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Dear Colleagues,

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

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

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

You are now our students, colleagues, and members of this department. We encourage you to maximize this opportunity to intellectually absorb everything we can offer. You are surrounded by brilliant faculty, graduate students, and staff who are willing to help you to learn new knowledge, techniques, and

Mission Statement

Department of Psychology
University of South Florida

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

GENERAL INFORMATION

UNIVERSITY OFFICE OF GRADUATE STUDIES POLICIES AND PROCEDURES

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

Graduate Studies

Students who receive a grade of less than “B-” in a core or graduate methods course must either retake that course at the earliest possible date or complete alternative remediation acceptable to the course instructor. Following a second grade of less than “B-” in the same course, the student must receive approval of the Graduate Program Committee to retake the course a third time. However, repeated failure to achieve a grade of “B-” or better in core courses and graduate methods courses may be grounds for termination from the program. Effective July 1, 2011, federal regulations require significant changes to the Satisfactory Academic Progress (SAP) policy for financial aid recipients, adding new restrictions (see http://usfweb2.usf.edu/finaid/other/satisfactory_progress.aspx).

Course Waivers

A course waiver means that a student, by virtue of previous coursework, need not take a particular required course. Under some circumstances, a required course could be waived and the student would receive credit for the course. This would be the case, for example, for a student who has completed a course that is equivalent to a required course. (b)12.9(ec)-16(s w)6.ye oiaiou 2()10.(g)

M.A. Degree

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

In addition to the thesis research requirement described above, students who wish to pursue the formal M.A. degree from the Office of Graduate Studies must also comply with the following guidelines. Note that the M.A. degree is required for the clinical but not other areas, but an M.A. degree is required for any student to serve as a course instructor. It is highly recommended that all CNS students obtain a master's degree.

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

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

- email to Laura thesis defense announcement
<http://psychology.usf.edu/policies/forms/ThesisDefenseAnnouncementTemplate.docx>
 - thesis defense, and signed Successful Defense form (Master's)
<http://www.cas.usf.edu/students/data/Successful%20Defense%20Thesis.doc>
 - final manuscript submission* (by deadline)
 - department pdf files of thesis and vita
 - commencement*
- *degree-seeking students only

General University Requirements

The semester prior to final manuscript submission, the student is required to register for and attend an Office of Graduate Studies ETD Workshop (not to be confused with ETD Registration). Early in the semester in which the thesis will be defended, the student should submit a degree application and graduation survey before the deadline. These are available through OASIS, click on the Student menu and select Apply for Graduation. Prior to students applying for Master's degrees, you must first email the CAS Graduate Area (cas-gusgradarea@usf.edu) with your name, UID#, major code PSY, and Concentration code (CL=PSC, CNS=PCN, IO=PSI), because OASIS will only allow Ph.D. degree entry because of your doctoral student status in our Psychology doctoral program. The student should submit the online ETD Registration (not to be confused with ETD Workshop) prior to the Final Manuscript deadline. The student should also create a new account on the USF ProQuest website.

An electronic copy of the final manuscript is required by the Office of Graduate Studies (see <http://www.grad.usf.edu/ETD-res-main.php>). Prior to submission, the student should review University format requirements, forms, and deadline as specified at the same url. Students who are planning to receive their M.A. degree should take the Successful Defense form (Master's Thesis) and the Certificate of Approval Form for Theses and Dissertations to their defense since they need all of the committee members' signatures. The Certificate of Approval Form is part of the Office of Graduate Studies' final manuscript submission process, and the form's link is available on their ETD website. After completion of the master's degree, students should no longer register for thesis credits.

Departmental Requirements. Students must meet all University requirements for the M.A. degree as described in the Graduate Catalog. A total of 30 credit hours in graduate level psychology courses are required, including core content and basic methods courses. A research thesis is required (as described above), with a minimum of six (6) hours of thesis credit (PSY6971) that count toward the required 30. With the approval of the Graduate Program Committee, students can petition to count up to three (3) Directed Research PSY6917 hours towards the required thesis hours requirement (see the department website for the "Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours"). Students must successfully defend the thesis during an oral examination before their committee. Submit a defense announcement to Laura Pierce (use the thesis defense announcement at this link

