



FLORI

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WELCOME TO THE DEPARTMENT OF PSYCHOLOGY

LETTER FROM THE DEPARTMENT CHAIR, DR. TORU SHIMIZU

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 38 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 regarded among educational and scientific colleagues. This is exemplified by the Department of the Year Award in 2003

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.

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

The second critical departmental listserv is the one for concentration CL Psych <http://mailman.acomp.usf.edu/mailman/listinfo/clpsych>
CNS Psych <http://mailman.acomp.usf.edu/mailman/listinfo/cnpsych>
or IO Psych <http://mailman.acomp.usf.edu/mailman/listinfo/iopsych>
All students and faculty within the concentration are required to subscribe to the concentration listserv and may not unsubscribe.

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

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

APAGS and gradPSYCH MAGAZINE

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

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

FLORIDA RESIDENCY REQUIREMENTS and Their Impact on Tuition Rates

Applicants desiring classification as Florida residents for tuition paying purposes must sign and complete the Florida Residents section of the Florida Residency R1 (y)-9.2 (i) form.

Graduate Studies

ACADEMICS

maximum includes the total of both external Transfer of Credit and Internal Application of credit.
Individual Graduate Majors may have more restrictive requirements. Transferred courses do not have

least one member must be selected from another concentration department. CNS students must have one member from the student's CNS concentration and one member from outside the student's CNS concentration or from the other doctoral concentration (Clinical or I-O). For the purpose of determining to which concentration CNS faculty belong, please refer to the Department's webpage listing of CNS faculty concentrations or to the CNS Area Director

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

The department's Master's Thesis Committee Form (available on the department's website) must be submitted at least a week before the thesis proposal date to the Graduate Program Committee via Laura Pierce in PCD 4114. Degree seekers also see College committee form in M.A. Degree section)

Changes to the committee must also be approved by the Graduate Program Committee. A departmental Changes to Committee form must be filed. These forms are available on the department's website and should be submitted to the Graduate Program Committee.

- 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
 - degree application and graduation survey through OASIS (by deadline)
- Prior to students applying for Master's degrees, you must first email Lisa Mirabal at lmirabal@usf.edu your name, UID#, major code PSY, and Concentration code (CL=PSC, CNS=PCN, IO=PSI), because OASIS will only allow Ph.D. degree entry because of your doctoral student status in our Psychology doctoral major
- ETD registration online* (by deadline)
 - Create new account on USF ProQuest website *
 - set defense date with committee, reservation request online form (<http://psychology.usf.edu/forms/RoomReservation.aspx>).
 - thesis draft to committee 1-2 weeks before defense date
 - email to Laura thesis defense announcement (<http://psychology.usf.edu/policies/forms/ThesisDefenseAnnouncementTemplate.doc>)
 - thesis defense, and signed Successful Defense form (Master's) (<http://www.cas.usf.edu/students/data/Successful%20Defense%20Thesis.doc>)
 - final manuscript submission (by deadline)
 - department pdf files of thesis and vita
 - commencement
- * degree-seeking students only

General University Requirements

The semester prior to final manuscript submission, the student is required to register for and attend a Office of Graduate Studies ETD Workshop (not to be confused with ETD Registration). Early in the semester in which the thesis will be defended, the student should submit a degree application and graduation survey before the deadline. These are available through OASIS, click on the Student menu and select Apply for Graduation. Prior to students applying for Master's degrees, you must first email the CAS Graduate Area at cas-gusgradarea@usf.edu with your name, UID#, major code PSY, and Concentration code (CL=PSC, CNS=PCN, IO=PSI), because OASIS will only allow Ph.D. degree entry because of your doctoral student status in our Psychology doctoral major. The student should submit the online ETD Registration (not to be confused with ETD Workshop) prior to the Fame 6Tw ()Tj]TJ 0i5 0 Td [(F-1 43 (d)).

Substitute Directed Research Hours for Thesis/Dissertation Hours”). Students must successfully defend the thesis during an oral examination before their committee. Students should avoid scheduling dissertation defenses during June, July, August. Submit a defense announcement to Laura Pierce (use the thesis defense announcement at this link <http://psychology.usf.edu/policies/forms/ThesisDefenseAnnouncementTemplate.docx>). After the defense, submit the signed Successful Defense form (Masters) <http://www.cas.usf.edu/students/data/Successful%20Defense%20Thesis>, to Laura Pierce. The department requires that the student submit the final formatted or Office of Graduate Studies version of your thesis and a current CV in pdf format via email to Laura Pierce lpierce@usf.edu. The file name should include your full name and the words 'thesis' or 'vita'.

