PART A: Departmental Requirements & Regulations

The Ph.D. Program

The mission of the Ph.D. program of the Department of Psychology is to produce professional scholars whose preparation will enable them to contribute significantly to the advancement of scientific psychological knowledge as well as effectively teach undergraduate and graduate students about the science of psychology. Some of these scholars may, in addition, be prepared to deliver psychological services.

1. AREAS & ADVISORS

a. Training Area: Students are admitted to their Training Area at the time that they are accepted into the Ph.D. program. Changing areas may be done at any time subject to the availability of resources and the approval of the destination Training Area, the Committee on Graduate Studies, and the department Chairperson.

b. Advisor: Each student must have an advisor (a member of the department faculty who has agreed to advise and sponsor the student) at all times, except that students who have not selected an advisor prior to beginning graduate work or whose advisor leaves the department may take a few weeks to make this decision in consultation with the Training Area Coordinator. A student may change advisors at any time.

The Ph.D. program is founded on the principle of learning-by-doing under the direct guidance of an established scholar. Thus, the advisor has both the immediate and the ultimate responsibility for helping the student to develop intellectually and professionally.

c. Research Advisory Committee: Before the end of the first semester here, each student, in consultation with his or her advisor, will select a Research Advisory Committee consisting of the advisor and two other members of the department faculty. The membership of a Research Advisory Committee may be modified at any time. The committee must meet as a group with the student at least once a semester until the student has passed the comprehensive examination or a dissertation committee has been formed (whichever comes first). To verify that the student met with the committee, the student must provide documentation of the meeting to the departmental secretary by the first day of the last week of classes (a form is available for this purpose, but any reasonable documentation will suffice). This documentation must be initialed by the student and the committee members, verifying that an actual face-to-face meeting took place. If documentation is not provided, the student will receive a grade of Incomplete for his or her research registration; the Incomplete will be replaced by a letter grade as soon as a meeting occurs and documentation is provided.

The role of this committee is to be a source of advice and feedback to the student and of informed input to any faculty group that evaluates the student.

2. RESEARCH

Each student is expected to be actively engaged in research at all times; research performance and promise will be the primary criteria in evaluating progress toward the Ph.D..

Research experience is a critical part of graduate education and students are expected at all times to be engaged in research activity. That is, their research experience is not to be limited to conducting a single research project for the first two years and another project for the
dissertation. Rather, they are expected to participate in research programs (usually their advisor's but in many cases with faculty other than the advisor) both between the initial project and the dissertation and concurrently with them. The development of the student’s program of research should ensure that at some point, the student makes a sufficient contribution to a project to deserve first authorship on one or more publications.

a. Research report: By the second Monday following Thanksgiving break of their second year, students—including those who have entered with Master's degrees—will turn in a research progress report (in APA style) describing the research they have performed during their time in our graduate program. This report should include the scientific rationale of the project and the methods used as well as any results obtained to date, and what they mean. If data collection is not complete, the document must clearly indicate how much is left to do, and must specify a timetable for completion of the project. An electronic copy of this report should be sent to the Coordinator of Graduate Studies. In addition, individual training areas specify who receives copies of this report (e.g., the student’s RAC or the entire training area) and may have additional requirements (see Section B).

A student's initial research project may be a part of his or her advisor's ongoing research program, selected to enable the student to demonstrate progress toward competency for independent scholarship and research with a minimum of impediments. The scope of the project should be such that a substantial portion of it can be completed in a year and a half. All projects must involve working with data and the data must be subjected to appropriate analysis.

b. Research presentation: At the beginning of the spring semester, each second-year student will present a conference-style talk (usually fifteen minutes plus time for questions) describing his or her research to the assembled department in the annual Graduate Research Symposium.

This talk provides students with experience communicating research results and it provides faculty and other students with the opportunity to get to know the students and their research with whom they do not have frequent contact.

c. Optional Master's degree: A Master's thesis is not required en route to the Ph.D.. However, a student who has satisfied the department's requirements for the Master's degree (with or without thesis) is entitled to be awarded the degree if he or she so wishes.

d. Second-year evaluation: Within the first few weeks of the spring semester, the faculty will hold a meeting devoted to a careful evaluation of the record of each second-year student and to deciding whether or not the student should continue in the Ph.D. program. Each student's Research Advisory Committee and Training Area will have met previously and will be prepared to provide a review of all aspects of the student's record with particular emphasis on research performance. The Training Area Coordinator will make a motion to retain the student, to terminate the student, or to place the student on probation. For students who have failed to turn in the research report without obviously disruptive mitigating circumstances, the Training Area Coordinator or the Coordinator of Graduate Studies will make an automatic motion to terminate.

The aim of this evaluation is the timely identification of students who would likely be unable to meet our expectations at later stages of graduate training. Students who pass this evaluation will be assured of our confidence in their ability to successfully complete the program.

A student who is terminated from the Ph.D. program at this or any other time may transfer to the MA program and remain there through the end of the subsequent term (semester or summer session) if necessary in order to satisfy the requirements for a Master's degree.

e. Comprehensive exam requirement: The nature of the Comprehensive Exam will be determined by the student's Training Area but must be consistent with the letter and spirit of the Graduate College regulations concerning the exam. Students who have passed the Comprehensive Exam become “Ph.D. Candidates” (a term that has no specific meaning in our program, but may be meaningful to funding agencies, etc.).
f. Ph.D. committee and prospectus: When a student begins to plan a dissertation project, his or her Research Advisory Committee should be replaced with a Ph.D. Committee. This committee consists of at least five members of the University of Iowa graduate faculty, including at least four from the department and at least one from outside the department. At least three members of the committee must hold an appointment of at least 40% in the Psychology Department. The chair of the committee must be a member of the Psychology Department. The Ph.D. committee is responsible for evaluating the student’s prospectus, for providing advice while the student conducts the dissertation research, and for evaluating the dissertation at the final examination. The committee is initially selected by the student, in consultation with his or her advisor, but final approval occurs just prior to the final examination and rests with the Dean of the Graduate College (final approval typically occurs automatically when the student files a request to hold the final examination). At any time prior to final approval, the student may, in consultation with his or her advisor, change the membership of the Ph.D. Committee.