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

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Ph.D. Committee

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 area course requirements for admission to candidacy (including minor courses for CNS and I-O)
- x Successful completion of comprehensive examination or MAP
- x Have no 'M' or 'I' grades
- x Have minimum overall GPA of 3.00
- x Met all enrollment requirements
- x Enrolled in at least two graduate credits in the semester that the Admission to Doctoral Candidacy form is submitted
- x Submission of application for doctoral candidacy using the form available on the Office of Graduate Studies' website (http://www.grad.usf.edu/inc/linked-files/A2C_form.pdf)

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

Graduate Minor Requirement

A minor program of study is required by the Cognition, Neuroscience, and Social Psychology Program and by the Industrial-Organizational Psychology Program for admission to Ph.D. candidacy. The minor requirement may be met by the completion of two graduate-level courses with a minimum grade of "B-" in each course. A minor may consist of graduate study in a department program area (or areas) other than the student's own or in other departments, providing the courses are appropriate to the goals of the student at the doctoral level of study. Graduate work completed prior to matriculation into the doctoral program will normally not be accepted as meeting the requirements of the graduate minor. Courses used to satisfy

degree, preferably a full professor or having appropriate expertise, and an active scholar having at least one refereed publication in the prior three years), nominated by the Major Professor. If the Defense Chair is from another institution, this individual should have the equivalent qualifications necessary to chair a dissertation defense in the subject area at the University of South Florida. Note that the Major Professor may not serve as the “Defense Chair” and cannot be a member of the dissertation committee. This individual represents the university at the defense. He or she is selected by the student and the Ph.D. advisor with approval of the Associate Dean of the College. See the Request for the Dissertation Defense form (available at <http://www.cas.usf.edu/gus/data/RequestDissertationDefense.doc>). Prepare a public Announcement of the defense (<http://psychology.usf.edu/policies/forms/DissertationDefenseAnnouncementTemplate.docx>) and Successful Defense form (<http://www.cas.usf.edu/gus/data/SuccessfulDefenseForm.doc>), which are also required. These forms must be submitted to Laura Pierce (PCD4114A) ready to send to the college at least 2 ½ weeks prior to the defense. All committee members must sign the Request form (indicating their agreement that the dissertation is ready to defend), so members should receive the dissertation at least four weeks prior to the scheduled defense. The dissertation must be submitted to the committee in hard copy, not electronically (unless the committee indicates otherwise), but it may be submitted with 1 ½ spacing and copied back-to-back. The final oral examination is the student's defense of the written dissertation before the committee. It meets the examination requirements of the University. The oral examination may cover any appropriate material. Anyone may attend the examination, but only committee members may vote on the oral defense. In the event that one committee member cannot attend in person, participation is permissible via speaker phone or video conference. Students should try to avoid scheduling dissertation defenses during June, July and August. Students should take to their defense an extra Successful Defense Form, and the Certificate of Approval Form for Theses and Dissertations since it needs all of the committee members’ signatures. It is part of the Office of Graduate Studies’ final manuscript submission process, and is available on their ETD website.

The final accepted dissertation must be submitted in electronic form to the department and the University (see <http://www.grad.usf.edu/ETD-res-main.php>). Prior to submission, the student should review University format requirements, forms, and deadline specified at the same url. The department requires that the student submit the final formatted or Office of Graduate Studies version of your dissertation and a current CV in pdf format via email to Laura Pierce at lpierce@usf.edu. The file names should include your full name and the word ‘dissertation’ or ‘vita’. However, after the dissertation is submitted to and approved by the Office of Graduate Studies, students should no longer register for Dissertation hours.

Ph.D. Requirements Timeline Guide:

- committee selection
- department and college dissertation committee forms
- attend ETD workshop in a semester prior to final manuscript submission
- draft of proposal to committee 1-2 weeks before proposal date
- dissertation proposal
- degree application and graduation survey through OASIS(by deadline)
- ETD registration online (by deadline)
- Create a new account on the USF ProQuest website
- Register to complete the NORC survey
- set defense date with committee, room reservation request online form (<http://psychology.usf.edu/forms/RoomReservation.aspx>).
- draft to committee 4 weeks before defense date
- defense forms to Laura Pierce 2-1/2 weeks before defense date
- dissertation defense
- final manuscript submission (by deadline)
- department pdf file copy of dissertation and vita
- commencement

