

UNIVERSITY OF SOUTH FLORIDA
Department of Psychology
2016-2017

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THE PH.D. PROGRAM IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

The principal thrust of the I-O program at the University of South Florida is to prepare students for university faculty positions as well as research-oriented positions in government and industry. We train students to develop outstanding research skills and expertise in quantitative methods. The program is designed to take 5 years, with a limit of 6 years. During that time students will take coursework, conduct research, and disseminate results of research at conferences and in journals. In addition, opportunities to teach courses and obtain internships are available.

The course curriculum begins in the first year with a foundation in core areas of general psychology (cognitive, personality, and social psychology), and in I-O psychology. A solid background in research methodology is also included. Advanced training in the content and method of I-O psychology remains the central focus after the first year. From the first year students will become involved in research projects, including but not limited to their master's thesis and doctoral dissertation. Students are expected to become involved in department activities such as monthly brownbag talks and colloquia.

The curriculum presented below is not meant to suggest that the individual program for each student will be rigidly prescribed. Rather, it is intended to provide guidance to the student interested in programming his or her own graduate preparation for the Ph.D. degree. There are, of course, certain hard and fast requirements, which must be met for the Ph.D., as specified in the *USF Graduate Catalog* and the *Department of Psychology Graduate Student Handbook* (hereafter referred to as the "Handbook"). Each graduate student in the I-O program should be very familiar with both University and Departmental requirements. In addition, there are proficiency standards, which must be met to qualify for Ph.D. candidacy. The suggested curricular paths presented here are designed to equip the student to meet these requirements and standards. However, *the basic responsibility for insuring that all such requirements and standards are met rests with the individual student.*

The I-O graduate program is intended to progress from the general to the specific. During the *first year* of graduate training, the student must take the basic Regression-ANOVA and Psychometrics courses and he or she will also want to complete at least two of the three core general psychology requirements. The two-semester I-O core sequence will also be completed. It is strongly recommended that students complete an undergraduate level I-O survey course prior to beginning the program. First year students will also take the two semester Research Methods in I-O Psychology (RIOP) course that provides an overview of faculty research interests and the knowledge necessary to conduct thesis/dissertation research. Finally, first year students will normally take additional research hours to begin developing their research interests. As a general rule, the first-year student will carry a 12-hour course load each semester. The Master's thesis proposal will also be started in many cases during the first year.

In the *second year*, the student will usually begin to take more specialized courses in the I-O field, and to enroll in additional graduate methods courses. The final core course will be completed. A normal course load during the second year is 9 hours each semester, including course-hour credit for thesis research. Most students will be completing the Master's thesis during the second year. In fact, unless there are extenuating circumstances, a full-time student should complete course requirements for the M.A. degree and defend the thesis proposal by the end of the second year, with many students completing the thesis itself.

In the *third year* the program typically becomes more specialized, with courses consisting mostly of advanced seminars in the specialty areas of concentration chosen by the student. Again, most students will take 9 hours each semester, including credits for research and/or internship. During the third year, the student will usually meet the minor requirement. The M.A. thesis and degree will be completed by the end of year three, and the thesis submitted to a conference or a journal for presentation or publication.

Typically, most of the *fourth and fifth years* will be devoted mainly to completing the doctoral dissertation. The student may also carry an additional advanced seminar during this time, although this will almost always be an optional choice. The comprehensive exam will normally be taken by fall of the fourth year.

Specialty Areas

The USF faculty have expertise in a number of areas of I-O including:

(1) **Industrial/Personnel Psychology**

Selection, Training, Performance Appraisal, Criterion Development, Management Development, Personnel Research, Job Analysis, and other areas generally related to personnel management.

(2) **Organizational Psychology**

Career Development, Teams, Job Attitudes, Leadership, Motivation, Organizational Citizenship Behavior, Work-Family, and other areas generally related to organizational behavior.

(3) **Research Methodology**

Measurement, Design, and Statistics including factor analysis, causal modeling, applied methodology and program evaluation.

(4) **Occupational Health Psychology**

A concentration is available in conjunction with minor coursework in the College of Public Health. Included are accidents, counterproductive work behavior, occupational safety, occupational stress, work-family issues, and workplace violence. A more extensive OHP traineeship program has been funded by a NIOSH training grant involving more coursework and interdisciplinary activities with the College of Public Health.

Part-Time Students

Our program is full-time, and we do not admit part-time students.

