Department of Psychology

GRADUATE STUDENT HANDBOOK

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TABLE OF CONTENTS

Page

WELCOME TO THE DEPARTMENT OF PSYCHOLOGY

Dr. Toru Shimizu Letter i
Mission Statement..... ii

GENERAL INFORMATION

University Office of Graduate Studies 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

ACADEMICS

Required Program of Study..... 3
Course Waivers 4
Transfer of Credit 4
Thesis/M.A. Requirements..... 5
Overview..... 5
Thesis/M.A. Committee..... 5
Thesis Research..... 6
M.A. Degree..... 7
General University Requirements..... 8
Departmental Requirements..... 8
Students Entering with Master's Degree..... 9
Ph.D. Degree Requirements 9
General University Requirements..... 9
Ph.D. Comprehensive Qualifying Examination..... 9
Ph.D. Committee 10
Requirements for Admission to Doctoral Candidacy..... 11
Graduate Minor Requirement 11
Tools of Research Requirement. 12
Residency Requirements for the Ph.D. 12
Dissertation 12
Course Load..... 14
General University Requirements 14
Departmental Requirements 15
Leave of Absence and Time Limit Extensions..... 16
Vacations/Extended Time Away..... 17
Transfer Among Program Areas 17
Teaching Experience..... 18
Research Requirement..... 18
Student Evaluation..... 19

PROGRAM AREA REQUIREMENTS 20

Required Study for the Ph.D. in Clinical Psychology 20

Required Study for the Ph.D. in Cognition, Neuroscience, and Social Psychology…….. 32
Required Study for the Interdisciplinary Ph.D. in Speech/Language/Hearing Sciences…… 41
Required Study for the Ph.D. in Industrial-Organizational .....……. 42
Occupational Health Psychology Concentration ……. 43
PROFESSIONAL CONDUCT 43
Harassment……. 43
Inappropriate Relationships Between an Instructor or Research Supervisor and a Student…….. 44
Academic Dishonesty……..... 44
Procedures for Discussing and Reporting Unprofessional Conduct……..……... 44
Procedures for Filing a Grievance…….. 45
RESEARCH 46
Computer Services for Graduate Students in Psychology …….. 46
Psychology's Open Use Computer Lab…… …… 46
USF Computer Services …… 46
USF Virtual Library…… 47
Virus Information …….. 47
Research Participants……..…….. 47
Gaining Approval for Research ……. 47
Suggestions for Dealing with Sensitive Data …… 48
Use of the On-Line Participant Pool…… 49
Requesting Use of the Pool……How Undergraduates Access the Pool…..…Recruitment……...…… 49
Prescreening…...Mass Testing……Point System…….……..... 50
Missed/Cancelled Research Sessions…….……..……. 51
FINANCIAL SUPPORT, EQUIPMENT, SPACE, AND OTHER RESEARCH-RELATED RESOURCES 51
Financial Resources…… 51
Awards…… 52
Research Funding……... 52
Travel……. 54
Associations…… 54
Equipment……Software…….……... 55
Space …….. 55
Department Theses and Dissertations……. 55
FACULTY 55
DEPARTMENTAL ASSISTANTSHIPS 56
Types of Assistantships……... 56
Stipends…… 56
Fellowship Departmental Contribution Policy…… 57
Criteria for Receiving Teaching Positions in the Department……..…….. 57
Tuition Waivers……... 58
Fees…….. 58
LAST TASKS TO DO BEFORE LEAVING USF 59
CONCLUSION 59
DEPARTMENTAL ADMINISTRATION 59
APPENDIX: Letter from our former student on ethics and academic honesty……... 60

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 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). 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 OFFICE OF GRADUATE STUDIES 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 Office of Graduate Studies and the College of Arts and Sciences. While the most pertinent Office of Graduate Studies and College policies are noted in this Handbook, we refer you to the USF Graduate Catalog for further details and other Office of Graduate Studies and College policies: http://www.grad.usf.edu/catalog.php. *There has been a delay in the approval of the revisions to this year's Psychology Graduate Student Handbook by the USF Graduate School. Until they are approved (which we expect by Fall 2018), the guidelines in the University Graduate Catalog prevail. In other words, if there are any discrepancies between the two, the requirements in the University Graduate Catalog must be fulfilled.*

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, 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. Shaine Blanco can request P Drive access for 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.

Another optional listserv is named PSYJobs. The listserv is intended to distribute job announcements and position advertisements to interested USF Psychology faculty and graduate students. The listserv is moderated for subscription and content. You may subscribe and unsubscribe through http://listserv.admin.usf.edu/archives/psyjobs.html.

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 Office of

Graduate Studies 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 instate 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 sign 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).

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 a course waiver and a transfer of credit (see below). 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 graduate course or seminar in the same subject area, or to meet the program's minimum hours for degree. All courses, with the exception of those approved for transfer of credit, should meet the time limit specified for the degree and be academically relevant as determined by the faculty in the graduate degree program. Courses used for the graduate degree requirements can be no more than ten years old at the time the degree is conferred.

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 http://psychology.usf.edu/policies/forms/coursewaiverform1106.doc. The form should be submitted to the Graduate Program Committee, via Laura Pierce in 4114A, 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.

Transfer of Credit

With the approval of their graduate degree program, students may transfer graduate-level structured coursework from regionally accredited institutions; this includes USF System Institutions. Transfer of credit is not guaranteed. Only courses for which students received grades of B or better are eligible for transfer of credit. To ensure compliance with Institutional Enrollment Requirements (Residency), up to a maximum of 49% of a given graduate degree program's minimum hours may be transferred; these hours are reflected in the individual degree program listings in the USF Graduate Catalog in effect at the time of initial enrollment for that degree program. For doctoral programs, this percentage is based on the post-baccalaureate minimums. No coursework may be transferred that was completed five or more years prior to enrollment in the graduate degree program. Credits obtained from USF System Institutions will be calculated into the GPA at USF and will be noted on the transcript as the grade earned. Credits from other regionally accredited universities are not calculated into the GPA at USF. Students should complete a Transfer of Courses form (http://www.grad.usf.edu/inc/linked-files/transfer_course.pdf) and submit it to the Graduate Program Committee, via Laura Pierce in PCD 4114A, 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.

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 Office of Graduate Studies 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 Office of Graduate Studies.

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. Individual concentrations may require more than 30 hours for accreditation.

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 I-O). 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 Graduate Student Services.

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 4114A (degree-seekers also see College committee form in M.A. Degree section).

Changes to the committee must also be approved by the Graduate Program Committee. A departmental Changes to Committee form must be filed. These forms are available on the department's website and should be submitted to Laura Pierce in PCD 4114A for routing (degree-seekers also see the College Changes to Committee 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 PSY6971 Thesis credit at any time prior to the final defense of the thesis, if they plan to obtain an M.A. degree (see M.A. Degree section). Students not planning to obtain an M.A. degree should register for at least six hours of PSY6917 Directed Research credit.

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. The major professor (or at least one of the co-major professors) must be physically present at the thesis 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 by the student at least 1 week prior to the defense by means of the thesis defense announcement available at this link **http://psychology.usf.edu/policies/forms/ThesisDefenseAnnouncementTemplate.docx** and submitted to Laura Pierce. After the defense, submit the signed Successful Defense form (Masters) **http://www.cas.usf.edu/students/data/Successful%20Defense%20Thesis.doc** to Laura Pierce. Students should avoid scheduling thesis defenses during June, July and August.

The department requires that the student submit the final formatted or Office of Graduate Studies version of your thesis and a current CV in pdf format via email to Laura Pierce at lpierce@usf.edu. The file names should include your full name and the word 'thesis' or 'vita'.

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 Office of Graduate Studies must also comply with the following guidelines. Note that the M.A. degree is required for the clinical but not other areas, but an M.A. degree is required for any student to serve as a course instructor. It is highly recommended that all CNS students obtain a master's degree.

