

DEPARTMENT OF PSYCHOLOGY

2021-2022

**GRADUATE ACADEMIC
HANDBOOK**

**Including Departmental & Area
Requirements, and
Thesis/Dissertation Information**

UNIVERSITY OF HOUSTON
COLLEGE OF LIBERAL ARTS AND SOCIAL
SCIENCES

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This handbook is updated annually. Graduate students are to follow the handbook from the year they entered the program.

INTRODUCTION

This handbook presents some of the information you need as a graduate student in psychology at the University of Houston. It provides information, which is essential for fulfilling your degree requirements. It is important to realize that some of these requirements may be subject to change. The aid of a faculty or staff expert will be helpful in defining some of the more complex questions and concerns you may encounter during your enrollment in the graduate program. A few of our many experts are:

- academic advisors.
- program directors.
- faculty advisors.
- administrative staff.

Our current departmental Director of Graduate Education is Dr. Anka Vujanovic. You may reach out to her to address graduate advisor concerns and desire to change advisors, to obtain guidance on progress, graduate course or program concerns. She also serves as our department representative on our college's graduate studies committee.

DEPARTMENTAL GOALS, PROCEDURES, & REQUIREMENTS

This handbook describes current academic departmental regulations and program area requirements for graduate education in psychology. The University has minimum requirements for all graduate students, but these requirements are superseded by the more specific departmental requirements and/or program requirements. In some cases the program requirements take precedence.

Students are accountable for familiarizing themselves with requirements. Staff are available to assist and guide students; however, it is the students' responsibility to know the University, College, and Departmental policies and procedures as they apply to graduate study.

In extenuating and/or unusual circumstances, written permission from the Program Director, Department Chair, Director of Graduate Education and/or the Graduate Education Committee may waive or revise departmental requirements. Decisions on such requests are made on an individual basis and must be approved at the Departmental, College, and University level.

GENERAL REQUIREMENTS

➤ **Undergraduate Degree**

Every student must have an official transcript with a posted bachelor's degree on file in the academic affairs office.

➤ **Transfer Hours and Credit and Waiving Courses**

- ◆ Transfer Courses (limit: 6 hours)

Students who have completed graduate courses at other accredited institutions may petition to have those courses accepted by the University of Houston. Course transferring does NOT apply to graduate coursework taken for a received degree unless the hours received toward that degree exceeds the minimum required. No course credits below the 6000 level will satisfy departmental or area course

requirements. First, the student should meet with the instructor teaching the equivalent course at UH with a course description, syllabus, and text information (if applicable) that was used for the course completed at the other institution. If the instructor agrees that the course is equivalent to ours, a graduate petition must be submitted with the supporting documentation to the academic affairs office for processing and approval by the Program Director, the Director of Graduate Education and/or Department Chair. For courses taken for a prior graduate degree within the minimum hours required or for coursework beyond the 6 hours allowed for transfer, students may request to waive taking a course, following the same instructor review as noted above for transferring credit (GRADUATE PETITION FORMS ARE AVAILABLE IN THE ACADEMIC AFFAIRS OFFICE OR AT [HTTP://WWW.UH.EDU/GRADUATE-SCHOOL/FORMS/GPFP.PDF](http://www.uh.edu/graduate-school/forms/gpfp.pdf)).

◆ **Transfer of a Master's Degree**

Students entering the program at the University of Houston with a Master's degree must provide official transcripts indicating satisfactory completion. The transfer of Master's degree credit must be approved by the student's Program Director, the Director of Graduate Education and/or Department Chair. A memo indicating such approval should be filed with the academic affairs office. Additional work may be deemed necessary for satisfactory conformance with departmental standards.

Credit for a previously earned Master's Degree is not automatic; every case is decided on its own individual merits.

➤ ***Continuous Enrollment***

All graduate students in the Department of Psychology are required to maintain full-time, continuous enrollment during their entire educational career. Please refer to Appendix A for the Department's Graduate Full-Time Status Policy. Exceptions to this requirement may be made in some cases but must be approved by the Program Director, the Director of Graduate Education, and/or the Department Chair. The requests must be submitted to the academic affairs office prior to the beginning date of the semester when the reduced load is desired.

(GENERAL PETITION FORMS ARE AVAILABLE IN THE ACADEMIC AFFAIRS OFFICE)

➤ ***Degree Objective***

During your graduate education, your progression from masters to doctoral student will require a change in academic status. This typically changes at the beginning of your third year of study.

(MORE INFORMATION IS AVAILABLE IN THE ACADEMIC AFFAIRS OFFICE).

➤ ***Incomplete***

A grade of "I" which has not been changed within one calendar year will be changed to an "F".

➤ ***Leaves of Absence***

Leaves of absence for one semester may be approved by the faculty of the program area. Any leaves longer than one semester must be approved by the Program Director, Director of Graduate Education and/or Department Chair, and the Graduate Education Committee. Unauthorized leaves will necessitate competitive readmission.

(GENERAL PETITION FORMS ARE AVAILABLE FROM THE ACADEMIC AFFAIRS OFFICE)

➤ **Time Limits**

- ◆ **Master's**
The Master's degree should be completed within 2 years after admission to the graduate program. University policy states that any student who does not complete the master's degree within 5 years will be automatically dropped from the program.
 - ◆ **Ph.D.**
Students are generally expected to complete the doctorate within a total of 100 hours, excluding hours awarded at the Master's level. **Clinical students are expected to complete the program's requirements within 130 doctoral hours.** After the 100 (or 130) doctoral hour cap is reached, the University will begin charging students premium tuition rates, equivalent to out-of-state rates.
 - ◆ **Social and Developmental Students**
Students entering with a Master's degree should complete the Ph.D. within three years. Students without a Master's degree should complete the Ph.D. within four years. The **MAXIMUM** expected time allowed for the completion of the Ph.D. is six years.
 - ◆ **I/O Students**
Students entering with a Master's degree should complete the Ph.D. within three years. Students without a Master's degree should complete the Ph.D. within four years. The **MAXIMUM** expected time allowed for the completion of the Ph.D. is five years, including the time to complete the master's degree.
 - ◆ **Clinical**
Students entering with a Master's degree should complete the Ph.D. within four years. Students without a Master's degree should complete the Ph.D. within five years. The **MAXIMUM** expected time allowed for the completion of the Ph.D. is seven years, including the time to complete the master's degree.
- ⇒ Students who do not meet the time limitations must request an extension by contacting the Program Director and the Director of Graduate Education and/or Department Chair for initial approval. The request must come before the Graduate Education Committee for the final approval. Extensions will only be awarded under exceptional circumstances. Further, any deviation from a standard master's thesis or doctoral dissertation must be approved by the department's Graduate Education Committee.

➤ **Recording, Implementing, and Enforcing Requirements**

Each student, upon acceptance, is assigned a faculty advisor by the appropriate Program Director. The faculty advisor may be changed at the request of either the student or the faculty member. Please see Appendix D for Guidelines for Student-Faculty Relationships. The faculty advisor has primary responsibility for monitoring the student's progress. A minimum of three meetings per year is essential: 1) before fall for registration, 2) before spring for registration, 3) a final meeting in May to evaluate the graduate student's progress. The student and the faculty advisor are responsible for seeing that the student's progress and accomplishments are properly recorded in the file maintained by the academic affairs office.

- ◆ **Annual Graduate Student Evaluation**

This evaluation is intended to analyze the educational and intellectual achievement of each student and to track the progress of matriculation. Each program area has its own evaluation procedures and forms that differ, so check with both the faculty advisor and Program Director. The evaluations must be filed with the academic affairs office.

All students will be evaluated on the following criteria: progression towards degrees, performance in courses, research performance, teaching performance (if applicable), involvement in program/department, ethical and professional conduct and sensitivity to cultural and individual diversity. In addition, students in the clinical and I/O programs will be evaluated on professional practicum performance. Clinical students will also be evaluated on the dimension of interpersonal effectiveness. Interpersonal effectiveness subsumes those characteristics that are associated with effective professional competence, including freedom from behavioral problems that may seriously limit a student's effective functioning in a professional capacity, commitment to personal growth and self understanding, accurate representation of professional competencies, responsibility for identification of needs and seeking additional training or assistance, personal maturity, ability to work with others, motivation, responsiveness to feedback, and professional communication and follow-through.

Based on the annual student evaluation, any significant problem identified by the faculty will be communicated to the student in writing by the program director, including recommendations for remediation, deadlines for resolving any concerns, possible consequences of the failure to do so, and the appeals process.

- **Termination**

The Department may terminate a student at any time if the rate of progress, academic performance or performance across other competencies is not satisfactory. A satisfactory rate of progress toward completion of degree requirements is required throughout the student's enrollment (see time limits for completion of departmental requirements on page 5). Students earning three grades of "C+" or lower during the course of graduate training will be dismissed automatically from the program.

Termination procedures may also be initiated by programs if a student's competence is substandard in any one of the following areas: teaching, research, ethical conduct, sensitivity to cultural and individual diversity, professional practicum performance (clinical and I/O students), or interpersonal effectiveness (clinical students).

Programs may initiate termination proceedings based on the egregiousness of the deficiency or student misconduct or the student's failure to complete appropriate remedial measures in a timely manner.