Advisory Guidance for Students

Each entering graduate student will be assigned an initial *academic advisor* from the I-O faculty. Students are free to change advisors with the agreement of the faculty member chosen. When possible, initial advisors will be chosen to match student research interests. Students must notify the former advisor of the change in status. All students must remain in close contact with their advisors and provide updates about their academic progress/status at least once per semester. During the first year, the advisor will review the student's academic background, assist the student in planning a first-year program, and make recommendations regarding course requirements to be waived, if any. The Graduate Program Committee makes final decisions on course waivers and other significant deviations from the prescribed curriculum. The academic advisor will also be responsible for follow-up guidance to the student and for monitoring his or her academic progress. In subsequent years the advisor will continue to assist the student in planning their academic program, monitor student progress, and serve as the chair of the student's thesis and dissertation committees. It is not unusual for a student to have different advisors during his/her tenure in the program.

At the time the graduate student begins to formulate ideas for a Master's thesis, a research committee will be selected by the student with the approval of the Graduate Program Committee of the Psychology Department and his or her advisor, who will serve as chair. The M.A. thesis committee will consist of three or more members, at least three of whom must be members of the Psychology Department faculty. At least two Program areas must be represented on each M.A. committee (i.e., a typical M.A. committee for a student in the I-O Program will consist of two members of the I-O faculty and one member from either the Clinical Science or Cognitive, Neurosciences, and Social Program).

A similar procedure will be followed in appointing a Ph.D. advisory committee. The Ph.D. committee is formed upon completion of the M.A. thesis. This committee will consist of at least five full-time faculty members, with three members of the I-O faculty. One other member must be from faculties of other Programs within the Department. The fifth member can be from another area of the department or from outside the department. The Chair of the Ph.D. committee is chosen by the student (with the consent of the chosen person). The other committee members are recommended by the student and by the Committee Chair. The Graduate Program Committee of the

Department approves the overall committee. If the committee should contain more than five members, the majority must be faculty in the Psychology Department.

Academic Performance Requirements

The University requires, as stated in the *USF Graduate Catalog* that, "Graduate students must maintain an overall average of 3.0 ("B") in all courses. No grade below "C" will be accepted toward a graduate degree, but all grades will be counted in computing the overall average" (1998-1999, page 16). The *Catalog* goes on to explain that a student whose cumulative record does not meet the above standard at the end of any semester will be on probationary status. If the probationary student's standing does not improve after one semester of such status, he or she may be dropped from the M.A. or Ph.D. program.

Occasionally a student may be unable to finish all course requirements within a semester and will request an incomplete from the instructor. Incompletes must be completed as soon as possible. Ordinarily this will be within a semester unless circumstances beyond the student's control prevent it, such as having to wait until the next time the course is offered. If a student is unable to progress due to personal circumstances, e.g., illness, it is advisable to request a leave of absence.

It is the position of the Psychology Department faculty that the production of high caliber Ph.D. students requires even closer monitoring of academic performance than is provided for in the *USF Catalog*. This will serve not only to insure that students are competent in the areas needed for a successful professional career, but also will provide the student with continuous feedback on his/her performance as the student progresses through the graduate program. Such feedback will, hopefully, reduce the student's anxiety over how his or her performance is being evaluated. The Department's policy on student performance is described in detail in the *Handbook*, under the heading "Student Evaluation." In addition to the general requirements for all Psychology Department graduate students grades of "A" or "B" must also be earned in all required courses for the I/O program.

Each student's performance in the I-O Ph.D. program will be reviewed by the I-O faculty at the end of each academic year. If the student's performance to date seems deficient, the procedure outlined in the section entitled; "Student Evaluation" of the *Handbook* will be followed. In this context, it is also important to reiterate that academic performance requirements include the dissertation, thesis, graduate assistantships, external placements, research activities, and other professional activities.

Other Requirements

The student in the I-O program must meet all of the general University and Psychology Department requirements for the Ph.D. degree in addition to the I-O requirements. These are spelled out in detail in the *Handbook*.

The Minor

The Minor will be composed of work done outside the student's field of concentration, either in a department other than the Psychology Department or in a Ph.D. Program area other than the student's own. The Minor normally will be constituted by a minimum of two appropriate graduate level courses, integrated to meet the educational goals of the student at the doctoral level. The specific procedures for selecting a program of study for an approved Minor are described in detail in the *Handbook*.

Comprehensive Examination

(This requirement is described in detail in the next section of this document.)

Course Hours

A minimum of 30 credit hours in graduate level psychology courses is required for a Master's degree. There is a minimum of 90 credit hours for the Ph.D.

