DEPARTMENT OF PSYCHOLOGY

2015-2016

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.

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 The University has minimum requirements for all graduate students, but these requirements are superseded by the more specific departmental requirements and/or program requirements.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***
- ♦ 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. 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 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.

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

♦ 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://www.uh.edu/grad_catalog/las/las_policies.html. and http://www.class.uh.edu/classmain/class_gradgrievance1.htm

For the grievance policy of the University of Houston, please see
http://www.uh.edu/grad_catalog/garr/grievance_pol.html.

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.

- **Teaching Fellow Requirements**
  Teaching Fellows (TF's) are instructors of record for courses. 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 currently complete a teaching workshop before the Fall semester of the first year they serve as a TF.

  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 and TF) 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.**

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 do not have to remain continuously enrolled in one of these courses until the thesis is completed and approved. However, you must be enrolled at the time of graduation in order to graduate. You do not have to be enrolled in thesis hours in the semester that you defend your thesis. 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 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 *(not required for I/O 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):

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 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 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. **C**URRENT GUIDELINES ARE AVAILABLE AT
http://www.uh.edu/class/students/graduate/thesis-dissertation-info/index.php

CLINICAL PSYCHOLOGY

Training model and guiding principles

In 2015 the Clinical Training Committee voted to pursue accreditation by the Psychological Clinical Science Accreditation System (PCSAS), alongside APA accreditation. PCSAS is a relatively new accrediting body that is specific to clinical science programs. Accordingly, the philosophy and goals of our program as articulated in this Handbook are consistent with those of APA accredited programs that are also oriented to a clinical science model of training. Clinical science training models aim to produce 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. 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."

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 problem 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
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).

Program goals and objectives

The above principles translate into the following specific goals and objectives:

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 psychology (assessment, diagnosis, clinical research methods and psychometrics, interventions, professional issues, etiology, and phenomenology)
   d. knowledge of the contextual relevance of scholarship

2. <u>Competence in research</u>: Through research activity, individual faculty labs and the academic curriculum students will gain competence in
   a. study design
   b. study management and execution
   c. timely dissemination of scientifically sound research
   d. critical evaluation of research
   e. ethical conduct of research
   f. integration of diversity and context into research
3. <u>Competence in clinical practice</u>: Through coursework and clinical practica, students will gain competence in using empirical literature to guide
   a. psychological assessment
   b. treatment planning, implementation, and evaluation of treatments
   c. clinical supervision
   d. clinical consultation
   e. ethical and professional clinical practice
   f. awareness and integration of diversity and context into the clinical practice
4. Development of a <u>professional identity as a clinical scientist</u>: 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 plan of study
   c. establishing professional networks
   d. the ability to actively participate in the scholarly community at the departmental, university and professional levels

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. Therefore, 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.

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 obtained from the Clinical Program Office

During the student's first year the student and advisor should formulate an overall curriculum plan. This plan should include a set of time goals for completing aspects of the program. This process is done through Sharepoint and repeated at the beginning of each academic year. Students should consult the Clinical Student Guide for details regarding Research and Clinical training.

DEPARTMENT REQUIREMENTS
Statistics for Psychology	6300
Experimental Design	6302
Psyc. Theory: Hist. & Sys.	6301
Thesis (6 units)	6399-7399
Dissertation (max 12 units for credit)	8x99

REQUIRED DEPARTMENTAL
FOUNDATION COURSES
Biol. Bases of Behavior **OR**	7342
Neuroanatomy (Only for C/N)	6397
Foundations of Cognitive	6306
OR Lifespan Clinical Neuropsychology II (required for C/N)	7338
Foundations of Social	6338
OR Theories and Research in Social And Personality Psychology	8397
Foundations of Developmental	6304

REQUIRED CLINICAL COURSES****
Interventions I	6303
InterventionsII (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; 12 optional)   6392
External Clinical Practicum (7393) 12 unites required
Advanced Clinical Assessment (7397) 6 units required
Internship (9 hrs req.)***   8321-8621-8921

NOTE THAT THE APA REQUIRES 5 FOUNDATION COURSES for Clinical Program students and thus has requirements beyond those of the dept.