- 1) Before formal termination procedures begin, the student will receive written notification from the appropriate Program Director indicating his/her competency or academic performance is being evaluated for possible termination from the Department. This letter describes the reasons for the possible termination and, if appropriate, conditions for continued enrollment in the Department. If the program faculty deems it appropriate that termination be initiated, the procedure for termination is as follows:

- 2) The appropriate Program Director submits a written memo to the Director of Graduate Education and Department Chairperson indicating that program faculty members have reached a decision requesting the student's termination from the program and the Department.
- 3) The Director of Graduate Education and the Department Chairperson independently review the student's records and reach a joint decision regarding termination.
- 4) If the request is approved, the student is notified in writing of his/her termination from the Department. This letter is signed by the Department Chair, Director of Graduate Education, and the Program Director.
- 5) If the student wishes to appeal, he/she will notify the Chairperson of the Psychology Department in writing within 10 working days. At such time, the Department's Graduate Education Committee will review the student's records and reach a decision as to whether or not they concur with the request of the Program to terminate the student.
- 6) Should the student wish to continue the appeal process, he/she would submit a written appeal to the Associate Dean of Graduate Studies in the College of Liberal Arts and Social Sciences within 10 working days. The role of the associate dean is only to determine if the department followed correct termination procedures.
- 7) If so desired, students also may continue the appeal process by submitting a written appeal to the Graduate and Professional Studies Grievance Committee within 30 calendar days of the College decision.

➤ ***Grievances and Complaints***

Any student who wishes to file a grievance or complaint should contact their Program Director and/or the Department Chair. The student must file official notice of an intention to grieve within 30 days of the point in time when the grievant has knowledge or should have had knowledge of the problem being grieved. At this time, informal efforts will be made to resolve the grievance. In the event that an informal resolution is not possible, the grievant must submit a formal grievance within 60 days of filing the intent to grieve notice. In filing the formal grievance, the grievant must state 1) when he/she discovered the issue being grieved, 2) what issue is being grieved and provide evidence to support the grievance, 3) what is the desired solution. Depending on the nature of the grievance or complaint, the Program Director and/or Department Chair will initiate appropriate review procedures. The American Psychological Association Ethical Principles of Psychologists Code of Ethical Conduct shall govern the manner in which any ethical complaints are addressed (see Appendix C). In the event that a resolution is not possible at the Departmental level, the grievant may submit a written Notice of Appeal to the Associate Dean of Graduate Studies of the College within 10 days of the Departmental decision. Links to the College and University procedures for addressing student grievances regarding grades, course requirements, and classroom procedures or other academic problems are presented below.

For the grievance policy of the College of Liberal Arts and Social Sciences, please see <http://publications.uh.edu/content.php?catoid=30&navoid=11040>

TEACHING REQUIREMENTS

- **Teaching Assistant Requirements**

Teaching assistants (TA's) aid the instructor of record with responsibilities such as grading, proctoring exams, and holding office hours. To serve as a TA, students must be in good standing, progressing satisfactorily toward their degree, and enrolled in a minimum of 9 hours for fall and spring semesters, or 6 hours for summer semesters. TA assignments are typically for 20 hours/week. TA Training occurs at orientation and students then enroll in PSYC 6000, a 0-credit-hour course that reflects the training on their transcript. Students are eligible to serve as TA's for their first two years in the graduate program.

- **Teaching Fellow Requirements**

Teaching Fellows (TF's) are instructors of record for courses, and students are required to move from TA to TF at the beginning of their third year in the graduate program (if desiring support from instructional funds vs serving as a Research Assistant (RA) on a grant). To serve as a TF, students must have completed two years of graduate study in this program*, be in good standing, progressing satisfactorily toward their degree, and enrolled in a minimum of 9 hours for fall and spring semesters, or 6 hours for summer semesters. TF assignments are typically for 20 hours/week. TF's must complete a teaching workshop before the Fall semester of the first year they serve as a TF. Students then enroll in PSYC 8000, a 0-credit-hour course that reflects the workshop on their transcript.

**Students who received a masters degree in Psychology from another institution before beginning graduate study here and have prior teaching experience from that other program may be considered for a TF assignment prior to their third year.*

All teaching assignments are based on Departmental need. The University does not allow students to receive any form of graduate student appointments (including TA, TF, and RA) after their sixth year in the program.

MASTER'S DEGREE REQUIREMENTS

The Psychology Department does not offer a terminal MA degree (many requirements for the MA and Ph.D. are similar).

➤ Course requirements

Minimum departmental requirements are 36 semester hours for the MA degree. These hours should be completed during the student's first two years. **All core courses must be passed with a grade of B- or above with the exception of PSYC 6399 and 7399 which must be passed with a grade of B or above.**

Departmental Core Courses

PSYC 6300 Statistics for Psychology
PSYC 6302 Experimental Design

6 semester hours

Four Required Courses in Major Area
12 semester hours

Four Research and/or Applied Practica
12 semester hours

Two Master's Thesis Courses
PSYC 6399, 7399
6 semester hours

➤ Thesis requirements

The Department of Psychology requires the MA, including a formal Masters thesis based upon research for all students. A Masters degree equivalency is not acceptable for fulfilling this degree requirement. Students entering with an MA or MS degree and a research thesis from another university may petition their area committee to review that thesis and recommend that it be accepted as meeting this requirement.

Sequence for the Thesis

1) Posted Bachelor's Degree: The Academic Affairs Office must have a posted bachelors degree in the student's file.

2) Completion of the required courses

3) Enrollment in Thesis Courses: PSYC 6399 and PSYC 7399 (6 semester hours) are required. Once you have begun taking thesis hours, you must remain continuously enrolled in one of these courses in the long semesters (Fall and Spring) until the thesis and masters degree is completed and approved. Note that only 6 hours will be applied toward the degree.

4) Committee: A committee comprising three (3) members is required. Two faculty members, including the committee chair, must be from the Department of Psychology. The third faculty member may be selected from outside the student's area within the Department of Psychology, a university department other than Psychology, a psychology department from another U.S. university, or the psychological professional community. Of the three required members, no more than one may be an adjunct or part-time faculty member. If the part-time or adjunct faculty member serves as chair of the committee, a full-time, tenure-stream faculty member must serve as co-chair.

a) Approval of the Committee: Committee membership must be approved by the Program Director and the Director of Graduate Education and the Department Chair prior to notification of the Dean of the College of Liberal Arts and Social Sciences. ***

5) Graduation: An application for graduation must be filed at the beginning of the desired graduating semester. If you do not graduate, then you must refile for graduation. ***

6) Written Thesis Proposal: A written thesis proposal must be prepared and provided to each committee member with two signature forms. Dissertation projects must have their own human subjects or animal use approval. ***

7) Defense: A written thesis and a public oral defense are required. The final oral defense of the thesis will be publicized as follows:

a) The candidate will circulate a summary of the thesis (may be the thesis abstract) to all Department of Psychology faculty, with a notice posted in the Department no less than one week before the scheduled orals. This will be an open invitation to attend, stating the time and location of the oral examination.

b) A memo with all information should be sent to the Dean of the College of Liberal Arts and Social Sciences.

8) Final Oral Defense: The committee chair must notify the Academic Affairs Office by memo that the student has passed orals and the thesis has been accepted.

9) Submission for Binding: The original of the approved thesis must be submitted to the College of Liberal Arts and Social Sciences. This is returned to the department after binding. An electronic copy is submitted to the library.

***** all forms are available in the Academic Affairs Office**

PH.D. DEGREE REQUIREMENTS

➤ Comprehensive Examination

Memorandum announcing completion of comprehensive examination - Upon successful completion of the comprehensive examination, the area Program Director must send a memo to the Director of Graduate Education with a copy to the Academic Affairs Office (124 Heyne) to be filed in the student's folder.

During the third year, each student should complete the major comprehensive examination. **Students may not attempt the comprehensive examination until they have completed the Master's degree.** The format and requirements for completing the comprehensive examination are established by the area faculty. A memo must be forwarded to the Director of Graduate Education with a copy to the Academic Affairs Office (124 Heyne) stating the date of completion of the comprehensive examination.

➤ Course Requirements

*****A STUDENT MAY NOT ENROLL FOR DISSERTATION HOURS UNTIL THE MASTER'S THESIS IS COMPLETED AND THE COMPREHENSIVE EXAMINATION HAS BEEN PASSED*****

REGISTRATION FOR DOCTORAL DISSERTATION HRS

Graduate students in psychology who have passed their comprehensive exam and are officially working on a dissertation are required to register for Doctoral Dissertation hours each succeeding semester. Once you have begun taking dissertation hours, you must remain enrolled in such hours during long semesters (Fall and Spring) until the dissertation has been completed and approved.

The minimum * requirements for the Ph.D. degree are 72 hours. In addition to fulfilling the requirements for the MA degree listed above, at least 36 additional hours (i.e., in addition to the 36 hours listed above) must be completed for the Ph.D.

* The minimum requirements for the Clinical Ph.D. degree are considerably greater than above. See Clinical Program Guidelines.

DOCTORAL DISSERTATION COURSES:

These courses, as well as the dissertation itself, should be completed by the fourth (or fifth) year.

Individual area curricula may involve additional semester hours.