Allowable Courses

In order to fulfill a course requirement, a course must be delivered over at least a 6-week semester. Shorter time-frame courses (e.g., one-week) can be taken, but will not count toward requirements, including elective courses.

Advanced Courses

A minimum of seven advanced courses is required. This can include seminars in I-O psychology, methodology (in addition to methods requirements), other areas of psychology, or other graduate level courses outside of psychology. Methods courses in addition to the five required can be counted toward the seven required courses.

Graduate Core Course Requirements

I-O students must take a core course sequence of three three-credit-hour courses, usually in the first two years of graduate training. The sequence includes the following courses:

EXP 6608	Cognitive Psychology
SOP 6068	Social Psychology
SOP 6068	Personality

Students are encouraged to take at least two of these courses in their first year.

Students who have taken graduate courses in any of these areas at other universities may request waivers in lieu of taking the respective core course. (See the *Handbook* for additional information about credit transfers or waivers of core course requirements.)

In addition, there is Research in IO Psychology (RIOP, INP 7097) offered by the Department that I-O students in their first year must take.

Comprehensive Qualifying Examination

As a general USF requirement, each student in a Ph.D. program must pass a written comprehensive qualifying examination over the subject matter of his or her major and related fields. The student is not formally admitted as a *candidate* for the Ph.D. degree until this examination is passed. In the I-O Ph.D. program, the student will be examined in *eight* topical areas. Four questions are required of all students. Two will involve broad issues, one in industrial psychology and the other in organizational psychology. The other two required areas are ethics and research methods. The remaining four topic areas are chosen individually by students in consultation with their major professor. For more information on the four elective topics, see the document entitled, "Comprehensive Exam Policy Statement." Students must have completed their required coursework prior to taking the comprehensive exam except that one minor class, and one substantive course may be taken during the academic semester in which the comprehensive exam is taken.

Presentation/Publication of MA Thesis

Research experience is an integral part of the I-O training. Students should gain experience with the peer-review process for dissemination of scientific research. Each student is required to submit their MA thesis or the equivalent work for conference presentation or journal publication.

Teaching (Recommended But Not Required)

Supervised teaching experience is recommended for all Ph.D. students. Normally, this entails teaching a course, or leading a discussion section of a course, in at least one semester. Students must complete the required departmental GTA training session prior to teaching a course as primary instructor.

Internships

Optional internship opportunities are available for students who wish to obtain field experience in an organizational setting. The work might entail either organizational research or applications activities, such as training, selection, attitude measurement, or similar functions. Students who accept an internship assignment must maintain contact with their major professor. Full-time internships should be not accepted prior to completing the thesis. Full-time internships should not be longer than one year. Students will be expected to assume a full credit-hour load after the internship, and will be expected to progress expeditiously toward completion of their studies.

Internship assignments are coordinated by the Area Director. In order to ensure an orderly process in the assignment of internships, students may not interview for an internship without receiving prior approval from the Area Director. In those instances where a student has located an internship on his/her own, the student must still inform the Area Director of this. **International students who seek internship experience should discuss requirements with the Area Director.**

Occupational Health Psychology Specialization

A training concentration is offered in occupational health psychology (OHP) between the I-O program 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 an extended 5-course minor from Public Health (e.g., Environmental and Occupational Health, Industrial Ergonomics, Safety and Health Administration, Social/Behavioral Science Applied to Health, Categorical Data Analysis, and Longitudinal Data Analysis). Nonclassroom training experiences and opportunities are also available to further 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 traineeship fit within the I-O requirements such as the minor, advanced method electives, and 7 elective graduate courses. OHP students are required to take one OHP topic as part of their comprehensive examination.

SPECIFIC COURSES OFFERED IN THE PROGRAM

Required Courses

Any of the required courses listed below may be waived with the approval of the I-O faculty, if it is determined that the student has obtained the equivalent training in other courses or by other means. The courses are listed in order of course numbers, and not necessarily in the order that they are taken:

PSY 6217 PSYCHOMETRICS

PR: Admission to graduate program or CI. An introduction to principles of assessment in psychology. Presented in Semester II each year.

PSY 6217 REGRESSION/ANOVA

An introduction to multiple regression, correlation and analysis of variance. The use of computers to conduct these analyses is emphasized. To be presented in Semester I every year.

INP 6935(A) PERSONNEL PSYCHOLOGY

PR: Introductory course in I-O psychology or CI. In-depth review of topics in personnel psychology. Topics covered include: selection, testing, training, performance evaluation, criterion development, and job satisfaction. To be presented in Semester I every year.

