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THE I-O PSYCHOLOGY PH.D. CONCENTRATION

This Handbook describes important policies and procedures related to graduate study in the I-O Psychology Ph.D. concentration. Some policies and procedures in this Handbook come from the Psychology Department, USF Office of Graduate Studies, and the College of Arts and Sciences. While the most pertinent Psychology Department, 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:
Psychology, M.A. (Along the Way)

GENERAL OUTLINE OF TRAINING

I-O graduate training is intended to progress from the general to the specific. In the beginning, students must take a sequence of core courses that cover major areas of the I-O field and build core competencies for research and practice. As training progresses, particularly beyond the Master's degree, students have flexibility to choose from a variety of advanced courses that will help to build specialized knowledge in areas of particular interest.

In the *first year* of graduate training, students must take a two-semester Topics in I-O Psychology sequence (Personnel Psychology, Organizational Psychology), two Research Methods and Measurement courses (Regression, Psychometrics), and a two-semester Introduction to Advanced Psychology (formerly Research in I-O Psychology) that provides an overview of faculty research interests and the knowledge necessary to conduct thesis/dissertation research. Students also typically take additional directed reading/study hours to begin developing their research interests. The Master's thesis proposal will also be started in many cases during the first year.

In the *second year*, students begin taking more advanced I-O courses and graduate-level methods courses. Unless there are extenuating circumstances, students should complete course requirements for the M.A. degree and defend their thesis proposal by the end of year two, with many students completing the thesis itself. Once the thesis is completed, students should submit it for presentation at a conference and publication in a journal.

In the *third year,* students typically take advanced seminars and electives, as well as some credit hours for research and/or an optional part-time internship. The M.A. thesis and degree should be completed by the end of year three. Once course requirements are completed (or the majority thereof), students should declare their intent to take the comprehensive qualifying examination (or

the former advisor of the change in status. All students must remain in close contact with their advisors and provide updates about their academic progress/status on a continuous basis throughout their training. During the first year, the advisor will review 0 g 612 79 status

it in the event of questions or perceived discrepancies. You should also review the requirements of the [Office of Graduate Studies concerning Electronic Thesis and Dissertation](#).

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DOCTOR OF PHILOSOPHY (PH.D.) CURRICULUM REQUIREMENTS

Minimum Total Hours Post-Bachelor's: 80
Students must successfully complete all requirements noted in the USF Graduate Catalog section
for the M.A. in Psychology, or its equivalent, with a minimum GPA of 3.00. In addition, students
must successfully complete the following post-Masters requirements. The 30 hours from the
Master's degree is then added to the post-Masters minimum of 50 hours for the 80-hour total.

Minimum Total Hours Post-Master's: 50
Individual concentrations may require more hours for accreditation. A minimum GPA of 3.00 is
required for all courses within the Ph.D. Degree.

Curriculum Overview
Core – Completed as part of the Master's requirements
Doctoral Concentration – 30 hours minimum
Additional Courses – 8 hours
Dissertation – 12 hours minimum

I-O Concentration Requirements – 21 hours
*A minimum of seven courses that may include the following, or alternative graduate courses,
selected in consultation with the major professor:*
INP 6316 (3 credits) Occupational Health Psychology
INP 6395 (3 credits) Work and Family
INP 7097 (3 credits) Career Development
INP 7937 (3 credits) Employee Selection
INP 7937 (3 credits) Team Effectiveness
INP 7937 (3 credits) Learning in Organizations

I-O Tools of Research Requirements – 6 hours
*A minimum of two of the following, or alternative graduate methods courses, (in addition to the
graduate methods courses from the Master's requirements), selected in consultation with major
professor:*
PSY 6217 3 Research Methods and Measurement (Meta-Analysis)
PSY 6217 3 Research Methods and Measurement (Bayesian Statistics I)
PSY 6217 3 Research Methods and Measurement (Bayesian Statistics II)
PSY 6217 3 Research Methods and Measurement (Experimental Design & ANOVA)

Additional Courses – 8 hours
Additional Concentration, Tools for Research, and/or Electives courses may count toward this requirement.

I-O Comprehensive Qualif.prehensive

curriculum consisting of two advanced seminars from Psychology (Occupational Health Psychology, required) and either Work and Family or Stress and Coping and a 5-course minor from Public Health (e.g., Environmental and Occupational Health, Industrial Ergonomics, Safety and Health Administration, Social/Behavioral Science Applied to Health, Categorical Data Analysis, and Longitudinal Data Analysis). Non-classroom training experiences and opportunities are also available to advance knowledge and skills in the OHP area. Collaborative interdisciplinary experiences among faculty and students are encouraged with this program. Domestic trainees are eligible for paid stipends, as well as research and conference travel support.

Requirements for the OHP specialization fit within the I-O Concentration and Tools of Research requirements. OHP students are required to take OHP as one of their elective comprehensive qualifying examination areas.

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

Teaching (Recommended But Not Required)
Supervised teaching experience is recommended for all Ph.D. students. Normally this entails teaching a course, or leading a discussion section of a course, in at least one semester. Students must complete the required departmental GTA training session prior to teaching a course as primary instructor.

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

arranged first by number and then alphabetically, rather than in the order that they are taken. To make it easier to choose courses each semester, a sample Five-Year Curriculum Plan follows.

PR = Prerequisites for the course.
CI = Consent of Instructor.
I-O Concentration = I-O Concentration in the Psychology Graduate Program

COURSES REQUIRED FOR THE M.A. DEGREE

ADVANCED COURSES AND SEMINARS

Students should consult with their academic advisors before registering for advanced courses. The selection of advanced courses will depend on the area of specialization chosen by the individual student for his/her overall academic program.