These 36 semester hours should include:

PSYC 6301 Psychological Theory: History & Systems (*only required by Clinical program*)

3 semester hours

Two or more Foundations Courses outside of Major Area (or equivalent; see next page for listing)

6 semester hours

Five Additional Courses (in major area, minor area, specified related courses, or electives)
15 semester hours

Four Dissertation Courses
PSYC 8399, 8699, 8999
12 semester hours

Note. Students may enroll in fewer than 12 dissertation hours if dissertation is completed before that time and student has enough hours to complete the Ph.D.

All graduate students must take one Foundations course, or equivalent, from each of two areas other than their major area. Students also frequently take the Foundations course in their area. Therefore, students will often take three or more Foundations courses.

The courses listed below meet the Foundations requirement (Clinical students, should however, follow the guidelines set out in the Clinical Student Guide for Foundations because of APA specific requirements and ALL program's students should follow the guidelines on their program-specific pages in this handbook):

PSYC 6303 Foundations of Clinical Interventions I (only offered for Clinical students)

PSYC 6304 Foundations of Developmental Psychology

PSYC 6306 Foundations of Cognitive Psychology

PSYC 6334 Foundations of Health Psychology

PSYC 8330 Foundations of Cognitive Neuroscience

PSYC 6308 Foundations of Neuropsychology

PSYC 6338 Foundations of Social Psychology

PSYC 6370 Foundations of Industrial/Organizational Psychology

PSYC 6397 Foundations of Cognitive and Developmental Science

PSYC 6397 Foundations of Behavioral Neuroscience

PSYC 7342 Biological Bases of Behavior

PSYC 8397 Theories and Research in Social and Personality Psychology

Sequence for the Doctoral Dissertation

1) Posted Master's Degree: The academic affairs office must have a posted Master's degree in the student's file.

2) Completion of the 72 hours: These hours include the MA degree courses (36 hours) and the Dissertation courses (36).

3) Enrollment in Dissertation Courses: PSYC 8399, 8699, and/or 8999 are required. Once you have begun taking dissertation hours, you must remain continuously enrolled in one of these courses during the long semesters (Fall and Spring) until the dissertation is completed and approved. A maximum of 12 dissertation hours may be used toward the degree.

4) Committee: A committee comprising at least four members is required. Two members should be selected from your area in the Department of Psychology. The third member is typically a faculty member selected from a Department of Psychology program other than the candidate's own major area. The fourth member must be from a department other than the Department of Psychology. This person may be selected from a university department other than Psychology, a psychology department from another U.S. university, or the psychological professional community. Of the four required members, it is recommended that no more than one may be an adjunct or part-time faculty member. If the part-time or adjunct faculty member serves as chair of the committee, a full-time, tenure-stream faculty member must serve as co-chair.

a) Approval of the Committee: The committee membership must be approved by the Program Director and the Director of Graduate Education and Department Chair prior to notification of the Dean of the College of Liberal Arts and Social Sciences. ***

5) Graduation: An application for graduation must be filed at the beginning of the desired graduating semester. If you do not graduate, then you must refile for graduation. ***

6) Written Doctoral Dissertation Proposal: A written dissertation proposal must be prepared and provided to each committee member with two signature forms. Dissertation projects must have their own human subjects or animal use approval. ***

7) Defense: A written doctoral dissertation and a public oral defense is required. The final oral defense of the dissertation will be publicized as follows:

a) The candidate will circulate a summary of the dissertation (may be the dissertation abstract) to all Department of Psychology faculty, with a notice posted in the Department no less than one week before the scheduled orals. This will be an open invitation to attend, stating the time and location of the oral examination.

b) A memo containing all information should be sent to the Dean of the College of Liberal Arts and Social Sciences.

8) Final Oral Defense: The academic affairs office must be notified by memo that the student has passed orals and the doctoral dissertation has been accepted.

9) Submission for Binding: The original of the approved dissertation must be submitted to the College of Liberal Arts and Social Sciences. This is returned to the department after binding. An electronic copy is submitted to the library.

***** all forms are available in the Academic Affairs Office**

GENERAL WRITING REQUIREMENTS FOR THESIS/DISSERTATION

**SUCH REQUIREMENTS ARE PROVIDED AND UPDATED BY THE COLLEGE OF LIBERAL ARTS AND
SOCIAL SCIENCES. CURRENT GUIDELINES ARE AVAILABLE AT
<http://www.uh.edu/class/students/graduate/thesis-dissertation-info/index.php>**

CLINICAL PSYCHOLOGY

Training model and guiding principles

Consistent with the University of Houston's change in status to a Carnegie Foundation-designated Tier 1 Research University in 2011, the faculty of the University of Houston clinical program voted in 2015 to bolster the scientific training in our program. Accordingly, the philosophy and goals of our program as articulated here and in our program materials are consistent with those of HSP and APA accredited programs that are also oriented to a clinical science model of training. Clinical science is defined by the Academy of Psychological Clinical Science (APCS) and PCSAS as "a psychological science directed at the promotion of adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition, or health; and at the application of knowledge in ways consistent with scientific evidence." While we have not sought PCSAS accreditation, our program aims to produce (1) health service psychology graduates for careers as clinical scientists—i.e., for careers devoted to making significant contributions to both advancing and applying scientific knowledge regarding the nature, origins, prediction, assessment, prevention, and amelioration of psychopathology and health-compromising behaviors; in addition to (2) ensuring broad and general preparation for a career in health service psychology, including professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders. In reviewing our definitions of "science" and "clinical" below, it is clear that our training program promotes the integration of science and practice, such that scientific training informs clinical practice and clinical practice promotes the identification and evaluation of clinically-relevant scientific questions.

1. The term "science" underscores
 - a. a commitment to empirical approaches to advancing the knowledge and practice of clinical psychology
 - b. depth of knowledge regarding the core components of clinical psychology
 - c. breadth of knowledge across domains of clinical psychology and disciplines outside psychology that are relevant to science and practice
 - d. integration of theory, research and application around problems relevant to clinical psychology
 - e. dissemination of clinical science to other researchers, policy makers, practitioners and consumers
2. The term "clinical" underscores
 - a. exposure to real-life clinical problems at the individual, group or societal level
 - b. a translational focus that moves knowledge from the laboratory into real-world settings
 - c. professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders.
3. Both scientific and clinical principles are operationalized within a training context of diversity (in theoretical perspectives, access to clinical populations/sociocultural diversity, clinical and social problems, and faculty/student background). The program recognizes the need to advance clinical research and care that meet the needs of students and our broader society.

Program goals and objectives

The above principles translate into program goals and objectives that reflect the APA SoA's goals for trainees to gain discipline-specific knowledge and profession-wide competencies. Specifically, to:

1. Gain breadth of knowledge of psychology and related sciences and depth of knowledge in clinical psychology: Students' curriculum and lab work are designed to gain
 - a. breadth of knowledge in psychological science (biological, cognitive, affective, developmental and social aspects of behavior as well as the history of psychology as a scientific discipline and research methodology in psychological sciences)
 - b. breadth of knowledge in fields related to psychology (e.g. neuroscience, statistics)
 - c. depth of knowledge in clinical psychology (assessment, diagnosis, clinical research methods and psychometrics, interventions, professional issues, etiology, and phenomenology)
 - d. knowledge of the contextual relevance of scholarship
2. Competence in research: Through research activity, individual faculty labs and the academic curriculum students gain competence in
 - a. study design, assessment and measurement
 - b. data analyses
 - c. study management and execution
 - d. timely dissemination of scientifically sound research
 - e. critical evaluation of research
 - f. ethical conduct of research
 - g. integration of diversity and context into research
3. Competence in clinical practice: Through coursework and clinical practica, students gain competence in using empirically informed
 - a. psychological assessment
 - b. clinical diagnosis and case conceptualization
 - c. treatment planning, implementation, and evaluation of treatments
 - d. clinical supervision
 - e. clinical consultation
 - f. ethical, professional and reflective clinical practice
 - g. awareness and integration of diversity, context and advocacy into clinical practice
 - h. knowledge and awareness of interdisciplinary systems
4. Development of a professional identity as a clinical psychologist: Through coursework and relationships with their peers and mentors, students will gain competence in
 - a. the ability to identify career goals
 - b. pursuing a coherent and focused professional development plan
 - c. establishing professional networks
 - d. the ability to actively participate in the scholarly and clinical community at the departmental, university and professional levels in an interpersonally effective way

The above goals and objectives provide general guidance to students. However, the curriculum has been designed to offer flexibility that encourages students to develop an individual and personalized training plan with their advisors specific to each student's unique long-term career goals that may vary on the science-clinical continuum. While we encourage students to develop an identity as a clinical scientist, this focus is new; we therefore also support students as developing scientist-practitioners. The curriculum is designed to be sequential, cumulative and graded in complexity with more structure and foundational experiences largely incorporated in

Years 1 and 2 of the curriculum. The curriculum is designed to facilitate increasing independent activity as students advance through the program, whether as a clinical scientist or scientist-practitioner. The minimum requirement we strive for is internship-readiness, which in turn, facilitates readiness for post-doctoral training and a successful career in health service psychology (HSP).