INP 6935(B) ORGANIZATIONAL PSYCHOLOGY

PR: Introductory course in I-O psychology or CI. In-depth review of current theory and research on organizational psychology. Topics covered include: Attitudes, behavior in organizations, leadership and supervision, motivation, occupational health, organization theory and structure, organization change and development. To be presented in Semester II every year.

INP 7097 RESEARCH METHODS IN I-O PSYCHOLOGY (RIOP)

Introduction to the research interests of faculty and to the research process. Included is an overview of the research process, including the thesis and dissertation. Presented 1 hour in Semester I and 2 hours in Semester II each year.

PSY 7931 SEMINAR IN ETHICS AND PROFESSIONAL PROBLEMS

PR: Both sections of INP6935. Covers ethical principles and professional practice issues related to I-O psychology. Offered every other year.

INP 7097 ORGANIZATIONAL RESEARCH METHODS

PR: PSY 6217 (Psychometrics) PSY 6217 (REGNOVA) or CI. Overview of problems in conducting organizational research. Topics covered include: causality, designs, research ethics, research strategies, and threats to validity. Usually presented in Semester I every other year.

*PR = Prerequisites for the course.

**CI = Consent of Instructor

Core Courses

(See department handbook)

Graduate Methods Requirements

All I-O students are required to complete Psychometrics (SOP 6669), Regression/ANOVA (PSY 6217), Organizational Research Methods (SOP 6669) and two additional graduate level methods courses from this or other departments. This should be considered a minimum, and most I-O students take more than these 5. Methods courses count toward the required 7 advanced courses.

Advanced Seminars

Students should consult with their academic advisors before registering for advanced seminars. The selection of specific courses to be taken will depend on the area of specialization chosen by the individual student for his or her overall academic program. The seminars listed on the following page are presented on a *regular* basis.

INP 7097 EMPLOYEE SELECTION

PR: CI. In-depth examination of theory and research concerned with employee selection and placement. Topics covered include: selection models, statistical techniques used in selection, employee testing, equal opportunity issues and EEOC guidelines, assessment center methods, ethical issues.

INP 7097 WORK AND FAMILY

PR: CI. An examination of research and theory regarding relationships between work and family. Topics include dual career couples and the division of labor, work-family conflict, work-family facilitation, work-family organizational policies and practices. The course emphasizes an awareness of research from multiple disciplines and the implications work-family interactions for health and well-being.

INP 7097 TRAINING AND DEVELOPMENT

PR: CI. In-depth examination of theory and research in the area of training and development. Topics covered include: types and uses of different training methods, development of such methods, evaluation of these methods.

INP 7097 JOB ATTITUDES

PR: INP 6935 (Personnel and Organizational) or CI. This course covers the theory, findings and measurement of job attitudes, focusing mainly, but not exclusively, on job satisfaction and organizational commitment from both a research and practical perspective. Included is coverage of assessment,

interventions, and the research literature.

INP 7097 PERFORMANCE MEASUREMENT/CRITERION DEVELOPMENT

PR: CI. In-depth examination of various approaches used to measure "criteria" or dependent variables in personnel research.

INP 7097 LEADERSHIP

PR: CI. Examination of major leadership theories and research. Topics include contingency theories, leader-member exchange, attribution theory, and transformational leadership.

INP 7097 OCCUPATIONAL HEALTH PSYCHOLOGY

PR: INP 6935 (Organizational Psychology) and CI. An in-depth examination of the effects that jobs and job conditions (both physical and social) have on individual health and well-being. Included are accidents, occupational stress, and occupational safety.

INP 7097 ASSESSMENT CENTERS

PR: CI. In-depth familiarization with the assessment center method, which is now widely used in organizations of all types for individual appraisal and development purposes. Seminar will usually entail the visits to actual assessment centers.

INP 7097 TEAMS

PR: CI. An in-depth examination of individual and group performance on various tasks. Topics covered include: procedures for evaluation of performance of individuals, nominal and real groups, factors influencing small group performance in natural and artificial (experimental) settings.

INP 7097 CAREER DEVELOPMENT

PR: CI. An examination of career development theory and practice. Specific topics include individual and organizational career management practices, career stages, career success, formal mentoring programs, diversity and mentoring relationships, interpersonal processes in mentoring relationships.

INP 7097 JOB ANALYSIS

PR: CI. An examination of the theory and methods of job analysis. Topics include job analysis techniques and their application to selection, training, and job evaluation, and taxonomies of tasks and abilities.