*Satisfies individual differences foundations requirement of APA Accreditation Guidelines & licensing requirements of many states.
**Additional practica may be required depending on specialty area.
***Students enroll for three hours per semester for the fall, spring, and summer semesters of the internship year. This constitutes full-time enrollment.
****Students in all Major Areas of Study are required to take these courses

Clinical Psychology (adult) Major Area of Study

The Adult Track of the Clinical Psychology Training Program exists to generate and disseminate scientifically derived information regarding psychosocial factors influencing affective and physical health, and the development of evidence-based assessment, treatment, and prevention approaches for adult psychopathology and psychopathology-physical health comorbidities. Our training model for graduate students is to develop program graduates who are active generators of new scientific knowledge, as opposed to only consumers of such knowledge. As such, students are expected to maintain clear involvement in the formulation, execution, and dissemination of scientific research throughout their training. As such, the Adult Clinical Science Track would not be an optimal training program for prospective students who are primarily interested in clinical practice careers.

The Adult Track aims to integrate scientific knowledge generation and practice across all levels of training, including formal coursework and experiential training (including clinical and laboratory work).

DEPARTMENTALREQUIREMENTS

A. Core Courses: **12**

1. PSYC 6300 Statistics for Psychology (3)
2. PSYC 6301 Psyc. Theory History & Systems (3)
3. PSYC 6302 Experimental Design (3)
4
B. Thesis / Dissertation Courses
1. Masters: PSYC 6399, 7399   **6**
2. Dissertation: (maximum of 12 hrs)   **12**
C. Foundations Courses   **9**
NOTE THAT THE APA REQUIRES 5 FOUNDATION COURSES for Clinical Program students and thus has requirements beyond those of the dept.
1. PSYC 7342 Biological Bases of Beh. (3)
2. PSYC 6306 Foundations of Cognitive (3)

C. Elective Courses (12 units required;
                                                                          12
PSYC 7399 Seminar in Scientific Writing
PSYC 7345 Clinical Research Methods
GS21-161-100 Topics in Cancer Prevention
GS21-0112-100 Bio-behavioral research in cancer prevention and addiction
PSYC 7394-25597 Acceptance and Mindfulness
PSYC 7397 Seminar in depression
PSYC 6308 Foundations of Neuropsych
PSYC 8395 Lifespan Clinical Neuropsychology I
PSYC 7338 Lifespan Clinical Neuropsychology II
PSYC 8395 Lifespan Clinical Neuropsychology III
PSYC 6397 Neuroanatomy
PSYC 6340 Psychological Rehabilitation
PSYC 6313 Multivariate Methods
PSYC 6334 Foundations of Health
PSYC 6394 Research in Health Psychology
PSYC 7332 Program Evaluation

3. PSYC 6338 Foundations of Social (3) **OR** PSYC 8397 Theories and Research in Social and Personality Psychology (3)
4. PSYC 6304 Foundations of Develop (3)
REQUIRED CLINICAL COURSES
A. Clinical Courses   **21**
1. PSYC 6303 Interventions I (3)
2. PSYC 6316 Interventions II (3)
3. PSYC 6317 Psychopathology I (3)
4. PSYC 6356 Clinical Assessment I (3)
5. PSYC 6357 Clinical Assessment II (3)
6. PSYC 7326 Ethics and Prof. Problems (3)
7. PSYC 7329 Multicultural Psychology (3)
B. Clinical Psychology Major Area of Study courses **9 – Three (or more, as electives) of the following**
Students may take any of the electives listed below as long as they are adult-focused courses (this may include research courses)

PSYC 6329 Domestic Violence Seminar
PSYC 7394 Translational Research
PSYC 6337 Grant Writing
PSYC 6343 Psychopharmocology
PSYC 6393 Clin Research Practicum
PSYC 6397 Applied Psychological Measurement
PSYC 6397 Psychology and Law
PSYC 7305 Structural Equations
PSYC 7306 Multilevel Modeling
PSYC 7335 Dementia
PSYC 7397 Dev. Psychpathology