The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, and curriculum to ensure their appropriateness in relation to the psychology department, UH, local, regional, and national needs for psychological services, national standards of professional practice, the evolving scientific and professional knowledge that serves as the basis of practice and our graduates' job placement and career paths.

The program is fully accredited by the American Psychological Association Committee on Accreditation. Information about the program's accreditation status is available upon request from the Director of Clinical Training. Information about accreditation can be obtained from the Committee for Accreditation of The American Psychological Association by phone (202) 336-5500 or (202) 336-6123 (TDD) or through written correspondence:

To: Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington DC 20002-4242

Course Requirements

(A supplemental list of course requirements may be found in the Clinical Student Guide)

The Clinical program consists of three APA defined Major Areas of Study: Clinical Psychology (CP), Clinical Child Psychology (CCP), Clinical Neuropsychology (CN). The information provided in this Handbook is general to all three major areas of study. For more specific guidance regarding specific requirements for each major area of study, clinical students should consult the Clinical Student Guide. **During the student's first year the student and advisor should formulate an overall curriculum plan (Individual Development Plan; IDP).** This plan should include a set of time goals for completing aspects of the program. The IDP is completed through SharePoint and updated at the beginning of each academic year.

DEPARTMENT REQUIREMENTS

Statistics for Psychology 6300
Experimental Design 6302

Thesis (6 units) 6399-7399
Dissertation (max 12 units for credit) 8399

REQUIRED DEPT, EPPP, and APA FOUNDATION COURSES

1. Psyc Theory: Hist & Sys. PHLS 8351
2. Biol. Bases of Behavior 7342
OR Neuroanatomy (Only for C/N) 6397
3. Cognitive/Affective Basis of Behavior PHLS 8397
4. Foundations of Cogn and Dev Science 6397
5. Foundations of Social 6338
OR Theories and Research in Social And Personality Psychology 8397

REQUIRED CLINICAL COURSES*

Interventions I 6303
Interventions II (CP) 6316
OR Interventions II (CCP) 7394
Psychopathology I 6317

Clinical Assessment I 6356

Clinical Assessment II 6357
Ethics and Professional Problems PHLS 8364
Multicultural Psychology PHLS 8337

MAJOR AREA OF STUDY COURSES**

(12 hrs required - Clinical Child Psychology Major)
(12 hrs required - Clinical Psychology Major)
(18 hrs required - Clinical Neuro. Major)

PRACTICA

Clin. Research Practicum (6 units required) 6393
Internal Clin. Practicum (6 units required; 9 or 12 optional with CTC permission) 6392
External Clinical Practicum (CP/CCP: 7393); (CN: 7390) 12 units required
Advanced Clinical Assessment (7397) 6 units required
Internship (3 sem required.) (CP/CCP: 8321 or 8121); (CN: 8390 or 8190)

Note. PSYC 6393 can be substituted with other courses with an approved petition from the program.

NOTE THAT THE APA REQUIRES COVERAGE OF 5 FOUNDATION COURSES for Clinical Program students and thus has requirements beyond those of the dept. Additional practica may be required depending on specialty area – see Clinical Student Guide.

**Students in all Major Areas of Study are required to take these courses **Students should consult the Clinical Student Guide for details on major area of study elective options. The typical advancement in the program is outlined in the table on the following page. More specific recommendations are made in the Clinical Student Guide.*

	Fall			Spring			Summer		
Yr 1	Statistics I	6300	3	Experimental design	6302	3	Ethics	PHLS 8364	3
	Interventions I	6303	3	Adult Interventions (CP; CN) Child Interventions (CCP; CN)	6316 7394	3 3	History and Systems	PHLS 8351	3
	Assessment I	6356	3	Assessment II	6357	3			
	Psychopathology I	6317	3	Research course (CP) Developmental Psychopathology (CCP; CN3/4) Lifespan Clinical Neuropsychology I (CN)	- 7397 6332	3 3 3			
Yr 2	Internal practicum (intervention)	6392	3	Internal practicum (intervention)	6392	3	Int practicum	6392	3
	ACLA (internal or external assessment practicum; while CN students participate in an assessment practicum, they may not sign up for 7397 due to other course requirements)	7397	3	ACLA (internal or external assessment practicum; while CN students participate in an assessment practicum, they may not sign up for 7397 due to other course requirements)	7397	3	Thesis	7399	3
	Multicultural	PHLS 8337	3	Thesis Research course (CN)	6399	3			
	BioBases (CP, CCP) OR Neuroanatomy (CN)	7342 6344	3	Lifespan Clinical Neuropsychology II (CN) Grantwriting (CP/CCP), OR Research/Breadth course	7338 6337 -				
Yr 3	External practicum	7393	3	External practicum	7393	3	Ext practicum Ext CN prac	7393 7390	3
	Research/Breadth course OR Internal practicum (intervention)	- 8392	3	Research/Breadth course	-	3	Dissertation	8399	3
	Research/Breadth course Fnd Cognitive Developmental Sci	- 6397	3	Research/Breadth course	-	3			
	Research/Breadth course (CP, CCP) Lifespan Clinical Neuropsych III (CN) External CN Practicum (CN)	- 7339 7390	3 3 3	Dissertation External CN Practicum (CN)	8399 7390	3 3 3			
Yr 4	External practicum	7393	3	External practicum	7393	3	Ext practicum Ext CN prac	7393 7390	3
	Research/Breadth /Depth course Cognitive/Affective Bases	- PHLS 8397	3	Research/Breadth /Depth course	-	3	Dissertation	8399	3
	Research/Breadth /Depth course External practicum (CN)	- 7390	3 3	Research/Breadth /Depth course (CP/CCP) External practicum (CN)	- 7390	3 3			
	Dissertation	8399	3	Dissertation	8399	3			

Comprehensive Examinations:

The comprehensive examination, or “comps” for short, is a sit-down written examination that must be passed as a requirement for admission to candidacy for the doctoral degree. Temporally, the exam is taken after completion of basic coursework and the master’s thesis and before dissertation and internship. Within the UH Psychology Department, each of the programs (i.e. clinical, developmental, industrial-organizational, social,) has some form of comprehensive examination. However, the format, content, and examination process are specific to each program. The clinical comps procedure includes two components:

- 1) a written, open-book exam covering material in the student’s specialty area (CP/adult, CCP, or CN) and
- 2) obtaining licensure as a Psychological Associate, and as part of that process, passing the EPPP and the jurisprudence exam at the doctoral-level cut-offs (a standard score of 500 on the EPPP, which is comparable in difficulty to the old 70% criterion, and 90% for the taken-at-home, open-book jurisprudence exam).

Students should consult the Clinical Student Guide for details regarding the Comprehensive Exams.

INTEGRATIVE PROGRAM IN DEVELOPMENTAL, COGNITIVE, & BEHAVIORAL NEUROSCIENCE

The Integrative Program in Developmental, Cognitive, & Behavioral Neuroscience (DCBN) brings together researchers interested in investigating how the brain and behavior change over time. Areas of concentration are Behavioral Neuroscience, Cognitive Neuroscience, Cognitive Psychology, and Developmental Psychology. DCBN reflects a diverse yet interactive group whose research interests cover the lifespan, employ both human and animal approaches, and focus on cognitive development, genetics and cognitive neuroscience of developmental disabilities, human classroom learning, exercise-driven neuroplasticity, addiction neurobiology, cognitive neuroscience of attention, and neural bases of bilingualism.

Faculty in the program have collaborations with researchers in other schools at UH, such as the Schools of Pharmacy, Engineering, Optometry, Natural Sciences and Mathematics, and Education, and at institutions in the nearby Texas Medical Center (TMC). UH is a full member of the TMC—which is, by far, the world’s largest concentration of medically related institutions and facilities—linked through federal grants, research institutes, faculty appointments, and other academic activities. The Center for Advanced Magnetic Resonance Imaging (CAMRI) at Baylor College of Medicine is part of TMC and UH researchers have access to this facility.

State-of-the-art research facilities at UH include animal behavioral and wet laboratories that are located in the Health 1 Building where some DCBN faculty conduct their research. These include the Behavioral Neuroscience Laboratory, Developmental Behavioral Neuroscience Laboratory, Social Neuroscience Lab, Human Genetics Lab, and the Laboratory of Early Experiences and Development. Health 1 is also the home of the Texas Institute of Measurement, Evaluation, and Statistics (TIMES) that includes faculty interested in measurement and quantitative methods as well as neurodevelopmental disorders, including congenital and acquired brain injury, learning disabilities, and ADHD.

Other facilities include the Laboratory for the Neural Bases of Bilingualism, Cognitive Neuroscience of Attention Lab, and Cognitive Developmental Laboratory located in the Heyne Building that also houses the main offices of the Psychology Department. Taken together, students have a rich set of opportunities for research and learning within the Department of Psychology and the allied research community in the Houston area. Indeed, the graduate program in DCBN is designed to prepare scientists to teach and conduct research in an interdisciplinary context by providing this broad exposure to research topics and approaches.

Students identify a primary research mentor in DCBN and a committee designed to guide their education and training in order to develop specific research interests and skills. During the first two years of the program, students complete several core courses and participate in the DCBN seminar series. By the end of the third year, the student should complete all requirements to advance to doctoral candidacy, including the Master’s Thesis and qualifying exam. Ideally, the doctorate will be completed by the end of the fourth or fifth year. The main focus of training in the program is to guide each student to develop an independent research program in an area of continuing interest to him or her. Completion of the program leads to a doctoral degree in Developmental, Cognitive, & Behavioral Neuroscience.