INP 7937 PSYCHOLOGY AND TECHNOLOGY

New technologies are influencing both the applied and theoretical aspects of psychology. This seminar is an examination of the nature of these influences on the topics typically considered traditional in industrial/organizational psychology (e.g., selection, training, organizational structure). We also look at new technologies, such as social media, and how workers and organizations benefit from their use.

SOP 6669 FACTOR ANALYSIS

PR: PSY 6217 (Research Methods) and CI. An in-depth exploration of exploratory and confirmatory factor analytic techniques. Exploratory topics covered include: the common factor model, factor extraction methods, the problem of the number of factors to extract, rotational solutions. The confirmatory techniques will focus on causal modeling primarily via the LISREL software.

SOP 6669 META-ANALYSIS

PR: PSY 6217 (Research Methods) and CI. An in-depth exploration of meta-analysis methods used in psychological research.

SOP 7609 COVARIANCE STRUCTURE MODELING

PR: Factor analysis and multivariate statistics, or CI. An examination of the application of LISREL and EQS to problems frequently encountered by psychologists. Topics include: the mathematical representation of CSM, identification, goodness of fit, specification searches, confirmatory factor analysis, and latent path models.

Seminars on other topics can also be arranged from time to time, depending on student interest and faculty availability.

Supervised Research, Teaching, and Internship

DIRECTED RESEARCH

A student working under the supervision of a faculty member on research, which is neither a part of an assistantship, nor a thesis, nor a dissertation project must register for credit hours under this heading. If the student has not yet completed all requirements for the M.A. degree, the appropriate course number for this work is PSY 6917. After receiving the M.A. degree, the appropriate course number for such directed research is PSY 7918.

PSY 6947 GRADUATE INSTRUCTION METHODS

A student who is teaching under a faculty member's supervision should register for credit hours under this course number.

PSY 7908 DIRECTED READINGS

A student engaged in an advanced reading program of selected topics under the supervision of a Psychology department faculty member should register for credit hours under this course number.

PSY 6971 THESIS

Students conducting research for the M.A. thesis under the supervision of a faculty member must register for credit hours under this course number (under same ground rules as for PSY 6917).

PSY 7980 DISSERTATION

Students conducting research for the Ph.D. dissertation under the supervision of a faculty member must register for PSY 7980. However, a student must have passed the Comprehensive Qualifying Examination, and therefore be admitted to *candidacy* for the Ph.D. degree before being permitted to register for credit hours under PSY 7980.

RECOMMENDED FIVE-YEAR CURRICULAR PROGRAM FOR AN I-O GRADUATE STUDENT

The sample curricular program presented below is intended to illustrate how a student might program his or her five-year training program to earn the Ph.D. degree. This is *not* by any means intended to suggest a rigid pattern that the majority of students will follow. It should be recognized that the five-year program is a realistic goal for most students and represents a rigorous but manageable program. Some students have completed the program in four years, and some have taken the entire six years allowed.

Five-Year Curriculum

Year	Semester 1	Semester 2	Summer
1	Psychometrics Core 1 I Course (INP 6935A) Research in I-O Independent research	Research Methods Core 2 O Course (INP 6935B) Independent research	Work on thesis proposal
2	Organizational Research Core 3 Seminar 1 Thesis proposed	Methods 1 Seminar 2 Seminar 3 Thesis defended	Submit thesis to conference/journal Minor 1
3	Methods 2 Ethics Seminar 4	Seminar 5 Seminar 6 Seminar 7	Minor 2 Submit paper to conference/journal
4	Comps Propose dissertation	Part-time internship/teaching	Part-time internship/teaching Submit paper to conference/journal
5	Dissertation proposed Begin networking toward finding a job	Dissertation defend Job search	Begin career

Students should be involved in research throughout the training program.

Maximum Times Allowed For Key Milestones

These are the maximum allowable times for completing the thesis and dissertation proposals and final defenses. Keep in mind that these are maximums and are not considered reasonable goals for good progress. Students should progress more quickly than this. Students who fail to meet these deadlines will be placed on probation, and if they fail to meet the conditions of the probation they will be recommended to the graduate school for dismissal. A leave of absence should be requested if circumstances prevent progress for an extended period of time, and such leaves will not count toward time limits.