Students who plan to seek a formal M.A. degree must file prior to the appointment of the Thesis Committee the college's Graduate Student Supervisory Committee Appointment Form. This form is available on the department's website and also on 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's master's thesis committee form and required justification, as mentioned in the Thesis/M.A. Committee section, that should be submitted to Laura Pierce, along with the signed College committee 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 Office of Graduate Studies (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 an Office of Graduate Studies 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
- degree application and graduation survey through OASIS* (by deadline), Prior to students applying for Master's degrees, you must first email Lisa Mirabal mirabal@usf.edu your name, UID#, major code PSY, and Concentration code (CL=PSC, CNS=PCN, IO=PSI), because OASIS will only allow Ph.D. degree entry because of your doctoral student status in our Psychology doctoral program
- ETD registration online* (by deadline)
- Create new account on USF ProQuest website *
- set defense date with committee, room reservation request online form (http://psychology.usf.edu/forms/RoomReservation.aspx).
- thesis draft to committee 1-2 weeks before defense date

• email to Laura thesis defense announcement
http://psychology.usf.edu/policies/forms/ThesisDefenseAnnouncementTemplate.docx
• thesis defense, and signed Successful Defense form (Master's)
http://www.cas.usf.edu/students/data/Successful%20Defense%20Thesis.doc
• final manuscript submission* (by deadline)
• department pdf files 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 an Office of Graduate Studies 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 and graduation survey before the deadline. These are available through OASIS, click on the Student menu and select Apply for Graduation. Prior to students applying for Master's degrees, you must first email the CAS Graduate Area (cas-gusgradarea@usf.edu) with your name, UID#, major code PSY, and Concentration code (CL=PSC, CNS=PCN, IO=PSI), because OASIS will only allow Ph.D. degree entry because of your doctoral student status in our Psychology doctoral program. The student should submit the online ETD Registration (not to be confused with ETD Workshop) prior to the Final Manuscript deadline. The student should also create a new account on the USF ProQuest website.

An electronic copy of the final manuscript is required by the Office of Graduate Studies (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 Successful Defense form (Master's Thesis) and the Certificate of Approval Form for Theses and Dissertations to their defense since they need all of the committee members' signatures. The Certificate of Approval Form is part of the Office of Graduate Studies' final manuscript submission process, and the form's link is available on their ETD 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. Individual concentrations may require more than 30 hours for accreditation. 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. Submit a defense announcement to Laura Pierce (use the thesis defense announcement at this link **http://psychology.usf.edu/policies/forms/ThesisDefenseAnnouncementTemplate.docx**. After the defense, submit the signed Successful Defense form (Masters) **http://www.cas.usf.edu/students/data/Successful%20Defense%20Thesis.doc** to Laura Pierce. The department requires that the student submit the final formatted or Office of Graduate Studies version of your thesis and a current CV in pdf format via email to Laura Pierce at lpierce@usf.edu. The file names should include your full name and the word 'thesis' or 'vita'.

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. A students' master's coursework or thesis is not transferred by default, and sometimes these do not transfer. The transfer of master's courses from the previous institution will have to be approved by the major professor, the area director, and importantly the instructor of record for the USF course. An advisory committee (usually including the major professor and two other faculty) 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. Acceptance of transferred theses should be documented and submitted to Laura Pierce for the student's department file. There is a form that must be completed for this transfer to occur. Students should complete a Transfer of Courses form (http://www.grad.usf.edu/inc/linked-files/transfer_course.pdf) and submit it to the Graduate Program Committee, via Laura Pierce in PCD 4114A, 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.

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. A total minimum of 90 hours with a minimum GPA of 3.00 is required for the Ph.D. degree. Individual concentrations may require more than 90 hours for accreditation.

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 submit for approval both a department dissertation committee form and a signed College committee form 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 Graduate Student Services. 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 Dissertation Committee Form (available on the department's website) and the college's Graduate Student Supervisory Committee Appointment Form (available on both the department's and the college's websites) must be submitted to the Graduate Program Committee via Laura Pierce in PCD 4114A. 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 Changes to Committee form and a signed college Changes to Committee form are required. These forms are available on the department's and college's websites and should be submitted to Laura

Pierce (PCD 4114A) 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 department and college dissertation committee forms **prior to** submission of application
- Completion of area course requirements for admission to candidacy (including minor courses for CNS)
- 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 Office of Graduate Studies' website (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) 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 Office of Graduate Studies 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 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 4114A) 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. In CNS, tools courses are those that deal primarily with research design, data collection techniques, quantitative or qualitative analytic methods, or instrumentation.

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 4114A) 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 an Office of Graduate Studies 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 and graduation survey before the deadline. These are available through OASIS, click on the Student menu and select Apply for Graduation. The student should submit the online ETD Registration (not to be confused with the ETD Workshop) prior to the Final Manuscript Submission deadline. The student should create a new account on the USF ProQuest website, and register to complete the SED 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://psychology.usf.edu/policies/forms/DissertationDefenseAnnouncementTemplate.docx) 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 (PCD4114A) 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. It is required that all members of the Doctoral Dissertation Committee be present for the examination unless an absence is approved prior to the defense taking place by the Office of Graduate Studies Dean. In the event that one committee member cannot attend in person, participation is permissible via speaker phone, Skype, or video conference. A minimum of three members, including the Major Professor (or at least one of the Co-Major Professors) is required to proceed with the defense. The outside Defense Chair must attend but does not count as one of the three required members in attendance. If an unforeseeable situation arises that would prevent compliance with this requirement, the Major Professor or Doctoral Dissertation Defense Chair should contact the office of Graduate Studies for guidance and approval to proceed with the defense. Students should 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 Office of Graduate Studies' final manuscript submission process, and is available on their ETD website. After the defense, the signed Successful Defense Form should be submitted to Laura Pierce, PCD4114A, or put into her mailbox.

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 or Office of Graduate Studies version of your dissertation and a current CV in pdf format via email to Laura Pierce at lpierce@usf.edu. The file names should include your full name and the word 'dissertation' or 'vita'. However, after the dissertation is submitted to and approved by the Office of Graduate Studies, students should no longer register for Dissertation hours.

Ph.D. Requirements Timeline Guide:

- committee selection
- department and college dissertation committee forms
- attend ETD workshop in a semester prior to final manuscript submission
- draft of dissertation proposal to committee 1-2 weeks before proposal date
- dissertation proposal
- degree application and graduation survey through OASIS(by deadline)
- ETD registration online (by deadline)
- Create a new account on the USF ProQuest website
- Register to complete the SED Survey
- set defense date with committee, room reservation request online form (http://psychology.usf.edu/forms/RoomReservation.aspx).
- dissertation 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 pdf file 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 Office of Graduate Studies. 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 completing 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 Office of Graduate Studies, and including the semester the degree is conferred. However, after the dissertation is submitted to and approved by the Office of Graduate Studies, students should no longer register for Dissertation hours. Dissertation hours may apply to the Office of Graduate Studies' 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 Office of Graduate Studies 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.

After the first week (past online drop/add deadline), students will no longer be able to make changes from graduate-level courses themselves online through OASIS. Students will be required to submit an Office of Graduate Studies Petition form (http://www.grad.usf.edu/inc/linked-files/Graduate_School_Petition.pdf) and select "drop" or the appropriate action needed, along with a brief letter of justification, in order to have their request considered for approval. Students should fill out the form, sign on the student signature line, and obtain the signature of the Instructor(s). International students should also obtain the approval and signature of the ISSS advisor. The petition form along with the justification letter should be submitted to Laura Pierce, who will obtain the Department signature and forward it to the College. Be careful to maintain the minimum total enrollment credit hours required for tuition waiver purposes.

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: (These guidelines are subject to change as dictated by Office of Graduate Studies policy. Students will be notified of changes as they occur.)

1. First year students should register for 9 to 12 hours fall/spring (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 fall/spring

3. Students with summer tuition waivers should register for 6 hours

Students without Tuition Waivers:

1. All first year students should register for 9 to 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 (fall/spring/summer)

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 (fall/spring/summer)

6. Candidates on local full-time internships should register for a minimum of 2 hours each semester (fall/spring/summer)

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 (fall/spring/summer).

8. Students on full-time clinical internship off campus (as part of the APA-accredited internship cycle) may request that Laura Pierce submit a form to the Office of Graduate Studies who will enroll them for the CST 6920 Non-Credit Graduate Study Course (fall/spring/summer), which will allow them to be considered in student status 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 6920 zero credit option for the semester they intend to graduate, since they must be enrolled for at least two dissertation credits at that time.

Students seeking a reduction in course loads below these minimal requirements based on financial hardship or other personal reasons must submit such requests to the department's Graduate Program Committee via Laura Pierce in 4114A 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. 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 completing 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 Office of Graduate Studies 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.

Students who are planning to defend or get their degree in the Summer semester should register for the course section of Thesis or Dissertation assigned to their Major Professor. Please email Laura Pierce lpierce@usf.edu to request she assign a section to your Major Professor (provide name). Sections are usually assigned to Session C; however, if you need to instead register for Session B or A, then please also include that information in your email. However, students who do not plan to defend nor get their degree in the Summer semester that need to register to meet summer tuition waiver eligibility (6 credit hours) or continuous enrollment requirements, should register only for the course section of Thesis, Dissertation, or Directed Research assigned to the department Chair (Dr. Toru Shimizu).