GENERAL PROGRAM REQUIREMENTS (number of credit hours)

A. Core Department Courses: (6)	3. DCBN Seminar Series (Brown Bag) (0)	
1. PSYC 6300 Statistics for Psychology (3)		
2. PSYC 6302 Experimental Design (3)	D. Four Research Practica (12)	
	(PSYC 6365, 6398, 7392)	
B. Three of the following Foundations Courses: (9)	E. Masters Thesis Hours (6)	
1. PSYC 6304 Foundations of Developmental Psychology (3)	(PSYC 6399, 7399)	
2. PSYC 8330 Cognitive Neuroscience (3)	F. Dissertation Hours (12)	
3. PSYC 6306 Foundations of Cognitive Psychology (3)	(PSYC 8399, 8699, 8999)	
4. PSYC 6397 Foundations of Behavioral Neuroscience (3)	G. Research practica and electives (15)	
5. PSYC 6308 Foundations of Neuro-Psychology (3)	H. Master's thesis proposal beginning of 2 nd year.	
6. PSYC 6334 Foundations of Health Psychology (3)	I. Master's thesis completion at end of 2 nd year (posted after completion of other requirements).	
C. DCBN Program Requirements (12)	J. Qualifying exam after Master's thesis.	
1. Three graduate courses in your specialty (may be outside of Psychology or UH) (9)	K. Dissertation proposal after Qualifying exam	
2. PSYC 6397 Grant Writing (3)		

SAMPLE PROGRAM OF STUDIES FOR STUDENTS IN THE DCBN PROGRAM

Fall Semester	Spring Semester	Summer Semester
FIRST YEAR		
PSYC 6300 Statistics for Psychology Foundations Course #1	PSYC 6302 Experimental Design Foundations Course #2	PSYC 6399 Masters Thesis PSYC 6365 Dir Research
PSYC 6365 Dir Research in DCBN	PSYC 6365 Dir Research in DCBN	
PSYC 6398 Special Problems	PSYC 6398 Special Problems	
SECOND YEAR		
Foundations Course #3	DCBN Required	
DCBN Required	PSYC 6397 Grant Writing	PSYC 6398 Special Prob.
Elective	PSYC 6365 Dir Research	
PSYC 7399 Masters Thesis	PSYC 6398 Special Problems	
THIRD YEAR		
PSYC 7392 Research Practicum	PSYC 8399 Dissertation	PSYC 8399 Dissertation
DCBN Required	PSYC 7392 Research Practicum	
Elective	Elective	
FOURTH YEAR		
PSYC 8399 Dissertation	PSYC 8399 Dissertation	
Elective	Elective	

DCBN Qualifying exam

Purpose and Timing. The qualifying exam is the component of the Ph.D. program that follows the Master's thesis and allows the student to be admitted to candidacy for the Ph.D. degree. The student must successfully defend their Master's thesis prior to the review of the qualifying exam and must pass the qualifying exam prior to initiation of Dissertation research hours. This usually occurs sometime before or during the third year of the program. The qualifying exam should be submitted after completion of the Grant Writing course (PSYC 6397).

General Description. The qualifying exam in DCBN consists of submitting a grant proposal that reflects the student's independent thinking. The point of this exercise is to ensure that the student can pose a significant question based on sound hypotheses and design an experiment or set of experiments to test those hypotheses. This can be a study that the student intends to do, perhaps as their dissertation research, but that is not required as long as the proposed studies can fit within a two-year time frame. The experiments must be feasible in terms of time and methodology but the student is not bound by financial constraints. Typically, the content of the proposal should fit within the generally accepted topic areas and approaches employed within the Developmental, Cognitive, or Behavioral Neuroscience domains. However, if the student chooses to propose a study that incorporates a discipline or approach beyond the advisor's expertise, letters of support from other faculty advisors who would help guide the research should be included. In such a case, the student is advised to seek approval for their proposed topic area at least two months prior to the submission.

To ensure that the grant proposal reflects the student's independent thinking, he or she is not permitted to ask for detailed comments on a draft of the proposal from their advisor prior to the first (or second) submission. However, students are encouraged to discuss their ideas and seek advice from their advisor and may discuss their ideas with other people, including fellow graduate students, other faculty members, or other trainees. It is also acceptable for the qualifying exam to follow from and expand upon the research program of the student's advisor.

Content. The proposal will mimic the format of an NIH small grant (e.g., R21 or R03). It should consist of the following sections: 1) Specific Aims; 2) Background and Significance; 3) Preliminary Data; and 4) Research Design and Methods. The proposal can be a maximum of 7 pages: 1 page for Specific Aims and up to 6 pages for the other three sections just like an NIH small grant application. Suggested lengths for the other sections are as follows: 1 page Background and Significance; 1-2 pages Preliminary Data; 3-4 pages Research Design and Methods. The proposal should also include a title page and literature cited which has no page limitations. In addition to the proposal, each student will submit their current CV in which he or she can demonstrate that they are qualified to conduct the proposed research. The CV should document significant scholarly activity (publications, manuscript submissions and conference presentations) in accord with expectations for progress in the student's research area.

Submission Dates. There will be three submission dates per calendar year: Fall, Spring, and Summer. The Fall and Spring submissions are due by the end of the day on the official closing dates of these semesters as delineated in the current UH Academic Calendar. The summer submission is due by the end of the day on the official closing date of Summer Session 3. The reviews should be completed and notice of pass/fail given to the student within 1 month following the due date (see Table below). The qualifying exam and CV should be submitted electronically to the Director of DCBN.

Semester	Approximate Week Due	Approximate Week Graded
Fall	3 rd week of December	3 rd week of January
Spring	2 nd week of May	2 nd week of June
Summer	Last week of July	Last week of August

Review Process. Each proposal will be assigned to one to two reviewers and a discussant. The reviewers and discussants are drawn from the primary DCBN faculty and the affiliate DCBN faculty members. None of these reviewers can be the student's primary or secondary (if there is more than one) advisor.

The specific areas that will be reviewed include: Significance, Investigator, Preliminary Studies, Approach, and Overall Impact. The Investigator score is based on information provided in the student's CV as well as any pertinent information provided in the application itself. Each reviewer gives an initial score for each of these sections that ranges from 1 (excellent) to 9 (poor). The Overall Impact score reflects the scores of all of the other sections but does not need to be the average of these scores as the weights of the different parts of the review can vary. The reviewers prepare a complete written review; the discussant is not required to provide this but may prepare one as well.

The DCBN faculty meet to discuss the qualifying exams shortly after the due dates. These meetings follow an NIH-like study section format. That is, each application is discussed separately and begins with the presentation of the Overall Impact scores by the reviewers and discussant. Then, they present a summary of their critiques emphasizing the strengths and weaknesses that drove their choice of score. This is followed by a discussion by all of the faculty present. Finally, reviewers are asked to revisit their Overall Impact scores and can revise them based on the discussion.

Grades. The Overall Impact scores given at the end of the discussion are averaged and multiplied by 10. Recall the scale ranges from 1-9 with 1 being excellent and 9 being poor. Scores ≤ 30 are considered a high pass. Scores > 30 and < 60 are considered a conditional pass, and any score > 60 is considered a failing grade. The student will be notified about their grade shortly after this meeting. The reviews and scores will be provided to the student usually within one week after the grade is given.

Revision Process.

If a student receives a conditional pass or fails the qualifying exam, he or she should revise and resubmit the proposal using the reviews to guide this revision. This revision should include an additional page that provides a response to the reviews listing the substantive critiques and the ways in which these issues were addressed. The student is encouraged to consult with the assigned reviewers about the critiques.

If the student fails the exam, he or she may opt to submit a completely new proposal to be treated as the first attempt of the exam. This approach of submitting a new proposal will be allowed once. That is, if the new proposal is deemed a failure, the student can only opt to revise it for the next (third) submission. A student who fails to pass the exam on the second attempt of the original or the second new version will not be advanced to candidacy and will be recommended for dismissal from the program. No more than three attempts are allowed.

Resubmission of a proposal is typically due approximately three months after the initial submission. Deviations from that time frame will be reviewed on a case-by-case basis when specific reasons related to timing apply and permission to do so will need to be granted by the DCBN faculty.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

The Industrial/Organizational (I/O) program subscribes to the Guidelines for Education and Training at the Doctoral Level as prepared by the Society for Industrial and Organizational Psychology and Division 14 of the American Psychological Association. These guidelines are based on a scientist-practitioner model. That is, the I/O psychologist is frequently both a generator of knowledge and consumer/user of such knowledge. As a scientist, he or she develops theory using research and empirical skills. As a practitioner, he or she provides services to individuals and groups by applying theory and research findings to identify and implement solutions to business problems. The primary goal of the graduate training program is for students to develop the state-of-the-art competencies needed to function effectively as a scientist-practitioner. The strategies chosen to accomplish this goal include formal courses, individual reading/research projects with faculty, and supervised practicum experience. The formal course work required in this program is described below. In individual study projects students explore topics of special interest to them in consultation with qualified faculty. In supervised practicum courses, students learn through "hands on" experience in a field setting under the guidance of practicing I/O psychologists.