Students Entering with a Master's Degree

Students accepted into a Ph.D. program who hold a Master's degree from another university must satisfy the same requirements as those beginning their graduate training at USF. Students' master's coursework or thesis is not transferred by default, and sometimes these do not transfer. The transfer of master's courses from the previous institution will have to be approved by the major professor, the Area Director, and importantly the instructor of record for the USF course. An advisory committee (usually including the major professor and two other faculty) determine advanced status of a master's student based on equivalency of coursework and the research thesis completed at another institution, subject to approval by the Area Director and Graduate Program Committee. It is the student's responsibility to provide all evidence and material necessary for such decisions, including a copy of the master's thesis. Ideally, these materials will be submitted to the student's Area Director prior to the start of the first semester at USF. Acceptance of transferred theses should be documented and submitted to Laura Pierce for the student's department file. There is a form that must be completed for this transfer to occur. Students should complete a Transfer of Courses form http://www.grad.usf.edu/inc/linked_files/transfer_course.pdf and submit it to the Graduate Program Committee, Laura Pierce in PCD 4114A, with supporting documentation. This should include a copy of the transcript showing the course and grade received, a syllabus or course description, and a list of the text(s) and readings if not contained in the syllabus. The form and documentation should be submitted as early as possible in the student's first year.

PH.D. DEGREE REQUIREMENTS

The 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-Masters or 80 Post-Bachelor 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 the internship (if required). Thus, the total time allowed for completion of the doctoral degree is seven years (six years for I-O) from the date of admission. Typically, a student will reach candidacy within four years, but this may vary per discipline.

Committees are selected by the student and advisor, and committees must be approved by the Graduate Program Committee. The department's Dissertation Committee Form (available on the department's website) and the college's Graduate Student Supervisory Committee Appointment Form (available on both the department's and the college's websites) must be submitted to the Graduate Program Committee via Laura Pierce in PCD 4114. If proposed members include individuals outside the department who are not affiliated or courtesy faculty, their current CVs must accompany the forms. The College also requires that any non-USF faculty CV accompany the forms as well.

Changes to the Ph.D. committee must also be approved by the Graduate Program Committee. Both a departmental Changes to Committee Form and a signed college Changes to Committee Form are required. These forms are available on the department's and college's websites and should be submitted to Laura Pierce (PCD 4114) for routing. Students are required to justify changes. Typically, scheduling difficulties are not sufficient reasons for requesting such changes.

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

Requirements for Admission to Doctoral Candidacy

Students typically reach candidacy within four years of admission.

- x Completion of M.A. requirements
- x Approval of department and college dissertation committee forms prior to submission of application
- x Completion of concentration course requirements for admission to candidacy (including specialization courses for CNS)
- x Successful completion of comprehensive examination major area paper (MAP)
- x

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Specialization Requirement

A specialization (formerly called minor) area

an explanation even of negative results. Typically, a copy of the proposal is distributed to the committee at least 12 weeks prior to the proposal meeting.

least one of the Co-Major Professors) is required to proceed with the defense. These outside Defense Chair must attend but does not count as one of the three required members in attendance. If an unforeseeable situation arises that would prevent compliance with this requirement, the Major Professor or Doctoral Dissertation Defense Chair should contact the Office of Graduate Studies for guidance and approval to proceed with the defense. Students should take to their defense an extra Successful Defense Form, and the Certificate of Approval Form for Theses and Dissertations as these need all of the committee members' signatures. The Certificate of Approval form is part of the Office of Graduate Studies' final manuscript submission process, and is available on the TDW website. After the defense, the signed Successful Defense Form should be submitted to Laura Pierce, PCD4e3.7 (a)-3.9 (C/op-1.7 (i)n (s)-5.4at)-1.7 (e S)-2.4 (t)-

COURSE LOAD

General University Requirements

See current Graduate Catalog

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 a master's or doctoral degree. After completing the master's degree, students should no longer register for thesis credits. Also, during the term in which students take the comprehensive exams, students must be enrolled in a minimum of two graduate credit hours (see Candidacy section regarding Directed Research option PSY7918). 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 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) consecutive semesters). Students who have already submitted their dissertation to and received approval from the Office of Graduate Studies no longer register for dissertation hours, but may register for Directed Research PSY7918 or Internship hours as applicable in the semester they apply for the doctoral degree.