Successful defense of M.A. thesis proposal:	End of fall semester year 3
Successful defense of M.A. thesis and completion of M.A.	End of fall semester year 4
Successful completion of Comprehensive Examination*	End of year 4
Successful defense of Ph.D. dissertation proposal	End of year 5
Successful defense of Ph.D. dissertation and completion of program	End of year 6

*According to the USF Graduate Catalog, doctoral students must apply to doctoral candidacy during the semester that the comprehensive examinations are completed, but no later than the semester following the successful completion of the exam. Students typically are admitted to doctoral candidacy by year 4.

STUDENT SUPPORT

Graduate Assistantships

The department has available a limited number of graduate teaching assistantships. Most first year students are offered a combination teaching/research assistantship that involves covering one or more undergraduate laboratory sections for research methods or other courses. Students with master's degrees may be assigned their own undergraduate course to teach, depending upon expertise. Research assistantships may also be available on faculty grants.

Graduate Fellowships

The university awards graduate fellowships on a competitive basis through several programs that can change from year to year. These fellowships are for varying amounts and time spans; some are renewable and some are not. The fellowship may not have any or as much employment requirement, so students who are awarded fellowships will have additional time to devote to their studies. Multiyear fellowship students will still be expected to gain teaching experience.

External Placements

Many advanced students are supported through external placements and internships. For local placements, students should ordinarily work no more than 20 hours per week during the Fall and Spring semesters. Students must get the approval of their advisors and the I-O Program Director to work more than this amount. Out of town placements requiring relocation can be full-time, but should not extend beyond one year.

Conference Support

The I-O faculty will support student travel to annual I-O conference (SIOP, Academy of Management, APA, and APS) to present papers when possible. To be eligible a student must be on the program and attend the meeting.

BEYOND REQUIREMENTS: EXPECTED ACTIVITIES FOR I-O GRADUATE STUDENTS

The graduate school experience is far more than fulfillment of courses and other activities listed in this handbook. These represent the minimum expectations, but to become a Ph.D., you must do far more. You must not only acquire knowledge, but you must learn how to think like an I-O psychologist, and you must develop I-O research and practice skills. Our expectations are that you will become a highly talented psychologist who is able to conduct scientific research and apply the principles of scientific research. Our goal is that you will be able to compete for the best jobs in whatever area you choose for your career. This requires a tremendous amount of dedication and work. Below is a list of activities that will enhance your training.

1. **Get involved in research.** Research skills are the foundation of an I-O psychologist's expertise. In addition to the thesis and dissertation, you should be involved in research your entire graduate school career. First year students will likely assist faculty and advanced students on research projects. More advanced students should be conducting research projects in collaboration with the faculty. Develop areas of interest in which you become expert, and begin doing this in your first year.

2. **Present and publish research.** Both of these activities are tremendous learning opportunities, and the program will help cover costs of presenting at a conference when possible (see prior section on graduate student support). If you wish to become an academic, journal articles are the main selection criteria. No publications—no job. However, these are valuable experiences for practitioners too, and many practitioners continue to conduct research throughout their career.

3. **Read the literature.** You should keep up with the major journals of the field. This doesn't mean reading every article, but it does mean scanning the tables of contents to see what's going on in the field. It also means reading those articles that are within your areas of interest, or that might be relevant to what you are currently studying. Don't limit your reading to just what's needed for classwork or your thesis/dissertation.

4. **Join SIOP and/or other professional organizations.** Society for Industrial and Organizational Psychology (SIOP) is the foremost association of I-O psychologists in the world. It is one of the best places to learn about the profession of I-O psychology, and to keep up on recent developments. A student membership is cheap, and a large proportion of members are students. The association is a good place to network, which is something that will help your career. It also might help you find an internship and your first (and even subsequent) jobs. You should join during your first year. Other organizations are also relevant and have student membership fees that are reasonable.

5. **Attend conferences.** While still a student you should attend professional conferences. SIOP would be the obvious first choice, but other national organizations include Academy of Management, American Psychological Society, and American Psychological Association. These are listed in order of relevance to I-O. Regional conferences (e.g., Southern Management Association) are smaller and can be good meetings as well. Other specialized meetings are also available. These conferences are invaluable for networking, looking for jobs, meeting and seeing people whose work you've read, and keeping up with the latest developments. It can be expensive, so we don't expect all students to be able to go to every meeting, but you should go when you can.

6. **Attend department colloquia.** You are expected to attend our regular brown bag series and to present your work to your department colleagues. We strongly encourage you to attend relevant colloquia outside of I-O as well. This helps broaden your training, and often ideas from other areas can be extremely valuable.