D. Internship   **9**

                                          Total   90

Child Clinical Psychology Major Area of Study

The mission of the Child and Family Track of the Clinical Psychology Training Program is to develop leaders in the area of clinical child/family psychology who generate and disseminate scientific findings related to psychosocial development, affective and physical health, and evidence-based practices from childhood through the young adult years. All students become well versed in developmental psychopathology and research methodology through a combination of formal coursework, experiential training, and research. Concentrated study is available in the areas of depression and anxiety, externalizing disorders, personality development and disorder, emotion regulation, social cognition, family relationships, domestic violence, forensic psychology and sleep/wake processes. Faculty members and, by extension, students, participate in ongoing research collaborations with faculty at surrounding institutions including Texas Children's Hospital, The Menninger Clinic, and the Harris County Psychiatric Center, University of Texas. Throughout their training, students maintain active involvement in scientific research. Thus, the Child and Family Track would not be an optimal training program for prospective students who are primarily interested in clinical practice careers.

DEPARTMENTAL REQUIREMENTS
A. Core Courses: **12**
   1. PSYC 6300 Statistics for Psychology (3)
   2. PSYC 6301 Psychological Theory History and Systems (3)
   3. PSYC 6302 Experimental Design (3)
   4.
B. Thesis / Dissertation Courses
   1. Masters: PSYC 6399, 7399 **6**
   2. Dissertation: (max 12 hours) **12**
C. Foundations Courses **9**
NOTE THAT THE APA REQUIRES 5 FOUNDATION COURSES for Clinical Program students and thus has requirements beyond those of the dept.
   1. PSYC 7342 Biological Bases of Beh. (3)
   2. PSYC 6306 Foundations of Cognitive (3) OR PSYC 8330 Cognitive Neuroscience
   3. PSYC 6338 Foundations of Social (3) OR PSYC 8397 Theories and Research in Social and Personality Psychology (3)
   4.PSYC 6304 Foundations of Develop.(3)

REQUIRED CLINICAL COURSES
A. Clinical Courses **21**
1. PSYC 6303 Interventions I (3)
2. PSYC 6316 Interventions II (3)
3. PSYC 6317 Psychopathology I (3)
4. PSYC 6356 Clinical Assessment I (3)
5. PSYC 6357 Clinical Assessment II (3)
6. PSYC 7326 Ethics and Prof. Problems (3)
7.PSYC 7329 Multicultural Psychology (3)
B. Required Clinical Child Psychology Courses **9**
   1. PSYC 6304 Foundations of Develop. (3)
   2. PSYC 7397 Dev. Psychopathology (3)

   3. Any elective from the list below, including research electives, as long as it is child/adolescent focused (3)

C. Elective Courses **12**
PSYC 7399 Seminar in Scientific Writing
PSYC 7345 Clinical Research Methods
GS21-161-100 Topics in Cancer Prevention
GS21-0112-100 Bio-behavioral research in cancer prevention and addiction
PSYC 7394-25597 Acceptance and Mindfulness
PSYC 7397 Seminar in depression
PSYC 6308 Foundations of Neuropsych
PSYC 8395 Lifespan Clinical Neuropsychology I
PSYC 7338 Lifespan Clinical Neuropsychology II
PSYC 8395 Lifespan Clinical Neuropsychology III
PSYC 6397 Neuroanatomy
PSYC 6340 Psychological Rehabilitation
PSYC 6313 Multivariate Methods
PSYC 6334 Foundations of Health
PSYC 6394 Research in Health Psychology
PSYC 7332 Program Evaluation
PSYC 6329 Domestic Violence Seminar
PSYC 7394 Translational Research
PSYC 6337 Grant Writing
PSYC 6343 Psychopharmocology
PSYC 6393 Clin Research Practicum
PSYC 6397 Applied Psychological Measurement
PSYC 6397 Psychology and Law
PSYC 7305 Structural Equations
PSYC 7306 Multilevel Modeling
PSYC 7335 Dementia
PSYC 7397 Dev. Psychpathology

