their actions can range all the way from helping to define the problem and assess its severity to, with the student's consent, bring the matter forward so that it can be dealt with by the formal mechanisms available in the department.

Issues related to sexual harassment are an instance of the domain in which the ombudspersons can perform an important service. The ombudspersons are specifically exempted from the obligatory disclosure of complaints that are brought to their attention. They serve as a forum for discussions that can be held in the strictest confidence. Thus, any member of the community who has experienced behavior that appears to be sexual harassment can go to an ombudsperson and discuss these concerns with the knowledge that they are fully protected from disclosure and that only if they decide to file a formal complaint with the Chair will their concerns become known outside the discussion with the ombudsman. Special procedures are in place for the formal reporting of sexual harassment. The Chair is required by university policy promptly to report any such formal allegations to the Office of Equal Opportunity (<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf>).

Note that the range of issues that can be brought to the attention of ombudspersons is not limited to sexual harassment. They can be approached with any complaint and concern ranging from issues related to actions taken by the Chair, through students concerns about their relations with their faculty mentors. Issues of academic integrity and ethics can also be bounced off the ombudspersons before they become formal complaints.

With the obligation to report incidents of unprofessional conduct come some responsibilities. A faculty member's, a staff member's, or a student's ethics, professional conduct, and personal life are not topics for informal conversations. Please do whatever you can not to start or spread unfounded rumors about other members of the department. They can do great personal and professional harm to the other people.

### **Procedures for Filing a Grievance**

All members of the University community are expected to observe high standards of professional conduct and ethical behavior in education and in the supervision of student research and teaching. In a large and heterogeneous scholarly community, however, problems may arise.

The purpose of the department's Policy and Procedures on Grievances by Undergraduate and Graduate Students (<http://psychology.usf.edu/policies/forms/grievancepolicy.pdf>) is to protect the interests of students in the Department of Psychology by providing informal and formal means of seeking resolution in case of an inappropriate action of a member of the faculty or administrative staff or an inappropriate application of a departmental policy. Any student in the Department of Psychology may informally pursue or formally file a grievance when he or she believes that a decision or behavior adversely affects his or her status as a student. See the department's website for a copy of the grievance policy, which also includes procedures for considering complaints about capricious grading.

## **RESEARCH**

### **COMPUTER SERVICES FOR GRADUATE STUDENTS IN PSYCHOLOGY**

Critical aspects of the research enterprise are, of course, data analyzing and word processing. This section describes facilities available on the Tampa campus.

## Psychology's Open Use Computer Lab

There is an open use computer lab for the department's graduate students located in PCD 4116. This lab requires a key and (after normal business hours) a keypad code. Students should request PCD building lab keys and building card swipe access via the Psychology Building and Computer Access Form at <http://psychology.usf.edu/forms/PSYaccess.aspx>. You will need to activate your USF NetID before filling out this form. You will receive an email or postcard from the Key Shop PPC110B when your keys are ready to pick up, and you must present a photo ID. In the Comments section, please enter 'I need an alarm code'. The classrooms and computer labs have alarm systems which are active at night after normal business hours. Your alarm code will allow you to enter the rooms without activating the alarms.

## USF Computer Services

Getting a Computer Account: The NetID is your user id at the University. Students, faculty, and staff are automatically eligible to obtain a NetID. With its associated password, the NetID allows you access to a variety of online services offered at the entire University system, such as:

- MyUSF (Blackboard or Canvas) online courseware
- Student email accounts with Google Apps for Education
- Computer labs on multiple locations around campus, including PSY Grad Lab (PCD 4100) and the PCD 2<sup>nd</sup> floor classroom computer labs.
- USF Library online services, like journals
- Secure wireless services (USF GOLD - [www.it.usf.edu/itc/wireless/goldfaq](http://www.it.usf.edu/itc/wireless/goldfaq))
- USF Computer Store purchasing and special discounts
- Free software downloads
- Parking and Transportation Services (Tampa)

To Activate Your NetID

1. Go to <https://netid.usf.edu/una/>.
2. Click on the link which says Activate your USF NetID.
3. Enter your First and Last Names in the fields provided.
4. Click the primary identification item you wish to use:
  - USF ID# will look like U12345678.
  - USF ID card number which starts with 6400. Then press the Continue button.
  - USF NetID if you were provided a NetID and personal code for activation.
5. Follow the on-screen instructions. New users will be asked to select a secret question and provide an answer. Users who have previously activated their NetID will be prompted for the answer to their secret question.
6. Create your password. Note: Passwords must contain both letters and numbers but no dictionary words and must be at least eight (8) characters long.