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 Office of Graduate Studies website (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 PCD4114A) by the student's major professor, Graduate Program Director, Dean of the

College, and the Dean of the Office of Graduate Studies. 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 Office of Graduate Studies for procedures. Doctoral Candidates returning from a LOA must also have their candidacy status reactivated.

Under rare circumstances, the Office of Graduate Studies 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) 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 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) 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 required by the student's departmental program area. Teaching experience for students planning academic careers is strongly recommended. 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).

As of Fall 2016, Title IX & VAWA Training is required for new students. USF policy regarding "Responsible Employees" under Title IX has recently been updated to ensure all GA/TA are fully trained in their responsibilities as mandated reporters to report sexual harassment, including sexual violence. If your duties include classroom instruction, supervision of any student at any level, or work with any study organization, you are required to attend one of the training sessions. The Office of Graduate Studies will send out an email providing more information, and will also provide the training at the Orientation for New Graduate Students.

RESEARCH REQUIREMENT

The minimal research requirements in the Department are represented by the thesis and dissertation. A minimum of six (6) thesis hours (or PSY6917 Directed Research hours if not planning to obtain a master's degree) 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.

Responsible Conduct of Research (RCR) is a critical element in training for scholarship. USF has information about RCR available online at: www.grad.usf.edu/rcr.php. Effective Spring 2013, the Office of Graduate Studies requires all new doctoral students to have basic RCR training by completing the Collaborative Institutional Training Initiative (CITI) module most relevant to the student's program of study. The CITI modules have been designed to introduce researchers to various elements of research conduct ranging from research misconduct to data management to mentoring. As this is a minimum requirement, specific doctoral programs may require training that goes beyond the basic components introduced in this module. Graduate Programs that have received Office of Graduate Studies approval for rigorous RCR training consistent with disciplinary standards and practices may exempt their students from the CITI requirement. **Students must complete the module, or provide evidence of previous**

qualified RCR training to their Program Director and Office of Graduate Studies, in the first semester enrolled in a doctoral program. Previous RCR training should have been completed within the past year. Students will be unable to register for courses in a future semester until successful fulfillment of this RCR requirement. Once the training is completed, the Registration hold will be lifted.

STUDENT EVALUATION

General University Requirements. See current Graduate Catalog.

Departmental Policy

The preparation of high quality scholars requires close monitoring of academic and professional competence to ensure 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. Students on probation may only enroll in graduate courses (5000-7000 level) that are part of the approved degree program requirements as specified in the Graduate Catalog.

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

I. Residency Requirement

The Doctoral Training Program in Clinical Psychology requires a minimum of four years of full-time academic training on-site in addition to the completion of an internship that is accredited by the American Psychological Association or the Canadian Psychological Association. To complete all coursework, research, and clinical practicum requirements, students register for a minimum of 90 credits (which is the minimum number of credits set by the department for awarding of the Ph.D.). Individual concentrations may require more than 90 hours for accreditation.

II. Curriculum

Courses Relevant to Discipline Specific Knowledge (DSK): Breadth of Knowledge in Psychology

Foundational Content Courses. All clinical students are required to take four foundational content 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 following areas. The courses listed below are approved for meeting the foundational content requirement for each area**.***

Biological aspects of behavior
Topics in Clinical Psychology (CLP 6937): Human Neuropsychology/ Cognitive Neuroscience
Physiological Psychology (PSB 6056)

Social aspects of behavior
Social Psychology (SOP 6266)

Cognitive aspects of behavior
Cognitive Psychology (EXP 6608)

Affective aspects of behavior
Grad Seminar in Experimental Psychology (EXP 7099): The Nature of Emotion
Grad Seminar in Clinical Psychology (CLP 7379): Emotion and its Disorders

Research and Quantitative Methods and Psychometrics
All clinical students are required to take a total of four graduate 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.

1. **Regression plus lab** (4 credits) (PSY 6217: Regression)
2. **Multivariate Statistics** (choose from EDF 7484: Statistical Analysis for Educational Research III or GEY 6403: Multivariate Statistical Analysis for Aging Research)
3. **Psychometrics** (4 credits) (choose from PSY 6217: Research Methods and Measurement [Psychometrics] or EDF 7437: Advanced Educational Measurement I)

4. Plus ONE additional 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 (SOP 6266)
    Grad Seminar in Clinical Psychology (CLP 7379): Clinical Research Methods
    Structural Equation Modeling (SOP 6266)
    Meta-Analysis (SOP 6266)
    Research Methods/Measurement (PSY 6217)**:** Experimental Design and ANOVA
    Stats III: MANOVA/SEM/HLM (EDF 7484)

Developmental and infused coverage of DSK across other courses. Coverage of developmental aspects of behavior is infused across several of the clinical core courses described below, and in a more systematic way within the Psychological Assessment course (see below). Advanced integrative knowledge of foundational DSK content areas are infused across several of the above courses (e.g., Cognitive Neuroscience, Emotion), and is a required competency in preparation for the comprehensive exams (see below).

Profession-Wide Competencies

Students need to complete **Clinical Core Courses** in the major areas of clinical science (assessment, interventions, and psychopathology). The following are 3- or 4-credit didactic courses that are required.

History & Systems and Diversity/Multicultural Psychology
Topics in Clinical Psychology (CLP 6937): Introduction to Clinical Psychology: History of Psychology, Scientific/Conceptual Foundations, and Multicultural Competency. This course is typically taken in the fall semester of the first year. This course introduces students to the major ideas in the discipline of psychology and clinical science, as well cultural and diversity issues in the field. Although cultural diversity and history and systems are infused into a number of clinical core courses described below, these topics are covered in a more systematic fashion in this course. Finally, professional development and clinical science values and controversies are covered.

Assessment Sequence (2 courses):
Psychological Assessment: Theory and Research (CLP 6438) and **Grad Seminar in Clinical Psychology** (CLP 7379): Evidence-Based Assessment – include behavioral, IQ, cognitive, clinical assessment, and foundational developmental theories and integration of lifespan development literature (3 credits each), typically taken in the spring semester of the first year. Part of the activities of this sequence continue into the summer.

Intervention and Consultation/Supervision (2 courses)
Clinical Psychology Interventions–Theory and Research (CLP 7188): Covers theories of intervention, cultural and developmental considerations, and research methods in intervention
Practicum and Internship in Clinical Psychology (PSY 6946): Clinical Skills for Psychological Intervention. This course is an introduction to working with clients, including a focus on microskills, professional values, culture and clinical practice, and consultation and supervision models.

Psychopathology (1 course)
Psychopathology (CLP 6166): Covers psychopathology theories and research, research methods in psychopathology, and developmental considerations.

Clinical Specialization Courses:
Four advanced seminar clinical courses are required. Three of these courses must be fulfilled by taking courses from the list of advanced clinical seminars below (i.e., at least three of the four courses must be taught within the clinical area). You can petition the clinical faculty to take one of the four courses 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. Finally, one of the four courses can be a methods/quantitative course relevant to clinical psychology (e.g., including one of the methods/quantitative courses listed above that are not being used to fulfill the Methods requirement – no double dipping).

The following are course topics listed under **CLP 7379: Grad Seminars in Clinical Psychology** or **CLP 6937: Topics in Clinical Psychology** that are approved as clinical specialization:

Neuropsychological Assessment
Emotion and its Disorders
Eating Disorder
Health Psychology
New Paradigms in Psychology
Dialectical Behavior Therapy
Sports Psychology
Veterans and Their Families
Clinical Research Methods
Advanced Psychological Intervention Seminar/Specialized Treatments
Advanced Psychological Assessment Seminar

Ethics
Seminar in Ethics and Professional Problems (PSY 7931–2 credits) is required in the Spring of the First year, and covers legal, ethical, and professional responsibilities in psychological practice.

Note: Most of the clinical courses listed above (particularly the Assessment, Intervention, and Psychopathology courses) are typically closed to students who are not enrolled in the USF clinical psychology program.

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

YEAR I

Fall Semester			**Spring Semester**		
Regression and lab	PSY 6217	(4)	**Assessment Sequence*** **1) Psych Assessment** **2) Evidence Based Assessment**	CLP 7379 CLP 6438	(3) (3)
Psychopathology	CLP 6166	(3)	**Ethics & Professional Problems**	PSY 7931	(2)
Intro to Clinical Psych	CLP 6937	(3)			
Independent Research	PSY 6917	(2)	Multivariate Stats		(3)
Total Credits		12	Total Credits		11

* During the summer after the first year, students will be observing and co-facilitating clinical assessments at the

PSC as part of the Assessment sequence. Students can take courses (when available) and work on their master's thesis during the summer.