D. Internship **9**

          Total   **90**

Clinical Neuropsychology Major Area of Study

Clinical neuropsychology is a recognized specialty of clinical psychology that involves the science and practice of brain-behavior relationships across the lifespan. The University of Houston has a proud and storied history of specialty training in clinical neuropsychology that dates back to the 1970s. In its present form, the clinical psychology Ph.D. program at the University of Houston offers a clinical neuropsychology training experience that follows the guidelines of the Houston Conference on Specialty Education and Education and Training in Clinical Neuropsychology and meets the American Psychological Association's definition of a "major area of study." Clinical neuropsychology students engage in individualized, state-of-the-art research, clinical, and didactic training under the guidance of recognized leaders in the field. Our mission is to train the next generation of academic clinical neuropsychologists who will work in multidisciplinary research and clinical teams to advance our understanding of brain-behavior relationships and enhance the quality of life of individuals and families affected by disorders of the central nervous system.

DEPARTMENTAL REQUIREMENTS
A. Core Courses: **9**
    1. PSYC 6300 Statistics for Psychology (3)
    2. PSYC 6301 Psychological Theory History and Systems (3)
    3. PSYC 6302 Experimental Design (3)
B. Thesis / Dissertation Courses
    1. Masters: PSYC 6399, 7399 **6**
    2. Dissertation (maximum of 12 hours) **12**
C. Foundations Courses* **9**
NOTE THAT THE APA REQUIRES 5 FOUNDATION COURSES for Clinical Program students and thus has requirements beyond those of the dept.
    1. PSYC 6308 Foundations of Neuropsychology (3)
    2. PSYC 6338 Foundations of Social (3)
      OR PSYC 8397 Theories and Research in Social and Personality Psychology (3)

CLINICAL COURSE REQUIREMENTS
A. Clinical Courses **21**
1. PSYC 6303 Interventions I (3)
2. PSYC 6316 Interventions II (3)
3. PSYC 6317 Psychopathology I (3)
4. PSYC 6356 Clinical Assessment I (3)
5. PSYC 6357 Clinical Assessment II (3)
6. PSYC 7326 Ethics and Prof. Problems (3)
7. PSYC 7329 Multicultural Psychology (3)

B. CN Major Courses **12**
    1. PSYC 6397 Functional Neuroanatomy (3)
    2. PSYC 6332 Cognitive Disorders & Lifespan Neuropsych: Assess/App I (3)
    3. PSYC 7338 Cognitive Disorders & Lifespan Neuropsych: Assess/App II (3)
    4. PSYC 7339 Cognitive Disorders & Lifespan Neuropsych Assess/App III (3)
C. Elective Courses **3**

(3 hrs required but more encouraged)
PSYC 7399 Seminar in Scientific Writing
PSYC 7345 Clinical Research Methods
GS21-161-100 Topics in Cancer Prevention
GS21-0112-100 Bio-behavioral research in cancer prevention and addiction
PSYC 7394-25597 Acceptance and Mindfulness
PSYC 7397 Seminar in depression
PSYC 6308 Foundations of Neuropsych
PSYC 8395 Lifespan Clinical Neuropsychology I
PSYC 7338 Lifespan Clinical Neuropsychology II
PSYC 8395 Lifespan Clinical Neuropsychology III
PSYC 6397 Neuroanatomy
PSYC 6340 Psychological Rehabilitation
PSYC 6313 Multivariate Methods
PSYC 6334 Foundations of Health
PSYC 6394 Research in Health Psychology
PSYC 7332 Program Evaluation
PSYC 6329 Domestic Violence Seminar
PSYC 7394 Translational Research
PSYC 6337 Grant Writing
PSYC 6343 Psychopharmocology
PSYC 6393 Clin Research Practicum
PSYC 6397 Applied Psychological Measurement
PSYC 6397 Psychology and Law
PSYC 7305 Structural Equations
PSYC 7306 Multilevel Modeling
PSYC 7335 Dementia
PSYC 7397 Dev. Psychpathology

D. Neuropsychology Practica
    PYSC 7390 Clin. Neuropsyc Prac **6**
E. Internship **9**

Total 93

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.