Your FOREST account will allow you to log into the computers in your faculty lab and give you access to the P Drive. This is the location of the faculty lab folders and the Public folder, which holds department information and various computer instructions. Ask your faculty advisor if you need a FOREST account because some grad students may not use computers on the FOREST domain, such as those working at Moffitt. Jennifer McCarthy can request the creation of your FOREST account from Information Technology. Please complete the Psychology Building and Computer Access Form at <http://psychology.usf.edu/forms/PSYaccess.aspx>. You will need to activate your USF NetID before filling out this form. Once you have a USF account and access to the network, you may use any networked computer in the PCD building to access your email or files. Information Technology can also arrange to have email automatically routed from the USF account to a personal email account. Please check your account regularly for messages and to ensure that it is working properly.

**Information and Help:** Organic help (that is, people) is available through Information Technology, 813-974-1222. They also offer training workshops and on-line courses. Information about these courses (as well as useful guides and other information) is available via their web site at <http://www.usf.edu/it/>.

**Special Applications:** If you have special computing needs which are not available on the server, you might want to contact the Department of Computer Science and Engineering in the College of Engineering to see if you might be able to use their computing facilities.

### **USF Virtual Library**

For access to the university's catalog and databases, see <http://www.lib.usf.edu/>.

### **Virus Information**

For current information on real viruses and hoaxes, see [http://www.symantec.com/security\\_response/landing/risks/hoaxes.jsp](http://www.symantec.com/security_response/landing/risks/hoaxes.jsp).

## **RESEARCH PARTICIPANTS**

Ethical treatment of participants in research is of paramount concern in psychology. Please attend to USF's most recent policies regarding the ethical conduct of research by consulting the Division of Research Compliance's website at <http://www.research.usf.edu/dric/>. Also, consult the ethical principles set forth by the American Psychological Association ([www.apa.org/ethics/](http://www.apa.org/ethics/)) regarding research with humans and non-human animals. Other professional groups offer additional guidelines.

### **Gaining Approval for Research**

Students may refer to the Division of Research Compliance's website regarding procedures for gaining approval for research with both human and non-human participants. Research with humans is reviewed by the Institutional Review Board (IRB), and research with non-human animals is reviewed by the Institutional Animal Care and Use Committee (IACUC). All IRB submissions are within the online system called eIRB and can be accessed at the IRB website. Submissions are first routed to the department's scientific reviewer before going on to the IRB. In no case may research commence without written approval from the appropriate University office.

### **Suggestions for Dealing with Sensitive Data**

Researchers who plan to use clinical inventories in their studies should, in their IRB review materials, address confidentiality sufficiently because of the sensitivity of the data they are collecting. Furthermore, they should describe procedures for referring individuals identified as needing treatment for conditions such as depression. Optimally, participants in need of treatment should be aware of the facilities available within the University, particularly the Counseling Center for Human Development and Psychological Services Center. However, our desire that these participants be made aware of services must be considered in light of the potentially harmful effects of implying that the participant is in some way

psychologically troubled. We suggest that researchers avoid mentioning psychometric categories or possible depressive disturbances because such uninvited disclosures represent a confrontation that might be ill timed and with which the participant might be unprepared to deal. In addition, we must be aware that a single score on a psychological inventory is not sufficient information with which to make a diagnosis.

A related issue concerns the use of any assessment device that identifies troubled or atypical individuals, regardless of the dimension being studied (e.g., eating disorders). In general, researchers should not give feedback to participants regarding their scores on experimental inventories (except when that is a necessary part of the research procedure). Most scales being used have sufficient measurement error and less than perfect validity to warrant extreme caution in interpreting individual scores. We cannot expect our research participants to understand the limitations of the instruments we use. Thus, providing them with interpretive data is likely to lead to erroneous conclusions and possible adverse consequences.

In general, researchers should be prepared to engage supportively in any spontaneous disclosures of personal problems by participants and assist them with referrals to the campus counseling center should a participant so request. This requires that the researcher be sufficiently trained to be able to engage the participant in such discussions of personal problems and deal with them effectively. Many undergraduate research assistants are not capable of this task. Those who have had training in telephone counseling, for example, would be.

We make a completely different recommendation with respect to indications of suicidal intent, such as is measured by item 9 of the Beck Depression Inventory. If group or individual pre-testing or testing in the laboratory give clear evidence of high suicidal intent, then, if possible, that individual should be contacted as soon as possible by a clinical faculty member or a clinically trained graduate student under supervision of a faculty member to discuss the finding directly and to make any appropriate referrals. In general, participants who have indicated high suicidal intent should not be used in the study unless participation will not exacerbate their disturbance and will not delay discussion and a referral. Note that researchers are responsible for checking responses to any assessment device that picks up on suicidal intent even if it is not a purpose of the study.

*For anonymous data or other situations that prohibit contacting individual participants, it is recommended that all participants be informed of the university counseling services (including phone number). Participants should be told that this information is provided to them "in case completing these questionnaires has made them aware that they are not feeling as well emotionally as they would like" or something to that effect.*

## **USE OF USF ONLINE PARTICIPANT POOL**

The department uses an internet-based program (Sona-Systems) to manage our participant pool on-line. The Sona software has a variety of components including user-friendly tutorials, and the company offers technical support. The program provides for both in-lab appointment setting and online data collection.

