Department of Psychology

GRADUATE STUDENT HANDBOOK
for
Ph.D. DOCTORAL PROGRAM
with Master of Arts Along the Way

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WELCOME TO THE DEPARTMENT OF PSYCHOLOGY

LETTER FROM THE DEPARTMENT CHAIR, DR. STEPHEN STARK

Dear Colleagues,

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

Over 40 years ago, the department started with just a few faculty members. Since then, we have grown to include about 46 faculty members in the three Concentrations 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 100 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. 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 concentration that you have joined. However, we hope that you take initiative to actively interact with those faculty and students outside of your concentration. 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 (sestark@usf.edu). I hope your educational experience here will be an inspiring and enriching one.

Stephen Stark, 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 cannons of ethics of the discipline and profession of psychology. The Department of Psychology values and promotes diversity of its members and students.

The Department of Psychology is a multi-campus academic unit, with faculty on all three campuses of the University of South Florida. The Department recognizes the principles of equity of assignment, resources, and opportunities of faculty across a multi-campus university.

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. ***If there are any discrepancies between the two, the requirements in the University Graduate Catalog must be fulfilled.***
Psychology, M.A. (Along the Way) https://usf.edu/grad-catalog-psychology-ma,
Psychology, Ph.D. https://usf.edu/grad-catalog-psychology-phd,
USF Graduate Catalog https://catalog.usf.edu/index.php?catoid=12,
Course Descriptions https://catalog.usf.edu/content.php?catoid=12&navoid=1380

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 and regularly monitor USF email accounts to facilitate this process.

Department Web Page

The Psychology Department's web page (https://www.usf.edu/arts-sciences/departments/psychology/index.aspx) 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 (https://www.usf.edu/arts-sciences/departments/psychology/people/staff.aspx) that lists who does what.

USF Email Account and Box Lab Folders

All students must obtain a USF email account. To setup your email account and activate your NetID (your user ID for USF), please visit: https://www.usf.edu/it/documentation/netid.aspx and follow the provided instructions. With your NetID, you will have access to **MyUSF** at https://www.usf.edu/it/class-prep/myusf.aspx. MyUSF is the portal to all of your technology needs including Canvas, OASIS, your email account, and GEMS. All students will be assigned an official USF Office 365 (@usf.edu) email address which is used by Canvas for all course correspondence. It is also used for official USF announcements, so check it regularly. USF provides the Office 365 service suite for students. An active Office 365 account is required to sign up for Office 365 services including Outlook, Teams, OneDrive, OneDrive, etc.

Multi-Factor Authentication (MFA) https://www.usf.edu/it/documentation/office365/multifactor.aspx is an additional layer of security required when logging into a website. A single MFA is used for email, Office 365, and GEMS services; Teams, Outlook, Email, and OneDrive included.

The **Online Access Student Information System (called OASIS)** is the online access to your personal student information. You can view grades, tuition, fees, dates, and deadlines. In addition, OASIS is where you register for courses, and pay tuition and fees via bank card or electronic check. OASIS is where you will use Schedule Planner to find which courses are offered in the semester, access your student record, financial aid award, and account information, class schedule, update your address, and

other functions. Review OASIS registration status for holds, etc. that can hold up registration.

Canvas is a single sign-on portal that enables you to complete class assignments, read course documents, post discussions, communicate with classmates, and check class email. Virtually all professors use this site to communicate noteworthy information to their students.

Before you begin using the USF network, **your laptop or computer must be registered**. Once registered you are free to surf the USF network. The following items are needed: a valid USF email address, computer's network adapter address (also known as physical address or mac address), a non-USF email address, and a valid phone number. For any university technology questions or concerns, contact the Information Technology Help Desk at (813) 974-1222 or https://www.usf.edu/it/.

Your **FOREST domain account** will allow you to access USF computers, your 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 graduate students may not use computers on the FOREST domain, such as those working at Moffitt. Shaine Blanco (smblanco@usf.edu) can request department network storage access for your FOREST account from Information Technology.

Log in to **Box (**https://usf.account.box.com/login) using your USF email address to create your account if you do not already have one; this will create your new personal folder where your files will be stored. Check out our FAQ's, how-to videos, Box Drive downloads, and Box security information on our Box Info site: http://usf.edu/boxinfo. Use the self-help and training materials on Box Community https://community.box.com/t5/Box-Community/ct-p/English. Data owners, researchers, and PIs are responsible for overseeing, granting, and revoking their team members' Box folder access.

To access online meetings, download **Microsoft Teams** on your desktop, phone (IOS or Android), or iPad by going to: http://teams.microsoft.com/downloads. You can also use Teams in most modern web-browsers by going to: http://teams.microsoft.com and logging in with your NetID and password.

You will need to create a **DocuSign account** to access and send PDF documents for electronic signatures. See the DocuSign web page at http://docusign.com for details. Instructions can be found at https://www.usf.edu/arts-sciences/departments/psychology/documents/docusign.pdf.

USF has an **employee self-service on-line system called GEMS** powered through PeopleSoft. Instructions for viewing your pay, direct deposit, deductions, change of address, W-4 information, and other GEMS features are available on the Human Resources website at http://www.usf.edu/hr/quick-links/new-employees.aspx. The GEMS Self Service Overview tutorial is at this website http://cmsfs.forest.usf.edu/human-resources/onlinetrng/hrprocess/gems-self-service/index.html. If your mailing address or banking institution changes at any time during your graduate career, please submit a change of address and an updated W-4 Form or an updated Direct Deposit through the online GEMS Self-Service system or go to Payroll.

The Psychology Department is located in the **Psychology/Communication Disorders building (PCD)**. We are located on Laurel Street, east of Magnolia and east of the Moffitt Cancer Center. Our physical address is 3711 USF Citrus Drive, Tampa, FL 33620. Our **mailing address is Department of Psychology, mail code PCD4118G, University of South Florida, Tampa, FL 33620**. For your use, you will have an **assigned mailbox** in the mailroom PCD4118G; please check this frequently. There is an **open use computer lab** for the department's graduate students in PCD 4144A. 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://secure.cas.usf.edu/depts/psy/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.

Departmental Listservs

The most critical departmental listserv for Ph.D. graduate students is named **PSYPHDGrads**. All Ph.D. students are required to subscribe to it and may not unsubscribe. The listserv disseminates announcements and shares 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 PSYPHDGRADS Listserv.

The second critical departmental listserv is the one for your Ph.D. concentration:

- CLPsych Listserv
- CNSPsych Listserv
- IOPsych Listserv

All students and faculty within the concentration are required to subscribe to the concentration listserv and may not unsubscribe. If the computer you use is off-campus, you may need to first install the **USF VPN** (https://www.usf.edu/it/documentation/virtual-private-network.aspx) and connect to it when subscribing/logging into your listserv account. You can disconnect any time after.

An optional listserv is named **PSYJobs**. The listserv distributes job announcements and position advertisements. The listserv is moderated for subscription and content. You may subscribe and unsubscribe through http://listserv.admin.usf.edu/archives/psyjobs.html.

PSYCHOLOGY STUDENT DIVERSITY COMMITTEE

The Student Diversity Committee of the USF Department of Psychology is devoted to cultivating a welcoming, inclusive, and equitable academic environment in our community. The committee seeks to provide a collaborative space for students and faculty to enhance diversity representation in our department's research, teaching, and mentorship. The committee is committed to upholding our values of safety, wellbeing, and success for all members of our community.

If you are interested in joining, collaborating with, or contacting the Psychology Student Diversity Committee, please email **psychdiversity@usf.edu**. **Subscribe** to the **PSYDIVERSITY listserv** to receive announcements from the Psychology Student Diversity Committee.

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 https://www.apa.org/apags/about/index.

gradPSYCH is the magazine of the American Psychological Association of Graduate Students (APAGS) and is published quarterly in 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

Residency refers to whether you are an in-state Florida resident or an out-of-state resident (rules for determining residency are detailed in Florida state statute Section 1009.21). This classification is important since it determines your tuition rate. **Note that living in or attending school in Florida will not, in itself, establish legal residence for tuition purposes**.

When you apply to the university, your initial residency classification is determined by the Office of Admissions based on information you provide with your application. If we don't receive enough information to determine your residency, you will be classified as a non-Florida resident for tuition purposes. It's very important to respond to requests for information about your residency as soon as possible.

You have until the last day of classes in your first term to request a re-evaluation of your initial residency status by providing sufficient documentation. However, if your residency status is listed as non-Florida at the time that classes begin, you will be assessed out-of-state tuition charges.

Once you have completed your first term at USF, you can request a reclassification of your residency status from the Office of the Registrar.

Florida statute requires the claimant to be a U.S. citizen, permanent resident alien (hold a green card), or legal alien granted indefinite stay by the Immigration and Naturalization Service to claim in-state residency. Students and claimants who are Non-U.S. Citizens are required to submit documentation to verify permanent resident or visa status IN ADDITION to documentation required for in-state status. The claimant must have established and maintained a legal Florida residence for at least 12 months prior to the first day of classes for the semester for which in-state status is sought. *In other words, if a student is applying for the Fall term, the documents submitted to complete the Florida residency review **must** be issued at least one year prior to the Fall term's start date.*

In-state status is only for those residents who reside in the state permanently with established legal domicile in Florida. Permanent Florida residency is demonstrated by the absence of ties to any other state and establishment of a bona fide domicile in Florida. An out-of-state permanent address on pertinent records can result in an out-of-state classification as it indicates established ties to another state.

Students may qualify for Florida residency status through dependence, independence, or an exception that is listed on the website.

For residency purposes a student is considered:

- **DEPENDENT** if under the age of 24 and not a graduate student;
- **INDEPENDENT** if age 24 or older OR a graduate student OR under the age of 24 and can claim independence by the proof of a marriage license, proof of a dependent, or proof of financial independence.

Information relevant to incoming non-resident students:
All current and incoming non-resident (including international) graduate students 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 if they retain a 0.25 FTE assistantship appointment. Students with at least 0.25 FTE assistantship appointments (Research Assistants, Teaching Assistants, and other Graduate 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 (https://www.usf.edu/admissions/graduate/admission-information/residency-information.aspx), and all sections of the Registrar's residency websites (https://www.usf.edu/registrar/services/residency/). We suggest that you acquire as many of the acceptable required documents as possible in case 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 submit the Voter's Registration form on-line (https://dos.myflorida.com/elections/for-voters/voter-registration/online-voter-registration/).

The Psychology Department also requires all admitted graduate students to change their permanent address on all pertinent records after your appointment is entered in the system, including GEMS (employees system access via MyUSF portal under Business Systems menu), and OASIS (students' system access via MyUSF portal under My Resources menu; 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. Federal regulations also stipulate requirements and restrictions for financial aid recipients in their Satisfactory Academic Progress (SAP) policy, (see https://www.usf.edu/financial-aid/sap/).

Course Waivers and Credit Transfers

If you have taken **graduate courses that are equivalent to those required in our program**, you will not need to retake them, provided that you petition in your first semester for a course waiver. If a course waiver is granted, you may also petition for a transfer of credit toward the 80-credit minimum needed for the Ph.D. degree. (Note, however, that most students will exceed the 80-credit minimum on their way to the doctoral degree.) Previously completed research master's theses must undergo a separate review process that can be initiated in consultation with your advisor.