DEVELOPMENTAL PSYCHOLOGY
WITH A FOCUS ON DEVELOPMENTAL COGNITIVE NEUROSCIENCE

The 20th century brought us deeper understanding of the relationship between the mind and the brain. As we move into the 21st century researchers have begun to expand on this knowledge by asking how the developing mind relates to the developing brain. Developmental Cognitive Neuroscience, a new interdisciplinary field, has been created to bring together researchers interested in understanding how the brain and mind change over time. Current faculty interests cover the lifespan and include childhood trauma, adolescent psychopathology and addictive behaviors, cognitive processes, laterality, Traumatic Brain Injury, neurodevelopmental disorders, aging and dementia, and neural bases of bilingualism. They are using the latest imaging, electrophysiological, and neurochemical techniques to determine the neural correlates of these processes. Animal models are also employed by some of these researchers to further our understanding of the developing brain and disorders of development. Faculty in the program have many collaborations with faculty and researchers in other departments at the University of Houston and at Rice University as well as at the Texas Medical Center which includes the Baylor College of Medicine, The Methodist Hospital, and University of Texas, Houston. Taken together students will have a rich set of opportunities for research and learning within the psychology department and the research community in the Houston area.

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. Ideally, the doctorate will 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.

GENERAL PROGRAM REQUIREMENTS

A. Core Courses: **(9)**
  1. PSYC 6300 Statistics for Psychology **(3)**
  2. PSYC 6301 Psychological Theory History
    and Systems (3)
  3. PSYC 6302 Experimental Design   **(3)**
B. Foundations Courses: **(6)**
  Two Foundations Courses from the list below:
   1. PSYC 6304 Developmental Psychology
   2. PSYC 6306 Cognitive Psychology
   3. PSYC 6308 Neuropsychology
   4. PSYC 6338   Social Psychology
   5. PSYC 6370 I/O Psychology
C. Four Required Courses in Major Area   **(12)**
  1. PSYC 8330 Foundations of Cognitive
    Neuroscience
  2. PSYC 6397 Functional Neuroanatomy OR
    PSYC 7342 Biological Bases of Behavior
  3. Two graduate courses in your specialty (in addition to all courses listed above and may be outside of the UH Dept of Psychology).

D. Four Research Practica   **(12)**
  (PSYC 6398, PSYC 7392)
E. Masters Thesis Hours   **(6)**
  (PSYC 6399, 7399)
F. Dissertation Hours   **(12)**
  (PSYC 8399, 8699, 8999)

G. Master's thesis proposal at the beginning of second year.

H. Master's thesis completion at end of 2nd year (masters degree not posted until other degree requirements completed).

I. Qualifying exam in Summer after 3^{nrd} year (write a grant proposal).

J. Dissertation proposal at beginning of the 4th year.

SAMPLE PROGRAM OF STUDIES FOR STUDENTS IN DEV PSYCHOLOGY

Fall Semester	Spring Semester	Summer Semester
FIRST YEAR		
PSYC 6300 Statistics for Psyc.	PSYC 6302 Exp. Design	PSYC 6399 Masters Thesis
Foundations Course	PSYC 8330 Cog Neuroscience	PSYC 6398 Special Problems
Foundations Course	PSYC 6398 Special Problems	
PSYC 6398 Special Problems	PSYC 6397 Functional Neuroanatomy	
	or required program course	
SECOND YEAR		
PSYC 6301 Hist & Systems	Elective	PSYC 6498 Special Prob.
Required Program Course	Elective	PSYC 6298 Special Prob.
PSYC 7399 Masters Thesis	PSYC 6398 Special Problems	
PSYC 6398 Special Problems	PSYC 6397 Functional Neuroanatomy	
	or required program course	
THIRD YEAR		
PSYC 6397 Teaching Practicum	PSYC 8399 Dissertation	PSYC 8399 Dissertation
PSYC 7392 Research Practicum	PSYC 7392 Research Practicum	
Elective	Elective	
FOURTH YEAR		
PSYC 8399 Dissertation	PSYC 8399 Dissertation	

Developmental Qualifying exam

The qualifying exam in the developmental area will consist of submitting an application that mimics that of a grant application. The point of this exercise is to ensure that students can,

1. pose an interesting question
2. develop hypotheses
3. design a set of experiments to test those hypotheses

The summer following the third year, students will prove they can do the above by writing a grant proposal. The proposal will consist of the following sections:
Specific Aims, Background, Preliminary Data and Research Design and Methods.