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

Students without Tuition Waivers:

1. All first year students should register for between 9 and 12 hours fall/spring (summer hours not required)
2. Prior to admission to doctoral candidacy, students should register for 9 hours fall/spring (summer hours not required)
3. Candidates should register for a minimum of 2 hours each semester (spring/summer/fall)
4. Pre-candidates on local half-time internships or other local off-campus placements should register for 9 hours fall/spring (summer hours not required)
5. Candidates on local half-time internships or other local off-campus placements should register for a minimum of 2 hours each semester (spring/summer/fall)
6. Candidates on local full-time internships should register for a minimum of 2 hours each semester (spring/summer/fall)
7. Pre-candidates and candidates who are on out-of-town internships or placements and who are not using University resources should register for 2 hours each semester (spring/summer/fall).
8. Students on full-time clinical internship off campus (as part of the APA-accredited internship cycle) are allowed to request that Laura Pierce submit a form to the 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. Note that students cannot use the CST 6920 zero credit option for the semester they intend to graduate, since they have to be enrolled for at least two dissertation credits at that time.

Students seeking a reduction in course loads below these minimal requirements on the basis of financial hardship or other personal reasons must submit such requests to the department's Graduate Program Committee via Laura Pierce in 4114A for approval at least two months in advance of the semester during which they will carry a reduced load. Under some circumstances, it might be advisable to request a leave of absence rather than a reduced load. The department GPC's Request for Reduction in Registration Hours form is available on the department's website. If students need to make any changes to their registered courses past the online drop/add deadline, then they must submit an Office of Graduate Studies Petition form, available on their website (http://www.grad.usf.edu/inc/linked-files/Graduate_School_Petition.pdf). Before submitting these forms, however, students should consider the implications of taking less than a full load. Note that credit hour requirements to defer student loans may be more than the minimum numbers stated above. It is recommended that students holding loans check the requirements of their lending institution. Students receiving Veterans' Administration benefits should also confirm enrollment requirements. Students may also be subject to tax withholding if they are not registered as full-time students. Finally, to maintain student status according to USF, students must maintain continuous enrollment (see Graduate Catalog).

Pre-masters students who need only one more credit hour to meet total minimum enrollment requirements

faculty member is considered to be inside the student's area if either of his or her formal affiliations matches that of the student. If neither affiliation matches that of the student, then the faculty member is considered outside the area.

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

TEACHING EXPERIENCE

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

Students who are first-time instructors must register for PSY 6947 (Graduate Instruction Methods). They should consult Dr. Jane Noll for the appropriate number of hours. Opportunities for enhancing teaching skills are available through t6(1)-2.7 -3.9(ee)-1.792(g)12.0æeatTeachire stbyay

statistical or research design consultants to analyze and interpret the results of M.A. or Ph.D. data. Violating this rule provides grounds for dismissal of the student and the paid consultant, should this person be a graduate student in psychology.

Responsible Conduct of Research (RCR) is a critical element in training for scholarship. USF has information about RCR available online at: www.grad.usf.edu/rcr.php. Effective Spring 2013, the Office of Graduate Studies requires all new doctoral students to have basic RCR training by completing the Collaborative Institutional Training Initiative (CITI) module most relevant to the student's program of study. The CITI modules have been designed to introduce researchers to various elements of research cond

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

PROGRAM AREA REQUIREMENTS

REQUIRED STUDY FOR THE PH.D. IN CLINICAL PSYCHOLOGY

I. Residency Requirement

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

II. Curriculum

Courses Relevant to Discipline Specific Knowledge (DSK)

Foundational Content Courses. All clinical students are required to take four foundational content courses in psychology. Students who receive a "C+" or lower in any of these courses must retake that course at the earliest possible date or gain approval from the instructor for an alternative form of remediation. Following a second grade of "C+" or lower in the same course, the student must petition the clinical faculty to retake the course a third time. Note that a grade of "B-" or above in these courses is considered a "passing" grade.

Students must take one course in each of the following areas. The courses listed below are approved for meeting the foundational content requirement for each area. Students may petition the clinical faculty (with the approval of their major professor) if they wish to have other courses count as a foundational content DSK requirement.