The Ph.D. prospectus is a proposal that describes the student’s intended dissertation project. It typically includes the background and rationale for the project, the hypotheses to be tested, the design of the project, the data analyses that will be performed, and the anticipated pattern of results. It is often advisable for the prospectus to include pilot data, and research performed before the prospectus is approved may be included in the prospectus and the dissertation. However, the prospectus must be approved before the majority of the dissertation research has been completed, and the Ph.D. committee is under no obligation to agree to the inclusion of any previously completed work. Students are responsible for their own rate of progress on the dissertation, so there is no deadline for the prospectus. However, approval of the prospectus is typically expected sometime between the end of the student’s third and fourth years in the program. (Students in the Clinical training area must have an approved prospectus before applying for internship.) The time required to complete a dissertation after approval of the prospectus varies, but students should typically plan for at least one year between prospectus approval and completion of the dissertation.

A Ph.D. committee typically evaluates a prospectus in the context of a Prospectus Meeting, which is attended by the student and ordinarily by all members of the Ph.D. Committee. A prospectus will be considered approved when all or all but one of the committee members have approved it. Committee members will indicate their approval or disapproval by initialing a departmental form, which will be filed with the Departmental Secretary. Approval may require multiple rounds of revisions and multiple meetings with the committee.

g. Fifth-year review: Financial support is not automatic beyond the fifth year, but the Training Area may recommend that the student be considered for sixth-year financial support. Considerations in determining this recommendation include judgments that the student is a productive researcher and promising scholar, the number of years the student has been supported within the department, and the degree to which requirements tied to sources of support may have impeded the student's progress.

h. Ph.D. orals: A formal request for the Ph.D. final exam must be submitted through the Training Area Coordinator and the department Chairperson to the Graduate College at least three weeks in advance of the exam. The student is responsible for getting a copy of the dissertation to the Committee members at least two weeks in advance of the exam. The exam is an oral defense of the dissertation that includes critical questions about the purpose, method, and results presented in the dissertation and intense questioning on areas of knowledge consistent with the context of the dissertation. The exam is unsatisfactory if two Committee members rate it to be so. In this case, the exam may be repeated once on the recommendation of the Committee and approval of the full faculty.

3. TEACHING

It is important for every Ph.D. student to become an effective teacher, whether or not teaching is expected to be an explicit part of his or her professional career.
Every student must receive significant training in teaching prior to serving or early in the initial period of serving as a TA. The Coordinator of Graduate Studies, in consultation with the Committee on Graduate Studies, will determine how this requirement is to be satisfied.

4. COURSE REQUIREMENTS

Course work is intended to provide students with some of the background and skills that they need to be effective in their professional lives. For graduate work, passing a course entails receiving a grade of B- or better.

a. Statistics: Professional scholars need a solid understanding of basic statistical theory and effective practice (including but not limited to a working knowledge of statistical procedures). Each student is expected to demonstrate or develop competence in research design and statistical analysis as soon as possible. Training Areas may have specific requirements (see Part B: Area-Specific Information), but all students must take at least two semesters of graduate-level statistics (i.e., courses at the 200-level or higher). Each entering student should consult with his or her advisor and Training Area Coordinator to determine the course of study that should be followed to satisfy this requirement given the student's background.

b. Responsible Conduct of Research: There are many aspects of conducting research responsibly. In recognition of this, many of the granting agencies have instituted a requirement of formal training on this topic, and the Graduate College at the University of Iowa has implemented a specific requirement in answer to that. All psychology students must take 31:279 (Principles of Scholarly Integrity: PSY) or another course (minimum of 1 semester hour) that has been approved by the graduate college to meet this requirement by the end of the first-year in the program.

c. Breadth requirement: Before completion of the Ph.D., each student must pass at least 3 courses (at least 8 semester hours) outside of his or her Training Area. At least one of these courses must be from within the Department (not counting individualized instruction—31:291, 295, 296, 297). The aim of these courses, whether departmental or extra-departmental, is to broaden the student's understanding of the field of psychology and/or complement his or her chosen field of research. Courses that are listed in two areas may not be used as breadth courses by students in either area. If a student wishes to use a course from another department as one of the breadth courses, the specific course must be approved by the student’s training area (see Section B for pre-approved courses and/or a description of the method by which courses may be approved).

d. Area-specific requirements: Each Training Area has specific course requirements. For details, see Part B: Area-Specific Information.

e. Course load: A student must carry twelve semester hours during each regular semester of the first two years, at least six semester hours during each regular semester of the third year, and at least two semester hours at all other times in residence. In addition, a student must complete at least four graduate courses by the end of the first year, at least eight graduate courses by the end of the second year, and at least ten graduate courses by the end of the fourth year.

In this context, graduate courses include all courses or seminars of at least 2 semester hours that are numbered 200 and above, except for practica and individualized instruction. They may also include 100-level courses of at least two semester hours if outside of the department or if specifically approved by the student's Training Area.

The Graduate College requires students who are not enrolled in regular coursework or in research registrations (e.g., because they are away from campus) to be enrolled for 2 semester hours in either 000:002 Doctoral Continuous Registration or 000:003 Doctoral Final Registration.