The proposal will be a maximum of 7 pages. The first page will be the Specific Aims, which should be a one-page synopsis of the entire proposal. Suggested lengths for the other section are as follows:

1 page background, 1-2 pages preliminary data, 3-4 pages research design and methods

This can be a study that a student intends to do, or it can be something he or she does not plan to ever do. It must fit within a two-year time frame (dissertation) – experiments must be feasible in terms of time and methodology, but not financially.

In addition to the proposal, each student will submit a CV. In the CV, students should demonstrate that they are qualified to conduct the proposed research. Each student will be given an Investigator score, based on his or her CV. CV's should demonstrate throughput in scholarly activity, such that if there are many abstracts listed, there should also be several first authored publications, to demonstrate that the Investigator is completing the work. The most important aspect is to show involvement in a published paper, preferably first authorship.

There will be at least one reviewer and a discussant. Each reviewer will read his/her assigned grants and prepare a written review, which will be given to the student. The discussant is not required to provide a complete written review. The reviewers will not include the student's doctoral advisor.

Shortly after the grant applications are completed, the DCN faculty will meet to discuss them. The meeting will follow an NIH-like study section format. Each application is discussed separately. The reviewers are asked to give an initial overall score, which ranges from 1-9, with 1 being excellent and 9 being poor. Then each reviewer is asked to critique the grant independently. After all the critiques are presented, faculty are allowed to ask questions or continue the discussion. Once discussion of an application is completed, reviewers are asked to revisit their scores and revise them accordingly (within the range that was offered by all the reviewers) if appropriate. If a reviewer wishes to vote outside of this range, they are asked to state this publicly. At the completion of the proposal review, the director will average the scores (multiply that average by 10) and collect all the reviews, which are then sent to the student. The scores granted will fall in the following ranges: a high pass (average between 10-30), marginal pass (between 31-60) and a fail (between 61-90).

If the student passes, he or she is advanced to candidacy. However, if a student fails, the reviews may be used to improve the proposal and resubmit it. The student will also be allowed to consult with the assigned reviewers to ask any questions concerning the critique. In addition, advisors will be allowed to discuss the reviews with the student. However, advisors may not

offer detailed comments on the proposal before either the first or second submissions. The intention is for students to complete this project as independently as possible. The student may also opt to submit a completely new proposal if he or she so chooses. However, in this case the student will work independently since it is not a revision. The second submission of the proposal will be due approximately three months after initial submission.

Review of the second submission will be treated in the same manner as the first submission. The only exception is in the case of a revised proposal. If the student chooses to revise the original proposal, then the student will be allowed to write a single page in which he or she addresses his or her response to reviews. This page will list the substantive critiques and the ways in which he or she addressed each of these issues. Other scoring and review procedures will follow the same methodology described above. A student who fails to pass the exam on the second attempt will not be advanced to candidacy and will be recommended for dismissal from the program.

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
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 below:
    PSYC 6304 Developmental
    PSYC 6306 Cognitive
    PSYC 6308 Neuropsychology
    PSYC 6397 Health [preferred course]
    PSYC 8330 Cognitive Neuroscience
    PSYC 7342 Biological Bases of Behavior
l) PSYC 7306 Multilevel Modeling
m) PSYC 6397 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) 6 hrs of practicum (PSYC 7392, 7393).
q) 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 6397 Applied Psyc. 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 7392 Practicum
PSYC 8399 Dissertation

FOURTH YEAR

Fall Semester (9 hours)
6352 Directed Research in I/O
PSYC 7393 Practicum
PSYC 8699 Dissertation