Biological aspects of behavior

Human Neuropsychology/Cognitive Neuroscience (CLP 6937)
Physiological Psychology (PSB 6056)

Social aspects of behavior

Social Psychology (SOP 6266)

Cognitive aspects of behavior

Cognitive Psychology (EXP 6608)

Affective aspects of behavior

The Nature of Emotion (EXP 7099)
Emotion and its Disorders (CLP 7379)

Introduction to Clinical Psychology: History, Scientific/Conceptual Foundations, Multicultural Competency (CLP 6937): A total of three credits are required, 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 didactic courses described below, these topics are covered in a more systematic fashion in Intro to Clinical. Finally, professional development and clinical science values and controversies are covered in this course.

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

1. PSY 6217 Regression plus lab (4 credits)
2. Multivariate Statistics (EDF 7484:Stats III or GEY 6403:Multivariate)
3. Clinical Psychometrics (4 credits) (PSY 6217/SOP 6266:Psychometrics or EDF 7437:Advanced Measurement I)
4. Plus ONE additional methods course (3 credits each). Students may choose from the list of approved courses below. Students wishing to fulfill this methods requirement with any course not listed below must submit a request to the clinical faculty.

Factor Analysis (SOP 6266)
Clinical Research Methods (CLP 7379)
Structural Equation Modeling (SOP 6266)
Meta-Analysis (SOP 6266)
Experimental Design and ANOVA (PSY 6217)
Stats III: MANOVA/SEM/HLM (EDF 7484)

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

Courses Relevant to Profession-Wide Competencies

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

Assessment (2 courses):

Assessment and Human Development (CLP 6438) and **Evidence Based Assessment** (CLP 7379) – includes behavioral, IQ, cognitive, clinical assessment, and foundational developmental theories and integration of lifespan development literature (3 credits each), typically taken in the spring semester of the first year. Part of the activities of this sequence continue into the summer.

Intervention and Consultation/Supervision (2 courses)

Clinical Interventions–Theory, Research, and Application (CLP 7188)

Clinical Skills for Psychological Intervention (PSY 6946—2 credits): Introduction to working with clients, microskills, professional values, culture and clinical practice, and consultation and supervision models.

Psychopathology (1 course)

Psychopathology and its Development (CLP 6166)

Clinical Specialization Topics Related to Psychological Assessment, Intervention, and

Psychopathology/Dysfunctional Behavior: In addition to the total of three required clinical courses

above, there are also four additional courses required. Three of these courses must be fulfilled by taking

courses from the 2.9(t)2.9(t)a02.9(t)-2.6(a.9(o)2(m)1eTJ tSe4ao8.5(i)-4.(P)1.6(rw3.6(oef1T.82Td [(nt)-.6(a)-10 0 11.

YEAR II

<u>Fall Semester</u>			<u>Spring Semester</u>		
Clinical Interventions	CLP 7188	(3)	Psychometrics		(4)
Multivariate		(3)	Choice of DSK foundational content courses		(3)
Clinical Skills for Psychological Intervention	PSY 6946	(2)			
Thesis	PSY 6971	(2)	Thesis	PSY 6971	(2)
Clinical Practicum	PSY 6946	(1)	Clinical Practicum	PSY 6946	(1)
Total Credits		11	Total Credits		10

YEAR III

<u>Fall Semester</u>			<u>Spring Semester</u>		
Choice of DSK foundational content courses		(3)	Choice of Methods		(3)
Choice of Clinical Didactic		(3)	Choice of DSK foundational content courses		(3)

residence. Sign-in sheets will be available at each meeting of the clinical brown bag series. You can also register for Brown Bag course credit, specifically by registering for CLP 7379 Clinical Science Seminar (1 credit).

Clinical Brown Bag Presentation Requirement: Students entering in 2014 and beyond are required to present their research or other professional work at the Clinical brown bag meetings at least once during their residence in the program. Co-presenters are allowed, such as a faculty member or another student co-presenter, as long as the student conducts at least 20 minutes of the presentation. The presentation should include enough time for questions from the audience (e.g., in a 1 hour presentation, 40 min for formal talk and 20 minutes for Q&A). It is preferable that research presentations involve either 1) the

option—see below.