All students must register for 000:003 Doctoral Final Registration in the term during which they defend their dissertations. Note that this will fulfill the departmental requirement of 2 semester
hours of registration, and students will typically not register for any hours in Psychology when they register for 000:003. Registration in 000:003 may be repeated if the student does not actually finish during the intended semester.

e. Credits: A student seeking a Ph.D. must successfully complete at least 72 semester hours of graduate work including 24 hours of graduate courses in psychology. At least 22 semester hours must be satisfactorily completed in this department including at least 15 hours of graduate courses. A maximum of 16 semester hours of Ph.D. dissertation registration (31:296) may be counted toward the 72 hour requirement.

f. Colloquia. In addition to the coursework described in this section and in Part B, students are expected to seek broad exposure to research in psychology through regular attendance at Departmental colloquia, including those in areas of study outside the boundaries of their own Training Area.

g. Applying previous graduate work to course requirements. Students who have taken graduate-level coursework at other institutions may seek permission, by means of the regular petition process (see section 6a), to use this coursework to substitute for some or all of the required breadth courses. When recommended by a student’s training area, the breadth requirement will ordinarily be reduced to two courses (at least 5 semester hours) outside of his or her Training Area including at least one from within the Department for students who have (a) taken at least one high-quality graduate course in another area or department from a comparable institution, or (b) received a broad-based psychology master’s degree from another institution. In addition, transfer courses from another institution can ordinarily substitute for our own courses if they are similar in content (judged by the instructor of the course here) and quality (judged on the basis of the institution and instructor).

5. ACADEMIC STANDING

a. Satisfactory performance: To be in good standing, a student must maintain a cumulative department and Graduate College grade point average of at least 3.0, must receive generally good or excellent evaluations of performance in individualized instruction registrations and assistantship appointments, and must participate in the research, teaching, and service activities of the department (as described in Part C: Guide to Student Life).

b. Reasonable progress: To be in good standing, a student must satisfy all applicable requirements and deadlines and must make reasonable progress toward completion of the degree as judged by the student's advisor, Training Area, and if necessary CGS.

c. Appropriate professional conduct: To be in good standing, a student must conform to reasonable standards of academic and professional conduct in all activities related to teaching, research, and service functions of the department and University.

Relevant standards include Chapter 15 of the University Operations Manual and "Professional Conduct and Academic Responsibility" and "Ethical Principles of Psychologists" of the APA.

6. PROCEDURES

a. Petitions: Requests for waiver or deferment of a requirement may be submitted in writing to the Coordinator of the student's Training Area, giving the justification for the request. Training Areas act on requests pertaining to their own rules. In all other cases, the Area makes a recommendation to the Committee on Graduate Studies who will act on the request. Requests to replace a specific required course with another course (taken here or elsewhere) should be accompanied by an evaluation by one of the instructors of the course to be replaced.
b. Appeals: If a student feels that an action of an individual faculty member or of a faculty committee has been inappropriate, the matter should be discussed with the Coordinator of Graduate Studies and, if necessary, the department Chairperson. If the student's grievances cannot be resolved through discussion, a written request for a review of the action should be sent to the Chairperson for presentation to the faculty. The letter should outline the student's grievances in reasonable detail. The Chairperson may appoint, in consultation with the student, a committee of three faculty and two graduate students to investigate the situation. The committee will provide an evaluation of the situation and make recommendations to the Chairperson. The Chairperson shall bring the student's appeal and the reviewing committee's recommendation to the faculty for reconsideration. If the student's grievances involve the Chairperson, the same procedures will be followed with a member of the Faculty Advisory Committee who is not involved in the grievance replacing the Chairperson in the above sequence.

If, after the above steps have been taken, the student still feels there has been unfairness or procedural irregularity, the student may request a review by the Graduate College except that questions involving judgment of performance will not be reviewed beyond the departmental level.

c. Probation and dismissal: If, at any time, a student is determined not to be in good standing by the student's Training Area or by the Committee on Graduate Studies, the procedures of the Graduate College regarding departmental probation and dismissal will be applied (see Section IV, paragraph E of the Manual of Rules and Regulations of the Graduate College).

d. Notification: Any action or evaluation affecting a student should be promptly and clearly communicated to both the student and the Coordinator of Graduate Studies and described in a written report for inclusion in the student's file.

e. Feedback: A student may request to be reviewed by his or her Training Area at any time. Such a review should provide frank and specific feedback regarding the student's performance and prospects as determined by the criteria that will be applied in the student's next official evaluation.

The MA Program

The focus of graduate training in the Department of Psychology at the University of Iowa is on the Ph.D. However, MA degrees are granted in some contexts. The mission of the MA program of the Department of Psychology is to provide a solid background in the science of psychology as a complement to other professional training.

7. MA GENERAL

a. Admission: A graduate student in good standing in any graduate or professional program in the University may apply to be a candidate for an MA in Psychology. The Committee on Graduate Studies may admit such a student to the MA program if the student is endorsed by one of the Training Areas. The endorsing Training Area will have the responsibility for monitoring and evaluating the student's progress toward the MA.

The Psychology Department does not admit students into the Graduate College who have the Master's degree as their objective, nor does completion of the MA degree program imply eligibility to enter the Ph.D. program.

b. Advisor: Each student must have an advisor (a member of the department faculty who has agreed to advise and sponsor the student) at all times.

c. Academic standing: To be in good standing, a student must maintain a cumulative department and Graduate College grade point average of at least 2.7, must receive generally good or excellent evaluations of performance in individualized instruction registrations and, if applicable,
assistantship appointments. In addition, the student must meet the 'reasonable progress' and 'appropriate professional conduct' requirements of the Ph.D. program.

d. Procedures: The procedures of the Ph.D. program regarding petitions, appeals and so on apply as well to students in the MA program.