GENERAL PROGRAM REQUIREMENTS

(1) Course Work Required:

- a) PSYC 6300 Statistics for Psychology
- b) PSYC 6370 Foundations of I/O
- c) PSYC 6338 Foundations of Social Psych
- d) PSYC 6302 Experimental Design
- e) PSYC 6351 I/O Research Methods OR MANA 8345
- f) PSYC 6371 Personnel Psychology
- g) 6 hrs of Master's Thesis (PSYC 6399, 7399).
- h) PSYC 7305 Structural Equation Modeling
- i) PSYC 7363 Organizational Psychology
- k) 1 Foundations course from the list on page 12 OR Any graduate course outside of I/O
- l) PSYC 7306 Multilevel Modeling
- m) PSYC 7307 Applied Psych. Measurement-IRT
- n) 3 advanced I/O content seminars
- o) 1 graduate course outside of I/O (preferably offered by the Bauer College of Business). This is in addition to courses listed above.
- p) 12 hrs max of Dissertation . (PSYC 8x99).

(2) Comprehensive examination. Each student takes a comprehensive examination (expected in January of the third year) after completing the Master's thesis (proposal defense expected by December of year two, and thesis defense expected by May of year two). Students entering with a Master's Thesis Waiver should take Comprehensive Exams during January of the second year. This exam is a written test. Students are given two opportunities to pass. Re-writes of individual items are not permitted. Failure to pass on the second attempt will result in termination from the program. Students are encouraged to speak with their advisor after defending their thesis proposal about specifics of the comprehensive examination policy.

(3) Teaching experience. Most students serve as teaching assistants or as instructors with full responsibility for courses.

(4) Practicum. Students are required to spend at least one year in a practicum. For students who are planning to seek academic employment and who have demonstrated substantial level evidence of appropriate scholarly productivity by the end of their second or third year, this requirement may be fulfilled by empirical research in applied settings. These practica are to begin in August of the third year (shortly after formally defending the dissertation proposal) and typically are 50% time, paid positions. They are supervised by Ph.D.-level I/O Psychologists and allow students to learn how to apply their skills.

(5) Research experience. Ph.D. degrees in I/O Psychology are research degrees. Students are required to engage in research projects starting their first semester in order to prepare for timely completion of the thesis and dissertation. Research opportunities are to be discussed with the advisor. Students are expected to work with multiple faculty members to enhance exposure to different models of conducting research. All students are expected to collaborate with faculty and their graduate student colleagues in submitting their research results for conference presentation and journal publication.

SAMPLE PROGRAM OF STUDIES FOR STUDENTS IN I/O PSYCHOLOGY

FIRST YEAR

Fall Semester (12 hours)

PSYC 6300 Statistics for Psychology
PSYC 6370 Foundations of I/O
Non-I/O foundations course
PSYC 6352 Dir Research in I/O

Spring Semester (12 hours)

PSYC 6302 Experimental Design
PSYC 6351 I/O Research Methods
Non-I/O foundations course
PSYC 6352 Directed Research in I/O

Summer Semester (9 hours)

6398 Special Problems
PSYC 8393 I/O Seminar
PSYC 6352 Directed Research in I/O
SIOP paper completed by 9/05
Thesis topic developed by 8/15

SECOND YEAR

Fall Semester (12 hours)

PSYC 6352 Dir Research in I/O
PSYC 7363 Organizational Psych
PSYC 6399 Master's Thesis
PSYC 8393 I/O Seminar
Thesis proposal defense by 12/1

Spring Semester (12 hours)

PSYC 6371 Personnel Psychology
PSYC 7306 Multilevel Modeling
PSYC 7399 Master's Thesis
6398 Special Problems
M.A. Graduation in May

Summer Semester (6 hours)

PSYC 8393 I/O Seminar
PSYC 6352 Directed Research in I/O

THIRD YEAR

Fall Semester (9 hours)

MANA 7336 HRM (or other Bauer course)
PSYC 7307 Applied Psych. Measurement-IRT
PSYC 7305 Structural Equations

Spring Semester (9 hours)

PSYC 6352 Directed Research in I/O
6398 Special Problems
6498 Special Problems

Summer Semester (6 hrs)

PSYC 8699 Dissertation

FOURTH YEAR

Fall Semester (9 hours)

6352 Directed Research in I/O
PSYC 8699 Dissertation

Spring Semester (9 hours)

PSYC 8999 Dissertation
Graduation in August

Notes:

In terms of progress toward degree, students are expected to:

- By July of Year 1, present to their thesis advisor topics/ideas for the thesis.
- By December of Year 2, formally defend the thesis proposal.
- By May of Year 2, formally defend the thesis.
- By January of Year 3, take the comprehensive examination.
- By August of Year 3, formally defend the dissertation proposal.
- By August of Year 3, start an internship.
- By August of Year 4, formally defend the dissertation.

Students are expected to participate in faculty and their own research projects throughout the program. Enrollment in Special Problems courses permits course credit for such experience. Students are expected to present papers at professional conferences and publish articles in journals as evidence of having acquired professional competencies. All courses are not offered every year. Students may use archival data for either the thesis or dissertation but not both.

SOCIAL PSYCHOLOGY

The Graduate Program in Social Psychology is designed to train our graduate students for careers as social psychologists. As such, the program provides broad coverage of all aspects of social psychology, as well as scholarly competence in specific social psychological content areas. The program is designed to develop the high level of research competence necessary for attaining the Ph.D. degree and for professional preparation for research careers in academic or other research settings.

A practical aspect of increasing breadth while also achieving expertise in a specialty area is to facilitate the degree of flexibility required to deal with a job market which is expanding beyond the traditional academic roles of the social psychologist. For example, relating social psychology to health psychology has been one domain in which the program has offered extensive research training opportunities. In addition, relating social psychology to cognition, communication, and interaction in close relationships is another research area in which students can acquire knowledge and training. In view of this, faculty research interests are sufficiently broad to provide students with research opportunities in several areas of social psychology.

During the first two years of the program, the graduate student will complete several basic, core courses as well as develop specific research interests and skills needed to complete the Master's Degree requirements by the end of the second year. Formal coursework involves completing core courses in the program, courses in the student's minor area, seminars, and other departmental courses. By the end of the third year, the student should complete all requirements to advance to doctoral candidacy, including the Master's Thesis and the comprehensive examination or paper. Ideally, the doctoral dissertation is to be completed by the end of the fourth year. The main focus of training in the program is to guide each student in developing independent research in an area of continuing interest to him or her.

Curriculum and Evaluation Procedures

The social psychology graduate program is divided into two major segments:

Predoctoral candidacy (45 hours)

Doctoral candidacy (27 hours)

Each of these segments is expected to require two years or less for completion. Thus, the entire program should require a maximum of four years of study depending on availability of courses.

Predoctoral Candidacy Requirements (45)

Successful completion of the following requirements is required for admission to candidacy for the Doctoral Degree in Social Psychology.

I. Departmental Course Requirements (15)

- A. General (6)
 - 1. 6300: Statistics for Psychology
 - 2. 6302: Experimental Design
- B. Foundations (9)
 - 1. 6338: Foundations of Social Psychology
 - 2. Foundations Elective (1)
 - 3. Foundations Elective (2)

II. Social Area Course Requirements (12)

Over the entire course of the PhD program you must take six of the social area courses listed below. Four of the six must be completed during the first two years. The additional two courses are listed under the major area requirements as part of the doctoral candidacy requirements and can be taken at any time during the program.

- 1. PSYC 6335-Professional Development in SocPsych
- 2. PSYC 6337-Grant Writing
- 3. PSYC 6339-Human Motivation
- 4. PSYC 6378-Social Cognition
- 5. PSYC 6380-Personal Relationships: Theory and Research
- 6. PSYC 6381-Social Psychology Methodology
- 7. PSYC 6389-History & Theory of Soc. Psych.
- 8. PSYC 6394-Research in Health Psych.
- 9. PSYC 6394-Social Psych.and Health Behavior
- 10. PSYC 6397-Applied Social Psych.Methods
- 11. PSYC 6397-Psychology and the Self
- 12. PSYC 6397-Emerging Scientific Practices
- 13. PSYC 6397-Emotion Seminar
- 14. PSYC 7307-Applied Psychological Measurement
- 15. PSYC 7332: Program Evaluation
- 16. PSYC 7397: Applied Longitudinal Analysis
Soc/Health

III. Research Training (18)

A. Research Practica (12)

Each student will be exposed systematically to one or more areas of research in social psychology during the first two years of training. Assignments will be determined according to the needs of the student and the activity schedule of the research project in which the student will be participating. The student will be evaluated according to a formal set of criteria established by the supervisor(s) of each research project.

B. Master's Thesis (6)

The student must propose, design, and implement an original research project to be conducted under the supervision of his/her advisor. The written proposal and final report of the project must be approved by a thesis committee constituted as described in the "Sequence for the Thesis" section of this handbook.