YEAR II

Fall Semester			**Spring Semester**		
Clinical Psych Interventions	CLP 7188	(3)	Psychometrics		(4)
Clinical Skills	PSY 6946	(3)			
DSK: Biological or Social or Cognitive		(3)	DSK: Biological or Social or Cognitive		(3)
Thesis**	PSY 6971	(2)	Thesis	PSY 6971	(2)
Clinical Practicum***	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Total Credits		12	Total Credits		10

** Students register for 6 total thesis hours, 2 of which are required during the semester when the Master's degree is granted.

***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 every supervision group that they attend in the clinic.

YEAR III

Fall Semester			**Spring Semester**		
Choice of remaining DSK courses		(3)	Choice of Methods		(3)
Choice of Clinical Specialization		(3)	Choice of Clinical Specialization		(3)
Thesis		(2)	Choice of Clinical Specialization		(3)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Total Credits		9	Total Credits		10

YEARS IV and beyond

Fall Semester			**Spring Semester**		
Dissertation****	PSY 7980	(2)	Dissertation	PSY 7980	(8)
Choice of remaining DSK courses		(3)			
Choice of Clinical Specialization		(3)			
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Total Credits		9	Total Credits		9

**** 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 Office of Graduate Studies rules). Students register for 12 total dissertation hours, 2 of which are required during the semester when the Ph.D. degree is granted.

III. Clinical Brown Bag

Attendance and Community Building: Students are expected to regularly attend scheduled Clinical Brown Bag meetings and those entering in 2014 and beyond are required to attend **the whole time they are in residence**. Sign-in sheets will be available at each meeting of the clinical brown bag series. You can also register for Brown Bag course credit, specifically by registering for *CLP 7379- Clinical Science Seminar* (1 credit).

Clinical Brown Bag Presentation Requirement: Students entering in 2014 and beyond are required to present their research or other professional work at the Clinical brown bag meetings at least once during their residence in the program. Co-presenters are allowed, such as a faculty member or another student co-presenter, provided the student conducts at least 20 minutes of the presentation. The presentation should include enough time for questions from the audience (e.g., in a 1 hour presentation, 40 min for formal talk and 20 minutes for Q&A). It is preferable that research presentations involve either 1) the proposal phase, to obtain feedback on the background and procedures or methods, or 2) the completed project, to obtain feedback on the results and write up. Presentations on evidence-based interventions or research-practice integration efforts are also welcome.

[*Students entering before 2014 can get one course credit toward a clinical seminar if they attend at least 30 hours of clinical brown bag meetings and present for the equivalent of one hour in a clinical brown bag meeting. To get this credit, the student must register for CLP 7379- Clinical Science Seminar by contacting Laura Pierce the semester they intend to complete the requirement. Grades are on a Pass/Fail basis*.]

IV. Faculty Mentor Requirements and Courtesy Faculty

If a student's major professor is not a full-time member of the Psychology Department, a co-major professor from the Department must be appointed. For clinical psychology students, if the major professor is outside of the area and department, a clinical faculty must serve as co-mentor.

Some outside faculty and mentors seek courtesy appointments from the department. The clinical psychology program's policy for approving courtesy appointments for outside professionals is that they must have no ethical complaints on their record, hold to clinical science values (engage in research, use evidence base in their work, and/or apply a scientific approach to clinical work), and have strong ties to our program and contribute in a substantive way to our mission. The latter can be met through supervising students in research or clinical work, providing consultation to faculty or students, or presenting your work at our brown bags and/or workshops that we hold to offer CEU credit to professionals on campus and the community. However, any formal research or clinical supervision of students requires clinical faculty approval and a clinical faculty co-mentor.

V. Research Requirements

Research in the Clinical program involves a process of inquiry, not just outcomes; and it is required that students fully engage in the research process and in their research labs beyond the stated required products below. It is also expected that students spend most of their time in the building or their labs to be able to benefit from the scholarly environment.

First year project: All first year students develop a first year project. Possible "products" of the project 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. **First year students are required to present a poster of their first year project at the department's End of the Year Celebration (end of Spring semester).**

Thesis. Students are required to obtain a formal master's degree in the program. Students register for PSY 6971 Thesis (6 thesis credits, 2 of which are required during the semester in which the master's degree is granted). Requirements for the Master's degree includes a successfully-defended thesis and a minimum of 30 credit hours taken (with B- or better for each course).

Dissertation. Students register for PSY 7980 Dissertation (12 dissertation credits, 2 of which are required during the semester in which the Ph.D. degree is granted). Requirements for the Clinical Psychology Ph.D. degree include a Master's degree, a successfully-defended dissertation, a minimum of 90 credit hours taken (with B- or better for each course), completion of all required coursework, and a one-year clinical internship. Individual concentrations may require more than 90 hours for accreditation.

Non-Clinical Thesis/Dissertation Chairs. Students who have a major advisor or thesis/dissertation chair from outside the clinical area must have a faculty co-chair in the clinical area.

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).

VI. Comprehensive Examination

Students can satisfy "comps" requirements through one of two options: exam option and major area paper option—see below.

Exam Option. 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. Each year, at least one of the questions will assess issues in research methods, and one other question will require that students integrate knowledge across at least two foundational areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to content area in clinical psychology. Thus, students are expected to gain knowledge in these domains and demonstrate competency by developing a passing comprehensive exam response. 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 Quant/Research Methods course remaining, (2) Three clinical specialization courses remaining, and (3) one DSK/breadth course remaining. You can sit for comps during the semester that you will complete the course requirements.

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 Office of Graduate Studies. 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. A minimum of three clinical faculty on the doctoral committee (including your major professor) must grant approval for this option. Your major professor should first contact the other 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. Once students complete the major area paper, they should submit it to the three clinical faculty members on their dissertation committee and arrange for a meeting during which they can defend the paper. Thus, students will have at least two meetings (a proposal meeting and a final defense meeting) regarding their major area 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. At least one section of the MAP should integrate knowledge across at least two foundational content areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to the topic area of the MAP. 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, involving 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 should evaluate the MAP beyond 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 the possibility that more than one post-proposal meeting will be needed to incorporate faculty

recommendations and complete the MAP.

VII. In-House Clinical Practicum: Psychological Services Center (PSC)

All students are required to train in the PSC across their 2nd to 5th years in the program.

During their first year in the program, students are typically trained on applied assessment skills within **Psychological Assessment** (CLP 6438) and **Grad Seminar in Clinical Psychology** (CLP 7379): Evidence Based Assessment, taken in the second semester of the first year. In addition, they will engage in limited supervised hands-on training with clients during the summer after their first year to prepare them for work with clients. Thus, students should expect to be around for most of the summer.

During the Fall of their second year (first year of training at the PSC), students will enroll in **Clinical Psychology Interventions** (CLP 7188) and **Practicum and Internship in Clin Psych** (PSY 6946): Clinical Skills for Psychological Intervention, taught by the director of the clinic (in addition to registering for one credit of clinical practicum with their direct clinical supervisor—see below). During this year, students will be required to complete 4 assessment cases and maintain an additional caseload of 3 therapy cases at a time. Second year students will receive their clinical training at the PSC (and in research labs if applicable) and not at externship/placement sites.

In years 3-5 in the program, a case-load of two clients is required, across assessment or therapy.

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. **Note that these sections are typically closed to students who are not enrolled in the USF clinical psychology program.** Clinical practicum hours (PSY 6946) from supervision groups are 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.

All students are required to carry malpractice insurance throughout their clinical training (http://www.apait.org), by the second semester of their first year. They need **not** be APA members to register for insurance through APAIT. A copy of malpractice verification should be submitted to the Psychological Services Center staff member each year.

VIII. External Placements/Externships

Starting in their 3rd year in the program, students can apply for external practica at approved placement sites, concurrently with the required case load at the PSC. Because of the importance of appropriate clinical training, a Clinical Placement Committee exists to monitor the paid and volunteer clinical activities of clinical graduate students. The committee is tasked with ensuring that all external placements/ externships are consistent with the program's philosophy, and to vet new positions offered to students (paid and unpaid clinical experiences). Paid clinical positions are referred to as placements and volunteer positions are referred to as externships. Each year, students receive information on placement policies and these are posted on the clinical website (Clinical Placements Policy and Procedures). Students should read this information carefully.