8. MA REQUIREMENTS

a. Specific course requirements: Each student must satisfy a portion of the breadth and statistics requirements of the Ph.D. program. For breadth, each student must pass at least two courses totaling at least 5 semester hours outside of his or her Training Area including courses or seminars from at least one Training Area in the department. For statistics, the specific requirement for a student will be determined by the student’s Training Area.

b. Additional course work: A student seeking an MA without thesis must successfully complete at least 37 semester hours of graduate work including 30 hours at the University of Iowa and at least 15 semester hours of courses and seminars (not including individualized instruction) in the Psychology Department in addition to courses used to satisfy the specific course requirements.

c. Master's thesis: In lieu of part of the additional course work requirement, a student may produce and defend a Master's project and thesis. (In this case, the student must successfully complete at least 30 semester hours of graduate work including 24 hours at the University of Iowa and at least 8 semester hours of courses or seminars in the Psychology Department in addition to courses used to satisfy the specific course requirements. The student must also take at least 3 and no more than 8 semester hours of 31:295.)

d. Master's final exam: The Master's examination is conducted by the student's Master's Committee, which must include at least three members of the University of Iowa graduate faculty, at least a majority of whom are members of the Psychology faculty. For an MA without thesis, the nature of the exam will be determined by the student's Training Area but must be consistent with the letter and spirit of the Graduate College regulations concerning the exam. For an MA with thesis, the exam includes a critical analysis of the thesis and the oral defense of the thesis presented by the student.

Special Programs

9. PROVISIONAL ADMISSION

a. Qualifications: An applicant who is judged by the faculty to have high potential for graduate study but who is deemed to have deficiencies in academic preparation may be provisionally admitted into the Ph.D. program provided it is feasible for the deficiencies to be remedied within a year's time.

b. Conditions: The course of study that the student needs to undertake to make up for his or her deficiencies must be explicitly stated in writing at the time of the provisional admission. Successful completion of this course of study along with satisfactory performance in general will be the conditions that will determine whether or not the student is granted full admission to the Ph.D. program. The required course of study will be proposed by the admitting Training Area and approved by the Committee on Graduate Studies.

c. Research: The student should follow the usual guidelines for choosing an advisor and Research Advisory Committee and should be involved in meaningful research participation as appropriate given his or her background.

d. Evaluation: At the end of the student's second semester in residence, the Training Area will review the student's performance and make a decision about whether the conditions for admission have been satisfied. If so, then the student will be admitted to the Ph.D. program and all coursework successfully completed during the year will be counted toward the requirements for the degree as applicable. The student, in consultation with his or her advisor, will decide whether to be considered to be a first-year or second-year graduate student the following year. If
the student is judged to have not satisfied the conditions for admission, then the provisional admission is terminated and the student is not admitted to the Ph.D. program.

10. VISITING SCHOLARS

a. General: Within the limits of available resources, the department will try to provide accommodations for graduate students in good standing from other universities who wish to spend a period of time here in scholarly pursuits. This includes students participating in the CIC Traveling Scholar program as well as others under less formal arrangements. The only requirement is that there be a member of our faculty who is willing to be the student's sponsor.

For information regarding the CIC Traveling Scholar program, see Section III of the Manual of Rules and Regulations of the Graduate College.
PART B: TRAINING AREA-SPECIFIC INFORMATION


2. BEHAVIORAL & COGNITIVE NEUROSCIENCE TRAINING AREA

a. General focus: The Behavioral and Cognitive Neuroscience (BCN) area focuses on identifying the principles and mechanisms that govern human and animal behavior through the application of behavioral and biological research methodologies.

b. Faculty: The primary faculty in the BCN training area are Amy Poremba (Area Coordinator), Mark Blumberg, John Freeman, A. Kim Johnson, Ryan Lalumiere, Jason Radley, Daniel Tranel (joint with Neurology), Michelle Voss, Edward Wasserman. The secondary faculty are Bob McMurray, Toby Mordkoff, John Spencer, and Shaun Vecera.

c. Course requirements for BCN students: Students in the BCN area are required to take a total of 11 courses + 1 responsible conduct of research course. Specifically, they must take 2 core courses (Fundamental Neurobiology, Behavioral and Cognitive Neuroscience), 4 seminars (Advanced Topics in BCN), 3 breadth courses, 2 statistics courses, and 1 responsible conduct of research course (1 semester hour).

Required for first-year students:

- 002:180 Fundamental Neurobiology (Fall semester)
- 031:242 Behavioral and Cognitive Neuroscience (Spring semester)

BCN students must take 031:338 (Seminar: Advanced Topics) four times during the first three years and should not take it more than once with the same instructor. Students are encouraged to begin taking the Advanced Topics courses in either the Spring of year 1 or the Fall of year 2.

d. Course requirements for the Cognitive Neuroscience track: Students in the Cognitive Neuroscience track within the BCN area are required to take a total of 11 courses + 2 Neuroscience seminar series + 1 responsible conduct of research course. Specifically, they must take 2 core courses (Fundamental Neurobiology, Behavioral and Cognitive Neuroscience), 2 Cognition and Perception Proseminar series (2-semester sequence), 2 BCN seminars (Advanced Topics in BCN), 2 Neuroscience seminar series, 3 breadth courses, 2 statistics courses, and 1 responsible conduct of research courses (1 semester hour).