### **Requesting Use of the Pool**

Researchers who wish to use the participant pool must first request a researcher account by contacting the Sona administrator. To find the Sona administrator, go to the logon page of Sona (<http://usf.sona-systems.com/>). The administrator's email can be found at the bottom of this page. Once this has been done, researchers will need to submit a copy of their IRB approval letter to the Sona administrator before making their studies available to participants in the pool.

## **How Undergraduates Access the Pool**

When undergraduate students log onto the website, they will set up their profiles by choosing their Sona login ID and password and completing a set of pre-screening questions (see “Prescreening” below). Next, all students complete a Mass Testing Survey (see “Mass Testing” below). Upon completion of the mass testing surveys, students will be presented with options to sign up for studies for which they qualify. Students qualify for research studies according to the criteria set by the researchers’ utilization of responses to the prescreening questions. Studies are named using a generic convention. In-lab studies are named LAB#### and online studies are named NET#### to avoid competition among studies. After the student signs up to participate in a particular study, the program will automatically email a confirmation of her/his appointment and will also send a reminder the day before s/he is scheduled to attend the session. Students can see their record of participation points and indicate how they wish their points to be dispersed across their classes.

Researchers can provide a brief description of their study that students can see before they choose to sign up. These descriptions can contain only information directly relevant to the student being prepared to participate once they arrive (e.g., “wear loose fitting clothing” if electrodes will be applied, or “this is a two-part study requiring two visits” if the study requires that participants come back for a later session). Again, this avoids competition between researchers for participants. Researchers post and modify research projects online with appointment times available for signup. The program will keep track of who has signed up and will automatically award points for participation unless researchers indicate that a student did not show up for the research session.

## **Recruitment**

Recruitment of participants for Sona studies must occur within the Sona system. Posting recruitment notices/flyers on walls, bulletin boards, or on Blackboard/Canvas, for Sona studies is generally not allowed. Researchers also should not recruit for Sona studies by making announcements or appeals to students in classrooms. This policy upholds the spirit of avoiding competition for participants among Sona researchers. However, there may be certain circumstances in which researchers are looking for a sample of very specific participants (e.g., parents of 3-year-olds) and may need to post notices or make announcements to prompt potential participants to sign up on Sona. To request permission to post flyers or make classroom announcements for a Sona study, please contact the chairperson of the Participant Pool (contact information at the end of this page). Be aware that any posted advertisements or notices of research must be approved by the IRB prior to use.

## **Prescreening**

An added feature of the Sona program is the prescreening option in which researchers can present questions for inclusion/exclusion screening purposes. The program can offer experiments to students who meet certain criteria according to their answers on the prescreening questionnaire. However, responses to prescreen questions cannot be downloaded and attached to specific participants, i.e., prescreen responses cannot be used as data. Researchers who wish to use these options are responsible for compliance with relevant IRB regulations. The prescreening questionnaire is updated before the start of each semester, so questions must be submitted to the Sona administrator before the start of each semester.

## **Mass Testing**

Another feature of Sona is the mass testing option. Mass testing provides a means for collecting data from participants online that can later be matched to participants and added to laboratory-collected data.



Mass testing data can also be used to identify participants for recruitment (e.g., identifying those scoring above a cutoff on a measure of depression) – a feature that cannot be achieved using prescreening (see above). However, it is not a replacement for a stand-alone online questionnaire. Instead it provides a way of separating some data collection from laboratory procedures. All participants registering on Sona must first complete the Mass Testing surveys before they can sign up for research studies. Therefore all studies must require the mass testing survey as a prerequisite. Researchers who wish to use mass testing are responsible for compliance with relevant IRB regulations. Be aware that mass testing data can only be matched to laboratory data if the researcher knows the participant’s Sona login ID. Therefore researchers using mass testing must request Sona login IDs from their participants, must let the IRB know they are using identifiable information and that they will remove this information once the data is matched, and have a statement in their laboratory informed consent stating that the data will be matched to mass testing responses using the participant’s Sona ID. The mass testing questionnaire is updated before the start of each semester, so questions must be submitted to the Sona administrator before the start of each semester. Researchers can then request the responses to their questions from the Sona administrator throughout the semester.

### **Point System**

Students participating in psychological research will receive course credit points in exchange for their participation. It is the instructor’s prerogative whether to accept such points. If credit points are being used as extra credit, they should be added to students' cumulative scores after the cutoffs for final grades have been established on the distribution. Students whose scores exceed an established cutoff after the addition of the experimental points will receive a higher letter grade.

In most instances, students are awarded points on the basis of time spent participating. They receive one point for each 30 minutes of participation for in-lab studies and 0.5 points for each 30 minutes of participation in web-based studies. (Researchers who wish to award points on some other basis must indicate this when submitting the study’s registration form.) If a student decides, after hearing a description of the study, that s/he does not wish to participate, s/he receives 1 point for showing up. The program will keep track of who has signed up and will automatically award points for participation unless researchers indicate that a student did not show up for the research session.