After the first week (past online drop/add deadline), students should not make changes from graduate level courses themselves online through OASIS. Students instead will be required to submit a Office of Graduate Studies Petition form http://www.grad.usf.edu/inc/linkedfiles/Graduate_School_Petition.pdf and select "drop" or the appropriate action needed along with a brief letter of justification in order to have their request considered for approval. Students should fill out the form, sign on the student signature line, and obtain the signature of the Instructor(s). International students should also obtain the approval and signature of the International Student Services Director. e actnon.251 0 32.7 (r

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 Course Justification (<http://psychology.usf.edu/policies/forms/CourseJustification.pdf>) 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. All first year students should register for 9 to 12 hours fall/spring (summer hours not required)
2. Prior to admission to doctoral candidacy, students

holding loans check the requirements of their lending institution. Students receiving international students' Administration benefits should also confirm enrollment requirements. Students may also be subject to tax withholding if they are not registered as full-time students. Finally, to maintain student status according to USF, students must maintain continuous enrollment (see Graduate Catalog).

Pre-masters students who need only one more credit hour to meet total minimum enrollment requirements may register for Directed Research PSY6917 (see M.A. Degree section regarding substitution policy). After completing the master's degree, students should no longer register for thesis credit. Students who have already earned their master's degree and are working on their dissertation proposal but have not entered doctoral candidacy status (unable to register for dissertation hours) may register for 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 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 or get their degree in the Summer semester that need to register to meet tuition waiver eligibility (6 credit hours) or continuous enrollment requirements, should register only for the course section of Thesis, Dissertation, or Directed Research assigned to the department Chair (Dr. Toru Shimizu).

Leave of Absence and Time Limit Extensions

According to the graduate catalog, if a student is unable to meet the mandatory continuous enrollment requirement and unable to make continuous progress toward completion of degree requirements due to 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 (

Vacations/Extended Time Away

Graduate schools a full-time commitment. Students are expected to be available on a full time basis to complete their teaching and research assignments. For those with a teaching assignment, specific expectations are provided in your contract. Vacations and extended absences from the department should be planned for appropriate time periods. All planned absences should be discussed well in advance with your major professor and teaching/research supervisor.

TRANSFER AMONG CONCENTRATION S

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 Major Application 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/she will be required to follow normal application procedures required of all prospective students. Change of Major Applications (http://www.grad.usf.edu/inc/linked_files/GRADUATE_SCHOOL_Chg_of_Major_Application.pdf) 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 required by the student's departmental concentration. Teaching experience for students planning academic careers is strongly recommended. To serve as the primary instructor for a course, students must have earned a degree, be in good standing, and have expertise in the subject matter to be taught.

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

As of Fall 2016, training regarding Title IX (Higher Education Act to prohibit sexual violence, sexual harassment or gender discrimination) & VAW (Violence Against Women)

send out an email providing more information, and will also provide the training at the Orientation for New Graduate Students.

RESEARCH REQUIREMENT

The minimum research requirements in the Department are represented by the thesis and dissertation. A minimum of six (6) thesis hours (or PSY6917 Directed Research hours) and a minimum of six (6) dissertation hours (or PSY 6973 and PSY 7980, respectively) are required to obtain a master's degree and twelve (12) dissertation hours are required for a Ph.D. Students are expected to be involved in research activities and projects beyond these formal minimal requirements, including participating in concentration areas, attending departmental colloquia, presenting papers at conferences, and submitting papers to journals.

Graduate students must collect their own data on M.A. and Ph.D. projects when data collection is called for by the research design. With their committee members' approval, these students may receive assistance in data collection by others. At all times, however, the graduate student PIs must be immediately available during the period of data collection to deal with problems that may arise.