Students are required to discuss and get approval from their major professors before applying for unpaid externships (see Clinical Placement Application Approval form). Faculty mentors are asked to monitor the number of placements and hours of work students are applying to. Note that paid or unpaid clinical work associated with an outside faculty member's research project/grant (not the student's major professor) is considered an externship/placement vetted by the Clinical Placement Committee. Paid and unpaid research positions not involving direct clinical services (e.g., data analyst, position conducting literature reviews) do not fall under the purview of the Clinical Placement committee, although they do count toward the number of hours of work students are working across positions.

IX. Working Extra Hours

Complete adherence to this policy, including full reporting of all work hours, paid or unpaid, is expected of our students.
Students are discouraged from working more than a total of 24 hours per week across paid or unpaid positions, and require approval to do so. This includes paid and unpaid research, clinical, and teaching activities that are outside the student's primary laboratory (please note, for the purposes of this policy, a .50 FTE appointment is defined as 16 hours/week). Paid and unpaid research positions not involving direct clinical services (e.g., data analyst, position conducting literature reviews) are still reported as hours worked. For example, formal positions outside your primary mentor's laboratory such as clinical intake assessor, primary therapist (on a clinical trial), data analyst, or project director should be reported if takes you over 24 hours per week of total work. Therefore, all formal clinical and research positions (paid or unpaid) outside a student's primary laboratory are considered working hours as defined in the extra working hours policy below.

Exceptions: Extra hours within your research lab or associated with informal research collaborations across laboratories (e.g., data analysis and manuscript write-ups, co-investigators on a research project) do not require reporting. Also, engaging in support hours or extra activities at the PSC, up to 4 hours (e.g., PSC 4-hour externship), are exempted from this policy.

Requests to work above 24 hours (i.e., funding source + 8 hours of externship) will be denied by the faculty in the absence of very strong justification by the student. If students have strong justifications for working above 24 hours (paid and unpaid), students can submit an Extra Hours Request Form (see Clinical Placements Policy and Procedures on our program website). It is extremely important that students seek clinical faculty approval **prior** to accepting any positions above a 24 hour workload. Upon completion of this form, the following steps should be taken:

1. Meet with major professor to discuss the extra hour request and receive approval.
2. Email completed form with major advisor approval to the DCT (with major professor cc'ed).

The request will be evaluated by the faculty, and the major professor will have to attend and present the student's request during the next clinical faculty meeting for further discussion. The decision to approve such requests is made by the whole clinical faculty, not just the DCT or major professor, and is made based on the specific case of the student progress and training goals. As noted, these requests are rarely approved.

Note: See the Departmental Assistantships section of this handbook for the Psychology Department policy regarding number of work and paid hours per week. The clinical program does not have authority over this policy. Students can use the Extra Hours Request Form to first obtain approval from the clinical faculty and then to seek departmental approval for paid work over 20 hours per week.

X. Outside Work Requests

Students have to inform the clinical faculty regarding any work or appointment to which they intend to apply outside of the department or not sponsored by the area (i.e., not part of our externship/placement system), including during the summer. The faculty have vetted the supervisors and placement sites that are currently sponsored by the program, to ensure the best possible training of our students consistent with our clinical scientist values. When new opportunities come up for students, please submit information to the faculty for review before you apply for these or commit to them. You can do this in one of two ways:

(1) If students hear about potential paid placements, they should have the supervisor at the potential placement submit information to the placement committee. Specifically, if it's a new placement/externship site (not in our placement system), and the site directors are interested in recruiting students from our program, the prospective supervisor or site must complete the Placement Information form online (http://psychology.usf.edu/grad/clinical/job_placement.aspx). The placement committee will review and consult with the clinical faculty.

(2) If students are interested in working in a new site or appointment for which the placement information form is not relevant (e.g., summer camp, policy fellowship), please complete the Outside Work Request Form. The position will be reviewed by the clinical faculty and evaluated against program standards for clinical science training.

XI. 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 must propose their dissertation successfully by the end of the spring semester before applying for internship in the Fall. Additionally, students must pass comprehensive exams/MAP by the last day of the summer semester before they apply for internship. Exceptions to this policy are unlikely to be granted. Students should also coordinate with their major professor and provide a timeline of how they will get their dissertation data collection completed before the end of their internship. This timeline should be submitted with the dissertation proposal.

Students on internship are allowed to request that Laura Pierce submit a form to the Office of Graduate Studies who will enroll them for the CST 6920 Non-Credit Graduate Study Course (spring/summer/fall), which will allow them to be considered in student status 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. While you are not eligible for an in-school deferment unless you are enrolled at least half-time, you may be eligible for forbearance on your loan(s) while you are working at your internship (see website https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance). For more information, you should contact your loan servicer directly. Note that students cannot use the CST 6920 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.

XII. Clinical Timeline

Task	Aspirational Goal	Probation Deadline	Final Termination
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

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).

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).

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, or they can be placed on "progress watch" to monitor more closely (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 Office of Graduate Studies) 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.

XIII. Student Evaluation, Feedback, and Concerns

In addition to the information on Student Evaluation provided earlier in this Handbook (departmental policies), please note that the Clinical Faculty meet at the end of the fall semester to review overall student progress (with special focus on first year students) and meet again 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.

When concerns about a student are raised by faculty and supervisors, a remediation plan for the student is developed and discussed with the student. Explicit behavioral benchmarks are established. Students are provided timely and written feedback and are encouraged to discuss further with the DCT, major professor and faculty. As well, scaffolded support is provided by one or several faculty (e.g., extra meetings, consultation with different faculty, timelines). Finally, students have the option to discuss concerns with department faculty ombudspersons or initiate an official grievance process, as described in the Handbook above.

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.

XIV. Record Keeping

Student records are kept confidentially while the students are in residence. Upon graduation, student records are kept for a period of 10 years after graduation, although they may be kept longer if there is space. Syllabi are kept up to 5 years after graduation. Importantly, students are asked to keep personal copies of all syllabi from classes taken at USF and other pertinent records (e.g., evaluations, feedback letters). You may need these in the future (e.g., licensure application). We cannot guarantee that we will have the records past 10 years from now.

XV. Research, Teaching, and Clinical Ethics

In order to remain in the program, students must conduct themselves with behavior that is consistent with the standards of the profession of clinical psychology. Beyond any published ethical guidelines, students in Clinical Psychology are expected to demonstrate high levels of integrity (honesty and transparency) and caring toward clients, research participants, and students in courses. In particular, evidence of academic dishonesty, data tampering, negligence toward research subjects, students or clients, and exploitation of individuals will deem a student unsuited for a Ph.D. in Clinical Psychology at USF.

XVI. Electronic Communication Guidelines

The Council of University Directors of Clinical Psychology (CUDCP) has shared information with member programs concerning the potential implications of information clinical graduate students share in various electronic modalities, such as blogs, personal pages in sites such as Facebook, on personal web pages, emails, and recorded messages on voicemails. These electronic media can be fun, informative, and candid, at the same time that they might put the student and, by extension, the Program and/or the profession in a bad light. Furthermore, there are now a number of episodes in training programs and at universities where graduate students have been negatively affected by material on Webpages, emails, texts and voicemail messages. Examples of how these media have been accessed include, but are not limited to, internship programs and potential employers conducting web searches on applicants' names before inviting applicants for interviews; clients conducting web-based searches on trainees' names and finding information about therapists (and either declining to come to clinics based on what they find or trying to contact therapists on their personal pages); and legal authorities or journalists looking at websites for evidence of illegal activities or controversial exchanges.

Consequently, what might be seen as "private" self-disclosure reflecting a student's perception of him/herself among friends may actually be much more public of a disclosure than one expected. This includes blogs and personal pages on Facebook that may have been started before graduate school. Anything on the Web is potentially available to all who seek. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. Email and text messages are not secure mediums for communication of confidential information, and are, therefore, strongly discouraged as a means of conversing with your clients. It may also give a false impression of immediate and constant access to you. Although at times it may be convenient to use email or text for scheduling, just be aware that the client may not realize when

they are conveying confidential information that you would rather they not include in their email/text messages. Always speak to your supervisor about their preferences in this regard.

2. With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the USF email system are considered public records. Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums.
3. With social networking sites such as Facebook, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering "friend" requests and consider the boundary implications. For example, it is not advisable to become virtual "friends" with clients or former clients or undergraduates for whom you have supervisory or evaluative responsibilities.
4. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.
5. Be mindful of voicemail greetings or email signatures to make sure that they reflect a maturity and professionalism that you would want to portray to the public.