Course waivers. For all incoming students, including those who enter with a Master's degree, all of the course requirements from our Master of Arts (M.A.) Along the Way must be met either (1) by **waiving** the requirement based on courses already taken in a previous graduate program or (2) by taking the courses while at USF en route to the Ph.D.

Obtaining a course waiver means that a student, by virtue of previous coursework, need not take a particular required course. A waiver does not count as credits toward the degree, but it is a prerequisite to requesting a transfer of credits. The credit transfer procedure is described below. (If you plan to request waivers for more than 5 courses or 15 credits, please contact Laura Pierce before initiating the procedure for transferring credits.)

Please note that no final decision about waiving particular courses can be made prior to acceptance into the program. Each individual case must be evaluated by the concentration after admission.

Students wishing to request course waivers on the basis of previous coursework should first discuss this possibility with their advisor, and then communicate with the USF professor who teaches each course that the student wishes to waive. The student must forward the USF instructor a copy of the syllabus from their previous course along with a request to consider whether a waiver is warranted. This request can be sent before or along with the department's Course Waiver Form, available on the department's website at https://www.usf.edu/arts-sciences/departments/psychology/documents/course-waiver-form.doc. The official application must include:

(1) a copy of the transcript showing the course, number of credits, and grade received,
(2) a syllabus or course description, and
(3) a list of the text(s) and readings if not contained in the syllabus or course description.

Note. The course(s) used to waive a required USF course must have the same number of credits (or more) in order to fully satisfy the USF requirement. The course waiver form (with the attached documentation) will require signatures of the USF instructor of the course to be waived, the student's advisor, and the Area Director. You can use DocuSign to assist in requesting the signatures. Once the signatures are obtained, the form and supporting documentation should be submitted to the Graduate Program Committee, via Laura Pierce.

The form and documentation should be submitted as early as possible in the student's first semester. Courses used to waive graduate degree requirements can be no more than ten years old at the time the Ph.D. degree is conferred.

Credit transfers. If a student petitions for a course waiver and it is granted, the student has the option of following up with a credit transfer request. If approved, the credits from the course used to waive a requirement would apply to those needed for the USF doctoral degree. If a course from another institution or program is not judged to be equivalent to our course and no waiver is granted, then no transfer of credit for that course will be possible.

The transfer process can only be initiated after receiving a waiver for a course as outlined in the previous section. Once the waiver has been approved, the student must complete the Transfer of Credit Form (https://www.usf.edu/graduate-studies/forms.aspx) and submit it to the Graduate Program Committee, via Laura Pierce, to receive approval. Once approved by the department, the form will be forwarded to the College and the Office of Graduate Studies for their approval.

Only graduate-level (5000-7999) structured coursework with a grade of B (3.00) or better is eligible for transfer. Courses with Pass/Fail (or S/U) grades are not eligible for transfer, nor are thesis credits. Grades from courses taken at other institutions are not calculated in the USF GPA, although the courses are listed on the transcript.

With rare exceptions, students may transfer up to 15 credits toward the USF 80-credit doctoral degree minimum. (If a student obtains approval to waive courses totaling more than 15 credits in USF's doctoral program, please contact Laura Pierce to determine if additional transfer options may apply.) Transferred courses must not be older than ten years at the time of graduation. If a student entering with a Master's degree wants to earn the USF Psychology Master's Along the Way degree, the student must earn a minimum of 30 credits at USF in the Psychology doctoral program (including completion of a Master's thesis at USF), regardless of the number of credits transferred in from a previously earned Master's degree.

Please note that no final decision about transferring credits from particular courses can be made prior to acceptance into the program. Each individual case must be evaluated by the concentration after admission.

THESIS/M.A. ALONG THE WAY 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. Along the Way). However, a formal M.A. Along the Way degree is not a requirement for the Ph.D. and students may continue with their doctoral major as soon as they have completed the thesis requirement. Nevertheless, a concentration may choose to require its students to complete the formal

M.A. Along the Way degree. Please see major requirements by concentration. Students are free to choose the formal M.A. Along the Way 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 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 concentration and have completed at least 18 graduate credit hours in the teaching discipline (i.e., Psychology). Typically, incoming students who enter with a Master's degree must fulfill all of the requirements for USF's M.A. Along the Way to be eligible to become the instructor of record for an undergraduate course. Additional recommended preparation for teaching an undergraduate course includes gaining content knowledge through related graduate coursework as well as serving as a course assistant or lab instructor for the undergraduate course of interest.

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 M.A. Along the Way 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 an active faculty member within the student's concentration 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 concentration, and at least one member must be selected from another concentration 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 concentrations (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.

Scholars who have obtained Affiliate Graduate Faculty status may serve as a committee member from outside the concentration or outside the Psychology Department. Scholars who have obtained External Graduate Co-Advisor Status (as graduate faculty from other departments in USF or as Affiliate Graduate Faculty) may serve as committee members from within the concentration, and are eligible to co-direct with Psychology Graduate Faculty at the discretion of the Department. Affiliate membership is effective for up to three (3) years, following which a request for reaffirmation of approval to renew the Affiliate Membership is required. Lists of the eligible Affiliate Graduate Faculty and the eligible External Graduate Co-Advisors can be found on the department's Faculty website. The appointment process, terms, rights and responsibilities are described on the department's Resources>Faculty Policies and Procedures website.

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. (Degree-seekers: See also College Committee form in M.A. Along the Way 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 for routing. (Degree-seekers: See also the College Changes to Committee form in M.A. Along the Way 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 retirement or 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.

M.A. Qualifying Examination/Thesis Research

The Master's thesis must be completed within five years of admission. Students must meet all University requirements for the M.A. Along the Way 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, completed prior to the final defense of the thesis. (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 not planning to obtain an M.A. Along the Way degree should register for at least six hours of PSY6917 Directed Research credit.

Prior to beginning the Master's thesis, students must pass a qualifying examination consisting of an oral and written proposal of a research plan for the thesis project. A written thesis proposal must be submitted to the thesis committee for approval. The thesis proposal 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 null results. Once the thesis advisor has approved the proposal, a defense meeting is scheduled. Typically, a copy of the thesis proposal is distributed to the committee at least 2 weeks prior to the proposal meeting. The thesis proposal must be submitted to the committee in hard copy or electronically, depending on what each member requests. A thesis proposal consists, at a minimum, of a literature review, method, proposed analyses, references, and (if applicable) appendices. During the proposal meeting, the thesis 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. The student will fill out and obtain the thesis committee members' signatures through DocuSign on the form titled "Certification that the Master's Qualifying Examination /Thesis Proposal Defense Has Been Passed" (https://www.usf.edu/arts-sciences/departments/psychology/documents/ma-qualifying-exam-thesis-proposal-defense-passed-form.pdf). The signed form should be submitted to Laura Pierce lpierce@usf.edu for the student's record.

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 of the completed thesis is distributed to the committee at least 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 (barring department or university restrictions implemented for public health reasons). If 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 http://psychology.usf.edu/policies/forms/thesis-defense.doc and submitted to Laura Pierce. After the defense, submit the signed Successful Defense form (Master's) http://www.usf.edu/arts-sciences/documents/graduate-students/successful-defense-masters.doc to Laura Pierce. Students should avoid scheduling thesis defenses during June, July, and August.

If you would like this news of your successful defense to be shared via the usfpsychology Instagram account after the defense, please take a screen shot before, during, or after the defense and please send it to Dr. Vicky Phares: phares@usf.edu. If you would like to be tagged in the post, please provide your Instagram handle as well.

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. Along the Way Degree

The M.A. Along the Way 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. Along the Way degree from the Office of Graduate Studies must also comply with the following guidelines. Note that the M.A. Along the Way degree is required for the clinical concentration, but not for the I-O or CNS concentrations. However, a Master's degree is required for any student to serve as a course instructor. It is highly recommended that all students obtain an M.A. Along the Way degree.

Students who plan to seek a formal M.A. Along the Way degree must file the College's Graduate Student Supervisory Committee Appointment Form prior to the appointment of the Thesis Committee. This form is available on the department's website and also on the College of Arts and Sciences website (http://www.usf.edu/arts-sciences/documents/graduate-students/supervisory-committee-form.doc). Although this form is required by the College and not by the department, students are advised to submit it 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, which 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,' and are entered by the Office of Graduate Studies). In addition, students must be enrolled in a minimum of two (2) *graduate hours* during the semester of graduation.

Please note that upon successful completion of all M.A. Along the Way degree requirements **except for the 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 M.A. Along the Way degree. After completion of the M.A. Along the Way degree, students should no longer register for thesis credits.

All students must submit their thesis for a formatting review before their manuscript can be accepted by the university. Guidelines for the formatting of ETD documents, can be found at this link: https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/etd-formatting-requirements/index.aspx. Workshop registration and attendance at one of the workshops is required in the semester PRIOR TO final manuscript submission (for example, attend a workshop in fall or spring before summer manuscript submission). See their website https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/etd-workshops-and-help-sessions.aspx to register for a workshop and for the schedule. There is an online option for off-campus students; see their website for instructions. ETD Boot Camp Help Sessions are also available for help on all aspects of the ETD process; see their website for schedule.

M.A. Along the Way 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 2 weeks before proposal date
- thesis proposal
- signed Certification that the Master's Qualifying Examination Thesis Proposal Defense Has Been Passed form (https://www.usf.edu/arts-sciences/departments/psychology/documents/ma-qualifying-exam-thesis-proposal-defense-passed-form.pdf)
- OASIS degree application for graduation, and then also the Master's Along the Way form, M.A. Plan of Study, check-marked unofficial transcript to Laura Pierce
- 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 2 weeks before defense date
- email to Laura thesis defense announcement http://psychology.usf.edu/policies/forms/thesis-defense.doc
- thesis defense, and signed Successful Defense form (Master's) http://www.usf.edu/arts-sciences/documents/graduate-students/successful-defense-masters.doc
- final manuscript submission* (by deadline)
- department pdf files of thesis and vita
- commencement*

*degree-seeking students only

General University Requirements

A minimum of thirty (30) hours is required for a Master's degree, at least sixteen (16) hours of which must be at the 6000 level or above; the remaining hours must be at the 5000 level or above. At least twenty (20) hours must be in formal, regularly scheduled structured course work. Lower-level undergraduate courses may not be used to satisfy Master's course requirements but may be taken to meet specific prerequisites. Master's degrees must be completed within five (5) years from the student's date of admission for graduate study.

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). For the **Master of Arts (M.A.) Along the Way degree** application there are two steps: (1.) the online degree application through OASIS http://www.usf.edu/registrar/resources/graduation.aspx, and (2.) the M.A. Along the Way

document packet which consists of three documents. Both must be submitted by the department deadline, and both are required if expecting to graduate in the semester. If either one is submitted past the deadline, then your name will not appear in the commencement program. Early in the semester in which the thesis will be defended, the student should submit a degree application and graduation survey before the deadline. To begin the survey and apply for the degree, login to OASIS using your Net ID and self-assigned password, then click on the Student menu and select 'Apply for Graduation.' The OASIS online degree application will not allow you to apply for the M.A. Along the Way degree. OASIS will only allow Ph.D. degree entry because of your doctoral student status in our doctoral Ph.D. Psychology program. Go ahead and submit it anyway for the doctoral Ph.D. degree because after the College receives your M.A. Along the Way packet document, then they will change it in the OASIS system. You must apply for the degree online before you submit the Master's Along the Way packet document.