Exam Option. Comprehensive exams consist of two main components: A take-home exam with two questions that are general/integrative in nature and a take-home exam with two questions that are specialized and related to programmatic research. The general/integrative (GI) questions may draw from and integrate such content areas as psychometrics, assessment, psychopathology, ethics, therapy/interventions, clinical research methods, diversity, development, and history and systems. Each year, at least one of the questions will assess issues in research methods, and one other question will require that students integrate knowledge across at least two foundational areas in psychology (i.e., biological, affective, cognitive, developmental, and social) and then apply this integration to content area in clinical psychology. Thus, students are expected to gain knowledge in these domains and demonstrate competency by developing a passing comprehensive exam response. The research area specific (RAS) questions are related to the student's identified area of programmatic research (i.e., the area of study for her/his dissertation). More detailed information on the parameters of the comprehensive exam system is available on the Psychology Department website.

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

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

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

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

Approval. A minimum of three clinical faculty on the doctoral committee (including your major

for one credit of clinical practicum with their direct clinical supervisor).

- x Students in their 2nd year (first year of training at the PSC) will be required to complete 4 assessment cases that year and maintain an additional caseload of 3 therapy cases at a time.
- x Second year students will receive their clinical training at the PSC (and in research labs if applicable) and not at externship/placement sites.
- x A case-load of two clients during years 3-5 is required.
- x 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.
- x Clinical practicum hours (PSY 6946) from supervision groups are graded on a Pass/Fail basis. If the student initially does not pass the practicum training for that semester due to falling below expectations, an "I" will be entered for the grade. The supervisor will communicate in writing what the student must do to earn a grade of "Pass" and the student will have one semester to complete those tasks or goals. The supervisor should coordinate with the director of the clinic during this process.

VII. External Placements/Externships

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

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

Second year students will receive their clinical training at the PSC (and in research labs, if applicable) and not at external placement/externship sites.

VIII. Working Extra Hours

and with the approval of the clinical faculty, the Director of Clinical Training will write a letter to the student (filed with the college and Office of Graduate Studies) that outlines the nature of the deficiency and the required remedy. Failure to meet the terms of the probation will be grounds to recommend dismissal of the student from the program.

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

XII. Student Evaluation, Feedback, and Concerns

In addition to the information on Student Evaluation provided earlier in this Handbook (departmental policies), please note that the Clinical Faculty meet at the end of the fall semester to review overall student progress and meet again at the end of the spring semester to review student progress in detail (including coursework

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

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

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

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

Work Prior to the Comprehensive Examination

- x At least a "B-" in a minimum of two of the following core content courses: Cognitive Psychology (EXP 6608), Physiological Psychology (PSB 6056), or Social Psychology (SOP 6266). Students may be allowed to substitute an advanced three-hour course for one or both of these courses with the written permission of the CNS Area Director.
- x Two core methods courses with grades of at least "B-": Analysis of Variance and Regression (PSY 6217) and ANOVA/Research Design and Analysis (PSY 6217). Two semesters of Introduction to CNS.
- x A minimum of two seminars or advanced courses in cognition, neuroscience, or social psychology from CNS faculty or, with written permission of the Area Director, related disciplines with grades of at least "B-".
- x Master's thesis research (minimum 6 thesis or directed research credits – see information earlier in this handbook regarding the master's degree – it is recommended that students take thesis credits in order to retain the option of applying for a master's degree).
- x Minimum of 30 graduate credit hours.

The Doctorate (in addition to the requirements above)

x

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 Admission to doctoral candidacy.
- x Dissertation (minimum of 12 dissertation credits).

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

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

Comprehensive Examination. The comprehensive exam covers material related to the student's area of research. Its purpose is to prepare the student for the dissertation and help define the student as a scholar. Reading for the exam is a process that should start as soon as the student begins graduate school. Communication with the entire Ph.D. committee prior to developing a formal reading list is strongly encouraged; the doctoral committee should be formed and approved as soon as the exam areas are conceptualized. [Note that, if the topic of the dissertation changes following the comps process, the Ph.D. committee may be revised.] To prepare for the exam, the student will submit a description of the scope of the exam, descriptions of the specific areas of focus, and a reading list to the faculty advisor. The advisor amends the list and then submits it to the student's doctoral committee for further revision and eventual approval. This process can be accomplished through electronic communication or in a meeting of the committee. Approval of the plan and reading list must be documented by means of the CNS Comprehensive Exam/Major Area Paper Plan Approval Form, available on the department's website. Copies of previous students' reading lists are available on Canvas under Courses and Groups within the CNS Psychology Graduate Students organization site (ORG 00681). Students are required to submit electronic copies of their approved plans and reading lists to the Area Director for this archive.