It is not the intention of the USF clinical psychology program to interfere in your personal life or to limit your ability to enjoy the benefits of online activities, express your personality or opinions, or have a little fun. As with off-line activity, we encourage you to be mindful of the implications and make efforts to protect your professional image and reputation. Trainees are reminded that, if you identify yourself as a graduate student in the program, then the program has an interest in how you portray yourself and the program. The program does not monitor students' presences online, with the exception of any university-based webpages; however, if evidence of unethical practices are conveyed to program faculty (e.g., revealing potentially confidential information online or over email), the information may be used by the program to determine probation or even retention. As a preventive measure, students (and faculty) should approach online blogs and websites that include personal information carefully.

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 academic 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 (EXP 6608), Physiological Psychology (PSB 6056), or Social Psychology (SOP 6266). 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 (PSY 6217) and ANOVA/Research Design and Analysis (PSY 6217). 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. 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, statistics, 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 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. [Note that, if the topic of the dissertation changes following the comps process, the Ph.D. committee may be revised.] 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. This process can be accomplished through electronic communication or in a meeting of the committee. 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 Canvas under Courses and Groups within the CNS Psychology Graduate Students organization site (ORG 00681). 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, but other schedules are permissible. 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 a minimum of 2 committee members grades each question. 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 4th year in time to apply for and be admitted to doctoral candidacy. Students who do not pass this exam by the spring of their 4th year will be placed on probation; those not passing by the fall of their 5th 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*. 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 advisor 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 Canvas under Courses and Groups within the CNS Psychology Graduate Students organization site (ORG 00681). Students are required to submit electronic copies of their approved 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. Although it is not required, ideally this paper will be submitted to a journal to be reviewed in the usual manner. Students should pass the major area paper no later than the fall of their 4th 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 4th year will be placed on probation; those not getting it approved by the fall of their 5th year will be dismissed.

CNS Brown Bags

The CNS area holds regular brown bag research presentations, typically Fridays at 1:15. The purpose of brown bags is for members of the area (and department) to learn about current research being conducted by CNS graduate students and faculty. It is also an opportunity for graduate students to hone their professional and intellectual skills. All CNS graduate students are required to attend brown bags and, following their first year, present annually.

Checklist of Forms for CNS Graduate Students

See http://psychology.usf.edu/policies/students/ for links to these and other forms and policies. Take note of emails from Laura Pierce and the CNS Area Director regarding the timing of these forms and various departmental and grad studies processes.

Transfer of Credit and Course Waivers
- Graduate Transfer Courses (Office of Graduate Studies website)
- Course Waiver Form

Courses
- Minor Form
- Tools of Research Form

Master's Thesis
- Master's Thesis Committee Form (department)
- New Master's Thesis/Dissertation Committee Form (College)
- Changes to Committee forms (department and college)
- Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours
- Graduate Application for Degree and Graduation Survey (through OASIS – note that this is required only if a student wishes to obtain the optional master's degree)
- Thesis Defense Announcement

Successful Defense form (Master's Thesis)
Certificate of Approval Form for Theses and Dissertation, and
ProQuest/UMI Agreement form (Office of Graduate Studies 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
Certification that the CNS Comprehensive Exam/Major Area Paper Has Been Passed Form

Dissertation

Dissertation Committee Form (department)
New Master's Thesis/Dissertation Committee Forms (college)
Changes to Committee forms (department and college)
Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours
Request for Dissertation Defense, Announcement, and Successful Defense forms
Graduate Application for Degree and Graduation Survey (through OASIS)
Certificate of Approval Form for Theses and Dissertation,
ProQuest/UMI Agreement form, and SED Survey (Office of Graduate Studies final manuscript submission website)

Recommended Curriculum for CNS Students

Year	Fall	Spring	Summer
1	<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 <u>Courses</u> ANOVA/Regression Core: Physio or Social Seminar 1 or Core 2 Intro to CNS <u>Placements</u> Teaching or research assistantship	<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 <u>Courses</u> ANOVA Cognitive or Seminar Seminar 2 Intro to CNS <u>Placements</u> Teaching or research assistantship	<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 <u>Courses</u> Advanced methods course and others if possible <u>Placements</u> Teaching or research assistantship
2	<u>Research</u> Prepare and defend thesis proposal, conduct pilot work, attend + participate in brown bags, attend dept colloquia <u>Courses</u>	<u>Research</u> Conduct thesis study, attend + participate in brown bags, attend dept colloquia <u>Courses</u> Advanced Methods 2	<u>Research</u> Complete thesis research + analyze data <u>Courses</u> Advanced methods course and others if possible

	Advanced Methods 1 Seminar 3 Core 2 if needed <u>Placements</u> Teaching or research assistantship	Seminar 4 Seminar 5 <u>Placements</u> Teaching or research assistantship	<u>Placements</u> Teaching or research assistantship
3	<u>Research</u> Defend thesis, attend + participate in brown bags, attend dept colloquia <u>Courses</u> Advanced Methods 3 Seminar 6 <u>Placements</u> Teaching, research, or applied assistantship	<u>Research</u> Prepare thesis for publication, attend + participate in brown bags, attend dept colloquia 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>Comps/MAP & Research</u> Begin reading (or preparing MAP); conduct pilot dissertation research <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>	<u>Research</u> Defend dissertation, prepare dissertation for publication, attend + participate in brown bags, attend dept colloquia <u>Placements</u>	<u>Research</u> Prepare manuscript for publication

	Teaching or research assistantship <u>Jobs and Post Docs</u> Apply for jobs or post docs	Teaching or research assistantship	

<u>Milestones for the Doctorate</u>

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 will have low priority for departmental assistantships. The Area Director, in consultation with the 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, barring extraordinary circumstances.

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

<u>Milestone</u>	<u>Goal</u>	<u>Deadline To Avoid Probation</u>	<u>Final Termination Deadline</u>
Propose MA thesis	Fall, 2nd year	Fall, 3rd year	Fall, 4th year
Defend MA thesis	Fall, 3rd year	Fall, 4th year	Spring, 4th year
Pass comps/MAP	Fall, 4th year	Spring, 4th year	Fall, 5th year
Doctoral candidacy admission	Fall, 4th year	Spring, 4th year	Fall, 5th year
Propose dissertation	Spring, 4th year	Spring, 5th year	Spring, 6th year
Defend dissertation	Spring, 5th year	Spring, 6th year	Spring, 7th year

Students who enter with a master's degree from another program and whose thesis was approved by the department 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 Office of Graduate Studies for a leave of absence. Required deadlines will be adjusted accordingly. Under rare circumstances, the Office of Graduate Studies may approve one Time Limit Extension (see LOA and TLE section earlier in this handbook).

What follows is an overview of area, department, and Office of Graduate Studies dates related to the master's thesis, comps/MAP, and dissertation for students entering with only a bachelor's degree. Note that the Office of Graduate Studies dates are subject to change. Thus, this table is for planning purposes only.

Thesis, Comps, and Dissertation Dates

	Tasks	**Goals**	**Specific Goals Given Fall 2017 Admission**
M.A. Degree Dates	Submit Master's Thesis Committee Forms	End of first year	Spring/Summer 2018
	Propose Master's Thesis	End of Fall Semester, 2nd Year	December 2018
	Take Thesis Hours	Semester before Defense	Spring 2019
	Attend ETD Workshop	Semester before Defense	Spring 2019

	Take ≥2 Thesis Hours	Semester Thesis is Submitted to Grad School	Fall 2019
	Submit Defense Announcement to Laura Pierce and Defend Master's Thesis	End of Fall Semester, 3rd Year	Fall 2019
	ETD Registration	By 4th week in 3rd year	Fall 2019
	Apply for Degree and Graduation Survey; email CAS Graduate Area to change to Master's degree prior to submitting	By 4th week in 3rd year	Fall 2019
	Submit Thesis Successful Defense form to Laura Pierce and the Certificate of Approval Form to Grad Studies	By 12th Week in 3rd Year	Fall 2019
	Submit ETD to ProQuest	12th Week in 3rd Year	Fall 2019
	[Take ≥2 Thesis Hours if Graduation is in Semester Following Thesis Submission]		
Comps/ MAP	Submit Dissertation Committee Forms	Beginning of 3rd Year	August 2019
	Prepare Comps Readings/MAP Plan	Beginning of 3rd Year	Fall 2019
	Defend Plan and Submit Comps/MAP Plan Approval Form	End of 3rd Year	Spring 2020
	Take ≥2 credits the Semester you Take Comps/Defend MAP		
	Pass Comps/MAP	End of Fall Semester, 4th Year	December 2020
Dissertation Deadlines	Submit Comps/MAP Final Approval Form	Beginning of 4th Year	Fall 2020
	File for Admission to Candidacy	End of Fall Semester, 4th Year	December 2020
	Take ≥2 credits the Semester You Apply for Admission to Candidacy and Take ≥2 credits the Semester After You Apply for Admission to Candidacy		
	Propose Dissertation	End of 4th Year	Spring 2021
	Take Dissertation Hours	Beginning of 5th Year	Fall 2021
	Attend ETD Workshop	Beginning of 5th Year	Fall 2021
	Take Dissertation Hours	Spring of 5th Year	Spring 2022
	Apply for Degree and Graduation Survey	Before 4th Week in Final Semester	Spring 2022
	Submit Format Check to Grad Studies	Before 4th Week in Final Semester	Spring 2022
	ETD Registration	Before 4th Week in Final Semester	Spring 2022