In addition to but after you submit the online degree application through OASIS, then you must also fill out the M.A. Along the Way packet document, which consists of three items: the M.A. Along the Way PDF form (https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-masters-along-the-way-form-fillable.pdf), a plan of study, and a check-marked unofficial transcript.

(1.) M.A. Along the Way PDF Form: In the comprehensive exams expected semester section, insert the semester and year of your thesis proposal. For both the PhD and MA rows enter CIP codes 42.0101, Dept. code PSY, Major code PSY, Concentration codes: CL=PSC, CNS=PCN, I-O=PSI.

(2.) Plan of Study: From the USF Catalog Psychology-M.A. section (https://usf.edu/grad-catalog-psychology-ma), use the Print Degree Planner feature to save your Plan of Study, and fill out the semester and year for each course that will count towards the M.A. Along the Way degree (as marked on your unofficial transcript) and save as Adobe PDF. You may use the catalog of your admit year or the current academic year catalog.

(3.) Check-marked Unofficial Transcript: On an unofficial transcript in Adobe PDF place checkmarks next to the courses that will count towards the M.A. Along the Way degree. Include all Thesis courses and 6000-level Directed Research courses.

Combine the M.A. Along the Way form, Plan of Study, and marked unofficial transcript into one packet PDF document. Email the packet document to Laura Pierce as soon as possible before or no later than the department deadline. She will upload the packet document to DocuSign, set the signing order for you the student, (Co-)Major Professor(s), department Graduate Program Director (or Department Chair), and will submit the packet document to the College. You will be copied on that email submission. Later in the semester, Laura will submit a final degree certification form and your signed successful defense form to the College.

An electronic copy of the final manuscript is required by the Office of Graduate Studies (see https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/index.aspx). 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. Along the Way degree should take the Successful Defense form (Master's Thesis) and the ETD Certificate of Approval Form for Theses and Dissertations to their defense, or upload them beforehand to DocuSign, since they need all of the committee members' signatures. The ETD 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.

Students Entering with a Master's Degree

Students accepted into a Ph.D. major and who hold a Master's degree from another university must satisfy the same content requirements as those beginning their graduate training at USF. A student's Master's coursework or thesis is not waived or accepted by default, and sometimes these will not be

approved as satisfying concentration or degree requirements. The waiver of master's courses and/or the transfer of credits from the previous institution must be approved by the major professor, the Area Director, and importantly the instructor of record for the USF course (see Course Waiver and Credit Transfer section).

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 advisor and Area Director prior to the start of the first semester at USF. Acceptance of Master's theses from outside programs should be documented and submitted to Laura Pierce for the student's department file by an email from the Area Director, including a copy of the approved thesis, and a copy of the transcript showing the degree received.

PH.D. DEGREE REQUIREMENTS

The major of study and training beyond the M.A. level is determined both by departmental and concentration requirements and by the student's Ph.D. advisor and committee. A total minimum of 50 Post-Master's or 80 Post-Bachelors hours with a minimum GPA of 3.00 is required for the Ph.D. degree. Individual concentrations may require more than 80 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 their 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. All courses applied to the doctoral degree must be completed within ten (10) years, including: (1) courses taken prior to admission to the USF doctoral major, (2) courses taken as non-degree seeking, or (3) courses waived or transferred in from other institutions. There is no time limitation for courses from a completed Master's degree used toward a doctoral degree. For students who are readmitted, see Readmission Policy at: https://catalog.usf.edu/content.php?catoid=12&navoid=1372.

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. Along the Way) has fulfilled the thesis research requirement, has completed the substantial majority of doctoral coursework, and has fulfilled the concentration'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).

Concentrations 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. Concentrations 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 department 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 an active faculty 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 concentration. 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 concentration (for CNS students, outside the student's C, N, or S focus area). The fifth member must be chosen from outside the Department of Psychology. To determine to which concentration CNS faculty belong, please refer to the Department's webpage listing of CNS faculty or to the CNS Area Director.

An Affiliate Graduate Faculty member may serve as a committee member from outside the Concentration or outside the Psychology Department. Scholars with External Graduate Co-Advisor Status (for graduate faculty from other departments in USF or Affiliate Graduate Faculty) may serve as committee members from within the Concentration, and are eligible to co-direct with Psychology Graduate Faculty at the discretion of the department. Affiliate Membership is effective for up to three (3) years, following which a request for reaffirmation of approval to renew the Affiliate Membership is required. Lists of the Affiliate Graduate Faculty and the External Graduate Co-Advisor faculty are on the department's Faculty website. Their appointment process, terms, rights, and responsibilities can be found on the department's Resources>Faculty Policies and Procedures website. 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, preferably using DocuSign. 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 advisor and 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 for further 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 retirement or 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. To be admitted to doctoral candidacy, students must meet the following requirements at USF:

- Completion of M.A. Along the Way requirements
- Approval of department and college dissertation committee forms **prior to** submission of application
- Completion of concentration course requirements for admission to candidacy (including specialization courses for CNS)
- Successful completion of comprehensive examination or major area paper (MAP)
- Have no 'M' or 'I' grades
- Have minimum overall GPA of 3.00
- Have met all enrollment requirements
- Be 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 (https://www.usf.edu/graduate-studies/students/forms.aspx)

The Admission to Candidacy form should be submitted for approval (preferably using DocuSign) no later than the semester following the successful completion of the comprehensive examination or major area paper (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 during 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 (https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-time-limit-extension-form-fillable.pdf) may be submitted if 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.

Specialization Requirement

A specialization (*formerly called minor*) area of study is required by the CNS concentration for admission to Ph.D. candidacy. The specialization requirement is designed to add individualized structure to the student's program of study and to complement the primary area of research; it should represent a focused area of enhanced training that broadens or deepens specific skills or knowledge. The specialization requirement may be met by the completion of two graduate-level courses with a minimum grade of "B-" in each course. A specialization may consist of graduate study in a department concentration (or concentrations) 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 major will normally not be accepted as meeting the requirements of the graduate specialization. Courses used to satisfy the specialization requirement may not be used to satisfy the tools of research requirement (see below).

Students should receive written approval before starting specialization coursework. The advisor and concentration's Area Director must approve the proposed course of study. Students must submit a detailed description of the purpose and content of the proposed specialization course of study, including course syllabi. This proposal will contain descriptions of courses planned, an explanation of the relationship of the proposed specialization to the primary course of study, and an appropriate time for completion of the specialization. It is expected that the student will complete the specialization requirement in about one year. A copy of the approved course of study must be submitted to the Graduate Program Committee (via Laura Pierce) for its review and approval. The Request for Graduate Specialization form is available on the department's website; please use DocuSign.

Tools of Research Requirement

All graduate students must complete a series of methods courses beyond the core methods requirements with a grade of "B-" or better to satisfy their concentration's requirements of "research tools" for their Ph.D. major. 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 specialization requirement. They also may not be used for a given concentration's seminar requirement. 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) for its review and approval. The Tools of Research Form is available on the department's website; please use DocuSign.

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 concentration, and its design should permit an explanation even of negative results. Typically, a copy of the proposal is distributed to the committee at least 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.

All students must also submit their dissertation for a formatting review before their manuscript can be accepted by the university. Guidelines for the formatting of ETD documents, can be found at this link: https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/etd-formatting-requirements/index.aspx. Workshop registration and attendance at one of the workshops is required in the semester PRIOR TO final manuscript submission (for example, attend a workshop in fall or spring before summer manuscript submission). See their website (https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/etd-workshops-and-help-sessions.aspx) to register for a workshop and for the schedule. There is an online option for off-campus students; see website for instructions. ETD Boot Camp Help Sessions are also available for help on all aspects of the ETD process; see website for schedule.

Early in the semester in which the dissertation will be defended, the student should submit a degree application and graduation survey before the deadline. To begin the survey and apply for the Doctoral Ph.D. degree, login to OASIS using your Net ID and self-assigned password, then click on the Student menu and select 'Apply for Graduation.' If submitted past the deadline, then your name will not appear in the commencement program. 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 either an external committee member (who will participate in the voting) OR an Outside Chair who is a senior and distinguished scholar from outside the department (possessing 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 (i.e., Affiliate Graduate Faculty), 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". The Defense Chair 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.

Students should avoid scheduling dissertation defenses during June, July and August. **At least four weeks prior to the scheduled defense date**, committee members should receive the dissertation draft. After distributing the draft, the student must fill out and obtain signatures by all committee members on the Request for the Dissertation Defense form (http://www.usf.edu/arts-sciences/documents/graduate-students/request-dissertation-defense.doc). This form can only be signed by dissertation committee members after they have reviewed the dissertation draft, indicating their agreement that the dissertation is ready to defend. Please use DocuSign for this form. Also, the student will need to fill out a public Announcement of the Defense form (https://www.usf.edu/arts-sciences/departments/psychology/documents/dissertation-defense-announcement.doc) and an (unsigned)

Successful Defense form (http://www.usf.edu/arts-sciences/documents/graduate-students/successful-defense-doctoral.doc). These three forms are required and must be submitted to Laura Pierce and ready to send to the college **at least 2 ½ weeks prior to the defense**. The dissertation draft may be submitted to the committee members and defense chair electronically (unless anyone indicates preference for a hard copy). The document should be in APA format, but for the purpose of the committee review, it may be submitted with 1½ 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 (or is deemed acceptable based on university restrictions implemented for public health reasons). If one committee member cannot attend in person, participation is permissible via speaker phone, Teams, 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 unless also serving as the outside-of-the-department member of the Committee. 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 take to their defense (or beforehand upload to DocuSign) an extra Successful Defense Form, and the Certificate of Approval Form for Theses and Dissertations, as these need all committee members' signatures. The Certificate of Approval form 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. If you would like this news of your successful defense to be shared via the usfpsychology Instagram account after the defense, please take a screen shot before, during, or after the defense and send it to Dr. Vicky Phares (phares@usf.edu). If you would like to be tagged in the post, please provide your Instagram handle.

Students who intend to complete the dissertation are required to register for ETD submission on the Office of Graduate Studies Online ETD Registration website https://www.grad.usf.edu/etd/registration_step1.php prior to the Final Manuscript Submission deadline dates by 5:00 p.m. (Do not confuse this with the Workshop registration above, it is a separate step.) ETD Registration is a web-based form (estimated approximately 20 minutes to complete) accessed through the Office of Graduate Studies Thesis/Dissertation website. If not completed by the deadline, you may be omitted from the Commencement booklet.