Doctoral Candidacy Requirements (27)

Successful completion of all formal M.A. degree requirements and completion of the comprehensives (examination or paper) are necessary before the student may be admitted into candidacy for the Ph.D. degree. Major area and minor area requirements, and the dissertation are required before the Ph.D. is granted. Due to varying availability of courses, major and minor area requirements may be fulfilled before and after doctoral candidacy.

I. Comprehensive Examination or Paper

The student must complete one of two options to achieve doctoral candidacy: **(1)** The comprehensive examination is a written and oral examination covering the history, theory, and methods of contemporary social psychology, and is usually taken by the third year of study. The student must successfully complete this examination. **(2)** The comprehensive paper should provide a thorough, integrated, and critical review of the theoretical and empirical literature on an important social psychological problem of the students' choice. The student will submit the paper to a committee and will participate in an oral defense of the paper. The committee should consist of a chair (one of the program faculty) and two other faculty members (at least one of whom should be outside of our program). Contact the program director for more detailed instructions regarding each comprehensive option.

II. Major Area Requirements (12)

Major Area Requirements may be taken before or after admission to candidacy:

- 1. Professional Development
- 2. Structural Equation Modeling or Multi-Level Modeling
- 3. Social area course requirement.
- 4. Social area course requirement.

III. Minor Area Requirements (6)

The student is required to present to the Social Psychology Program Chair and Advisor a written outline of a planned course of study in an area complementary to the area of specialization, but outside of the Social Program. The minor

proposal should be submitted to the social psychology program chair and advisor during the fall term of the third year for those students entering the program with a Bachelor's degree, and during the fall term of the second year for students entering the program with an M.A. degree. Coursework for the approved minor area of study must be completed prior to the final defense for the doctoral dissertation, but may be completed before or after admission to candidacy. See the program director for written

models for the minor proposal.

IV. Dissertation (maximum of 9 hrs)

The doctoral dissertation must represent original research in the area of the student's choice. At least one member of the social psychology faculty will serve as chair and/or co-chair of the dissertation committee. Other criteria for composition of the committee are described in the "Sequence for the Doctoral Dissertation" section of this handbook.

SAMPLE PROGRAM OF STUDIES FOR STUDENTS IN SOCIAL PSYCHOLOGY

Fall Semester	Spring Semester	Summer Semester
FIRST YEAR¹		
*6300: Statistics for Psychology *6338: Foundations of Social Psych *Social Area Course 1 7392: Research Practicum	*6302: Experimental Design *Social Area Course 2 *Foundations – Elective 1 7392: Research Practicum	7392: Research Practicum Elective / Research Practicum
SECOND YEAR		
*Foundations – Elective 2 *Social Area Course 3 *Social Area Course 4 6399: Master's Thesis	7305: Structural Equation Modeling *6394: Professional Development 7399: Master's Thesis <i>Master's Thesis Defense</i>	7392: Research Practicum Elective / Research Practicum <i>Comprehensive Exam/Paper</i>
THIRD YEAR		
Minor Elective 1 *Social Area Course 5 <i>Minor Proposal</i>	*Social Area Course 4 Minor Elective 2 8399: Doctoral Dissertation <i>Dissertation Proposal</i>	8699: Doctoral Dissertation
FOURTH YEAR		
8699: Doctoral Dissertation	8399: Doctoral Dissertation <i>Dissertation Defense</i>	

The PSYC 7392 Research Practicum may also be satisfied by PSYC 6336 Directed Research in Social Psychology.

¹ This schedule is based on full-time status of twelve (12) hours (for the fall and spring semesters) for the first two years and nine (9) hours beginning the third year. An asterisk (*) denotes required courses for changing from 12 to 9 hours (based on the Graduate Full-Time Status Policy, in Appendix A of this Handbook).

APPENDIX A

GRADUATE FULL-TIME STATUS POLICY

DATE: August 1, 2020
TO: Psychology Faculty and Graduate Students
FROM: Chip Knee, Ph.D., Chair
RE: Graduate Full-time Status

Students in the Clinical Psychology Program, are required to take 12 semester credit hours each long semester, and 6 semester credit hours during the summer for the first three years of graduate study. Thereafter, full-time status will be maintained by registering for the minimum number of hours required for full-time doctoral status at the University (9 semester credit hours for each long semester and up to 6 semester credit hours for summer).

For students in the other three department doctoral programs, the full-time enrollment requirement is 12 semester credit hours during each long semester and 6 credit hours for summer for the first two years of graduate study or until the student has finished the departmental core courses required for the masters degree. After completion of the core courses, full-time status will be maintained by registering for the minimum number of hours required for full-time doctoral status at the University (9 semester credit hours for each long semester and up to 6 semester credit hours for summer).

Exceptions

Completion of a General Petition initiates the approval process for the following full-time equivalency exceptions. General Petitions are available through the department's Academic Affairs Office, located in 124 Heyne. Exceptions must be submitted at least 2 weeks prior to the official 1st day of classes to ensure that approval at all levels has been granted.

- 1.) Graduate students in their last semester and taking only dissertation hours may register for 3 credit hours.
- 2.) Clinical graduate students engaged in full-time internships may register for 3 credit hours during their year of internship*.
- 3.) Industrial/Organizational graduate students engaged in full-time practicums may register for 6 credit hours (PSYC 7392 and 7393) during the semester of the practicum*. This does NOT apply to I/O students who do their practicum part-time over the course of one year.

* Note that once students enroll for dissertation hours, they must continuously do so. As such, if students have begun to register for dissertation hours prior to their internship/practicum, they will be required to enroll in dissertation hours in addition to the internship/practicum hours.

- 4.) Other unusual circumstances. These circumstances should be detailed in a memo directed to the department chair from the appropriate program director.

APPENDIX B
AMERICAN PSYCHOLOGICAL ASSOCIATION
ETHICAL PRINCIPLES OF PSYCHOLOGISTS
AND CODES OF CONDUCT

Please see: <https://www.apa.org/ethics/code/>

APPENDIX C

GUIDELINES FOR STUDENT-FACULTY RELATIONSHIPS

INTRODUCTION

This document has its roots in a department-wide student survey administered by the UCLA Psychology Graduate Association in 1992. The first draft of this document was distributed to UCLA faculty members and GSA representatives in 1994. After incorporating their comments, a final review was conducted by the UCLA Faculty Executive Committee in 1995. A revised version was posted on the Northwestern University web site in 1998. The Northwestern version served as the first draft for this document. The document was then revised for the UH web site by the Director of Graduate Education after incorporating changes recommended by the Department Executive Committee and Graduate Student Council (GSC).

PURPOSE

Everyone has a different view of the ideal advising relationships and good advising relationships take many different forms. There is widespread agreement, however, that certain responsibilities and rewards are an inherent part of any mentoring relationship between student and faculty member. The purpose of this document is to describe the basic expectations that should hold for advising relationships. It will recommend ways of insuring that these expectations are met and that relationships are maximally beneficial to both parties. The goal is to increase awareness of the factors that produce a valuable partnership in the pursuit of scientific knowledge.

The advising relationship will ideally foster students' confidence, skills, and grounding in theory. This relationship should be the student's doorway to participation in the profession of psychology. In most cases, students and faculty will both feel that the relationship is productive and rewarding. However, if a student is not making good progress toward a degree or is not engaging in requisite presentation and publication activities, this may indicate a problem in the advising relationship. Students who feel the necessary support is missing from their advising relationship are encouraged to communicate their needs, discuss possible remedies, or perhaps find a new advisor. It is important that students are able to recognize unsatisfactory situations early on, and handle them appropriately. It is ultimately the student's choice and responsibility to terminate an unsatisfactory relationship.

WHAT TO EXPECT FROM YOUR ADVISING RELATIONSHIP

Basic Expectations

At a minimum, students can expect advising relationships to provide:

1. Guidance with ongoing research.
2. Guidance in planning professional progress and achieving necessary milestones.
3. Opportunities for and assistance with professional publications and conference presentations.
4. Letters of reference required for professional opportunities.

In addition, some advising relationships also provide students with:

1. Financial support from a grant and other external sources.
2. Facilitation of exchange of ideas among students and faculty with similar research

interests, often in the form of lab meetings, etc.

At a minimum, faculty members can expect advising relationships to provide:

1. Opportunities to exchange ideas with intelligent and motivated students.
2. Opportunities to collaborate on research projects and publications
3. Gratification that they are training a new generation of scholars and practitioners.

In addition, some advising relationships also provide faculty with:

1. Employed research assistants.
2. Exposure to new areas of research and new statistical techniques as a result of their students' interests and expertise.
3. Letters of evaluation required for professional advancement.
These letters of evaluation can be the primary method through which advising is given weight in faculty promotions. If you have had a good or bad experiences with a professor, or if you have any thoughts as to whether a professor will serve students' interests in the future, you can make these known in a letter of evaluation.

Other Expectations

Below are five aspects of the mentoring relationship that tend to vary across advising relationships. Expectations regarding these aspects should be mutually understood throughout the advising relationship. Negotiation of these expectations is often informal, and mutual understanding may well be reached with little discussion. The activities of the advisor and advisee will evolve naturally to meet the changing needs of the student and changing demands of research projects. The important thing is that both parties are aware of what to expect and feel that they can safely raise issues if expectations are frequently unfulfilled.