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

Responsible Conduct of Research (RCR) is a critical element in training for scholarship. USF has information about RCR available online at: <http://www.grad.usf.edu/rcr/>

limited to) success in writing research proposals and conducting research (thesis, dissertation, additional projects with other students and faculty), acquiring grant support, participating in departmental colloquia, submission and acceptance of meeting papers, and submission and

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 6058 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 Committee to retake the course a third time. Note that a grade of "B" or above in these courses is considered a "passing" grade.

1. Regression plus lab (4 credits) (PSY 6217: Regression)
2. Multivariate Statistics (choose from EDF 7484: Statistical Analysis for Educational Research III)

Professional Wide Competencies

Students need to complete Clinical Core Courses in the major areas of clinical science (assessment, interventions, and psychopathology). The following are 3-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 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) T syst .y 260879kopmenttyn (cs a)-5.1 (r)-1bel sp (i)-1.7 (cal)-087 0sp77se

The following are course topics listed under CLP 7379: Grad Seminars in Clinical Psychology and 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

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

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

YEAR I

Fall Semester

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)

IV. Faculty Mentor Requirements and Courtesy Faculty

If a student's major professor is not a full-time member of the Psychology Department, a 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 a 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 ongoing 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, 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 master's degree is granted) Requirements for the Master's degree includes a successfully defended thesis and a minimum of 30 credit hours taken (with B- or better for each course).

Dissertation Students register for PSY 7980: Dissertation (12 dissertation credits, 2 of which are required during the semester in which the Ph.D. degree is granted) Requirements for the Clinical Psychology Ph.D. degree include a Master's degree, a successfully defended dissertation, a minimum of 80 credit hours taken (with B- or better for each course), completion of all required coursework, and a one 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 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: 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 questions may draw from and integrate such content areas as psychometrics, assessment, psychology, 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 edge in these domains and demonstrate competency by developing a passing comprehensive exam response. The research specific (RAS) questions are related to the student’s identified programmatic research (i.e., the area of study for her/his dissertation). More detailed information on the parameters of the comprehensive of

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 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 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 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 other members of the

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 thesis, 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.

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 35 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. Proof 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 placements 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 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 24 hours per week across paid or unpaid positions. This includes paid and unpaid research, clinical, and teaching activities that are outside the

(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 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. Under 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 request that Laura Pierce submit a form to the Office of Graduate Studies who will enroll them for the CST 6920 Non-Credit Graduate Study Course (spring/summer/fall), which will allow them to be considered in student status for purposes of the registrar's office and for any previous student loans. Note, however, that if new student loans are desired, then students must register for at least 5 credits per semester based on current federal student loan requirements. While you are not eligible for an inschool deferment unless you are enrolled at least ~~time~~, you may be eligible for forbearance on your loan(s) while you are working on your internship (see website <https://studentaid.ed.gov/sa/repayment/deferment/forbearance>). For more information, you should contact your loan servicer directly. Note that students cannot use the CST 6920 zero credit option for the semester they intend to graduate, since they have to be enrolled in at least two dissertation credits at that time. If they wish, students may register for Internship credits (PSY-6946 with the Director of Clinical Training listed as the professor), but they are not required to do so.

XII. Clinical Timeline

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

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

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

Probation deadlines are the last possible time that students can complete each milestone and remain in good standing. Students who fail to meet a deadline will be placed on probation, or they can be placed on "progress watch" to monitor more closely (usually for one year). In conjunction with the major professor and with the approval of the clinical faculty, the Director of Clinical Training will write a letter to the student (filed with the college and Office of Graduate Studies) that outlines the nature of the deficiency and the required remedy. Failure to meet the terms of the probation will be grounds to recommend dismissal of the student from the 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), clinical faculty can allow a student to exceed these established deadlines without penalty.

(b) (7) - (C), (D), (2), (3), (4), (5), (6), (7), (8), (9), (10), (11), (12), (13), (14), (15), (16), (17), (18), (19), (20), (21), (22), (23), (24), (25), (26), (27), (28), (29), (30), (31), (32), (33), (34), (35), (36), (37), (38), (39), (40), (41), (42), (43), (44), (45), (46), (47), (48), (49), (50), (51), (52), (53), (54), (55), (56), (57), (58), (59), (60), (61), (62), (63), (64), (65), (66), (67), (68), (69), (70), (71), (72), (73), (74), (75), (76), (77), (78), (79), (80), (81), (82), (83), (84), (85), (86), (87), (88), (89), (90), (91), (92), (93), (94), (95), (96), (97), (98), (99), (100)