Required for all BCN first-year students:

- 002:180 Fundamental Neurobiology (Fall semester)
- 031:242 Behavioral and Cognitive Neuroscience (Spring semester)

BCN students in the cognitive neuroscience students must take 031:338 (Seminar: Advanced Topics) two times during the first three years and may not take it more than once with the same instructor. Students are encouraged to begin taking the Advanced Topics courses in either the Spring of Year 1 or the Fall of Year 2.

e. Statistics requirement: Students in BCN are required to complete 031:245 Quantitative Methods in Psychology in Fall of year 1. A second statistics course must be completed, typically during the Fall of year 2, but no later than the end of year 3.

f. Breadth courses: The BCN area requires that students take one of the following as a breadth course (exceptions granted with the approval of the advisor and BCN area coordinator):

- Principles of Neuropsychology (031:278)
- Neurophysiology (132:181)
- Developmental Neurobiology (132:184)
Medical Neuroscience (060:234) – note that this course begins in early January and involves a laboratory.

g. Breadth courses for the Cognitive Neuroscience track: Students in the Cognitive Neuroscience track within the BCN area are required to take their three breadth courses from the following two categories, with at least one course taken from each category (exceptions granted with the approval of the advisor and BCN area coordinator).

**Topical:**
- 031:206 Advanced Social Cognition
- 031:214 Processes of Language Acquisition
- 031:218 Cognitive Development
- 031:226 Visual Perception
- 031:227 Attention
- 031:237 Foundations of Learning, Memory, and Cognition
- 132:240 Topics in Cognitive Neuroscience
- 031:278 (PSY:6370) Principles of Neuropsychology
- 031:330 Seminar in Cognitive Psychology (topical)
- 031:365 (PSY:5365) Seminar: Neuropsychology and Neuroscience
- 060:234 Medical Neuroscience – note that this course begins in early January and involves a laboratory

**Methods:**
- 031:216 (PSY:6490) Dynamic Systems and Development
- 031:223 Neural Networks in Psychology
- 031:330 Seminar in Cognitive Psychology (methods), such as Research Practicum in Experimental Psychology
- 031:335 Seminar in Cognitive Neuroscience
- 031:XXX Functional Magnetic Resonance Imaging (will be through Psychology Voss, Magnotta team teach; previously 132:250)

h. Second-year research report: The second-year research report will be circulated among and evaluated by all members of the BCN Training Area. The report should follow the style appropriate for a manuscript submitted to a research journal in the areas of the neural and behavioral sciences, and it must include empirical data collected by the student.

i. Comprehensive exam: The Comprehensive Examination in the BCN Training Program is divided into two parts: (i) a written exam; and (ii) an oral exam with BCN faculty that occurs within 3 weeks after the written exam. The student's performance on these two components of the exam will be determined by a vote of the Comprehensive Examination Committee. This Committee is assigned by the BCN Training Area Coordinator immediately after the student’s 2nd-year review.

Reading lists. The exam is based on a reading list that is produced by the BCN faculty and is distributed to incoming graduate students. This Faculty Reading List, comprising journal articles, chapters, and books, is meant to provide a shared scholarly foundation for every student in the program. In addition, each student is expected to add to this list journal articles, chapters, and
books that more specifically relate to his/her area of research. This Final Reading List, which is negotiated with the student’s Comprehensive Examination Committee, must be finalized by the end of March of the student’s second year in the program. The Committee must approve the Final Reading List by May 1st.

Written examination. No later than September 15 of the student’s third year in the program, the student will be presented with 5 essay exam questions, one from each member of the Comprehensive Examination Committee. Once the questions are provided, the student will have 5 consecutive days to complete the written examination. The student is required to answer 4 out of the 5 essay questions. Questions may be drawn from any subject on the reading list and can be expected to address issues relating to experimental design, theory, history, and general knowledge.

Essays for the written exam must be prepared on a computer. All essays must be double-spaced with 1-in margins and 12-point font, and be properly referenced. If figures are used, they must be produced by the student and imported into the document. Allowable page lengths will vary between 5 and 10 pages and will be specified by the Committee for each essay question. Figures and references will not count against the page length.

The student must complete the essay exams with no external guidance from anyone.

Oral examination. No later than 3 weeks after completion of the written examination, an oral examination will take place. The Comprehensive Examination Committee will administer the exam, which will consist of a series of questions posed by members of the Committee. The questions may cover issues relating to the written examination or any other material derived from the Final Reading List.

The chair of the Comprehensive Examination Committee will formally notify the student of his/her performance on the exam within 3 days after the oral examination.

The Faculty Reading List will be made available by the Training Area Coordinator.

j. Typical course of study: The following is a typical course of study leading to the Ph.D. in BCN. This is meant to be illustrative only; specific details need to be determined individually by each student in consultation with his or her advisor.

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<th>Fall Semester</th>
<th>Spring Semester</th>
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<td>1st year</td>
<td>4sh Quantitative Methods</td>
<td>4sh Behavioral and Cognitive Neuroscience</td>
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<td>4sh Fundamental Neurobiology</td>
<td>3sh Breadth course or Advanced Topics in BCN</td>
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<td>4sh Research</td>
<td>5sh Research</td>
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<td>2nd year</td>
<td>4sh second statistics course</td>
<td>3sh Advanced Topics in BCN</td>
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<td></td>
<td>3sh Advanced Topics in BCN</td>
<td>3sh Breadth Course</td>
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<td>5sh Research</td>
<td>6sh Research</td>
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<td>3rd year</td>
<td>3sh Advanced Topics in BCN</td>
<td>3sh Breadth course or Advanced Topics in BCN</td>
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<td>3sh Research</td>
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<td>4th year</td>
<td>2sh Research</td>
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**j. Typical course of study for Cognitive Neuroscience track:** The following is a typical course of study leading to the Ph.D. in BCN. This is meant to be illustrative only; specific details need to be determined individually by each student in consultation with his or her advisor.