6. **Get involved in the program.** The I-O program is people, both the faculty and students. The more involved you become, the better the program will be, and the more you will get out of it yourself. This means volunteering for various activities (e.g., student recruitment, program newsletters). These activities enable students to become acquainted with students across other years. Don't underestimate the effects of the network on your career. Classmates help other classmates find jobs.

7. **Read *TIP*.** *The Industrial and Organizational Psychologist* or *TIP* is the SIOP newsletter, but it is far more than that. It contains a tremendous amount of information about the I-O field and profession. Pay attention to the *TIP Topics* column that concerns the graduate school experience. It was born right here at USF under Dr. Mike Coovert's *TIP* editorship, and has been written by USF students. *TIP* is published four times per year. As a member you will get an electronic subscription, but it can be read online at www.siop.org.

Updated August 8, 2016

USF I-O FACULTY INCLUDING RANK AND PHD GRANTING UNIVERSITY

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Edward L. Levine, Ph.D.
Professor Emeritus
New York University

Carnot E. Nelson, Ph.D.
Professor Emeritus
Columbia University

Paul E. Spector, Ph.D.
Distinguished University Professor
University of South Florida

Stephen E. Stark, Ph.D.
Professor and Associate Chair
University of Illinois at Urbana-Champaign

Research interests and a list of representative publications of the I-O faculty can be found on the department website.

APPENDICES

Comprehensive Exams

Guidelines for Peer Mentors

Comprehensive Exams

Purpose and Procedure

Purpose

There are two purposes to the comprehensive exam (comp). First, it serves a certification function. Each student demonstrates through the comp that he or she has achieved a sufficient level of knowledge about I/O psychology to earn the Ph.D. degree. Second, and more importantly, it serves an educational purpose. During the first year of the program, each student gets a broad overview of the I-O field in the two INP 6935 survey courses. In studying for the comprehensive exam, each student gets another overview of the field, but befitting an individual at this level, it is done through self-study rather than coursework. Exam preparation is an opportunity to get a broad overview of both content and methodology, and an in depth study of the four optional areas. This is also a chance to study additional areas of interest that time has not permitted in the past.

Exam Structure

The exam consists of 8 2-hour questions administered over two weeks. Four of the areas are predetermined and taken by everyone—industrial, organizational, research methodology, and ethics. Four are to be chosen by the student. Guidelines for selection of the option areas are detailed in the document entitled, “Comprehensive Exam Policy Statement.”

Administration

The exam will be administered twice per year, typically during the 3rd and 4th weeks of Fall and Spring semesters. The exam will not be given to fewer than 2 students. Each student must submit a request for approval to take comps. The Area Director will send an email in advance of each exam with notification that it is time to declare intent to sit for the exam and to identify optional areas. Students must meet the deadline provided by the Program Director. It is recommended that students plan comps well in advance.

The I-O Program Director will assign question writers and graders based on expertise. He/she will also provide the schedule of question administration. Normally there will be eight 2-hour sessions over two weeks, with questions administered on Monday and Thursday, one in the morning and one in the afternoon. However, it might become necessary to adjust this schedule depending upon holidays, unforeseen events, and the inability to cover all the optional questions in that number of sessions. Students whose native language is not English may request to be allowed an additional hour per session. Individual exam question make-ups are to be scheduled by the individual question writers, and can be held at any time during the semester.

Grading

Each question will be graded based a 0 to 4 scale by two faculty members, the question writer and one additional grader. If there is a disagreement between two graders about whether an answer is passing, or there is more than a .5 discrepancy in the numerical grade, the two graders will discuss the question and try to reach consensus. If they are unsuccessful, a third grader will be used to break the tie to determine passing, or to be averaged in with the other two in the case of numerical discrepancies. A passing score for each question is 3.0. A passing score for the entire exam is an overall 3.0 average or higher, and passing of at least 5 questions. (Warning: Do not fail to answer a question because you are unsure about the answer—this will result in a 0 for that question, and likely a failure on the exam. Give the best answer you can, as surely you will have some knowledge related to topic that will at least get partial credit). A student is permitted to make-up individual questions that were missed if the overall exam score was passing. For the overall exam, there can be only two chances to pass (i.e., comps overall can only be failed once).

June 13, 2014
Updated August 8, 2016

Comprehensive Exam Policy Statement

The purpose of comprehensive exams is to encourage and ensure that students have mastered a broad, deep, and integrative knowledge of the field of I-O psychology prior to becoming a PhD candidate. We assess student mastery through the examination of responses to 8 questions. Four of the 8 questions are drawn from the required areas of Industrial, Organizational, Methods, and Ethics. The other 4 questions are based on topics of the student's choosing (referred to hereafter as the "optional areas").¹ What is suitable as an optional area has been the subject of discussion among the faculty. This policy statement is intended to articulate the current approach agreed upon by the I-O faculty for the selection of optional areas and to serve as a guide to students in selection of their four optional areas.