A potential participant who fails to appear at the agreed upon time and who fails to cancel the appointment (i.e., a “no show”) will not receive any points. Researchers CANNOT penalize participants for no shows, because a no show may constitute a legitimate decision to withhold consent. Awarding penalties (e.g., negative points) for no shows is against government and IRB regulations. Sona keeps track of the number of “no-shows” for each registered student. The IRB and government regulations do allow instructors to offer *incentives* for zero no-shows. For example, an instructor may specify in Sona credit guidelines that students can/must earn X points of Sona credit, and they will earn 1 point if they earn the X points with zero no-shows. The Sona administrator provides information regarding points and no-shows to instructors at the end of the semester.

### **Missed/Cancelled Research Sessions**

Occasionally, a researcher will have to cancel an appointment because of schedule conflicts, apparatus breakdowns, etc. If you must cancel or miss a previously scheduled appointment, any participant who merely shows up must receive a single point. If you cannot be present, then have someone post a sign explaining that the appointment has been temporarily cancelled and that those who sign in on the sheet will receive a point for showing up. It is the researcher’s responsibility to insure that research sessions are conducted at the scheduled time. Repeated instances of a researcher failing to show up for scheduled research sessions will result in loss of access to the participant pool.

Please remember that it is our privilege to be able to use students in our research and that they should be treated accordingly. It is our responsibility to ensure that every participant leaves with a positive and educational experience. Failure to comply with the above rules or mistreatment of participants in any way will result in immediate withdrawal of privileges as a researcher.

## **FINANCIAL SUPPORT, EQUIPMENT, SPACE, AND OTHER RESEARCH-RELATED RESOURCES**

The research enterprise obviously involves more than faculty, students, participants, and computer resources. There are also matters of financial support, equipment, literature sources and space. This section deals with these aspects.

### **Financial Resources**

One of the challenges graduate students may face is finding the financial resources necessary for the completion of the research projects they will carry out in their years here at USF. Generally, students are responsible for expenses associated with theses and dissertations. Copies of questionnaires, postage, equipment, and any other materials necessary for the completion of projects are expensive. Luckily, there are a number of ways to obtain financial support for graduate students who are conducting research.

Listed below are sources of financial support for which you may apply. Some of these sources may limit their funding to those fulfilling certain criteria, such as a specific type of research or a certain disciplinary area. However, every student should be eligible for one or more of the following sources of support. If you are eligible, it is strongly recommended that you apply well before the cut-off date so that you will be eligible for available funding. Funding opportunities will be announced throughout the year via the department email system.

### **Awards**

**Clinical Alumni Award for Citizenship.** This award honors a current graduate student who has shown superior "citizenship" behaviors in graduate school during the previous year. Nominations are accepted from students, faculty, and staff. The award provides a small stipend, and the winner's name is placed on a plaque located in the Psychology Department. Information on the criteria for selection and the application procedures are promulgated via email by the Director of Clinical Training.

**Eve Levine Graduate Teaching Award:** This award provides a stipend, and the winner's name is placed on a plaque located in the Psychology Department. The award is made in the spring of every year. Requirements include advanced standing and teaching two courses in a given year. Information about this award will be promulgated via email.

**Richard LaBarba Memorial Scholarship:** This scholarship is given annually to a current graduate student who has excelled in work on developmental psychology or developmental psychopathology.

### **Research Funding**

**I/O Alumni Conference Committee Fund:** This committee was established by graduates of the Industrial/Organizational program. Its purpose is to develop and present conferences with topics of

interest to industrial psychologists and others. The fees gathered from these conferences have generated funds for scholarships to current or entering students in the I/O area at USF. For more information, please contact Paul Spector, I/O Area Director.

**The Clinical Psychology Association:** This graduate student organization was established to help secure additional funds for clinical graduate students' research studies that are not covered by other funding mechanisms. For more information, please contact Vicky Phares, Director of Clinical Training.

**Stephanie Gilbert Endowed Scholarship in Psychology:** The Stephanie Gilbert Award is given to a student whose thesis or dissertation research is relevant to women's issues. Information on the criteria for selection and the application procedures will be promulgated via email.

**Richard F. Pride Fellowship:** This award is made to minority students pursuing doctorates. See <http://usfweb2.usf.edu/ibl/Pride/pride.html>.

**The Valerie Reed Memorial Scholarship:** An annual scholarship is awarded to an outstanding student in the Clinical Psychology program. Information on the criteria for selection and the application procedures can be obtained from the Director of Clinical Training.