Spring Semester (9 hours)
PSYC 8999 Dissertation
PSYC 7393 Field Practicum
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 (18)
   A.   General (9)
      1.   6301: History & Systems
      2.   6300: Statistics for Psychology
      3.   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 (9)
Over the entire course of the PhD program you must take five of the social area courses listed below. Three of the five 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 6378: Social Cognition
   2.   PSYC 6337: Grant Writing
   3.   PSYC 6389: History & Theory of Soc. Psyc.
   4.   PSYC 6381: Social Psychology Methodology
   5.   PSYC 6394: Research in Health Psychology
   6.   PSYC 6380: Personal Relationships: Theory and Research
   7.   PSYC 6394 Social Psychology and Health Behavior
   8.   PSYC 7332: Program Evaluation

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
      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 faculty 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 faculty 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 YEAR[1]		
*6300: Statistics for Psychology	*6302: Experimental Design	7392: Research Practicum
*6338: Foundations of Social Psych	*Social Area Course 2	Elective / Research Practicum
*Social Area Course 1	*Foundations – Elective 1	
7392: Research Practicum	7392: Research Practicum	
SECOND YEAR		
*6301: History & Systems	*Foundations elective	7392: Research Practicum
*Foundations – Elective 2	*6394: Professional Development	Elective / Research Practicum
*Social Area Course 3	7399: Master's Thesis	
6399: Master's Thesis	*Master's Thesis Defense*	*Comprehensive Exam/Paper*
THIRD YEAR		
7305: Structural Equation Modeling	Social Area Course 4	8699: Doctoral Dissertation
Minor Elective 1	Minor Elective 2	
Social Area Course 5	8399: Doctoral Dissertation	
Minor Proposal	*Dissertation Proposal*	
FOURTH YEAR		
8699: Doctoral Dissertation	8399: Doctoral Dissertation	
	Dissertation Defense	

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[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: May 15, 2007

TO: Psychology Faculty and Graduate Students

FROM: David J. Francis, Ph.D., Chairman

RE: Graduate Full-time Status

Effective immediately, the following *Graduate Full-Time Status Policy* is in effect for all graduate students in the Department of Psychology. This policy is a revision of, and supercedes, the May 15, 2000 policy. Further, it is in compliance with the November 8, 1995 memorandum from the Office of the Vice Provost for Graduate Studies which defines full-time status as 12 hours per long semester for students who have not yet completed core curricula such as is outlined in our graduate student handbook.

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 <u>minimum</u> number of hours required for full-time doctoral status at the University (9 semester credit hours for each long semester and 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. After completion of the core courses, full-time status will be maintained by registering for the <u>minimum</u> number of hours required for full-time doctoral status a the University (9 semester credit hours for each long semester and 6 semester credit hours for summer).

The departmental core <u>minimum</u> of organized courses required of <u>all</u> graduate students consists of 6 credit hours of statistics, 3 credit hours of Philosophy of Science, 9 credit hours of Psychology Foundation Courses, 3 hours of Research Methods, and 3 hours of Professional Problems/Ethics.

<u>Exceptions</u>
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 for 3 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 chairman from the appropriate program director.

APPENDIX B
ACADEMIC AND ADMINISTRATIVE GUIDELINES

The University of Houston, Department of Psychology adheres to the guidelines established by the American Psychological Association for Graduate Programs. These fundamental principles are outlined below.

Our programs have an identifiable core faculty responsible for its leadership whom:
- function as an integral part of the academic unit
- are sufficient in number for their academic and professional responsibilities
- have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives
- demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals
- are available to and function as appropriate role models for students in their learning and socialization in the discipline and profession

Our programs have an identifiable body of students at different levels of matriculation whom:
- are of sufficient number to ensure opportunities for meaningful peer interaction, support, and socialization
- by interest, aptitude, and prior achievement are of quality appropriate for the program's goals and objectives
- reflect through their intellectual and professional development and intended career paths the program's goals, objectives, and philosophy

Additionally, all programs adhere to the following guidelines:
- The rights of students and faculty to be treated with courtesy and respect are recognized. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession.
- Students are informed of these principles and other avenues of recourse should problems arise.
- Faculty are accessible to students and provide them with a level of guidance and supervision that actively encourages timely completion of the program. The faculty provide appropriate professional role models and engage in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.
- Programs engage in actions that indicate respect for and understanding of cultural and individual diversity. Cultural and individual diversity refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, social economic status, and psychosocial functioning.
- Respect for an understanding of cultural and individual diversity is reflected in the program's policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements.
- Nondiscriminatory policies and operating conditions are promoted and programs avoid any actions that would restrict program access or completion on grounds that

are irrelevant to success in graduate training or the profession.