The final accepted dissertation must be submitted in electronic form to the department and the University (see https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/index.aspx). Prior to the final manuscript 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'. 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 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://secure.cas.usf.edu/depts/psy/forms/RoomReservation.aspx).
- dissertation draft to committee 4 weeks before defense date
- defense forms to Laura Pierce 2½ weeks before defense date
- dissertation defense
- final manuscript submission (by deadline)
- department pdf file copy of dissertation and vita to Laura Pierce
- 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 receiving Veterans' Administration benefits should confirm their enrollment requirements with the Office of Veterans' Services or Veterans' Coordinator. Students taking a minimum of nine (9) hours toward their degree in the fall or spring semester, or taking a minimum of six (6) hours in the summer semester, will be classified as Full-Time students for academic purposes. **For financial aid enrollment requirements, refer to the Office of Financial Aid** (https://www.usf.edu/financial-aid/enrollment-status.aspx).

All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of six (6) hours of graduate credit every three (3) continuous semesters. Courses that receive a "W" grade do not fulfill continuous enrollment requirements. A graduate student who is not registered and enrolled for a minimum of six (6) credits in a 12-month period is automatically placed in non-degree seeking (i.e., inactive) status. Students must be readmitted to the major to continue their studies. Readmission is at the discretion of the major and is not guaranteed. Refer to the Readmission Policy in the Graduate Admissions Section for more information.

Students must be enrolled in 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 in a minimum of two graduate hours during the semester of graduation and/or in the semester in which they receive an M.A. Along the Way or doctoral Ph.D. degree. After completing the M.A. Along the Way degree, students should no longer register for thesis credits. Also, during the term in which students take the comprehensive exams, students must be enrolled in a minimum of two graduate credit hours (see Candidacy section regarding Directed Research option PSY7918). If the exam is taken between semesters, the student must enroll for a minimum of two (2) hours of graduate credit in the semester before or following the exam.

Students must be enrolled in 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 are 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. Students who are dropped from degree-seeking status and formally readmitted to the major must enroll in a minimum of five (5) dissertation hours in the semester that the readmission is effective. Refer to the Readmission Policy in the Graduate Admissions Section for more information. Note: Students cannot be enrolled in thesis and dissertation at the same time.

After the first week (past online drop/add deadline), students should not make changes from graduate-level courses themselves online through OASIS. Students instead will be required to submit an Office of Graduate Studies Petition form (https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-

petition-fillable.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), preferably using DocuSign. International students should also obtain the approval and signature of the International Services 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. In some circumstances, a Graduate Medical Form (https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-graduate-medical-form-fillable.pdf) may also be required and must be submitted within six months of the affected semester.

Graduate, Instructional, Teaching, and Research Assistants should be full-time students, enrolled in nine (9) credit hours toward their degree in each of the employed fall or spring semesters, and six (6) 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 major 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 typically register for 9 hours in the fall and spring semesters. Depending upon your concentration requirements, you may need to request additional hours to be waived. If a student is requesting more than the standard graduate hours, a Request for Approval of Greater than 9 Credits form (https://www.usf.edu/arts-sciences/departments/psychology/resources/policies-and-procedures/credits-approval-request.aspx) is needed to explain why the additional hours are required prior to enrolling in them.

2. All other students on tuition waivers should register for 9 hours in the fall and spring semesters.

3. Students with a summer assistantship should register for 6 hours to obtain a waiver.

4. Doctoral Candidates with an assistantship in their last semester will only be required to enroll in 2 credit hours to receive the waiver.

Students without Tuition Waivers:

1. Prior to admission to doctoral candidacy, students should register for 9 hours fall/spring (summer hours not required).

2. Doctoral candidates should register for a minimum of 2 hours each semester (fall/spring/summer).

3. Pre-candidates on local half-time internships or other local off-campus placements should register for 9 hours fall/spring (summer hours not required).

4. 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).

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

6. 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).

7. Students on full-time clinical internship off campus (as part of the APA-accredited internship cycle) may request that Laura Pierce provide the course reference number so they may enroll in the IDS 6940 Cooperative Internship (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, although students may defend their dissertation while enrolled in the IDS 6940 non-credit course option, students cannot use the IDS 6940 zero-credit option for the semester they intend to graduate, since they must be enrolled in at least two dissertation credits at that time. The Office of Graduate Studies has informed us that this course may eventually become a one credit hour course and students would be charged for one credit hour of in-state tuition. If and when this happens, then students would no longer have a non-credit course option, and may want to instead register for their concentration Internship course (PSY6946 Clinical Internship or PSY6946 Internship in I-O Psychology).

Pre-master's students who need only one more credit hour to meet total minimum enrollment requirements may register for Directed Research PSY6917 (see M.A. Along the Way Degree section regarding substitution policy). After completing the M.A. Along the Way degree, students should no longer register for thesis credits. Students who have already earned their M.A. Along the Way degree and are working on their dissertation proposal but have not entered doctoral candidacy status (unable to register for Dissertation hours) may register for 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 faculty 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. Stephen Stark).

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 (https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-graduate-leave-of-absence-request-form-fillable.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) 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 university does not count time absent 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 (https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-time-limit-extension-form-fillable.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 LOA 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, coursework, 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 CONCENTRATIONS

Concentration affiliation. Students applying for admission to the Psychology Department apply to only one concentration. Upon matriculation, a graduate student becomes affiliated with that concentration (current concentrations are Clinical; Cognition, Neuroscience, and Social; and Industrial-Organizational). Movement from one concentration to another by a graduate student requires a formal Change of Concentration Form to the new concentration (see below). Faculty can be formally affiliated with one or two concentrations. For committee composition, a faculty member is considered inside the student's concentration 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 concentration.

Should a student wish to transfer to another concentration within the department, he or she will be required to submit a Change of Concentration Form (https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-change-of-graduate-concentration-form-fillable.pdf) that will be considered along with all other applications for admission into a concentration, and students will be notified on the decision date observed by the concentration. Except in special cases as determined by the concentration, transfer students will be admitted in the fall. In no case will students not in good academic standing in their current concentration be considered for transfer to another concentration.

TEACHING EXPERIENCE

Teaching experience is not a departmental requirement, but may be required by the student's concentration. 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 (see details in *Criteria for Receiving Teaching Positions in the Department* section), 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. Judy Bryant 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). ATLE will be merging in the future with CITL https://www.usf.edu/innovative-education/faculty-development/index.aspx.

As of Fall 2016, training regarding Title IX (Higher Education Act to prohibit sexual violence, sexual harassment or gender discrimination) & VAWA (Violence Against Women Act of 2013) is required for new students (https://www.usf.edu/diversity/title-ix/index.aspx). USF policy 0-004 "Sexual Misconduct Sexual Harassment" under Title IX has been updated to ensure all GAs/TAs 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 every two years.

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 M.A. Along the Way degree) and twelve (12) dissertation hours are required (PSY 6971 and PSY 7980, respectively). Concentrations may have additional requirements. Students are expected to be involved in research activities and projects beyond these formal minimal requirements, including participating in concentration brown bags, attending departmental colloquia, presenting papers at conferences, and submitting papers to journals.

Graduate students must collect their own data on master's thesis and doctoral Ph.D. dissertation 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 master's thesis or doctoral Ph.D. dissertation 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. **New doctoral students at USF are required to have basic RCR training by completing the Collaborative Institutional Training Initiative (CITI) module most relevant to your 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. Furthermore, you must complete the module in the first semester you are enrolled in a doctoral program as a registration hold will be placed on your account; you will be unable to register for courses in a future semester until you have successfully fulfilled this RCR requirement. Once the training is completed, the Registration hold will be lifted. **Please read the instructions on the website at**

https://www.usf.edu/graduate-studies/research/responsible-conduct-of-research.aspx to register and complete the CITI training.

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 concentration 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 major'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 major 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 major's concentration 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 major.

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

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

CONCENTRATION REQUIREMENTS

REQUIRED STUDY FOR THE PH.D. IN CLINICAL PSYCHOLOGY

I. Residency Requirement

The Doctoral Training Major 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 80 credits (which is the minimum number of credits set by the department for awarding of the Ph.D.). Individual concentrations may require more than 80 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
PSB 6056 Physiological Psychology
CLP 6937 Topics in Clinical Psychology (Human Neuropsychology/Cognitive Neuroscience)

Social aspects of behavior
SOP 6068 Personality and Social Psychology (Social Psychology)

Cognitive aspects of behavior
EXP 6608 Cognitive Psychology

Affective aspects of behavior
EXP 7099 Graduate Seminar in Experimental Psychology (The Nature of Emotion)
CLP 7379 Graduate Seminar in Clinical-Community Psychology (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 Major 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 6206C: Regression and Generalized Linear Models)
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 (or take a second course in Multivariate Statistics or Psychometrics from the list above). Students wishing to fulfill this methods requirement with any course not listed here must submit a request to the clinical faculty.

PSY 6217: Research Methods and Measurement (Structural Equation Modeling)
PSY 6217: Research Methods and Measurement (Meta-Analysis)
PSY 6217: Research Methods and Measurement (Experimental Design and ANOVA)
PSY 6217: Research Methods and Measurement (Bayesian Statistics I)
PSY 6217: Research Methods and Measurement (Bayesian Statistics II)
EXP 7099: Graduate Seminar in Experimental Psychology (Open Science Methods)
EXP 7099: Graduate Seminar in Experimental Psychology (Data Science and Visualization)

Developmental and Infused Coverage of Discipline-specific Knowledge (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 concentrations are infused across several of the above courses (e.g., Social Psychology, 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
PSY 6065: Introduction to Advanced Psychology (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, developmental perspectives, professional development and clinical science values and controversies are covered.

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

Intervention and Consultation/Supervision (2 courses):
CLP 7188: Clinical Psychology Interventions–Theory and Research: Covers theories of intervention, cultural and developmental considerations, and research methods in intervention.

PSY 6946: Practicum and Internship in Clinical Psychology (Clinical Skills for Psychological Intervention): An introduction to working with clients, including a focus on micro-skills, professional values, culture and clinical practice, and consultation and supervision models.

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

Ethics (1 course):

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

Clinical Specialization Courses (4 courses):
Four advanced seminar clinical courses are required. Three of the 4 courses must be fulfilled by taking courses from the approved list of advanced clinical seminars. Students can petition the clinical faculty to recognize a fourth clinical specialization course, which can be taken either inside or outside of clinical in the Psychology Department or outside of the Psychology Department. Alternatively, students can petition the clinical faculty to have their fourth course be another methods/quantitative course relevant to clinical psychology that is 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
Health Psychology
New Paradigms in Psychology
Dialectical Behavior Therapy
Veterans and Their Families
Advanced Psychological Intervention Seminar/Specialized Treatments
Advanced Psychological Assessment Seminar
EXP7099: Graduate Seminar in Experimental Psychology (Open Science Methods; may be taken as a methods course OR a specialization course)

Also:

CLP6462: Work with Families of Infants and Toddlers
EXP7099: Data Science and Visualization
EXP 7099: Diversity in Clinical Psychology

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 major.