Advanced courses tend to be offered, at most, every other year. However, courses may decline in frequency and new courses may be added depending on faculty availability, training needs, and student demand. This list is illustrative.

PSY 6217 Research Methods and Measurement (ITEM RESPONSE THEORY)
PR: Psychometrics or CI: Covers item response theory (IRT) models, linking methods, model-data fit, detecting differential item functioning (DIF) and aberrant responding, computerized adaptive testing (CAT), and applications.

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

PSY 6217 Research Methods and Measurement (STRUCTURAL EQUATIONS MODELING)
PR: Psychometrics or CI. An examination of the application of structural equations modeling software to problems frequently encountered by psychologists. Topics include the mathematical representation of covariance structure models, identification, goodness of fit, specification searches, confirmatory factor analysis, and latent path models.

INP 7937 Graduate Seminar in I-O Psychology (CAREER DEVELOPMENT)
PR: Admission to Psychology Graduate Program or CI. An examination of career development theory and practice. Topics include individual and organizational career management practices, career stages, career success, formal mentoring programs, diversity and mentoring relationships, interpersonal processes in mentoring relationships.

INP 7937 Graduate Seminar in I-O Psychology (EMPLOYEE SELECTION)
PR: Admission to Psychology Graduate Program or CI. In-depth examination of theory and research concerned with employee selection and placement. Topics include selection models, statistical techniques used in selection, employee testing, equal opportunity issues and EEOC guidelines, assessment center methods, and ethical issues.

INP 7937 Graduate Seminar in I-O Psychology (INDIVIDUAL DIFFERENCES)
PR: Admission to Psychology Graduate Program or CI. An in-depth exploration of models, assessment, and application of individual differences characteristics. The course will consider cognitive abilities, temperament/personality traits, interests and values, and political orientation, as well as normal-range and psychopathological traits. Topics covered will include structural models, trait development, assessment methods, and applications in research, organizational, and clinical contexts.

INP 7937 Graduate Seminar in I-

SUPERVISED RESEARCH, TEACHING, AND INTERNSHIP COURSES

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

PSY 6947 GRADUATE INSTRUCTION METHODS
A student who is teaching under a faculty member's supervision should register for credit hours under this course number.

PSY 6971 THESIS
Students conducting research for the M.A. thesis under the supervision of a faculty member must register for credit hours under this course number (under same ground rules as for PSY 6917).

PSY 7908 DIRECTED READINGS
A student engaged in an advanced reading program of selected topics under the supervision of a Psychology department faculty member should register for credit hours under this course number.

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

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

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

USF I-O FACULTY INCLUDING RANK AND PH.D. GRANTING UNIVERSITY

Active Faculty

Tammy D. Allen, Ph.D.
Distinguished University Professor
University of Tennessee

Georgia T. Chao, Ph.D.
Professor and Area Director
Pennsylvania State University

Michael A. Gillespie, Ph.D.
Associate Professor
Bowling Green State University

Steven W. J. Kozlowski, Ph.D.
World Class Scholar and Professor
Pennsylvania State University

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

Emeritus Faculty

Walter C. Borman, Ph.D.
Professor Emeritus
University of California (Berkeley)

Michael T. Brannick, Ph.D.
Professor Emeritus
Bowling Green State University

Michael D. Coovert, Ph.D.
Professor Emeritus
The Ohio State University

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

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

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

APPENDIX A:
AND PROCEDURES

The purpose of comps is to ensure that students have mastered a broad, deep, and integrative knowledge of the field of I-O psychology prior to becoming a Ph.D. candidate. The exam preparation process should reinforce what has been learned in coursework and research and build a foundation in other areas that are imp

Grading

A single overall grade will be assigned for each area (even for areas with multiple or multi-part questions). Answers to the question(s) in each subject area will be graded on a four-point nominal rating scale by the writer and reader:

    1 = failed with significant and substantial deficiencies, new question recommended
    2 = failed with deficiencies, remediation recommended
    3 = low pass
    4 = pass

If both the writer and reader assign a grade of 3.0 or greater, the student passes the area; otherwise, the student fails the area. If there is disagreement about passing, the writer and reader will discuss the answer(s) and try to reach consensus. If they are unsuccessful, a second reader will be used to break the tie. If the second reader's grade is 3.0 or greater, the student passes the area; otherwise, the student fails the areriter and reader

which we have two doctoral seminars (see point 1 above) that share some overlap (e.g., assessment centers and selection).

6. The combining of two elective topics to form a third topic area is not acceptable (e.g., students cannot select personality, selection, and personality in selection as three of their four optional areas).

7. Students are encouraged to span both the I and the O side of I-O psychology in selecting their elective areas and should do so in consultation with their major professor.

[1]Students completing the OHP concentration must take OHP as one of their four elective areas.

I-O Faculty approved on August 19, 2022

Emailed to all students August 23, 2022

Updated August 19, 2022

APPENDIX B: GUIDELINES FOR PEER MENTORS

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

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

1. Advice about where to live and areas of town to avoid.
2. Show the student around campus and/or the area.
3. Help with administrative details, such as setting up bank accounts, getting health insurance, registering for classes, signing up for payroll.
4. Help with course selections.
5. Provide advice about dealing with stress of the first year.

easy transition, so offer help but don't be overly intrusive if that help is not needed. Your mentee will still appreciate your offer.

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

Updated: August 19, 2022