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 webpages; however, if evidence of unethical practices are conveyed to 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. (cat)-1 (t)2.3 (e) to24 (3.001 Tc .001 Tw 0.328 0 Td2-5.6 (S(f)-1.3t)-1.15u2 -1.15 T1 o)-3.7 (f77 (st)-1.7s s (e f)-1. (n)-3-1.6 (s t)-

The Doctorate (in addition to the requirements above)

- x 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. Specialization must be approved by the Graduate Program Committee. (See "Specialization Requirement" earlier in this handbook.)
- x Completion of at least three additional advanced methods courses that 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.
- x Successful completion of the comprehensive exam or major area paper. x

Exams include a methodological section and three content areas, with three hours devoted to each. The comprehensive exam will be closed book. Typically the exams are administered over four days, three hours per day, but other schedules are permissible. A day's session usually consists of three one-hour questions. Under the supervision of the faculty advisor, the student's Ph.D. committee writes the exam questions and a minimum of 2 committee members grades each question. A student may be judged to have passed the entire exam, be required to revise or retake a portion of the exam, or be judged to have failed the exam and be required to retake it at a later date. Failure to pass the comprehensive exam after a second try is grounds for dismissal from the program. Successful completion of the comprehensive exam must be documented by means of the CNS Comprehensive Exam/Major Area Paper Completion Form, available on the department's website. Students should pass the comprehensive exam no later than the fall of their 4th year in time to apply for and be admitted to doctoral candidacy. Students who do not pass this exam by the spring of their 4th year will be placed on probation; those not passing by the fall of their 5th year will be dismissed.

Major Area Paper (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

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 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 major area later than the fall of their 4th year

Certificate of Approval Form for Theses and Dissertation,
 ProQuest/UMI Agreement form, and SEDrvey (Office of Graduate Studies final
 manuscript submission website)

Recommended Curriculum for CNS Students

Year	Fall	Spring	Summer
1	<p><u>Research</u> Apprentice in mentor's lab (e.g., learn lit + techniques, collect + analyze data), design and begin first year project, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Regression/ANOVA Core: Physio or Social Seminar 1 or Core 2 Intro to CNS</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Apprentice in mentor's lab (e.g., learn lit + techniques, collect + analyze data for first year project, help prepare conference abstract or manuscript), attend + participate in brown bags, attend dept colloquia, present first year project at end-of-semester research celebration</p> <p><u>Courses</u> Experimental Design ANOVA Cognitive or Seminar Seminar 2 Intro to CNS</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Apprentice in mentor's lab (e.g., learn lit + techniques, collect + analyze data, help prepare conference abstract/paper or manuscript), plan thesis</p> <p><u>Courses</u> Advanced methods course and others if possible</p> <p><u>Placements</u> Teaching or research assistantship</p>
2	<p><u>Research</u> Prepare and defend thesis proposal, conduct pilot work, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Advanced Methods 1 Seminar 3 Core 2 if needed</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Conduct thesis study, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Advanced Methods 2 Seminar 4 Seminar 5</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Complete thesis research + analyze data</p> <p><u>Courses</u> Advanced methods course and others if possible</p> <p><u>Placements</u> Teaching or research assistantship</p>
3	<p><u>Research</u> Defend thesis, attend + participate in brown bags, attend dept colloquia</p> <p><u>Courses</u> Advanced Methods 3 Seminar 6</p>	<p><u>Research</u> Prepare thesis for publication</p>	

	<u>Placements</u> Teaching, research, or applied assistantship	comps/MAP plan from the PhD committee <u>Courses</u> Complete remaining coursework, if any <u>Placements</u> Teaching, research, or applied assistantship	<u>Placements</u> Teaching, research, or applied assistantship
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Research

Prepare dissertation proposal, conduct pilot work, attend + participate in brown bag

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

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



[Take>

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 who can serve as major professors
 - Tiina Ojanen -social development during early and late adolescence and emerging adulthood
 - <http://psychology.usf.edu/~tiina>
 -

students for careers in basic ~~and~~ applied research in academic, clinical, or corporate settings. Students in

equivalent to conference or journal for presentation and publication requirement. The brief outline of the program of study that follows is drawn from the longer official description from the I-O Handbook which is issued to all entering graduate students. 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 semester-D core sequence. The basic Regression, ANOVA and Psychometric 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 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 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

Requirements for the OHP specialization fit within the requirements such as advanced method electives, and 7 elective graduate courses. OHPs are required to take one OHP topic as part of their comprehensive examination.