**The Thomas Tighe Graduate Student Research Fund:** The department Chair occasionally provides a limited source of funding for the research of graduate students in all three areas. These funds are available to anyone conducting research for his/her thesis, dissertation, class project, or other research endeavors. The graduate student member of the Executive Committee and the Associate Chair reviews requests. Information about this fund, when available, will be promulgated via email.

**USF Women's Club Grace Allen Graduate Scholarship:** This scholarship supports USF graduate students who have completed all coursework and are working on their dissertations. See <https://advinternal.fastmail.usf.edu/scholarships/default2.aspx>.

**USF Graduate School Doctoral Dissertation Completion Fellowship:** This fellowship is intended for students in their last year that need support to complete the last part of their projects, write and graduate, and is only applicable to students that have reached candidacy and will graduate within the time frame of the award (one academic year). See <http://www.grad.usf.edu/scholarships.php>.

**USF Graduate School Signature Research Doctoral Fellowship:** This fellowship is intended for students working in the USF signature research areas (Integrated Neurosciences, Sustainability of populations and/or environment, Diabetes and autoimmune disorders, or Drug Design and Delivery) that are less than one year into their doctoral candidacy and lack funding. It provides two years of support to enhance productivity and progress toward completion of the degree. Also students will receive support to attend a discipline-related academic conference in which students are presenting. See <http://www.grad.usf.edu/scholarships.php>.

**CAS Bright House Networks Endowed Fellowship:** This fellowship provides \$7,500.00 for one semester support to a deserving Ph.D. student declared in the college for completion of the dissertation. The student must be in good academic standing having completed all work for their degree except finishing their dissertation and defending (typically one to two semesters prior to graduation).

**CAS Research News, Student Research:** The USF College of Arts and Sciences provides a list of research award opportunities for graduate students. See <http://www.cas.usf.edu/research/>.

**COGDOP Scholarship:** The Psychology Department Awards Committee can nominate up to two students for the Graduate Research Scholarship from the Council of Graduate Departments of Psychology (COGDOP). COGDOP gives priority to students who have not yet completed the first two years of the program, so the committee will give priority to rising second years on the basis of not-yet-established merit-based criteria. See <http://www.apa.org/apf/funding/cogdop.aspx>.

**APA Science Student Council, Awards, Honors and Research Funding Sources for Graduate Students and Post-docs:** APA Student Travel Award, American Psychological Foundation/Council of Graduate Departments of Psychology Graduate Research Scholarships, Dissertation Research Award, and Early Graduate Student Researcher Awards information can be found at this website <http://www.apa.org/about/awards/index.aspx>.

**APA Psychological Science Agenda, Research Funding:** Funding announcements from federal agencies for support of research and training in areas that include psychological science. See <http://www.apa.org/science/about/psa/2012/05/funding.aspx>.

**Department of Defense SMART Scholarship:** Science, Mathematics And Research for Transformation (SMART) Scholarship for Service Program has been established by the Department of Defense (DoD) to support undergraduate and graduate students pursuing degrees in Science, Technology, Engineering and Mathematics (STEM) disciplines. The program aims to increase the number of civilian scientists and engineers working at DoD laboratories. See <http://smart.asee.org/about>.

## Travel

In the Psychology Department's Policies & Procedures website is a Travel section (<http://psychology.usf.edu/policies/travel/>) describing the correct procedures to follow for travel authorization, reimbursement, and links to appropriate forms.

**Herbert H. Meyer Fellowship.** This fellowship was established by Dr. Meyer to provide travel funds for I/O students presenting their MA thesis results at APA, APS, Academy of Management, or SIOP. For more information, please contact Paul Spector, I/O Area Director.

**Travel Grants:** USF's Student Government (SASSC Travel Office) has a Conference Presentation Grant Program. Application materials (including instructions and policies may be found at <http://www.sg.usf.edu/index.php/bureaus/business-office/conference-presentation-grant>. Grants are made available on a first-come, first-served basis each fiscal year (July-June), so it is advantageous to apply early for funding. As of 2012, these funds cannot be received if students use other university or departmental funds for that particular conference. Neuroscience students can apply for the Signature Interdisciplinary Program in Neuroscience (SIPIN) Student Travel Award Program to partially defray travel expenses for students to attend Neuroscience-related scientific meetings.

Clinical psychology graduate students may be eligible for small awards for travel to professional meetings and conferences at which they make presentations. Students should see the Director of Clinical Training for the procedures for requesting these funds.

The American Psychological Association offers travel grants to support attendance at the annual convention. See the APA web site ([www.apa.org](http://www.apa.org)) for more information. Check the websites of other professional organizations regarding their student travel awards. Many professional organizations offer travel grants or opportunities for students to volunteer in exchange for free registration.

## Associations

**Honor Society Fellowships:** Students may be eligible to join a number of societies that distribute awards for deserving students on a competitive basis. See <http://involvement.usf.edu/orgs.htm> for more information. The local chapter of Phi Kappa Phi is at Eckerd College. For more information see <http://www.eckerd.edu/academics/pbk/index.php>.