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

Major Area Paper. An alternative to the comprehensive examination is the preparation of a review or theoretical paper.

professional and intellectual skills. All CNS graduate students are required to attend brown bags and, following their first year, present annually.

Checklist of Forms for CNS Graduate Students

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

Transfer of Credit and Course Waivers

- Graduate Transfer Courses (Office of Graduate Studies website)

- Course Waiver Form

Courses

- Minor Form

- Tools of Research Form

Master's Thesis

- Master's Thesis Committee Form (department)

- New Master's Thesis/Dissertation Committee Form (College)

- Changes to Committee forms (department and college)

- Petition to Substitute Directed Research Hours for Thesis/Dissertation Hours

- Graduate Application for Degree and Graduation Survey (through OASIS – note that this is required only if a student wishes to obtain the optional master's degree). Us >>Bhng16.

	<p>participate in brown bags, attend dept colloquia</p> <p><u>Comps/MAP</u> Upon successful completion, apply for admission to candidacy</p> <p><u>Courses</u> Complete remaining coursework, if any</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p>attend dept colloquia</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Placements</u> Teaching or research assistantship</p>
5	<p><u>Research</u> Conduct and analyze dissertation study, attend + participate in brown bags, attend dept colloquia</p> <p><u>Placements</u> Teaching or research assistantship</p> <p><u>Jobs and Post Docs</u> Apply for jobs or post docs</p>	<p><u>Research</u> Defend dissertation, prepare dissertation for publication, attend + participate in brown bags, attend dept colloquia</p> <p><u>Placements</u> Teaching or research assistantship</p>	<p><u>Research</u> Prepare manuscript for publication</p>


Milestones for the Doctorate

Goals are meant to keep students on track towards the doctoral degree. Probation deadlines are the last possible time that lnd dt fnd o.6(m)10ET Q 72.1(e)- 0.002 Tc10.9(1)-2..0029025B6(o)10.9(n)]-1.6(nusToQ8.3(i)-2.w1

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

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

Thesis, Comps, and Dissertation Dates

Tasks	Goals	Specific Goals Given Fall 2016 Admission
		

B. Communication Sciences Core

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

C. Methodology, Instrumentation, and Tools of Research

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

D. Master's Thesis and Doctoral Dissertation

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

E. Seminars or Advanced Courses

See above. Two of these six courses may simultaneously fulfill requirements in section B. (Some courses may be waived for students entering with a recent master's or doctoral degree in Speech-Language Pathology or Audiology.)

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

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orientation to the research process. The first-year full-time student will carry a 12-hour course load each semester.

In the second year, the student will begin to take more specialized courses in the I-

Harassment

Sexual: According to the University, “Sexual violence including rape, sexual assault, sexual battery and sexual coercion, means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. For additional information and state of Florida definitions, refer to Florida Statutes Chapter 794, which includes the definition of sexual battery as the “oral, anal or vaginal penetration by, or union with the sexual organ of another or the anal or vaginal penetration of another by any other object” without the person’s consent. 1 A summary of general information regarding the terms and the conduct that constitute Sexual Battery/Rape may be accessed on the DEO website at (<http://usfweb2.usf.edu/ea/>) and is recreated on page 19 below for reference. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, or

activities of the other. The APA code of ethics specifically prohibits these “multiple relationships” (see <http://www.apa.org/ethics/index.aspx>). Participants should terminate either the personal or professional aspect of their relationship. People who are unable or unwilling to do this will be at considerable

- Free software downloads and USF Application Gateway (<http://www.usf.edu/it/class-prep/downloads.aspx>)
- Parking and Transportation Services (Tampa)