	Defend Dissertation	Before 14th Week of Spring Semester, 5th year	Spring 2022
	Submit Required Forms to Office of Graduate Studies	By 14th Week of Spring Semester, 5th year	Spring 2022
	Submit ETD to ProQuest	By 14th Week of Spring Semester, 5th year	Spring 2022
	[If You Graduate the Semester Following Dissertation Submission, Take ≥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
  Tiina Ojanen – social development during early and late adolescence and emerging adulthood
  http://psychology.usf.edu/faculty/tojanen/
  Judy Bryant – language development, language socialization
  http://psychology.usf.edu/faculty/jbryant/
  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
  Marina Bornovalova, Mark Goldman, Marc Karver, Vicky Phares, Kevin Thompson

- Faculty in other departments who conduct research on children, youth, or aging include
  Psychological and Social Foundations of Education faculty
  http://www.coedu.usf.edu/main/departments/psf/psf.html
  Sarah Kiefer, Darlene DeMarie, Lisa Lopez
- Communication Sciences and Disorders faculty
  http://csd.cbcs.usf.edu/
  Maria Brea-Spahn, Ruth Bahr, Michael Barker, Theresa Chisolm, Joseph Walton
- Child and Family Studies faculty
  http://cfs.cbcs.usf.edu/
- Aging Studies faculty
  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

Students will take two Communication Sciences and Disorders core courses: Critical Analysis of Literature in Communication Sciences & Disorders and Critical Synthesis of Literature in Communication Sciences & Disorders. These courses will comprise the minor and help fulfill the seminar requirement.

C. Methodology, Instrumentation, and Tools of Research

The basic research methods sequence required of all students in the CNS Program and Directed Research. 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. Two of these six courses may simultaneously fulfill requirements in section B. (Some courses may be waived for students entering with a recent master's or doctoral degree in Speech-Language Pathology or Audiology.)

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

Our program is a rigorous training experience intended to provide students with sound research skills and expertise in quantitative methods. We prepare students for university faculty positions as well as research-oriented positions in government and industry. Research skills are emphasized as the essential foundation for both academic and applied careers. This includes conducting research studies, presenting papers at conferences, writing journal articles, teaching, making presentations, and internships. Research is an integral part of the program, and students are expected to be involved in research by completing a master's thesis and a 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 the I-O content core sequence (Personnel and Organizational Psychology). 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 9-hour course load each semester.

In the second year, the student will begin to take more specialized courses in the I-O field, and 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. Once course requirements are completed (or the majority thereof), the student should complete comprehensive exams.

Typically, the **fourth year** will be devoted to completing any remaining requirements (e.g., comprehensive exams, an additional graduate seminar) and beginning the doctoral dissertation. During the fourth year, the student may complete an internship. 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 offers a specialization in occupational health psychology (OHP). This is an interdisciplinary curriculum consisting of at least two seminars from Psychology (Occupational Health Psychology (required) and either Work-Family or Stress and Coping) and an extended 5-course minor from Public Health (e.g., Environmental and Occupational Health, Industrial Ergonomics, Safety and Health Administration, Social/Behavioral Science Applied to Health, Categorical Data Analysis, and Longitudinal Data Analysis). 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. OHP students are required to take one OHP topic as part of their comprehensive examination.

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. 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/eoa/) 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) for further clarification of what academic dishonesty entails.

Procedures for Discussing and Reporting Unprofessional Conduct

The department has a couple of 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 ombudspersons. 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. 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 USF 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

The NetID is your computer user identification 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 by the entire University system through MyUSF (https://my.usf.edu/), such as:

- Canvas online courseware
- Student email accounts with Google Apps for Education
- Computers in your faculty's lab and in classrooms
- Computer labs on multiple locations around campus, including PSY Grad Lab (PCD 4116) and the PCD 2nd floor computer labs.
- USF Library online services, like journals (http://www.lib.usf.edu/)
- Wireless Access (http://www.usf.edu/it/class-prep/wireless.aspx)
- USF Computer Store purchasing and special discounts
- Free software downloads and USF Application Gateway (http://www.usf.edu/it/class-prep/downloads.aspx)
- Parking and Transportation Services (Tampa)

To Activate Your NetID

1. Go to https://netid.usf.edu
2. Click on the link which says 'Activate your USF NetID'
3. Enter the following in the fields provided:
   a. Your First and Last Names
   b. USF ID # (Your USF ID# looks similar to U12345678)
   c. Enter your Birthday (month and day)
   d. Enter your last 4 digits of your SSN
4. Click on 'Activate NetID'
5. Read the USF Computer and Network Access Agreement; click on 'I agree'
6. Select a Net ID from the drop down menu. The NetID you select will be used as the prefix for your email address, so please choose carefully. (For example: NetID= rockybull Email= rockybull@usf.edu)

7. Click on 'Select this Net ID for Activation'
8. Follow the on-screen instructions to set your secret question and opt in/out of USF Emergency Notification System and click 'Submit'.
9. Create your password. Note: Passwords must contain both letters and numbers but no dictionary words and must be at least eight (8) characters long.
10. Click on 'Submit your new USF NetID password'
11. You will then be presented with an Accounts Summary page that you may want to print for future reference.
12. Click on 'Return to Main Menu' to manage other items using your NetID.
13. Once you have completed all activities, please click on 'Logoff' to end your session.
14. Close your browser.

Your FOREST account, which is tied to your NetID and NetID password, will give you access to the P Drive on the network. This is the location of the faculty lab folders and the Public folder, which holds department information. Shaine Blanco can request P drive access for 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.

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.

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 athttp://www.research.usf.edu/dric/. Also, consult the ethical principles set forth by the American Psychological Association (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 online. 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" or "no hair braids" for psychophysiological studies, 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. Also, while Sona allows researchers to email all participants eligible for their study, use of this email feature is not allowed within our Participant Pool procedures for the purposes of general advertising and recruiting. 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, male smokers, diabetics) and may need to post notices, make announcements, or send emails to prompt potential participants to sign up on Sona. To request permission to post flyers, send emails, or make classroom announcements for a Sona study, please contact the chairperson of the Participant Pool Committee (The Sona administrator can provide contact information). Researchers can look up in Sona how many people in the pool qualify for

their study and should provide this information to the Participant Pool Committee Chair to justify their request. Be aware that any posted advertisements, emails, 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 matched 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 – prescreening questions used should be approved by the IRB in the researcher's protocol. 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. Prescreening questions cannot be added, modified, or deleted once the participant pool opens for a 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, 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. Mass Testing questions cannot be added, modified, or deleted once the participant pool opens for a 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 based on time spent participating. They receive one (1.0) 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, but in most cases, deviation from this point structure will not be allowed.) If a student decides, after showing up for the study and 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 in-lab 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 ensure 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.

Professor Charles D. and Carol Spielberger Endowed Fund Award: This award is given annually to a graduate psychology student(s) studying the relevance of planned or on-going research in the priority fields of study, which are Emotions, Personality, and Clinical and Health Psychology. It will be used to provide summer funding for incoming graduate students. This award will be given to an incoming clinical psychology student who plans to study in the priority fields of study, which are Emotions, Personality, and Clinical and Health Psychology.

Walvoord Verizon Wireless Work-Family Research Endowment in Honor of Dr. Tammy D. Allen: In cooperation with Verizon Wireless, a USF alum has established a research endowment to support work-family research conducted by USF psychology graduate students. The endowment is awarded annually and honors Dr. Tammy Allen for her dedication to mentoring graduate students. The purpose of the award is two-fold: 1) Facilitate work-family research by underwriting the cost of research materials, and 2) Encourage research that results in manuscript submission to an appropriate peer-reviewed research journal.