Sigma Xi is a national scientific honor society for students in the sciences. Sigma Xi's funding program, Grants in Aid of Research Program, presents a number of awards to graduate students each year. For more information, see <http://www.sigmaxi.org/>.

**American Psychological Association, Association for Psychological Science, and National Science Foundation:** APA, APS, and NSF award a number of research fellowships and scholarships to graduate students. See <http://www.apa.org/about/awards/index.aspx>, <http://www.psychologicalscience.org/index.php/members/grants-awards-and-symposia>, and <http://www.nsf.gov/>.

**Foundation Awards:** The Ford Foundation Predoctoral and Dissertation Fellowships for Underrepresented Minorities program awards fellowships to members of minority groups. Each predoctoral fellowship stipend includes a stipend to the Fellow and a stipend to the institution in lieu of tuition and fees. The dissertation Fellow receives a stipend that is non-renewable. Awards are based on achievement and ability as evidenced by academic records, letters of recommendation, and other indicators of academic promise. See <http://sites.nationalacademies.org/pgs/fellowships/>.

The Spencer Foundation's Dissertation Fellowship Program supports dissertation research. Applicants need not be US citizens. See [www.spencer.org](http://www.spencer.org).

The American Associate of University Women Educational Foundation provides American Fellowships designed to support women doctoral students completing dissertations. Applicants must be US citizens or permanent residents. See [http://www.aauw.org/learn/fellows\\_directory/](http://www.aauw.org/learn/fellows_directory/).

**Sponsored Research:** The Division of Sponsored Research knows of a number of other funding programs for which graduate students may be eligible. See [http://www.research.usf.edu/dsr/sponsored\\_research.asp](http://www.research.usf.edu/dsr/sponsored_research.asp) or <http://www.research.usf.edu/office-vp/research-students.asp>. Interested students should contact that office for more specific information on eligibility requirements. Do so early so that you will meet any application cutoff dates.

## Equipment

The Psychology Department at the University of South Florida has a fine tradition of producing research on the cutting edge of science. Much of this research requires the use of equipment. In some cases, you may arrange to share or borrow equipment used in a faculty member's lab. Audiovisual equipment may also be available from USF's Classroom Technology Services office, <http://www.usf.edu/it/services/av.aspx>, SVC 61, 813-974-2380.

## Software

Standard software is available on all USF networked computers. Free and greatly reduced priced software is also available through Academic Computing. Tools such as RefWorks are available through the USF library. Software is available for faculty and students at greatly reduced prices at the USF Computer Bookstore (Marshall Student Center, Room 1506), see <http://www.computerstore.usf.edu/>.

## **Space**

To obtain space to conduct your research, first contact your advisor. If space is unavailable in his or her lab, see Rose Ford in PCD 4118L about obtaining a room in PCD. Ms. Ford is also the contact person for reserving rooms for thesis and dissertation proposals and defenses.

## **Departmental Theses and Dissertations**

The department has a collection of theses and dissertations of past graduates of the USF Psychology Department. They date from 1973 to the present. The collection is in PCD 4108. You may check out any of these by signing a form. There is a two-week limit on the checkout time. Please consult Laura Pierce in PCD 4118I to gain access to them. The main library also houses these documents either in hard copy or electronically.

## **FACULTY**

The most important resource in the Department of Psychology's research picture is its faculty. Note also that the University offers additional expertise in other colleges and departments as well as the Louis de la Parte Florida Mental Health Institute and H. Lee Moffitt Cancer Center and Research Institute. Please see the department's website regarding faculty members' research interests: (<http://psychology.usf.edu/faculty.aspx>).

## **DEPARTMENTAL ASSISTANTSHIPS**

### **Types of Assistantships**

The department hires students to conduct research (as Graduate Research Assistants or Associates), teach (as Graduate Teaching Assistants or Associates), and help with other non-research, non-teaching tasks (as Graduate Assistants).

### **Stipends**

All students, regardless of type of departmental assistantship and specific assignment, typically receive the same stipend when working within the department, except students who receive fellowships greater than the amount of the typical stipend. Students who receive any type of financial support from USF and who wish to take on additional employment that will average 8 hours per week or more for one or more months must obtain written permission from their Advisor, Area Director and Chair of the Graduate Program Committee before taking on the additional work. Failure to obtain permission for additional employment will result in disciplinary action.

### **Fellowship Departmental Contribution Policy**

Students who apply for and receive a fellowship that provides less than the standard Graduate Teaching Assistantship stipend may request a departmental supplement or "top-off" in the amount of difference and coverage of the standard GTA benefits (such as health insurance). The department will provide this supplement and these benefits in exchange for a .25 FTE Graduate Teaching Assistant assignment (equal to half the standard assignment for those without a fellowship) per academic year (that is, one half GTA

assignment in either Spring or Fall semester). Assignment is to be determined by the Department Chair or Chair's designee. Students with fellowships may elect not to receive a departmental supplement and enjoy the benefits of the fellowship without any requirement to work.