To Activate Your NetID

1. Go to <https://netid.usf.edu>
2. Click on the link which says 'Activate your USF NetID'
3. Enter the following in the fields provided:
 - a. Your First and Last Names
 - b. USF ID # (Your USF ID# looks similar to U12345678)
 - c. Enter your Birthday (month and day)
 - d. Enter your last 4 digits of your SSN
4. Click on 'Activate NetID'
5. Read the USF Computer and Network Access Agreement; click on 'I agree'
6. Select a Net ID from the drop down menu. The NetID you select will be used as the prefix for your email address, so please choose carefully. (For example: NetID= rockybull Email= rockybull@usf.edu)
7. Click on 'Select this Net ID for Activation'
8. Follow the on-screen instructions to set your secret question and opt in/out of USF Emergency Notification System and click 'Submit'.
9. Create your password. Note: Passwords must contain both letters and numbers but no dictionary words and must be at least eight (8) characters long.
10. Click on 'Submit your new USF NetID password'
11. You will then be presented with an Accounts Summary page that you may want to print for future reference.
12. Click on 'Return to Main Menu' to manage other items using your NetID.
13. Once you have completed all activities, please click on 'Logoff' to end your session.
14. Close your browser.

Your FOREST account, which is tied to your NetID and NetID password, will give you access to the P Drive on the network. This is the location of the faculty lab folders and the Public folder, which holds department information. Shaine Blanco can request P drive access for your FOREST account from Information Technology. Please complete the Psychology Building and Computer Access Form at <http://psychology.usf.edu/forms/PSYaccess.aspx>. You will need to activate your USF NetID before filling out this form.

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

Special Applications: If you have special computing needs which are not available on the

Virus Information

For current information on real viruses and hoaxes, see
http://www.symantec.com/security_response/landing/risks/hoaxes.jsp.

RESEARCH PARTICIPANTS

Ethical treatment of participants in research is of paramount concern in psychology. Please attend to USF's most recent policies regarding the ethical conduct of research by consulting the Division of Research Compliance's website at <http://www.research.usf.edu/dric/>. Also, consult the ethical principles set forth by the American Psychological Association (www.apa.org/ethics/)

participant in such discussions of personal problems and deal with them effectively. Many undergraduate research assistants are not capable of this task. Those who have had training in telephone counseling, for example, would be.

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

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

USE OF USE ONLINE PARTICIPANT POOL

The department uses an internet-based program (Sona Systems) to manage our participant pool online. The Sona software has a variety of components including user-friendly tutorials, and the company offers technical support.

participate once they arrive (e.g., “wear loose fitting clothing” or “no hair braids” for

statement in their laboratory informed consent stating that the data will be matched to mass testing responses using the participant's Sona ID. The mass testing questionnaire is updated before the start of each semester, so questions must be submitted to the Sona administrator before the start of each semester.

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

The research enterprise obviously involves more than faculty, students, participants, and computer

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

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

Research Funding

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

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

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

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

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

years of the program, so the committee will give priority to rising second years on the basis of not-yet-established merit-based criteria. See

Associations

Honor Society Fellowships: Students may be eligible to join a number of societies that

Space

To obtain space to conduct your research, first contact your advisor. If space is unavailable in his or her lab, use the room reservation request form online, see <http://psychology.usf.edu/forms/RoomReservation.aspx>.

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

- x The Psychology Department will not approve assignments involving more than 29 hours per week (.73 FTE).
- x Students seeking to work more than 20 hours by obtaining an assignment outside the USF system must complete any area-specific application forms and submit a request in writing to their Area Director, explaining how the additional work will affect their progress toward degree and benefit their graduate study and future employment. The student may accept the assignment if approved by the Area Director.
- x Students seeking to work more than 20 hours outside of Psychology, but within the USF system must (1) complete any area-specific application forms and submit a request in writing to their Area Director, explaining how the additional work will affect their progress toward degree and benefit their graduate study and future employment. If the Area Director approves the request, the student must (2) have the supervisor for the additional hours send a letter of request, with justification for an appointment, to the Associate Chair of Psychology, Stephen Stark. The letter should provide justification for

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

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

From: Dr. Gwendolyn Campbell

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

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

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

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

The American Psychological Association has established ethical guidelines relating to all aspects of our professional lives (American Psychologist, 17, 1597-1611). These guidelines are based on a set of six principles regarding our competence, our integrity, our professional and scientific responsibility, our respect for people's rights and dignity, our concern for others' welfare, and our social responsibility. These codes of conduct address the importance of not mixing personal and professional relationships, of