- Systematic, coherent, and long-term efforts have been initiated to attract and retain students and faculty from differing ethnic and racial backgrounds, and the programs within the department of psychology play an integral part of the mission of the academic college and The University of Houston. This mission is represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives. The program must have students in sufficient number and the facilities necessary to ensure meaningful peer interaction, support, and socialization.

- Any actions that would restrict program access on grounds that are irrelevant to success in graduate training are avoided.

- A thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology has been implemented.

- Programs adhere to and make available to all interested parties formal written policies and procedures that govern: academic admission and degree requirements; administrative and financial assistance; student performance evaluation, feedback, advisement, retention and termination decisions; and due process and grievance procedures for students and faculty.

- Program policies and procedures are consistent with those of The University of Houston and with those guidelines of the Council of Graduate Schools in the United States that pertain to faculty and student rights, responsibilities, and personal development.

- Programs engage in regular, ongoing self studies that address (with appropriate involvement from its students):
  - ➢ effectiveness in achieving program goals and objectives (i.e., its outcomes)
  - ➢ how its goals and objectives are met though graduate education and professional training (i.e., its processes)
  - ➢ its procedures to maintain current achievements or to make program changes as necessary

- Programs demonstrate commitment to excellence through personal systematic review of their goals/objectives, training models and curriculum in relation to:
  - ➢ the University of Houston Mission and goals
  - ➢ local, regional and national needs for psychological teaching, research, and service
  - ➢ national professional standards
  - ➢ the evolving body of academic and professional knowledge
  - ➢ our graduates' job placement and career paths

The programs recognize that students need access to support services during their course of graduate study. Student Support Services are available in the Know-It-All Guide provided by the Office of the Dean of Graduate and Professional Studies. In addition to these services, if a graduate student wishes referral for assessment, counseling, or psychotherapy beyond the service resources available to University faculty, staff, and students, the Director of Clinical Training may provide a list of qualified providers, many of whom offer reduced fees for graduate students. Mental health services are also covered by several of the sponsored health insurance plans that are available to graduate students who receive financial support through the department.

Academic Honesty - (see complete policy in UH Student Handbook)
The university can best function and accomplish its objective in an atmosphere of high ethical standards. It expects and encourages all students, faculty and staff to contribute to such and atmosphere in every way possible and especially by observing all accepted principles of academic honesty.

Academic Problems - Students have the right to redress their grievances, examine student evaluations for every class offered, and follow the chain of command listed in the UH Student Handbook if any academic problems occur.

Classification - Graduate classification denotes students who have been formally admitted to a graduate program.

Student Records: Family Educational Rights and Privacy Act - UH adheres to the Family Educational Rights and Privacy Act listed in the UH Student Handbook. UH will disclose information from a student's education records only with the written consent of the student, except with regard to the law that provides for disclosure without consent an indicated in the UH Student Handbook.

Procedure to Inspect Education Records - A student has the right to inspect his or her educational records and to challenge the contents. To review records, a student must make a request in writing to the Custodian of those records (see UH Student Handbook) for a complete listing.

Withdrawal - If students must drop all classes, they must officially withdraw form the university.

Student Life Policies - Members of the university community share the same responsibilities of citizenship as other members of the broader community. Students, faculty, and staff members are all subject to the same laws and ordinances. The university does not stand between national, state, or local law enforcement agencies and persons who break the law. Persons who break the law on the campus are subject to action by these agencies and also, when appropriate, the university's internal discipline procedures. All policies and procedures regarding student life are available in the UH Student Handbook.

APPENDIX C
AMERICAN PSYCHOLOGICAL ASSOCIATION

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODES OF CONDUCT

Please see: http://www.apa.org/ethics/code/principles.pdf

APPENDIX D
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 relationship 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.