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<td>4sh Fundamental Neurobiology</td>
<td>3sh Neuroscience seminar</td>
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<td>4sh C&amp;P Proseminar</td>
<td>3-4sh Breadth course or second stats course</td>
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<td>1-2 Research</td>
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<td></td>
<td>4sh C&amp;P Proseminar</td>
<td>3sh Neuroscience seminar</td>
</tr>
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<td></td>
<td>3sh Breadth course, Advanced Topics in BCN or second stats course</td>
<td>3sh Breadth Course, Advanced Topics in BCN or second stats course</td>
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<td></td>
<td>5sh Research</td>
<td>6sh Research</td>
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<th>3rd year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td></td>
<td>3sh Advanced Topics in BCN</td>
<td>3sh Breadth course or Advanced Topics in BCN</td>
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<td></td>
<td>3sh Research</td>
<td>3sh Research</td>
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<th>4th year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<td></td>
<td>2sh Research</td>
<td>2sh Research</td>
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3. **CLINICAL TRAINING AREA** (Note: This information is for students entering in Academic Year 2013-14 or later. Students entering prior to Fall, 2013 may elect to follow the procedures described below or in an earlier version of the Handbook, back to their entry year.)

a. General focus: The clinical training program, fully accredited by the American Psychological Association, strongly emphasizes a scientific or clinical science approach to the study of mental and physical health. The curriculum focuses on developing scholarly understanding of clinical phenomena and acquiring research skills necessary for the systematic investigation of such phenomena. Thus, it is designed for students with a strong interest in pursuing a career in clinical research. Believing that students must become familiar with clinical material and competent in the application of clinical skills in order to pursue clinical research, the program closely integrates practicum experience in the Carl E. Seashore Psychology Clinic and at the University of Iowa Hospitals and Clinics with coursework and supervised research experience.

b. Faculty: The primary faculty in the Clinical training area are Michael O’Hara (Area Coordinator / Director of Clinical Training; DCT), Alan J. Christensen, Erika Lawrence, Susan Lutgendorf, James Marchman (Director of the Seashore Clinic), Kristian Markon, Molly Nikolas, Daniel Tranel, and Teresa Treat. In addition, the following faculty members with clinical interests have joint or adjunct appointments in the department: Jane Paulsen and Scott Stuart (joint with Psychiatry) and Gregory Gullickson (Seashore Clinic supervisor).

c. Area course requirements: In their first year, students in Clinical take 31:360 Seminar: Orientation to Clinical Research each semester for 0-1 credit hours, depending on other courses they are taking. In addition, students take two or three of the three courses listed below, depending on which are offered that year. They take the remaining course in their 2\textsuperscript{nd} year.

- 31:263 Principles of Psychological Assessment. (offered every year)
- 31:260 Psychopathology (offered every year)
- 31:266 Psychological Therapies (offered alternating years)

Additionally, to meet requirements for APA Accreditation, students are required to take at least one course in each of the following areas:

- **(a) Ethics**
  31:380 Ethics & Professional Concerns or equivalent (e.g., 7P:465 Issues & Ethics in Professional Psychology)

- **(b) History & Systems**
  7P:320 History and Systems of Psychology

- **(c) Cognitive bases of behavior**

- **(d) Affective bases of behavior**

- **(e) Social bases of behavior**

- **(f) Biological bases of behavior**

- **(g) Lifespan Development**
The requirements for c - g can often are met by a judicious selection of courses fulfilling the Departmental breadth requirement (3 courses from at least 2 training areas; see A.4.B. for details; see also section n. Outside area courses’ below).

d. Statistics requirement: Students in the clinical area are required to establish competence in statistics equivalent to that obtained by successful completion of 031:245 Quantitative Methods in Psychology or 171:161 Introduction to Biostatistics, and 7P:244 Regression & Correlation or 171:162 Design & Analysis of Biomedical Studies or a new course on mixed-effects modeling of psychological data; a third advanced course in an area relevant to the student’s research goals and interests (e.g., Structural Equation Modeling, Meta-analysis, Longitudinal Design) is strongly recommended. Students who wish to deviate from this sequence must receive the approval of the clinical-area faculty. For the MA degree with or without thesis, students must complete two quantitative courses.

e. Second-year research report (see A.2.a. for departmental requirements): It is expected that students will have pursued at least one study—known informally as the “First-year Project” or FYP—in which they are the primary contributor with the assistance of their advisor by the time the second-year research report is due. The report should describe the completed research—or progress to date—in full* and outline any further work needed to complete the study other than simply increasing the sample size. If the student is not able to describe a completed study at this time, a revised report with the completed study must be submitted to the Research Advisory Committee (RAC) by April 1 of the 2nd year. The completed document must then be evaluated and approved by the RAC by the end of the Spring Semester of the 2nd year.

f. Comprehensive exam: The Clinical Comprehensive Examination is a review paper on a topic of significant interest to a broad audience of clinical psychologists of a scope that is worthy of publication as a stand-alone article in a journal such as *Psychological Bulletin, Clinical Psychology Review*, or a specialty journal that publishes reviews. Students select their topic in the fall of their 3rd year; submit an initial, complete draft of their paper during the spring semester and submit their final paper toward the end of the spring semester. A committee of three faculty members, including at least two in the clinical area, approves the topic and reviews the first complete draft; the final paper is evaluated by a full Comprehensive Examination Committee of five faculty members, including at least four from the clinical area. Additional details and submission deadline dates are contained in a document, *The Comprehensive Examination Review Paper in Clinical Psychology: Description and Timeline*, available on the internal departmental website: [http://www.psychology.uiowa.edu/internal](http://www.psychology.uiowa.edu/internal).