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

YEAR I

Fall Semester			**Spring Semester**		
Regression and lab	PSY 6206C	(4)	**Assessment Sequence*** **1) Psych Assessment** **2) Evidence Based Assessment**	CLP 6438 CLP 7379	(3) (3)
Psychopathology	CLP 6166	(3)	**Ethics & Professional Problems**	PSY 7931	(2)
Intro to Advanced Psych	PSY 6065	(3)	Directed Research	PSY 6917	(2)
Total Credits		10	Total Credits		10

* During the summer after the first year, students will be observing and co-facilitating clinical assessments at the Psychological Services Center (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	(2)	Choice of DSK courses		(3)
Multivariate Stats		(3)	Thesis***	PSY 6971	(2)
Clinical Practicum**	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Total Credits		9	Total Credits		10

** 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.

*** Students register for 6 total thesis hours, 2 of which are required during the semester when the M.A. Along the Way degree is granted.

YEAR III

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

YEAR IV

Fall Semester			**Spring Semester**		
Choice of DSK courses		(3)			
Choice of Clinical Specialization		(3)	Choice of Clinical Specialization		(3)
Directed Research	PSY 6917	(2)	Dissertation****		(4)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(2)
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.

YEAR V

Fall Semester			**Spring Semester**		
Dissertation	PSY 7980	(4)	Dissertation	PSY 7980	(8)
Choice of Clinical Specialization		(3)			
Clinical Practicum	PSY 6946	(2)	Clinical Practicum	PSY 6946	(1)
Total Credits		9	Total Credits		9

III. Clinical Area Meetings

Attendance and Community Building: Students are expected to attend every scheduled Clinical Area Meeting (with infrequent exceptions in the case of illness or conference travel). Sign-in sheets will be available at each meeting to ensure attendance. You can also register for course credit, specifically by registering for **CLP 7379- Clinical Science Seminar** (1 credit).

Clinical Area Meeting Presentation Requirement: Students are required to present their research or other professional work at the Clinical area meetings at least once during their residence in the major. 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 also include time for questions from the audience (e.g., in a 30 minute presentation, 20 min for formal talk and 10 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.

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 concentration and department, a clinical faculty must serve as co-mentor.

Some outside faculty and mentors seek courtesy appointments from the department. The clinical psychology major'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 major and make on-going contributions in a substantive way to our mission. Those with courtesy appointments can regularly supervise students in clinical work, present their work to our major in a regular fashion, have a standing collaboration with students/faculty in the major, and/or regularly offer CEU workshops to professionals on campus and the community (hosted by the major to benefit student travel). However, any formal research or clinical supervision of students requires clinical faculty approval and a clinical faculty research co-mentor.

V. Research Requirements

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).

Research in the Clinical concentration 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 end of Spring semester.**

Thesis. Students are required to obtain a formal master's degree in the major. Students register for PSY 6971: Thesis (6 thesis credits, 2 of which are required during the semester in which the M.A. Along the Way degree is granted). Requirements for the M.A. Along the Way 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 80 credit hours taken (with B- or better for each course), completion of all required coursework, and a one-year clinical internship.

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

VI. Comprehensive Examination

Students can satisfy "comps" requirements through one of two options: exam option and major area paper option—see below. Passing comps is the last requirement before one can advance to candidacy.

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 concentration 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 Master's thesis before comps. Exceptions to the course work requirement are as follows: (1) 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 final course requirements. To be able to sit for comps, 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 concentration 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 major 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 major.

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 major.

During their first year in the major, students are trained on applied assessment skills as part of the

Assessment sequence of courses – **CLP 6438: Psychological Assessment: Theory and Research** and **CLP 7379: Grad Seminar in Clinical Psychology** (Evidence-Based Assessment). In addition, students 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 two Intervention-focused courses: **CLP 7188: Clinical Psychology Interventions–Theory and Research** and **PSY 6946: Practicum and Internship in Clinical Psychology** (Clinical Skills for Psychological Intervention). The latter is taught by the director of the Clinic. 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 major, 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 closed to students who are not enrolled in the USF clinical psychology major.** 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, DCT, and major professor 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

In our major, paid positions are referred to as placements and volunteer positions are referred to as externships.

Starting in their 3rd year in the major, students can apply for external practica at approved placement sites, concurrently with the required case load at the PSC. These experiences are optional. 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 major's philosophy, and vetting new sites (paid and unpaid clinical experiences). 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 28 hours per week across paid or unpaid positions. 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 20 hours/week). Paid and unpaid research positions not involving direct clinical services 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 28 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. As noted, 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 28 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 28 hours (paid and unpaid), students can submit an Extra Hours Request Form (see Clinical Placements Policy and Procedures on our major website). It is extremely important that students seek clinical faculty approval **prior** to accepting any positions above a 28-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.

Note: See the Departmental Assistantships section of this handbook for the Psychology Department policy regarding number of work and paid hours per week. Students seeking to work more than 20 hours within the USF system must use the departmental extra hours form, which will require approvals from the major advisor, area director, associate chair, and office of graduate studies.

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 concentration (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 major, 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 major, the prospective supervisor or site must complete the Placement Information form online (http://secure.cas.usf.edu/depts/psy/forms/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 major standards for clinical science training.

XI. Internship Requirements:

Each student in the Clinical Major is required to complete a one-year, full-time, APA-approved (or CPA approved) internship in a training facility approved by the Major. 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.

To apply for internship in the Fall, students must propose their dissertation successfully by the end of the spring semester before applying for internship. 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 enroll in the IDS 6940 Cooperative Internship (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: Although students may defend their dissertation while enrolled in the IDS 6940 non-credit hour course option, students cannot use only the IDS 6940 non-credit hour course option. In the semester they intend to graduate, students should be enrolled both in the IDS 6940 non-credit option and also be enrolled for at least two dissertation course credits. 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).

Note: All doctoral students who were enrolled in the program during Spring 2020 were granted a one-time, one-semester extension on the timeline due to pandemic-related disruption.

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 major.

In extraordinary circumstances (e.g., student's serious health problem, massive problems with data collection such as 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), 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 of all students 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 the university Organizational Ombuds Offices (https://www.usf.edu/student-affairs/ombuds/), or initiate an official grievance process, as described in the Handbook.

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. Department 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 for 10 years after the course is taught. 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

To remain in the major, 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 majors 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 Major and/or the profession in a bad light. Furthermore, there are now a number of episodes in training majors 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 majors 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 views and self-perceptions among friends may actually be a public disclosure. 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 media 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 major 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 major, then the major has an interest in how you portray yourself and the major. The major does not monitor students' presences online, with the exception of any university-based webpages; however, if evidence of unethical practices is conveyed to major faculty (e.g., revealing potentially confidential information online or over email), the information may be used by the major 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 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 concentration 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 6068). 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-": Regression and Generalized Linear Models (PSY 6206C) and Experimental Design and ANOVA (PSY 6217). Two semesters of Introduction to Advanced Psychology in CNS (PSY 6065).
- 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 M.A. Along the Way degree – it is recommended that students take thesis credits to retain the option of applying for a M.A. Along the Way degree).
- Minimum of 30 graduate credit hours to include at least on credit of Directed Research (PSY 6917) or Independent Study (PSY 6907).

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 specialization requirement. Specializations must be approved by the Graduate Program Committee. (See "Specialization 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 advisor and Area Director for approval of seminars taught by faculty outside the CNS concentration 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.

Specialization (formerly called Minor). A specialization consists of at least two graduate-level courses outside of the CNS concentration that support the goals of the student's training. The specialization requirement is designed to add individualized structure to the student's program of study and to complement the primary area of research; it should represent a focused area of enhanced training that broadens or deepens specific skills or knowledge. Students are strongly urged to develop a specialization in an area that clearly adds strength to their program of research (e.g., computer science, pharmacology, statistics, engineering, biochemistry, linguistics). Approval of specialization courses 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 specialization.

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. The grading committee will typically consist of at least 4 faculty members covering the student's areas of research interest. Communication with the grading committee prior to developing a formal reading list is strongly encouraged; the grading committee should be formed and approved as soon as the exam areas are conceptualized. To prepare for the exam, the student will submit a description of the scope of the exam, descriptions of the specific areas of focus, and a reading list to the faculty advisor. The advisor amends the list and then submits it to the student's grading 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 answering 2-3 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 (MAP). 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.

Organizing and Proposing the MAP. Students interested in this alternative must obtain approval from their advisor and grading committee (typically consisting of at least 4 faculty members covering the student's areas of research interest); the grading committee should be formed and approved as soon as the MAP is conceptualized. The grading 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.

Writing the MAP. 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. The student may discuss with his/her major professor and any other faculty conceptual issues related to the major area paper. The major professor and other faculty may not

discuss or coach the student on issues surrounding the actual writing of the paper; however, the student may consult with the major professor or committee on the general outline of the paper. During the research and writing of the MAP, the idea may evolve from that presented at the proposal. Should the student make any major substantive changes to the outline of the paper, he or she should send a summary document of these revisions to the committee for feedback and approval.

The final defense and grading the MAP.

The final submission of the MAP should follow these five steps:

Step 1: The student submits his or her MAP to the committee. At the same time, the student schedules an oral presentation to occur about 2-3 weeks later.

Step 2: The student presents an oral presentation of the MAP, followed by discussion with the committee.

Step 3: Each committee member provides a written review of the MAP and evaluates it using the following scale, modeled after the journal review process: "accept", "accept pending revisions", "revise and resubmit", or "reject." Evaluations will be accompanied by any constructive feedback necessary for the student to produce an acceptable product. Committee members should aim to provide written reviews in 3 weeks.

Step 4: The student's primary advisor compiles and aggregates the committee reviews. If 3 of 5 members assign an evaluation of 'accept with revisions' or better, the student passes the MAP. The advisor will note any areas of consensus among evaluators that need to be addressed, and will make a judgment, along with the committee, about whether the paper (or sections of the paper) should be rewritten.

If fewer than 3 of 5 committee members assign evaluations of 'accept with revisions' or better, the student shall not pass the MAP, and shall rewrite the MAP and resubmit after a considerable interval of renewed effort. Alternatively, the committee may recommend that the student take a comprehensive exam. (If the MAP is not passed on the second try, the student will be allowed a final attempt to complete the MAP or to take the comprehensive exam.)

Step 5: The advisor returns the evaluations and detailed feedback to the student. In cases of revisions, the time to revise should be clearly specified by the advisor.

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 its 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 MAP 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 Area Meetings (Brown Bags)

The CNS concentration holds regular informal research presentations, typically Fridays at 1:15. The purpose of these meetings is for members of the concentration (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 the meetings and, following their first year, present annually.

Checklist of Forms for CNS Graduate Students

See https://www.usf.edu/arts-sciences/departments/psychology/resources/policies-and-procedures/student-policies-procedures.aspx 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.