In order to qualify for this departmental supplement the student may not have any other stipend or grant support (student loans are not considered for purposes of this policy). Exception: incoming first-year students will receive a departmental supplement in cases where the total fellowship amount is less than the current standard Graduate Teaching Assistantship. After the first year, students may choose to accept the .25 FTE work assignment in exchange for the top-off or to accept the fellowship without the top-off.

### **Criteria for Receiving Teaching Positions in the Department**

Several criteria are used in determining whether and what graduate students teach. They include but are not limited to expertise in relevant subject matter, expertise in teaching, timely progress toward the degree, good standing in program, performance in courses, and completion of instructional training. Under normal circumstances, students will not be permitted to have more than one source of university funding (e.g., a full fellowship and a teaching assistantship, a research assistantship and a teaching assistantship). Before being appointed to any teaching assistantship, international students must earn a satisfactory score on the speaking subsection of the internet-based TOEFL (iBT-S) minimum score 26.

### **Tuition Waivers**

It is the University's policy to provide partial tuition waivers for graduate students appointed to departmental assistantships (job codes 9181, 9182, 9183, 9184, 9185, 9550) or who receive certain fellowships. The Graduate School's Graduate Assistant Policies and Guidelines Handbook is available at <http://www.grad.usf.edu/inc/linked-files/GA/GA-Handbook.pdf>. At this time, the number of hours waived varies by year in the program, program area, and semester. Waiver applications are typically processed during the first weeks of August, December, and May. Application materials will be emailed to the PSYGrads listserv and will also be placed on a shelf in the department mailroom during those weeks. Applications are due shortly after they are distributed. The university's tuition waiver policies may change dramatically from semester to semester, so it is critical to read materials carefully. It is important for students to read the section of this Handbook titled 'Florida Residency Requirements and Their Impact on Tuition Rates' and the cited websites for complete details. Audited courses are not covered by tuition waiver, and most likely not by Financial Aid. Students will be responsible to pay full cost of tuition if they choose to audit a course.

Tuition waivers for fall and spring semesters are provided for the number of hours students are required to take. In the summer, students typically receive 6 hours of tuition waivers. In special circumstances, students may petition for additional hours of waiver, and should contact the Associate Chair well in advance of the semester in question.

For financial aid/loan purposes, after completion of the first full year (12 months), doctoral students entering the program with a bachelor's degree or an advanced degree not relevant to the discipline are eligible for out-of-state fee waiver for a total of 81 credit hours over a maximum period of 4 consecutive years. For financial aid/loan purposes, after completion of the first full year (12 months), doctoral students entering the program with a master's degree in the discipline are eligible for out-of-state fee waiver for a total of 51 credit hours over a maximum period of 3 consecutive years.

## **Fees**

Graduate students are responsible for paying fees each semester by the university controller's cashiers office deadline dates (see <http://usfweb2.usf.edu/uco/Cashiers/impdates.asp>). The University will cancel the registration of a student whose registration fees have not been paid in full by the deadline. In order to be reinstated you must pay the full amount of tuition and fees for the term you were cancelled plus any prior or current term charges that are past due by the reinstatement deadline (If you do not pay by the reinstatement deadline you will need to petition for reinstatement: Petitioning for Reinstatement [http://usfweb2.usf.edu/uco/cashaccounting/Reinstatement\\_Petition.asp](http://usfweb2.usf.edu/uco/cashaccounting/Reinstatement_Petition.asp)). You will also be required to pay a late payment fee of \$100.00 and a \$100 late registration fee. The late registration fee is assessed for having to re-register your courses. All cancelled students should receive a cancellation notice by mail or email that includes the amount of their tuition and fee charges for the cancelled term. If you make your payment online you will need to contact the Cashier's Office at 813-974-6057 or visit them on the Tampa campus in SVC 1039. Once your payment is confirmed your reinstatement will be processed.

The fee amount varies according to the number of hours taken and whether one is a Florida resident. Fees are likely to increase each year. It is important for students to read the section of this Handbook titled 'Florida Residency Requirements and Their Impact on Tuition Rates' and the cited websites for complete details.

## **CONCLUSION**

We hope that this Graduate Student Handbook has been helpful to you. If there are specific sections or policies that are unclear, please bring them to the attention of the Associate Chair so that we can improve this document in the future.

Best of luck with your education here at the University of South Florida!

## **DEPARTMENTAL ADMINISTRATION**

Chair: Toru Shimizu, Ph.D.

Associate Chair: Stephen Stark, Ph.D.

Graduate Program Coordinator: Joseph Vanello, Ph.D.

Director of Clinical Psychology Training: Vicky Phares, Ph.D.

Cognition, Neuroscience, and Social Psychology Program Area Director: Judy Bryant, Ph.D.