g. Clinical practicum: Each student in the clinical program must, prior to entering an Internship, develop an appropriate level of competence in clinical skills. Under normal circumstances, students enroll in the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer</th>
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<tbody>
<tr>
<td>1</td>
<td>31:461 0-1 s.h.</td>
<td>31:462 1-2 s.h.</td>
<td>31:462 1-3† s.h. or no registration*</td>
</tr>
<tr>
<td>2</td>
<td>31:462 2 s.h.</td>
<td>31:463 2 s.h.</td>
<td>31:463 1-3† s.h. or no registration*</td>
</tr>
<tr>
<td>3</td>
<td>31:463 1-2 s.h.</td>
<td>31:463 1-2 s.h.</td>
<td>31:463 1-3† s.h. or no registration*</td>
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<tr>
<td>4</td>
<td>31:463 1-2 s.h.</td>
<td>31:463 1-2 s.h.</td>
<td>31:463 1-3† s.h. or no registration*</td>
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These courses are 31:461 Introductory Practicum, 31:462 Assessment Practicum, 31:463 Therapy Practicum, and Supervision and Consultation Practicum 031:465. 31:461 consists of attending weekly Clinic Rounds and participating in seminars for developing skills in clinical interviewing and testing conducted by the Director or Assistant Director of the Seashore Clinic and students in the Supervision and Consultation Practicum. Advanced students in the Supervision and Consultation Practicum (031:465) work with first year students throughout the first year to help them develop basic fluency in the administration of standardized psychological instruments. This work is synchronized with enrollment in 31:263 during the second semester. Students typically begin doing psychological assessments in January of their first year.

Advanced students (ordinarily Year 4 or beyond) may register for practicum outside the Seashore Clinic. Such experiences can be valuable in exposing the student to different settings, patient populations, and supervisors, but may also slow student progress in other aspects of the program, so all external practicum arrangements must be approved by the students’ advisor, DCT and Clinic Director. This is documented using the External Clinical Practicum Guidelines and Agreement Form, available on the internal departmental website: http://www.psychology.uiowa.edu/internal.

Practicum hours in the Seashore Clinic may be reduced in Year 4 if the student is engaged in practicum experiences in other settings as a result of the student's research, employment, or registration for practicum credit outside the Department. Permission of the DCT and Clinic Director is required for this reduction.

Registration for practicum in the Seashore Clinic in Year 5 is highly variable. Students who have reached a suitable level of clinical competence (as judged by the clinical-area faculty) need not register if they are engaged in practicum experience outside the Seashore Clinic or should register for at least 1 s.h. if they are not engaged in any other practicum experience. Such decisions are in consultation with the DCT and Clinic Director.

All students are required to participate in the Supervision and Consultation Practicum (031:465) for one full year. This practicum includes weekly meetings with the Clinic Director, some reading, and intensive teaching and supervision of first-year students in the basics of psychological.

h. Brown bag presentation: Students are required to make an independent presentation as part of the departmental or area brown bag series at some point prior to the Ph.D. final examination. Oral presentation of a paper (i.e., not a poster) at a conference may substitute for this requirement with the permission of the DCT.

i. Clinical internship: The accreditation criteria require that a one-year (or two-year half-time) clinical internship precede the awarding of the doctoral degree. Students in the clinical program must complete all academic course work and have an approved prospectus by October 15 of the year in which they apply for internship in order to be certified as eligible for internship. Further, students are strongly encouraged to complete their dissertation before beginning their internship if at all possible. However, the faculty recognizes that in some instances the final stages in the preparation of the dissertation must be completed during or after the internship. In any event, only when the Ph.D. Final Examination has been completed satisfactorily and when the department has received from the internship agency a letter certifying the successful completion
of the internship will the department recommend the student for the award of the Ph.D. degree with a clinical subtrack designation on the official University transcript.

Students are strongly encouraged to enter APA-approved internship programs. In some cases, circumstances may arise that lead students to enter non-APA approved sites. In these cases, students are advised that completing a non-APA approved internship may limit future options for employment, licensure, or certification. Entrance into a non-APA approved internship must be approved by the clinical-area faculty if a student wishes to have a clinical subtrack designation on his or her transcript.

A student in the clinical program who successfully completes all academic course requirements, prepares and satisfactorily defends the doctoral dissertation, and petitions to receive the Ph.D. degree without first completing the clinical internship, will have no clinical subtrack designation on the official transcript.

j. MA without thesis final exam: For the MA without thesis, the Master's examination will consist of an oral examination by the student's RAC following submission of a report on the FYP’s completed study (i.e., based on the study’s final sample). The exam entails an oral defense of the study that includes critical questions about its purpose, methods, results, and relevant research literature. If the exam is deemed Unsatisfactory, the exam may be repeated once on the recommendation of the RAC and the clinical-area faculty.

k. Typical course of study: The following is a typical course of study leading to the Ph.D. in clinical psychology. This is meant to be illustrative only—specific details are determined individually by students in consultation with their research advisors and the DCT.

