INDUSTRIAL-ORGANIZATIONAL (I-O) PSYCHOLOGY CONCENTRATION

GRADUATE STUDENT HANDBOOK

2023-2024

Table of Contents

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)
https://catalog.usf.edu/preview_program.php?catoid=12&poid=4031&returnto=1384,
Psychology, Ph.D.
https://catalog.usf.edu/preview_program.php?catoid=12&poid=4031&returnto=1384,
USF Graduate Catalog https://catalog.usf.edu/index.php?catoid=12. *If there are any discrepancies between the two, the requirements in the University Graduate Catalog must be fulfilled.*

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

The course curriculum begins in the first year with a foundation in I-O psychology. A foundation in research methodology is also included. Advanced training in the content and method of I-O psychology remains the central focus after the first

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)

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](#).

Major Professor: The faculty member serving as major professor on a thesis or dissertation committee must be an active scholar and have at least one refereed publication in the prior three years. If the major professor is not a member of the Psychology Department, a co-major professor from the Department must be appointed.

Outside Faculty: Scholars who have obtained External Graduate Co-Advisor Status (as graduate faculty from other departments in USF or as Affiliate Graduate Faculty) may serve as committee members from within the concentration, and are eligible to co-direct with Psychology Graduate Faculty at the discretion of the Department.

Additional Committee Members: If justified, an additional committee member may be requested. However, for the dissertation the majority must be faculty in the Psychology Department.

Dissertation Defense Scheduling: Students should *avoid scheduling dissertation defenses during June, July and August*. At least *four* weeks prior to the scheduled defense date, committee members should receive the dissertation draft. After distributing the draft, the student must fill out and obtain signatures by all committee members on the Request for the Dissertation Defense form (available at http://www.cas.usf.edu/gus/data/RequestDissertationDefense.doc). This form can only be signed by dissertation committee members after they have reviewed the dissertation draft, indicating their agreement that the dissertation is ready to defend. Electronic signatures are acceptable 5(t t)-t

all Psychology Department graduate students, grades of "A" or "B" must also be earned in all required courses for the I-

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 6087 (3 credits) Organizational Career Development
INP 6316 (3 credits) Occupational Health Psychology
INP 6395 (3 credits) Work and Family
INP 7236 (3 credits) Learning in Organizations
INP 7387 (3 credits) Team

<u>Occupational Health Psychology Specialization</u>

An <u>optional</u> training specialization is offered in occupational health psychology (OHP) between the I-O Concentration and the College of Public Health (COPH). This is an interdisciplinary curriculum consisting of two advanced seminars from Psychology (Occupational Health Psychology, required) and either Work and

INP 6935 (3 credits) Topics in I-O Psychology (PERSONNEL PSYCHOLOGY)
PR: Admission to Psychology Graduate Program or CI. In-depth review of topics in personnel psychology. Topics include selection, testing, training, performance evaluation, and criterion development. Typically offered every Fall.

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 6087 Organizational Career Development (Graduate Seminar in I-O Psychology)
PR: Admission to Psychology Graduate Program or CI. An examination of career development theory and practice. Topics include individual and organizational career management practices,

40.439 0.753 RG 0.144 Tcſ:)lTJETOq0.00000912 0 612 792 reW* 275BT2110.00000912 0 61. Oq0.00000912 0 612 792 reW

INP 7236 Learning in Organizations (Graduate Seminar in I-O Psychology)
PR:

SUPERVISED RESEARCH, TEACHING, AND INTERNSHIP COURSES

PSY 6917/7918 DIRECTED RESEARCH

work more than this amount. Out of town placements requiring relocation can be full-time, but should not extend beyond one year.

recent developments. A student membership is relatively inexpensive, and a large proportion of members are students. The association is a good place to network, which is something that will help your career. It also might help you find an internship and your first (and even subsequent) jobs. You should join during your first year. Other organizations are also relevant and have student membership fees that are reasonable.

5. **Attend conferences**. While still a student you should attend professional conferences. SIOP would be the obvious first choice, but other national organizations include Academy of Management, American Psychological Society, and American Psychological Association. Regional conferences (e.g., Southern Management Association) are smaller and can be good meetings as well. Other specialized meetings are also available. These conferences are invaluable for networking, looking for jobs, meeting and seeing people whose work you've read, and keeping up with the latest developments.

6. **Attend Department colloquia**. You are expected to attend our regular CORE (Colloquium on Organizational Research Exchange) series and to present your work to your Department colleagues. We strongly encourage you to attend relevant colloquia outside of I-O as well. This helps broaden your training, and often ideas from other areas can be extremely valuable.

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

8. **Get involved in the program, stay engaged throughout, and support program activities by volunteering**. The I-O program is people - both the faculty and students. The more involved you are, the better the program will be, and the more you will get out of it yourself. The I-O Psychology Student Association (IOPSA) organizes various student activities and requires contributions from all students. This means volunteering for various activities (e.g., student recruitment, peer mentoring, program newsletters). These activities enable students to become acquainted with students across other years. Don't underestimate the effects of the network on your career. Classmates help other classmates find jobs and it is tremendously helpful when advanced students are preparing for the job market.

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

Active N EMC /Span AMC2reW*nBT/Q EMC /Span AMCID 2/Lang (en-US)>BDC q0.0000092 0 62 2 reW

APPENDICES

APPENDIX A: COMPREHENSIVE QUALIFYING EXAMINATION ("COMPS"):
       POLICIES AND PROCEDURES

APPENDIX B: GUIDELINES FOR PEER MENTORS

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 important for competent research, teaching, and practice. Thus, comps have a developmental and a certification function.

Administration

Comps are offered every Fall and Spring semester, typically s

Retesting

If a student fails comps for the semester, the student must retest the next semester in which

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.
6. Help the student understand program requirements and give advice about how to progress at a reasonable rate.
7. Provide a realistic preview of school.
8. Introduce the new student to other graduate students.

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

1. Contact your mentee as soon as the assignment has been made (in late spring or early summer), and get acquainted at least through e-mail. Offer assistance, and likely that person will want advice about where to live and about getting relocated.

2. Once the new student arrives, make contact again to see if further help would be appreciated. Have a phone conversation (if you haven't already). A face-to-face meeting would be nice if possible; for example, you might meet on campus to show your mentee around.

3. Be available to help as the semester progresses. Be proactive. Don't just give your mentee your number and tell them to call you if anything is needed. Contact your mentee from time to time (perhaps monthly) to ask how things are going.

4. Keep in mind that some assigned relationships will develop and flourish, and some will not. This is to be expected. Regardless, each peer mentor should make a commitment to contact their assigned mentee at least once per month or two for the first year, initially more frequently and then tapering off over time. Often first year students feel uncomfortable asking for help or imposing on the time of the senior student, so it is important that the peer mentor make the effort to initiate contact. Of course, keep in mind that many people are independent and may make an

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