Other Forms of Harassment: Consi

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

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

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

Procedures for Filing a Grievance

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

The purpose of the department's Policy and Procedures on Grievances by Undergraduate and Graduate Students (<http://psychology.usf.edu/policies/forms/grievancepolicy.pdf>) is to protect the interests of students in the Department of Psychology by providing informal means of seeking resolution

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 has provided a system, 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 P drive is given. A day training

department's scientific reviewer before going on to the IRB. 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,

USE OF USF ONLINE PARTICIPANT POOL

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

Requesting Use of the Pool

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

How Undergraduates Access the Pool

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

their study and should provide this information to the Participant Pool Committee Chair to justify their request. Be aware that any posted advertisements, emails, notices of research must be approved by the IRB prior to use.

Prescreening

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

Mass Testing

Another feature of Sona is the mass testing option.

program will keep track of who has signed up and will automatically award points for participation unless researchers indicate that a student did not show up for the research session.

A potential participant who fails to appear at the agreed upon time and who fails to cancel the appo

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 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 CarbSpielberger 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 workfamily 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 twofold: 1) Facilitate workfamily research by underwriting the cost of research materials, and 2) Encourage research that results in manuscript submission to an appropriate peer reviewed research journal.

Eve Levine Graduate Teaching Award: This award provides a stipend, and the winner's name is placed on a plaque located in the Psychology Department. 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.

ResearchFunding

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

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

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

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

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

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

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

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

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

Travel

The travel section on the Psychology Department's Policies & Procedures website (<https://www.usf.edu/artsandsciences/ross/business-supportservices/travel.asp>) 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 <http://docusign.com> account before trying to access a PDF document that may be sent to you for electronic signature instructions (<http://www.usf.edu/businessandfinance/controller/documents/travelarchivumdocusigninstruct.docx>).

Travel Grants: USF's Student Government (SASSC Travel Office) has a Conference Presentation Grant Program. Application materials including instructions and policies may be found at <http://www.sg.usf.edu/index.php/bureaus/businessoffice/conference-presentationgrant> and <http://psychology.usf.edu/policies/forms/CPGP%20Application%20Form.xls>. Grants are made available on a first-come, first-served basis each fiscal year (July), so it is advantageous to apply early for funding. As of 2012, these funds cannot be received if students use other university or departmental funds for that particular conference. Neuroscience students can apply for the Signature Interdisciplinary Program in Neuroscience (SIPIN) Student Travel Award Program to partially defray travel expenses for students to attend Neuroscience-related scientific meetings.

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

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

Associations

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

Sigma Xi is a national scientific honor society for students in the sciences. Sigma Xi's funding program, D 17 >>orm an eAtd (P)16 (m)3.1 (R.001 Tc 0.002 Tw -3.279 1-3.55(f)2.7 (.3 n)-3.7a(st)-1.c(o)-3.7 (

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. http://www.aauw.org/learn/fellows_directory/

Sponsored Research: The Division of Sponsored Research knows of other funding programs for which graduate students may be eligible. See <http://www.research.usf.edu/dsr/sponsored.asp> or <http://www.research.usf.edu/officevp/researchstudents.asp> Interested students should contact that office for more specific information on eligibility requirements. Do so early so that you will meet any application cutoff dates.

Equipment

The Psychology Department at the University of South Florida has a fine tradition of producing research on the cutting edge of science. Much of this research requires the use of equipment. In some cases, you may arrange to share or borrow equipment used in a faculty member's lab. Audiovisual equipment may also be available to check out from USF Library, see <http://www.lib.usf.edu/>

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 research, non-teaching tasks (as Graduate Assistants).

Stipends

Regardless of type of departmental assistantship and specific assignment, students receive the same stipend when working within the department, except students who receive fellowships greater than the amount of the typical stipend. Students who receive any type of financial support from USF and who wish to take on additional employment that will exceed 20 hours per week for one or more months must obtain written permission from their Advisor, Area Director, or Chair of the Graduate Program Committee before taking on the additional work. Failure to obtain permission for additional employment may result in disciplinary action.