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

Courses
- Specialization Form
- Tools of Research Form

Master's Thesis
- Master's Thesis Committee Form (department)
- New Master's Thesis/Dissertation Committee Form (College)
- Certification that the Master's Qualifying Examination/Thesis Proposal Defense Has Been Passed Form
- Changes to Committee forms (department and college)
- Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours
- OASIS degree application for graduation, and then also the Master's Along the Way form, M.A. Plan of Study, check-marked unofficial transcript to Laura Pierce (note that this is required only if a student wishes to obtain the optional M.A. Along the Way 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)

Example of 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> Regression/GLM	<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-	<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

	Core: Physio or Social Seminar 1 or Core 2 Intro to Advanced Psychology: CNS <u>Placements</u> Teaching or research assistantship	semester research celebration <u>Courses</u> Experimental Design/ANOVA Cognitive or Seminar Seminar 2 Intro to Advanced Psychology: CNS <u>Placements</u> Teaching or research assistantship	and others if possible <u>Placements</u> Teaching or research assistantship
2	<u>Research</u> Get Thesis committee approved, prepare and defend thesis proposal/M.A. qualifying exam, conduct pilot work, attend + participate in brown bags, attend dept colloquia <u>Courses</u> Advanced Methods 1 Seminar 3 Core 2 if needed <u>Placements</u> Teaching or research assistantship	<u>Research</u> Conduct thesis study, attend + participate in brown bags, attend dept colloquia <u>Courses</u> Advanced Methods 2 Seminar 4 Seminar 5 <u>Placements</u> Teaching or research assistantship	<u>Research</u> Complete thesis research + analyze data <u>Courses</u> Advanced methods course and others if possible <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,	<u>Research</u> Propose dissertation, attend + participate in brown bags, attend dept colloquia	<u>Research</u> Conduct dissertation study <u>Placements</u>

	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>Placements</u> Teaching or research assistantship	Teaching or research assistantship
5	<u>Research</u> Conduct and analyze dissertation study, attend + participate in brown bags, attend dept colloquia <u>Placements</u> Teaching or research assistantship <u>Jobs and Post Docs</u> Apply for jobs or post docs	<u>Research</u> Defend dissertation, prepare dissertation for publication, attend + participate in brown bags, attend dept colloquia <u>Placements</u> Teaching or research assistantship	<u>Research</u> Prepare manuscript for publication

<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>

Milestone	Goal	Deadline To Avoid Probation	Final Termination Deadline
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 concentration, 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 an example for planning purposes only.

Example of Thesis, Comps, and Dissertation Dates

	Tasks	**Goals**	**Specific Goals Given Fall 2021 Admission**
	Submit Master's Thesis Committee Forms	End of first year	Spring/Summer 2022
	M.A. Qualifying Examination/Propose Master's Thesis	End of Fall Semester, 2nd Year	December 2022
	Take Thesis Hours	Semester before Defense	Spring 2023
	Attend ETD Workshop	Semester before Defense	Spring 2023
	Take ≥2 Thesis Hours	Semester Thesis is Submitted to Grad School	Fall 2023
	Submit Defense Announcement to Laura Pierce and Defend Master's Thesis	End of Fall Semester, 3rd Year	Fall 2023
	ETD Registration	By 4th week in 3rd year	Fall 2023
	OASIS degree application for graduation, and then also the M.A. Along the Way form, M.A. Plan of Study, checkmarked unofficial transcript to Laura Pierce	By 4th week in 3rd year	Fall 2023
	Submit Thesis Successful Defense form to Laura Pierce and the Certificate of Approval Form to Grad Studies	By 12th Week in 3rd Year	Fall 2023
	Submit ETD to ProQuest	12th Week in 3rd Year	Fall 2023
	[Take ≥2 Directed Research Hours if Graduation is in Semester Following Thesis Submission]		
Comps/ MAP	Submit Dissertation Committee Forms	Beginning of 3rd Year	August 2023
	Prepare Comps Readings/MAP Plan	Beginning of 3rd Year	Fall 2023
	Defend Plan and Submit Comps/MAP Plan Approval Form	End of 3rd Year	Spring 2024
	Take ≥2 credits the Semester you Take Comps/Defend MAP		
	Pass Comps/MAP	End of Fall Semester, 4th Year	December 2024
	Submit Comps/MAP Final Approval	Beginning of 4th Year	Fall 2024

	Form		
	File for Admission to Candidacy	End of Fall Semester, 4th Year	December 2024
	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 2025
	Take Dissertation Hours	Beginning of 5th Year	Fall 2025
	Attend ETD Workshop	Beginning of 5th Year	Fall 2025
	Take Dissertation Hours	Spring of 5th Year	Spring 2026
	Apply for Degree and Graduation Survey	Before 4th Week in Final Semester	Spring 2026
	Submit Format Check to Grad Studies	Before 4th Week in Final Semester	Spring 2026
	ETD Registration	Before 4th Week in Final Semester	Spring 2026
	Defend Dissertation	Before 14th Week of Spring Semester, 5th year	Spring 2026
	Submit Required Forms to Office of Graduate Studies	By 14th Week of Spring Semester, 5th year	Spring 2026
	Submit ETD to ProQuest	By 14th Week of Spring Semester, 5th year	Spring 2026
	[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.

Specialization in Developmental Psychology

Interdisciplinary training in developmental psychology is available to students in Psychology within the CNS concentration. 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
  - 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/

Wendy Rote (St. Petersburg Campus) –
parent-adolescent communication and relationships, parental control, informant discrepancies
http://psychology.usf.edu/faculty/wrote

- Clinical faculty who conduct research with children and youth include
  Marina Bornovalova, Mark Goldman, Marc Karver, Vicky Phares, Diana Rancourt
- 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 specialization, and tools of research.

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

REQUIRED STUDY FOR THE PH.D. IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

Our concentration 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 master's 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 can be found at https://www.usf.edu/arts-sciences/departments/psychology/documents/io-handbook-2021-22.pdf. Refer to that document for further details.

General Outline of the Concentration

The I-O graduate concentration is intended to progress from the general to the specific. During the **first year** of graduate training, the student must take the two-semester I-O core sequence. The basic

Regression GLM and Psychometrics courses will also be completed. First year students will also take the two-semester Introduction to Advanced Psychology (formerly entitled Research in I-O Psychology) course that provides an overview of faculty research interests and the knowledge necessary to conduct thesis/dissertation research.

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 coursework consisting mostly of advanced seminars chosen by the student. A minimum of seven (7) graduate courses in I-O Psychology topics or other areas relevant to the student's individualized 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 optional 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 major without making acceptable progress, and the degree should be completed by the end of 6 years unless extenuating circumstances arise that are discussed with faculty.

Specialization in Occupational Health Psychology

An optional training specialization is offered in occupational health psychology (OHP) between the I-O concentration and the College of Public Health (COPH). This is an interdisciplinary curriculum consisting of two seminars from psychology (Occupational Health Psychology, required) and either Work-Family or Stress and Coping and a 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). Non-classroom training experiences and opportunities are also available to advance knowledge and skills in the OHP area. Collaborative interdisciplinary experiences among faculty and students are encouraged with this program. Domestic trainees are eligible for paid stipends, as well as research and conference travel support.

Requirements for the OHP specialization fit within the I-O requirements such as advanced method 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 https://usfweb.usf.edu/generalcounsel/viewfile/action/regulation/643619279905.

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 https://usfweb.usf.edu/generalcounsel/viewfile/action/policy/643651161299, "Sexual Harassment (which includes sexual violence) is any of the conduct below:

1. 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. A summary of general information regarding the terms and the conduct that constitute Sexual Battery/Rape may be accessed on the DIEO website at (http://www.usf.edu/diversity/).

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.

2. Unwelcome sexual advances, requests for sexual favors and other verbal, non-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. This may include off-campus acts of sexual harassment, including sexual violence, that have effects on campus which may contribute to a sexually hostile environment.

In Title IX cases involving students the standard is whether the conduct is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the University's program.

3. Specific Acts of Violence defined by the Violence Against Women Act including:
a. Domestic Violence – includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.
b. Dating Violence - means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.
c. Stalking - To follow another person or repeatedly interact with a person so as to harass that person, or a course of conduct at a specific person that would cause a reasonable person to fear for her, his or others safety or to suffer substantial emotional stress.

4. 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."

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. Any questions or inquiries concerning the application of Title IX may be referred to the University's Title IX Coordinators. Up to date information may be found on the Title IX web site located at https://www.usf.edu/diversity/title-ix/.

Other Forms of Harassment: 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. 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, color, marital status, sex, religion, national origin, disability, age, genetic information, gender identity and expression, sexual orientation, language, socioeconomic status, or veteran 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" (seehttps://www.apa.org/ethics/index). 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 Integrity

Academic integrity is 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 (https://usf.app.box.com/v/usfregulation3027) and the Student Rights and Responsibilities website (https://www.usf.edu/student-affairs/student-rights-responsibilities/conduct/rights-responsibilities.aspx) for further clarification of what academic integrity entails.

Procedures for Discussing and Reporting Unprofessional Conduct

The University Ombuds Office is available to any member of our USF System community who is aggrieved by the actions, or inactions, of the department, supervisors, mentors or peers. An ombuds is a

neutral third party who helps students and/or employees address problems, concerns, and complaints through informal means such as conversation, mediation, and other problem solving strategies. Each University of South Florida campus has an ombuds or an ombuds liaison. As a USF student, you can meet with any of the **ombuds staff**. Services are available for faculty and staff (https://www.usf.edu/ombuds/) and for students (https://www.usf.edu/student-affairs/ombuds/). 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 (https://usf.app.box.com/v/usfpolicy0-004).

Note that the range of issues that can be brought to the attention of the University Ombuds Office 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.

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 to avoid starting or spreading unfounded rumors about other members of the department. They can do great personal and professional harm to others.

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 (https://www.usf.edu/arts-sciences/departments/psychology/documents/grievance-policy.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.

University Ombuds Office

Contact them to schedule an appointment: https://www.usf.edu/student-affairs/ombuds/
What We Do | Ombuds Office | University of South Florida (usf.edu)

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 4144A. 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://secure.cas.usf.edu/depts/psy/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.

Exam Scanning Station

Instructors are responsible for grading their own class exams. The department provides the exam scanning station to aid in grading and reporting. Instructors are required to attend a training before using the system and before access to the PSY Instructors folder in the Box drive is given. A day training will be conducted by Shaine Blanco every semester as needed. Please look out for the training schedule that will be distributed in the PSYPHDGRADS Listserv.

The exam scanning station is in the business office, room PCD 4118K. It is available from 8:00 AM to 5:00 PM on Monday through Thursday, and from 8:00 AM to 3:00 PM on Friday. This system is used for scanning exam forms and running exam reports only. Instructors will need to ask any of the staff members to unlock the room.

Note: Some operations may be altered by the current responses to the pandemic. If you will need assistance in exam scanning, please be sure to coordinate with the business office staff.

USF Computer Services

The NetID is your computer user identification at the University. Students, faculty, and staff are automatically eligible to obtain a NetID. The NetID, with its associated password, 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 4144A) 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)

Information and Help: Help for MyUSF, student email accounts, computer access, USF business systems, and more is available through the Information Technology Service Desk via phone (813-974-1222), Internet (http://usffl.service-now.com/), email (help@usf.edu), or in person at the IT walk-up

service centers at the Tampa Campus Library (LIB 117). On-line courses and useful guides are available via their website athttps://lib.usf.edu/.

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 https://lib.usf.edu/.

Malware Information

For current information on malware and spam, see https://www.trendmicro.com/vinfo/us/security/news/.