1. Topics for which we currently offer a doctoral seminar are eligible (e.g., assessment centers, job analysis, occupational health psychology, selection, training, work-family).
2. Topics for which we do not currently offer a doctoral seminar, but that are commonly included as chapters in introductory I-O psychology textbooks are eligible (e.g., motivation).
3. One of the 4 optional areas can be narrower in scope than the topics described in points 1 and 2 if the topic is the subject of the student's dissertation. The purpose of this option is to give the student the opportunity to read more deeply in an area than would be expected of the otherwise competent student and to connect the material with his/her intended dissertation topic. For example, a student pursuing a dissertation on underemployment, which falls within the broader topic of careers, could take a question on underemployment instead of careers. A student pursuing a dissertation on the use of simulation techniques to train surgeons could take a question on simulation techniques instead of training. A student conducting a dissertation on counterproductive work behavior (CWB) could opt for a question on CWB instead of occupational health psychology.
4. A narrow topic deemed acceptable for one student does not mean that the same topic is acceptable for a subsequent student.
5. A topic should not be a subsection of another selected optional topic (e.g., students cannot select personality and negative affect as 2 of their 4 areas). Students can select two topics for which we have two doctoral seminars (see point 1 above) that share some overlap (e.g., assessment centers and selection).
6. The combining of two optional topics to form a third topic area is not acceptable (e.g., students cannot select personality, selection, and personality in selection as three of their four optional areas).
7. Students are encouraged to span both the I and the O side of I-O psychology in selecting their optional areas and should do so in consultation with their major professor.

¹Students completing the OHP concentration must take OHP as one of their four optional area.

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Added to 2016-2017 I-O Handbook
TDA

Guidelines for Peer Mentors

The purpose of the peer mentor program is to help new graduate students with their transition to graduate school through contact with more advanced students. The peer mentor lends his/her advice and support to enable the new student to become better socialized into the program. Faculty are able to provide some of this, but often students are more comfortable talking to students, and for many issues (e.g., how to register, and where to live) faculty are not as informed. Although most students will develop their own support network, the peer mentor program is designed to provide support until that happens. Your fellow students will likely become your initial professional network, and the peer mentor program can help facilitate that, at least in a small way.

If you have agreed to be a peer mentor, you should offer assistance to your assigned student. Some things that seem reasonable to help with might be the following:

1. Advice about where to live and areas of town to avoid.
2. Show the student around campus and/or the area.
3. Help with administrative details, such as setting up bank accounts, getting health insurance, registering for classes, signing up for payroll.
4. Help with course selections.
5. Provide advice about dealing with stress of the first year.
6. Help the student understand program requirements and give advice about how to progress at a reasonable rate.
7. Provide a realistic preview of school.
8. Introduce the student to other graduate students.

If you volunteer to be a peer mentor, you should agree to do the following.

1. You should contact your student as soon as the assignment has been made (in late spring or early summer), and get acquainted at least through e-mail. Offer assistance, and likely he or she will want advice about where to live and about getting relocated.
2. Once he or she arrives, make contact again to see if he or she needs further help. Have a phone conversation (if you haven't already). A face-to-face meeting would be nice if possible; for example, you might meet on campus to show your student around.
3. Attend department get-togethers with the students during orientation and later in the semester if possible. This might include the luncheon at the end of the GTA training and/or the afternoon I-O orientation session.
4. Be available to help as the semester progresses. Be proactive. Don't just give your student your number and tell him or her to call you if he or she needs anything. Contact your student from time to time (perhaps monthly) to ask how things are going.
5. Keep in mind that some assigned relationships will develop and flourish, and some will not. This is to be expected. Regardless, each peer mentor should make a commitment to contact their assigned student at least once per month or two for the first year, initially more frequently and then tapering off over time. Often first year students feel uncomfortable asking for help or imposing on the time of the senior student, so it is important that the peer mentor make the effort to initiate contact. Of course, keep in mind that many people are independent and may make an easy transition, so offer help but don't be overly intrusive if that help is not needed. Your student will still appreciate your offer.

The peer mentor program serves an important function for the I-O program. The support and camaraderie among students is one of the factors that make USF such a great program!

June 13, 2014