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.

Stephanie and Adele Gilbert Award for Research on Women: This annual award is given to a psychology graduate student who completes a thesis or doctoral dissertation relevant to women's issues. Graduate students from all areas of psychology are eligible to apply. Information on the criteria for selection and the application procedures will be promulgated vi**a 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

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 Edelyn Verona, Director of Clinical Training.

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**.**

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 Office of Graduate Studies Doctoral Dissertation Completion Fellowship: This fellowship is intended for students in their last year who need support to complete the last part of their projects, write and graduate, and is only applicable to students who 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 Office of Graduate Studies 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) who 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. Students 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

The travel section on the Psychology Department's Policies & Procedures website (http://psychology.usf.edu/policies/travel/) describes the correct procedures for travel authorization, reimbursement, and links to appropriate forms.

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 and http://psychology.usf.edu/policies/forms/CPGP%20Application%20Form.xlsx. 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) 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 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 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 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 Pre-doctoral and Dissertation Fellowships for Underrepresented Minorities program awards fellowships to members of minority groups. Each pre-doctoral 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/pga/fellowships/.

The Spencer Foundation's Dissertation Fellowship Program supports dissertation research. Applicants need not be US citizens. See 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/.

Sponsored Research: The Division of Sponsored Research knows of other funding programs for which graduate students may be eligible. See 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 (CTS), see http://www.usf.edu/it/class-prep/ctcontact.aspx.

Software

Standard software is available on all USF networked computers. Specialized software and advanced computing resources are also available through Research Computing, see http://www.rc.usf.edu/. 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, use the room reservation request form online, see http://psychology.usf.edu/forms/RoomReservation.aspx.

Departmental Theses and Dissertations

The main USF library houses thesis and dissertation documents either in hard copy or electronically. The Scholar Commons website http://scholarcommons.usf.edu/etd/ is where you may search or browse a collection of completed and approved graduate works collected through the Office of Graduate Studies. The department has an electronic collection of scanned works of past graduates from 1973 available on a secured drive, please contact Laura Pierce for availability.

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

Regardless of type of departmental assistantship and specific assignment, students 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 exceed 20 hours per week 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 may result in disciplinary action.

The department discourages students from working more than 20 hours per week (.50 FTE). This is consistent with existing USF policy (http://www.grad.usf.edu/policies.php). As mentioned in this policy, assignments exceeding 20 hours per week (single or combined multiple appointments) require approval from the Office of Graduate Studies, and sometimes these requests are denied.

Thus, to protect time for graduate student research, maintain the fair distribution of department resources for as many graduate students as possible, and make certain that our undergraduate students receive the quality education they deserve, the Psychology Department implemented the following policy and procedures in fall of 2014:

- The Psychology Department will not approve assignments involving more than 29 hours per week (.73 FTE).

- Students seeking to work more than 20 hours by obtaining an assignment *outside the USF system* must complete any area-specific application forms and submit a request in writing to their Area Director, explaining how the additional work will affect their progress toward degree and benefit their graduate study and future employment. The student may accept the assignment if approved by the Area Director.

- Students seeking to work more than 20 hours outside of Psychology, but *within the USF system*, must (1) complete any area-specific application forms and submit a request in writing to their Area Director, explaining how the additional work will affect their progress toward degree and benefit their graduate study and future employment. If the Area Director approves the request, the student must (2) have the supervisor for the additional hours send a letter of request, with justification for an appointment, to the Associate Chair of Psychology, Stephen Stark. The letter should provide justification for the assignment. (3) The Associate Chair will forward the letter to the Office of Graduate Studies for review and notify the student of the decision.

Conflict of Interest/Outside Activity Reports: Students who are employed as graduate or teaching assistants can now file Conflict of Interest/Outside Activity Reports through the eDisclose system. This program is available through the person's MyUSF account via https://my.usf.edu, and replaces the paper

form that has been effect. The request for approval will be forwarded to the student's supervisor as listed in GEMS. Graduate/Teaching Assistants are obligated to file these reports if they receive funding as employees of the university; the requests are subject to approval before the activity can be engaged in. This obligation is required by USF System Policy 0-027 and is codified in Article 7 of the USF/UFF-GAU Collective Bargaining Agreement. When reviewing such requests, a balancing act is required to sort out what may be very real financial needs by the person versus their being overloaded with outside activities that it interferes with their progress toward a degree. Ultimately, these requests must be addressed on a case-by-case basis, but should be handled in as fair and equitable a manner as possible. As clarification, activities engaged in by students within the university (e.g., student committee memberships, student government service, etc.) do NOT require outside activity reports. This does not replace any internal forms required for approval of any additional assignments/work hours. You must get approval from your area and the department first.

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. According to the SACS Degree Guidelines for which an Instructor is qualified to teach as the instructor of record, a graduate teaching assistant is eligible to teach an undergraduate-level course if the student has a Master's degree conferred in the teaching discipline or 18 graduate semester hours in the teaching discipline. Instructors will be required to complete and submit to Laura Pierce a Certification of Teaching Credentials Form (CTC form v 2 7_2013.pdf) and an updated vita. For online courses that have at least 80 students, course instructors can request TA support for the class. A request has to be made to the College of Arts and Sciences each semester in order to receive online TA support. Each semester an online form is provided to request TA support that will need to be completed by the instructor. When these forms are available they will be distributed. The course instructor will be required to fill in the information for sections 3–7 of the form and then forward back to Jennifer Briggs for the Chair's signature. An example of previous forms can be provided for guidance. All Online instructors are required to take the OIC (Online Instructors Course) prior to any TA support being approved. Course information is located here: http://www.usf.edu/innovative-education/ofd/online-faculty/get-certified.aspx and course registration is located here: http://www.usf.edu/innovative-education/ofd/online-faculty/online-workshops.aspx.

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 or 160 on the spoken portion of the TOEIC test administered by ETS.

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 Office of Graduate Studies' Graduate Assistant Policies and Guidelines Handbook is available at http://www.grad.usf.edu/GA_Handbook.php. 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. Students will be emailed to go to the Business Manager's office to submit their final class schedule and sign the Tuition Payment Application form. 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 (according to their website http://usfweb2.usf.edu/finaid/other/satisfactory_progress.aspx), the maximum limit for graduate students is set by degree level, not degree program. Credits attempted at any school prior to and while enrolled at USF regardless of whether you received financial aid at the time you attempted them will be counted in the maximum hour limit. You must earn your graduate degree within the maximum hours listed below (http://www.usf.edu/financial-aid/sap/sap-grad-requirements.aspx):

◦MA/MS/MEd - 70 attempted hours
◦EdS - 115 attempted hours (includes hours at the MA/MS/MEd level)
◦PhD/EdD - 135 attempted hours (includes hours at the MA/MS and/or EdS levels)
◦No longer eligible – Once you have attempted the maximum credits for your graduate degree, you are no longer eligible for financial aid (including federal student loans).
◦No extended eligibility for changing programs - There is no additional eligibility for changing graduate programs at the same degree level (masters, doctorate). All attempted credits from all graduate programs count against the limit.
◦No extended eligibility for a 2nd graduate degree at the same level - If you have earned one graduate degree, there is no additional eligibility for a 2nd graduate degree at that degree level.

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). 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.

LAST TASKS TO DO BEFORE LEAVING USF

Before you leave USF after you have received your doctorate degree or moving on to the next phase of your career, please do these last tasks as follows. Update your new address and contact information with the Post Office, journal subscriptions, as well in OASIS, GEMS (also sign up for electronic W-2), and with Laura Pierce. Please also email Laura Pierce at lpierce@usf.edu with your Postdoc/Initial Employer and position title, as well as a copy of your final dissertation and updated vita files. Drop all university keys off at the Key Shop. Clear out your department mailbox. Instructors should bring old students' papers to the shredder bin on the fourth floor (PCD4118J), and make arrangements for storage of any exams/grades that must be kept for one year. Check your student account to pay any remaining fees or fines (e.g., transcript, library). Clear any open research advances and participant compensation purchases with Sheri Addy or Michelle Jahn.

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: Sandra Schneider, Ph.D.
Director of Clinical Psychology Training: Edelyn Verona, Ph.D.
Cognition, Neuroscience, and Social Psychology Program Area Director: Joseph Vandello, Ph.D.
Industrial-Organizational Psychology Program Area Director: Tammy Allen, 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