Industrial/Organizational Psychology Program Area Director: Paul Spector, Ph.D.



Appendix: A letter from our former student on ethics and academic honesty

From: Dr. Gwendolyn Campbell

Dr. Levine [our former Chair] asked me, as a member of a graduate student committee convened to consider issues of academic honesty and professional ethics in our program, to write a memo on these topics for incoming graduate students.

I read a book once, long ago, in which the heroine, about to succumb to a torrent of passion, commented that she wasn't worried about her reputation, because her reputation was nothing more than the world's opinion, and "...the world is often wrong." That line grabbed my fancy when I was a melodramatic teenage girl (or is that redundant?), and I've always remembered it.

A couple of years ago, when I was approached to serve on a committee of graduate students discussing issues of academic honesty and dishonesty in this program, my instinctive reaction was reminiscent of that romance-novel philosophy. What really matters - I thought to myself - is your own personal honor. What counts is knowing in your own soul that you have lived up to a set of high ethical standards. (Alright, maybe I haven't completely shed all of that melodrama...)

As I thought more deeply about things, however, and talked over these issues with other students and faculty, I came to realize that as professional psychologists, in addition to caring about our own personal honor, we also have to be concerned with the world's opinion of us, regardless of whether the world is right or wrong. The fact is that our reputations do matter. Whether or not you get a job, are able to build up a private practice, can get funding to do research, or can get your research published and taken seriously - all of these things depend on your reputation. And, unfortunately, the world's opinion of us can be based as much on appearances as it is on fact. (Most people out there just aren't trained, as we are, in the process of evaluating evidence carefully and not jumping to conclusions.) Romance novels notwithstanding, it is not enough to know in your soul that you have lived up to a set of high ethical standards (although, that's not a bad starting point). Our professional behavior must be above reproach in both fact and appearance.

The American Psychological Association has established ethical guidelines relating to all aspects of our professional lives (*American Psychologist*, 47, 1597-1611). These guidelines are based on a set of six principles regarding our competence, our integrity, our professional and scientific responsibility, our respect for people's rights and dignity, our concern for others' welfare, and our social responsibility. These codes of conduct address the importance of not mixing personal and professional relationships, of pursuing the highest level of academic honesty in our own studies, and of conducting our research with the utmost respect for our subjects and their rights. (You can find even more information in the USF Graduate Catalog and the Psychology Department Graduate Student Guide to Research.)

The point I want to make is that, since appearances do influence our reputation, it's not enough to just follow the spirit of these rules. For example, when you're a TA or instructor for an undergraduate course, it's not okay to occasionally go out for drinks after class with some of your students, even if you are sure that you are still perfectly capable of grading their papers in a fair and unbiased manner. When you've been given a take-home exam in one of your graduate classes, it is not okay to get together with other graduate students to talk about the course material, even if you know that you're talking in vague generalities and not about specific questions. It is not okay to run a quick and dirty pilot study without going through the IRB first, even if you know that your study poses no potential harm to your subjects. All of these things give rise to the appearance of possible impropriety, and so they put your reputation at risk.

Okay, you're saying to yourself, maybe I'll buy this song and dance about being extra careful with my own reputation - that doesn't mean I have to go sticking my nose into others people's business, does it?

Unfortunately, your reputation can sometimes be influenced by the behaviors of other people. We are all connected by this University and this graduate program. The behavior of each individual student reflects back onto the reputation of the whole program, and the reputation of the program in turn, influences each of our individual reputations. This can be a positive thing, as it is when your reputation is enhanced by graduating from a program with a good reputation. But it can also work against us. If our program develops a reputation for tolerating dishonesty, then, fair or not, the reputation of every single graduate student who comes from this program will be slightly tarnished. And that means that any unethical behavior exhibited by other people in this program IS our business.

(I'll leave it as an exercise for the reader to take this whole argument one step further and apply it to the entire field of Psychology, instead of just our little slice of life here at USF.)

In an ideal world each person's honor would be a private matter to be settled by his or her own conscience. But we don't live in an ideal world. Our reputations matter. They can be based on things as flimsy as appearances. They can be influenced by the behavior of other people. And that means that, in addition to valuing our personal honor, we must scrupulously avoid even the appearance of impropriety in our own behavior, and we cannot ignore any unethical behavior on the part of other people in this program.

I hope that during your tenure here at USF you never have to deal with any problems regarding the ethics of either your own or anyone else's behavior. But, if a seemingly grey area, a question, or a problem does arise, the best advice that I can give you is to talk to someone. Find an advanced graduate student or faculty member - maybe your advisor or your area chair - someone you feel comfortable talking to and someone whose ethical values and integrity you respect, and ask them for advice. Our program's ethical standard is not the place to be pushing the edges of the envelope, and it's not the place for you to look the other way. The beginning of your graduate study is the time to start taking your career, your reputation, and your profession, seriously.

Signed: Dr. Gwendolyn Campbell, CNS Alumna