RESEARCH PARTICIPANTS

Ethical treatment of participants in research is of paramount concern in psychology. Please attend to USF's most recent policies regarding the ethical conduct of research by consulting the Division of Research Compliance's website at https://www.usf.edu/research-innovation/research-integrity-compliance/. 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 BullsIRB 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

Online Participant Pool Program

The USF Psychology Department first established a cooperative Participant Pool in 1967. Through the years since then, the Pool has grown and become an integral part of the research program in the department. Many researchers, both faculty and graduate students, rely on the Pool for their research. It has always been the intention of those who administer the Pool that it provide participants for as many researchers as possible while, at the same time, provide our undergraduate students an educational exposure to the various methods used in psychological research.

The Participant pool is administered online using Sona Systems. Sona allows researchers to recruit participants, manage study appointment times, and maintain records of participation for USF undergraduates. Sona also allows researchers to administer online questionnaires, either using Sona's online survey feature or allowing studies to link to an external survey site (e.g., Qualtrics).

Educational Component for Students

Participation by our undergraduate students in the pool should be educational for them as much as possible within each study. Researchers using the Pool should consider offering some educational component to all participants. This is often in the form of a debriefing handout or discussion, explaining the major hypotheses being tested as much as the researcher is able, along with some literature sources if the participant wishes to explore the topic further. At all times, researchers should be open to questions from participants and should, as much as is possible without violating the integrity of their research paradigm, supply information that will enable student/participants to learn about research methods used in Psychology.

Registration of Experiments

RESEARCHERS: Please become familiar with the policies set forth in this document before requesting a researcher account and utilizing the pool.

Pool Guidelines

The Psychology Department Participant pool is open only for Psychology Department faculty, Psychology Department graduate students and other students working with Psychology Department faculty/graduate students at USF.

Opening a Researcher Account in Sona

To begin using Sona, researchers must first request a researcher's account by **emailing** the participant pool administrator for your home campus (Tampa, St. Petersburg, Sarasota/Manatee). The contact information for each campus Sona administrator can be found here: https://www.usf.edu/arts-sciences/departments/psychology/research/sona-contacts.aspx. Please include the name of the Psychology faculty member and/or graduate student with whom the researcher works in the email. Once the account is open, a researcher can create new studies in the system and submit those studies for approval by the pool administrator.

Posting and Approval of New Studies

Before the beginning of each semester, researchers that plan to use the pool must submit the **Request for Use of Participant Pool Form**. This information allows us to balance the needs of students and researchers.

Before any experiment can be approved, the researcher must submit to the pool administrator a copy of the IRB approval letter and IRB-approved study protocol.

Prescreening of Participants

When student participants first set up their own accounts, they answer a list of questions used to screen for specific research projects. These questions generate demographic data such as age, sex, and any other questions on which researchers wish to prescreen their participants. All prescreening questions must be submitted to the Pool Administrator before the beginning of the semester and must be in the form to which participants can select their answer from a pull-down menu (e.g., How would you describe your use of alcohol? I drink/one drink per month/two drinks per month/etc.).

Researchers must have IRB approval to ask and screen using the questions submitted to Sona. When setting up a new study in Sona, researchers can filter which students can see their study based on their responses to the pre-screening questions. However, prescreening data cannot be identified or downloaded

to be used as data because Sona does not allow this capability. Also, prescreening is on the basis of single-items responses only; responses cannot be summed across items to screen on a summary score.

Mass Testing

Mass testing provides a means for collecting data from participants that can be matched to participants and later combined with 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, such as when administering the scale during the laboratory session would arouse suspicion or reveal the true nature of the hypotheses. 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 can then request the responses to their questions from the Sona administrator throughout the semester. Researchers must have IRB approval to administer any scales in Mass Testing prior to those scales being included in Mass Testing. Researchers will receive an email at the beginning of the semester asking them to indicate what they would like included in Mass Testing, if using. Researchers should submit their IRB approval letter, approved IRB protocol, a rationale for why these items need to be administered in Mass Testing, the survey names, and the number items they would like included. Researchers will enter their own Mass Testing items into their own online study in Sona (cannot be in Qualtrics or other survey software). The study name should be the researcher's specific IRB number (e.g., STUDY000999). **Each item must be set to allow participants to skip/not answer the question**. The Mass Testing coordinators will then copy those items into the larger Mass Testing Survey that participants will access. The mass testing questionnaire is created before the start of each semester and cannot be changed once posted, so questions can only be submitted to the Sona administrator before the start of each semester.

All Credit Must Be on Sona

All research using Pool participants must be credited on Sona. That is, researchers may not arrange to give lists of participants to instructors for credit, instead of having students sign up for their study on Sona. Awarding credit outside Sona creates confusion among students, instructors and pool administrators and, more important, creates mistrust among participants that they are getting the points they are due. Note that researchers can award credit manually to any participants already registered in the pool.

Recruitment

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

Names and Descriptions for Experiments

Every research project in the Pool should have an equal opportunity to be selected by any potential participant. This is the closest a researcher can get to a random sample from the pool. Therefore, to avoid bias, each research project is identified by a number assigned by the Sona Administrator. When setting up your study in Sona please use the same title that appears on the IRB approval letter. The Sona Administrator will keep a record of this title and assign a new numerical title. Pool participants will sign up for appointment times that fit their schedules and will learn what the experiment entails when they arrive at their appointment.

When setting up a study, no information should be entered in the "Detailed Description" box, unless the information is necessary for the participant to prepare for the appointment (e.g., "Please wear loose clothing"; "Please do not sign up with a friend, as we would like to have teams unfamiliar with one another"; "This study includes measures to assess inattention. If you do not pass these attention checks, you will not receive your Sona points as compensation"). The Pool administrators have discretion as to whether this information is necessary and may remove it if deemed unnecessary.

Point System

Students will receive one (1.0) credit point for each 30 minutes, or fraction thereof, for participation in research projects that they require synchronous interaction with researchers (either face-to-face interactions or synchronous online interactions with researchers). Participants in asynchronous online studies will receive ½ (0.5) point for each 30 minutes, or fraction thereof, for participation in web-based studies. Researchers using the Pool may not vary from this point payment schedule.

The Participant Pool may be used only for studies which award points for participation. No payment of money may be used for compensation in studies using the Pool. However, in some cases, small payments of cash or other prizes are allowed as incentives for *performance* within studies. In these situations, points are given as compensation for participation, and other incentives are used as a research design element intended to control for effort put forth by the participants. In no case shall incentives be listed in the description of any studies.

It is critical that students receive their credit for participation in a research study. Therefore, please read and carefully follow the procedures set out in the online tutorial available on the Sona web pages.

Here are some general guidelines:

1. When a student signs up to participate in a research project through Sona, he/she is automatically credited with the designated credit points for that project.
2. If a student does not show for an appointment the researcher is responsible for removing any automatically awarded points.
3. If a researcher collects data outside the online program (e.g., collecting data in classes), that researcher is responsible for crediting each participant within the online system. Therefore, it is imperative that researchers be certain that their participants are registered in the Sona program so points can be awarded. If researchers use the program to schedule appointments, then this will not be an issue.
4. Do not submit a list of participants to the Participant Pool administrator or Program Assistant. Researchers are responsible for utilizing the automated services available in the Online Participant Pool program.
5. Participants can cancel their appointments through the automated online program up to 12 hours before the scheduled appointment by following the steps set up by the program to cancel an

appointment. Participants may also contact the researcher through the contact information accompanying the appointment information.

Use of Inattention Checks

Researchers conducting research online often use measures designed to assess whether the participant was paying attention while responding to the study. Researchers may withhold Sona points from participants who demonstrate inattention by their responses to inattention check measures. However, researchers can only withhold Sona points for inattention if: 1) a demonstrated inattention check measure is used; 2) the researchers have permission to withhold Sona points for inattention in their approved IRB protocol for the study; 3) the IRB approved consent document states that Sona compensation will be withheld if the participant doesn't pass attention checks and; 4) the following is stated in the "Detailed Description" box students will see when signing up for the study: "This study includes measures to assess inattention. If you do not pass these attention checks, you will not receive your Sona points as compensation."

Withdrawal after consent

If a participant consents to participate in a synchronous interaction study, but then withdraws (or is withdrawn) from the study after consent, researchers must award points based upon the time spent in the study. Therefore, if they withdraw within the first 30 minutes, they should receive 1 point. If they withdraw within the second 30 minutes (min 30 - 60) they should receive 2 points and so on.

Missed/Canceled Experiments

Occasionally, an experimenter will have to cancel an experiment because of schedule conflicts, apparatus breakdowns, etc. If you must cancel or miss previously scheduled experiments, any subject who merely shows up must receive a single point. If you cannot be present, then have someone post a sign-up sheet on the door with the instruction that the experiment has been temporarily canceled and that those scheduled for the appointment will receive one point. It is the responsibility of the researcher to ensure that experiments are conducted at the time students arrive. Repeated instances of an experimenter failing to show up for scheduled experiments could result in loss of access to the subject 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 the research study with a positive experience. Failure to comply with the above rules or mistreatment of subjects in any way will result in immediate withdrawal of your privileges as an experimenter.

Gaining IRB Approval

A study will not be "activated" on Sona (i.e., visible to participants) until the Sona administrator approves the study. The administrator will not approve the study until they receive confirmation from the researcher that the IRB has approved the study by sending the IRB approval letter and IRB-approved protocol document. To gain IRB approval, researchers must submit an application to the USF IRB. Procedures and policies for submitting an IRB application are beyond the scope of this document and can be found at this **link**. However, there are some specific things to know when submitting an IRB application for use of the Psychology Department Participant Pool.

1. If you are using prescreening, you must have IRB approval to screen based upon the criteria you include in prescreening.
2. If you are using Mass Testing, you must have IRB approval to administer the specific surveys using the Mass Testing methodology.

3. You must also include a statement in your consent document that laboratory data will be matched to online mass testing data using a unique identifier (stating what unique identifier you will use, e.g., name and/or SonaID).
4. Online studies and/or studies that any portion of are online must still have a consent statement that participants will read prior to agreeing to participate in the online study - even if the researcher has requested a waiver of documented informed consent.
    1. Typically, the consent document follows the template set forth by the IRB.
    2. This is NOT true for surveys that are to be included in Mass Testing. You do not need your own online consent for surveys to be included in Mass Testing. Mass Testing methodology is covered by its own IRB and has its own consent statement (but researchers still need approval to administer the surveys that they submit for Mass Testing).
5. If you plan to include any of the allowed information in the "Detailed Description" of your study posting, please upload that information as a recruitment script in your IRB application.
6. Sona credit qualifies as compensation. In your IRB protocol, you should describe the amount of Sona compensation to be given and note that participants can participate in other studies or complete a course assignment as alternatives to participation.

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 ways to obtain financial support for graduate students who are conducting research.

Listed below are sources of financial support for which you may apply (the list is not all-inclusive and is subject to change). 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.

The 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 concentrations of psychology are eligible to apply. Information on the criteria for selection and the application procedures will be promulgated via email.