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

Thus, to protect time for graduate student research, maintain the fair distribution of department resources

in GEMS. Graduate/Teaching Assistants are obligated to file these reports if they receive funding as employees of the university; the requests are subject to approval before the activity can be engaged in. This obligation is required by USF System Policy 007 and is codified in Article 7 of the USF/UFF-GAU Collective Bargaining Agreement. When reviewing such requests, a balancing act is required to sort out what may be very real financial needs by the person versus being overloaded with outside activities that it interferes with their progress toward a degree. Ultimately, these requests must be addressed on a case-by-case basis, but should be handled in as fair and equitable a manner as possible. As clarification, activities engaged in by students within the university (e.g., student committee memberships, student government service, etc.) do NOT require outside activity reports. This does not replace any internal forms required for approval of any additional assignments/work hours. You must get approval from your concentration and the department first.

Fellowship Departmental Contribution Policy

Students who apply for and receive a fellowship that provides less than the standard Graduate Teaching Assistantship stipend may request a departmental supplement or top-off on the amount of difference and coverage of the standard GTA benefits (such as health insurance). The department will provide this supplement and these benefits in exchange for a .25 FTE Graduate Teaching Assistant assignment (equal to half the standard assignment for those without a fellowship) per academic year (that is, one half GTA assignment in either Spring or Fall semester). Assignment is to be determined by the Department Chair or Chair's designee. Students with fellowships may elect not to receive a departmental supplement and enjoy the benefits of the fellowship without any requirement to work.

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

Criteria for Receiving Teaching Positions in the Department

Several criteria are used in determining whether and what graduate students teach. They include but are not limited to expertise in relevant subject matter, expertise in teaching, timely progress toward the degree/good standing in program, performance in courses, and completion of instructional training. According to the SACS Degree Guidelines which an Instructor is qualified to teach as an instructor of record, a graduate teaching assistant is eligible to teach an undergraduate-level course if the student has a Master's degree conferred in the teaching discipline or 18 graduate semester hours in the teaching discipline. Instructors will be required to complete and submit a Laura Pierce Certification of Teaching Credentials Form (CTC form v 2 7_2013.pdf) and an updated vita. For online courses that have at least 80 students, course instructors can request TA support for the class. A request has to be made to the College of Arts and Sciences each semester in order to receive online TA support. Each semester an online

prior or current term charges that are past due by the reinstatement deadline (If you do not pay by the reinstatement deadline you will need to petition for reinstatement. **Petitioning for Reinstatement** http://usfweb2.usf.edu/uco/cashaccounting/Reinstatement_Petition_Y.asp will also be required to pay a late payment fee of \$100.00 and a \$100 late registration fee. The late registration fee is assessed for having to reregister your courses. All cancelled students should receive a cancellation notice by mail 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 Cash Office at 813-974-6057 or visit them on the Tampa campus in SVC 1039. Once your payment is confirmed your reinstatement will be processed. The fee amount varies according to the number of hours taken and whether one is a Florida resident. Fees are likely to increase each year. It is important for students to read the section of this Handbook titled 'Florida Residency Requirements and Their Impact on Tuition Rates' and the cited websites for complete details.

LAST TASKS TO DO BEFORE LEAVING USF

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

CONCLUSION

We hope that this Graduate Student Handbook has been helpful to you. If there are specific sections or policies that are unclear, please bring them to the attention of the Associate Chair so that we can improve this document in the future. Best of luck with your education here at the University of South Florida!

DEPARTMENTAL ADMINISTRATION

Chair: Toru Shimizu, Ph.D.

Associate Chair: Sandra Schneiders, Ph.D.

Graduate Program Director: Sandra Schneiders, Ph.D.

Director of Clinical Psychology Training: Edelyn Verona, Ph.D.

Cognition, Neuroscience, and Social Psychology Area Director: Joseph Vandell, Ph.D.

Industrial

APPENDIX

A LETTER FROM OUR FORMER STUDENT, DR. GWENDOLYN CAMPBELL, ON ETHICS AND ACADEMIC HONESTY

Dr. Levine [our former Chair] asked me, as a member of a graduate student committee convened to

All of these things give rise to the appearance of possible impropriety, and so they put your reputation at risk.

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

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

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

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