1. Frequency and method for scheduling advising meetings:

There appears to be a common feeling among some faculty members (UCLA, NW and other schools polled) that advising meetings should occur roughly one to eight times a month, depending on the current needs of the student and the research project(s) in progress. Within these guidelines, however, there are several different ways to schedule meetings.

Advisor and advisee set up a regular meeting time, and/or the advisor holds a lab meeting attended by all of his/her students. The expectation is that they will always meet at that set time to ensure continuity and frequent communication.

Advisor and advisee set aside a weekly meeting time during which the student can count on the advisor to be available. However, the student may cancel the meeting (in advance) if he or she has nothing new to discuss.

Advisor is available to advisee on an "as needed" basis, usually by appointment, and occasionally, by stopping by the advisor's office. If this is the arrangement, advisors are expected to be on campus and available for meetings on a regular basis. Students should keep in mind that faculty members may not want to be interrupted at certain times (e.g., while preparing for a class). The important thing is not that faculty are always available, but that they are available for meetings on a regular basis and do not communicate to the student that a meeting would be an imposition.

2. How the advisee should prepare for advising meetings:

Advisee should come prepared with ideas, questions, or results to discuss.

If the advisee has written work (e.g., a manuscript for submission or a thesis draft), a copy should be given to the advisor about a week before the scheduled meeting, so that the advisor has sufficient time to read over it. Keep in mind that a key component of a professor's job is review of manuscripts submitted to journals; this means that your advisor may have a backlog of papers to read, and yours may or may not be at the top of the list. If in doubt, simply ask your advisor how much time he/she needs in advance for the purpose of examining written documents.

3. How quickly the advisor will return a written draft with comments, and how quickly the student will incorporate the advisor's comments and bring in a new draft.

Of course, this depends on the size of a document or other task and the proximity of deadlines. Revisions of journal manuscripts will often require 24 hour turn-around. In general, a maximum of two weeks is often appropriate. Remember, if the faculty member is traveling or either party becomes ill, the turn-around time must be extended. The important thing is to make this turn-around time explicit to both parties and then to honor this commitment. As in a game of badminton, both parties are expected to keep the birdie in the air, so to speak.

4. It is important to develop a shared understanding of the timeline for the advisee's progress through the doctoral program. Typically, the area (e.g., clinical, social) has established guidelines. Also, regulations regarding maximum/minimum courses and support have been set up by the State of Texas Coordinating Board for Higher Education.
5. As research projects become formalized, it is important to have mutual agreement about the advisor's participation in the planning and write-up of the advisee's research. It is also important to establish as early as possible how this participation will figure into order of authorship for collaborative papers.

GETTING WHAT YOU EXPECT: COMMUNICATION

1. Share your expectations as early as possible. Attempt to clarify your agreements about essential aspects of the relationship. (It might be helpful for students to prepare a list of questions and concerns prior to meeting with your advisor).
2. Communicate concerns or questions to your advisor or advisee as soon as they arise. If you avoid addressing difficulties they are likely to get worse. Students can take heart in one professor's comment "we are often as relieved as the students are when tensions are acknowledged and dealt with." Usually, difficulties can be worked out; if it appears there is an inherent incompatibility, advisors should be changed.

CHOOSING AN ADVISOR (SUGGESTIONS FOR STUDENTS)

1. Ask other students.

Other students, especially more senior students, have a great deal to offer. Ask them to relate their experiences working with an advisor you are considering. What are the positives, what are the negatives? How much time has the advisor devoted to meeting with students? Do students feel supported psychologically by this advisor? Try to talk to

as many sources of information as possible because different students can have dissimilar experiences with the same advisor.

2. Create a relationship that is mutually beneficial.

Look for advisors who would themselves benefit from the mentor relationship. An ideal situation is when your work fits somehow into your advisor's research program.

3. Teach and entice your prospective advisor.

If you can't find someone pursuing research in your area, remember that most faculty members are motivated to advise because of the intellectual stimulation it provides. Therefore, if you want a certain faculty members to take you on as an advisee, take time to get this person interested and motivated. You may have to educate this person on the background of your research. Working together, you might find a way to link your ideas to his/her current projects or interests. you may even discover a new angle for approaching your own work.

4. Ask other faculty members.

Faculty members tend to know one another's area of interest, and may be able to guide you to someone who has an interest in line with your own. While some professors will gently steer you away from colleagues they don't think would be ideal mentors for you, others will be reluctant to provide an opinion on a specific colleague's style of advising. One good way to be sensitive to the political constraints on professors is to ask them in an open ended fashion who they might recommend to serve as your advisor.

IMPORTANT REMINDERS FOR STUDENTS

1. With proper communication, most advising relationships are productive and satisfying for both parties.
2. If it seems to you that your relationship will never reach this point of mutual satisfaction, you have the right and the responsibility to yourself to switch advisors. The sooner you switch, the easier it will be for you to build another relationship, and the less you will have invested in the original relationship. Remember, as one professor said, "ending a collaboration does not imply personal rejection." Some people just don't work well together because of differences in style, values, or intellectual interests
3. No matter who your primary advisor is, always make sure that more than one faculty member knows you well, and can attest to the quality of your work and character. This way, you will not have to depend solely upon one person for a letter of recommendation. You will thus be protected in the case of a relationship turned sour, or a departure of your advisor from the university. Moreover, with two or three advisors, you will have the benefit of advice from several sources.

APPENDIX D

TEACHING ASSISTANT GUIDELINES

A Teaching Assistant (TA) in the UH Department of Psychology is responsible for performing up to 20 hours of service per week as a condition for receipt of their stipend. This service may consist of several different components including laboratory teaching assignments, class grading assistants, proctoring tests, assisting in lecture classes, and other tutorial assignments. UH policy is that you may not have any other paid job while you are a TA. If you are working on average more than 20 hours per week, please inform the instructor of the course.

Your TA assignment will start with TA training that is held during orientation. Your TA assignment is for the entire semester; thus, you must be available for TA activities until final grades have been submitted. TAs should plan on being available until their duties are complete. Please do not arrange for substitutes for your duties (e.g., exam proctoring) without the permission of the course instructor, unless it is an emergency situation.

Please contact the instructor of the course at the beginning of the semester to establish specific expectations and duties. As a TA, your duties are to serve as a liaison between the undergraduate students and the instructor. The primary mission of UH as a public university in the state of Texas is the education of its undergraduate students. Thus, your work as a TA is essential for allowing UH to serve its primary mission.

The following are descriptions of primary TA duties and responsibilities.

1. Proctoring: Generally, each TA may be asked to help proctor the exams for either the lecture portion associated with the lab class and/or an introductory level class.
 - Proctors must show up at least 5 minutes before the class starts to help hand out test material (tests and scantrons) or to administer the exam online.
 - Proctors will circulate through the lecture hall to monitor for cheating (e.g., looking at someone else's test, using cell phones, using crib sheets, talking, etc.). Be sure to immediately notify the faculty and also get another TA or faculty member to witness the possible academic dishonesty.
 - Proctors may also help grade the tests or take the scantrons to the testing service to be graded.
 - Communicate with the faculty member for the course you are assigned to get the test dates in advance. If you cannot be there, arrange for a substitute well in advance.
 - Across the semester students will send numerous emails with questions. You will want to discuss with the instructor how to best address these questions.
2. Grading: In some cases, a TA who is assigned to grade for a class will grade exercises and show how to solve any incorrect answers. It is the TAs responsibility to contact the faculty for the assigned class. Some TAs may be required to go to a class to explain the problem sets. Grading may include maintaining all grades on Teams and/or Blackboard.
3. Office hours: The instructor of the course may require that you hold regularly scheduled office hours each week to meet with students seeking extra help with the course content.
4. Diversity and Inclusion. UH's undergraduate population has students who come from a diverse set of racial, ethnic, cultural and socioeconomic backgrounds. A large proportion are the first to go to college in their families or have parents who are not college educated. As such, the

challenges they face may be numerous and it is important that TA's be sensitive and aware of the differences in their own experiences from those of the undergraduate population. Many students have had to overcome numerous obstacles to attend UH. It is important to be sensitive to their individual backgrounds and help UH achieve its mission as a public undergraduate institution of higher learning to all students who are seeking to improve their standing in life through a quality university education.

UH policy and state law (HB 638) require that TAs whose primary language is not English demonstrate proficiency in spoken English by either passing the UH administered SPEAK test with a score of 50 or the iBT test with a score of 25. If an international student has either a Bachelor's or Master's degree from an English speaking university, they are exempt from this requirement (see www.uh.edu/graduate-school/prospective-students/international/english-proficiency/ for a list of approved countries). Other ways to demonstrate proficiency are to have a score of 25 or above on the spoken portion of the iBT TOEFL (Internet Based test - Test of English as a Foreign Language) or above a 6.5 on spoken portion of the IELTS (International English Language Testing Service).

Additional Resources

Center for the Integration of Research, Teaching and Learning (CIRTL at www.cirtl.net). CIRTL is a network of universities including UH with a goal of enhancing excellence in undergraduate education in STEM fields with lots of opportunities for interacting with other TAs.

Various books on teaching skills such as E.F. Barkley "Student Engagement Techniques: A Handbook for College Faculty" John Wiley and Sons, 2010 (especially parts two and three)