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

Professor Paul E. Spector Endowed Award: This award is open to full-time graduate Ph.D. students studying Industrial-Organizational Psychology at USF. I-O faculty will select one or more accepted I-O graduate applicants to be offered this award if they enroll in the USF Ph.D. program within the I-O concentration. If there are no appropriate accepted applicants in the priority fields worthy of this award then the I-O faculty may provide the award to accepted I-O applicants who are outside of the priority fields. I-O faculty will make this selection based on the competitiveness of the applicant and priority fields of study including students conducting research applying psychological/organizational principles to study one of the following topics: job stress, occupational safety, occupational health, workplace violence/aggression, counterproductive work behavior, and organizational research methodology. In summary, the Professor Paul E. Spector Endowed Award will be used as an enhancement to make the admissions offer more competitive.

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. & Eva L. Pride Endowed Scholarship: This award is made to minority students pursuing doctorates. See https://foundation.usf.edu/here/scholarship-office/available-scholarships/need-merit-based-scholarships/dr-richard-f-eva-l-pride-endowed-scholarship.

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

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 https://www.usf.edu/graduate-studies/funding/fellowships-scholarships/.

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 https://www.usf.edu/graduate-studies/funding/fellowships-scholarships/.

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: The USF College of Arts and Sciences provides a list of research award opportunities for graduate students. See https://www.usf.edu/arts-sciences/research-scholarship/funding-search/all-searchable-databases.aspx.

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 https://www.cogdop.org/scholarships/.

APA Science Student Council, Awards, Honors and Research Funding Sources for Graduate Students and Post-docs: APA Student Travel Award, American Psychological Foundation 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 https://www.apa.org/research/funding/.

Department of Defense SMART Scholarship: The Science, Mathematics And Research for Transformation (SMART) Scholarship for Service Program was 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 https://smartscholarshipprod.servicenowservices.com/smart.

Travel

The travel section on the Psychology Department's Policies & Procedures website (https://www.usf.edu/arts-sciences/ross/business-support-services/travel.aspx) will take you to the Business Support Services web page which describes the correct procedures for travel authorization, reimbursement, and links to appropriate forms. Create a DocuSign account before trying to access a PDF document that may be sent to you for electronic signature. See the DocuSign web page http://docusign.com for details. Instructions can be found at https://www.usf.edu/arts-sciences/departments/psychology/documents/docusign.pdf. Travel specific instructions can be found at http://www.usf.edu/business-finance/controller/documents/travelarchivumdocusigninstruct.docx.

Travel Grants: 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 (https://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 https://www.usf.edu/student-affairs/involvement/ for more information. For information on the local chapter of Phi Kappa Phi see: https://www.phikappaphi.org/join/chapters-list/university-of-south-florida#.XNWrZORYbuY.

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 https://sites.nationalacademies.org/PGA/Fellowships/index.htm.

The Spencer Foundation's Dissertation Fellowship Program supports dissertation research. Applicants need not be US citizens. See https://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 https://www.aauw.org/resources/programs/fellowships-grants/.

Sponsored Research: The Division of Sponsored Research knows of other funding programs for which graduate students may be eligible. See https://www.usf.edu/research-innovation/sr/ or https://www.usf.edu/research-innovation/students/index.aspx. 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 to check out from USF Library, see http://www.lib.usf.edu/dmc/equipment.

Software

Standard software is available on all USF networked computers. Specialized software and advanced computing resources are also available through Research Computing, see https://www.usf.edu/it/research-computing/. Tools such as RefWorks are available through the USF library. Software is available for faculty and students at greatly reduced prices at the USF Computer Store, see https://www.usf.edu/it/computer-store/.

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 (http://secure.cas.usf.edu/depts/psy/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: (https://www.usf.edu/arts-sciences/departments/psychology/people/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). Students may also attain external paid placements (consistent with concentration guidelines) rather than within-department assistantships.

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.

Hours Per Week

The department recommends that students not work more than 20 hours per week (.50 FTE) in paid positions. This policy exists to protect time for graduate student research, maintain the fair distribution of department resources for as many graduate students as possible, and ensure that our undergraduate students receive the quality education they deserve; it is also consistent with USF policy (http://www.grad.usf.edu/policies.php). However, we acknowledge that working additional hours (e.g., internships, community placements, and non-USF teaching positions) may provide important professional opportunities. Thus, requests to work more than 20 hours per week may be considered under certain circumstances. Assignments exceeding 20 hours per week (single or combined multiple paid appointments, paid or unpaid activities outside the department) require multiple approvals, and sometimes these requests are denied.

Students who wish to take on additional employment that will exceed 20 hours per week for one or more months must complete any concentration-specific application forms (specifying that the additional work will not hinder their progress toward degree and will benefit their graduate study and future employment) and submit a request in writing to obtain permission from their Advisor (who will need to address the student's current progress toward the degree and expected graduation date) and the Area Director. Students seeking to work more than 20 hours within the USF system must use the departmental extra hours form, which will require approvals from the Major Advisor, Area Director, Associate Chair, and Office of Graduate Studies.

While some requests to exceed 20 hours per week will be approved, we discourage students working more than a total of 28 hours per week across paid and/or unpaid positions. This includes paid and unpaid research, clinical, consulting, and teaching activities that are outside the student's primary laboratory. It also includes activities unrelated to students' academic focus. The Psychology Department will not approve paid assignments involving more than 28 hours per week (.73 FTE) as these requests are always denied by the Office of Graduate Studies. Requests to work above 28 hours in which the additional hours are unpaid assignments will also be denied by the faculty, unless there is very strong justification by the student, but such requests will require additional approval by area faculty.

Note that extra hours within students' research laboratories or associated with informal research collaborations across laboratories (e.g., data analysis and manuscript write-ups, collaboration on a research project) do not require approval/reporting. However, formal positions outside a primary mentor's laboratory such as clinical intake assessor, primary therapist (on a clinical trial), data analyst, or

project director do require approval. 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. In addition, these limits on hours do not apply to students taking a Leave of Absence or on formal internship (e.g., Clinical Internship).

Conflict of Interest/Outside Activity Reports: Students who are employed as graduate or teaching assistants are required by USF policy to file Conflict of Interest/Outside Activity Reports through the eDisclose system if they engage in any paid activities outside of the department. Graduate student employees must disclose involvement in certain types of business, employment, or contractual relationships; employment of a related person in situations that could lead to nepotism; soliciting or accepting gifts; misuse of Public Position or Non-Public Information; engaging in certain outside activities that have the potential to create a conflict of interest or commitment. eDisclose can be accessed through the student's MyUSF account via https://my.usf.edu. The request for approval will be forwarded to the student's supervisor as listed in GEMS. Graduate Teaching Assistants (GTAs) 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. The USF Compliance & Ethics Program reviews business, employment, and contractual relationship disclosures. This obligation is required by USF System Policy 0-027 and is codified in Article 7 of the USF/UFF-GAU Collective Bargaining Agreement. 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 (but it is always safer to submit if there is any question). The outside activity report does not replace any internal forms required for approval of any additional assignments/work hours as mentioned above.

Rationale for Department Hours Policy: When reviewing such requests, several issues will be considered. We want to support students' progress through and success in the graduate program. We will support activities that enhance students' training but not impede students' timely progress. We want to achieve fairness and equity in the distribution of paid positions. Paid department research and teaching positions are limited departmental resources. When assigning positions, we will consider students' employment options and additional obligations. We must comply with policies of the USF Office of Graduate Studies and the USF/UFF GAU Collective Bargaining Agreement as well as laws of the State of Florida. While we will attempt to be sensitive to students' very real financial needs, we hope to avoid potential ethical problems (e.g., work not consistent with programmatic values; unlicensed clinical work) and overload problems related to student work hours (departmental or outside, paid or unpaid). Ultimately, these requests will be addressed on a case-by-case basis, but will be handled in as fair and equitable a manner as possible.

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 subsidy). 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

The USF System requires a GTA to hold a Master's degree 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 concentration and have completed at least 18 graduate credit hours in the teaching discipline. Typically, incoming students who enter with a Master's degree must fulfill all of the requirements for USF's M.A. Along the Way to be eligible to become the instructor of record for an undergraduate course. Additional recommended preparation for teaching an undergraduate course includes gaining content knowledge through related graduate coursework as well as serving as a course assistant or lab instructor for the undergraduate course of interest.

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 online TA support for the class. To do this, instructors must complete sections 3-7 of the online form and then forward it back to Jennifer Johnson for the Chair's signature. Examples of previous forms will be provided upon request. All Online instructors must 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). Students must be living in Tampa to accept a teaching assignment at USF, even if the course is remote / online. Before being appointed to any teaching assistantship, international students must earn a satisfactory score (minimum score 26) on the speaking subsection of the internet-based TOEFL (iBT-S), or a minimum score of 160 on the spoken portion of the TOEIC test administered by ETS.

Tuition Waivers

It is the University's policy to provide full 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, concentration, 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 from semester to semester, so it is critical to read materials carefully. Specifically, 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 waivers, 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 9 hours students are required to take. In the summer, if students are funded on an assistantship they will receive 6 hours of tuition waivers. If a student is requesting more than the standard graduate hours, a Request for Approval of Greater than 9 Credits form http://psychology.usf.edu/policies/forms/Request-for-Approval-of-Greater-than-9-Credits.pdf, signed by the Chair (see Jennifer Johnson) is needed to submit along with the student registration to explain why the additional hours are required to receive the additional tuition waivers.

For financial aid/loan purposes (according to their website https://www.usf.edu/financial-aid/sap/), the maximum limit for graduate students is set by degree level, not degree major. 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 majors - There is no additional eligibility for changing graduate majors at the same degree level (master's, doctorate). All attempted credits from all graduate majors 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 all academic fees each semester by the university controller's cashiers office deadline dates (see https://www.usf.edu/business-finance/controller/student-services/deadline-dates.aspx). The University will cancel the registration of a student whose 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 https://www.usf.edu/business-finance/controller/student-services/reinstatement.aspx.) You will also be required to pay a late payment fee of $100.00 and a $100 late registration fee (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. 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. 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

- If you have items you need to retrieve from the department, you are welcome to go at your own discretion to pick them up. Update your new address and contact information with Laura Pierce, the Post Office, journal subscriptions, as well in OASIS, GEMS (also sign up for electronic W-2).
- 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 (Address: 4202 E. Fowler Avenue, **OPM100**, Tampa, FL 33620). Please let us know when they are done so we can deactivate the building access. The key shop is open from 8 am to 5 pm Monday through Friday. If you are unable to drop off your keys at the key shop, then you may mail them to the above address.
- Clear out your department mailbox. Also, please clear out your offices & labs as well or label everything for us.

- If you have items that need to be shredded please label them and let us know where they are kept.
- If you have any exams/grades that must be kept for one year please label them and let us know where they are kept.
- Please provide us a forwarding address for mail.
- All USF off-campus properties need to be returned to your offices. Please give us a confirmation date when you will be finished checking and taking all your personal equipment. From that date, all equipment that are left in your offices/labs will be repurposed/disposed by the department.

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: Stephen Stark, Ph.D.
Associate Chair, and Graduate Program Director: Jennifer Bosson, Ph.D.
Director of Clinical Psychology Training: Jonathan Rottenberg, Ph.D.
Cognition, Neuroscience, and Social Psychology Area Director: Joseph Vandello, Ph.D.
Industrial-Organizational Psychology Area Director: Georgia Chao, Ph.D.