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td><strong>1st year</strong></td>
<td>4sh Quantitative Methods</td>
<td>4sh Correlation &amp; Regression</td>
<td>0-3sh Assessment</td>
</tr>
<tr>
<td>(12 sh req. each sem)</td>
<td>3sh Psychopathology I</td>
<td>4sh Principles of Psychological Assessment</td>
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<tr>
<td></td>
<td>1sh Clinical Research Seminar</td>
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<td></td>
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<tr>
<td></td>
<td>1sh Introductory Practicum</td>
<td>1sh Clinical Research Seminar</td>
<td></td>
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<td></td>
<td>3sh Research</td>
<td>1sh Assessment Practicum</td>
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<td></td>
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<td>2sh Research</td>
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<tr>
<td><strong>2nd year</strong></td>
<td>4sh Advanced Statistics</td>
<td>3sh Ethics or Breadth/Accred course</td>
<td>0-3sh Therapy</td>
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<tr>
<td>(12 sh req. each sem)</td>
<td>3sh Psychological Therapies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3sh Research</td>
<td>3sh Breadth/Accred course</td>
<td></td>
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<tr>
<td></td>
<td>2sh Assessment Practicum</td>
<td>4sh Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2sh Therapy Practicum</td>
<td></td>
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<tr>
<td><strong>3rd year</strong></td>
<td>3sh History &amp; Systems and/or</td>
<td>3sh Ethics or Breadth/Accred course</td>
<td>0-3sh Therapy</td>
</tr>
<tr>
<td>(6+ sh req. each sem)</td>
<td>Breadth/Accred course</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3sh Research</td>
<td>2sh Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1sh Therapy Practicum</td>
<td>1sh Therapy Practicum</td>
<td></td>
</tr>
<tr>
<td><strong>4th+ year</strong></td>
<td>3sh History &amp; Systems and/or</td>
<td>3sh Elective (incl. Ext. Prac.)</td>
<td>0-3sh Therapy</td>
</tr>
<tr>
<td>(2+ sh req. each sem)</td>
<td>Breath/Accred course (opt.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-2sh Research</td>
<td>0-2sh Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0-2sh Therapy Practicum</td>
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1. **Neuropsychology Subtrack in the Clinical Program**: Students enrolled in this program follow the usual requirements of the Clinical Program with the following modifications:

**Required Coursework**

1. **Principles of Neuropsychology (31:278, 3 sh).** *NOTE:* Course typically offered in Fall semester of odd-numbered years; D. Tranel, Instructor.
2. **Medical Neuroscience (60:234/132:234, Neuroanatomy, 4 sh).** *NOTE:* Course offered in every Spring semester, and begins EARLY (1st week of January), due to the medical student curriculum.
3. **Topics in Cognitive Neuroscience (132:335, 3 sh).** *NOTE:* Course typically offered in Spring semester of odd-numbered years; S. Anderson, Instructor.
4. **Neurobiology of Disease (132:235, 3 sh).** *NOTE:* Course offered every Fall semester.

**Additional Recommended Coursework**

1. **Neuroscience Seminar (132:265/31:265, 0-1 sh).** *Highly desirable.*
2. **Seminar: Neuropsychology & Neuroscience (64:365/31:365, 0-1 sh).** This is the “Morning Meeting” seminar led by D. Tranel that takes place year-round on Monday, Wednesday, and Friday mornings from 7:30 to 8:15 a.m. It is offered continuously including during the summer term. Attendance is required, but students have the prerogative to formally register or not.
3. The following courses are relevant and one or more could be taken to broaden the student’s background:
   - 31:241 Behavioral and Cognitive Neuroscience
   - 31:338 Advanced Topics in Behavioral & Cognitive Neuroscience
   - 31:236 Biological Bases of Behavior
   - 31:129 Neurobiology of Learning and Memory
   - 31:134 Cognition and Brain
   - 132:250 Introduction to fMRI

**Neuropsychology Practicum**

1. **Background Coursework.** 31:263 Principles of Psychological Assessment (4 sh), and at least two semesters of practicum (31:461) in the Seashore Clinic. These courses are the normal sequence for all clinical students, and are a prerequisite for the practicum experiences below.
2. **Students begin neuropsychology practicum at the beginning of Year 3 or thereafter.** Neuropsychological Assessment: 10 hours/week for two semesters (150 hours/semester), registering for 2-3 sh each semester. Basic neuropsychological practicum may be completed in the Neurology (Tranel, Anderson, Jones, Denburg, Barrash) and/or Psychiatry (Paulsen, Moser) Neuropsychology clinics of the University of Iowa Hospitals and Clinics. At least one semester must be in Neurology, though it need not be the first semester. The practicum, which can be completed in either the third or the fourth year, consists of one full day (7:30 am to 4:30 pm) on any day of the week (or half-day combinations that fit the schedules of the student and the clinic). One semester can be completed in the summer by doing 150 hours over 8 weeks (register for 2-3 sh).
3. Specialty Neuropsychology Practicum. 2 sh 10 hours/week for one semester (150 hours). Optional replacement of the second semester of the Neuropsychological Assessment Practicum. Any one of the following would serve for this experience:

- Rehabilitation Practicum (Anderson)
- Dementia Practicum (Denburg)
- Movement Disorder Practicum (Paulsen)
- Schizophrenia Practicum (Paulsen, Moser)
- Learning Disability Practicum (Richman)
- Pediatric Neuropsychology Practicum (Lindgren)

**Comprehensive Examination**

A Comprehensive Examination Paper topic relevant to Neuropsychology. The student’s Comprehensive Exam Consultation Committee (CECC) must approve the student’s topic as relevant to neuropsychology, and the Comprehensive Examination Committee must include at least two neuropsychologists.

m. **Health Psychology Subtrack in the Clinical Program:** Students enrolled in this program follow the usual requirements of the Clinical Program with the following modifications:

**Required Courses**

1. 31:250 Introduction to Health and Behavioral Science
2. 31:252 Clinical Behavioral Medicine
3. One additional course from the Health Psychology area. Currently these courses include:
   - 31:251 Psychobiology of Cardiovascular Disease
   - 31:350 Seminar in Health Psychology
   - Any other course approved by both the clinical and health areas.

**Clinical Health Psychology Practicum**

1. Prerequisites:
   - 31:263 Principles of Psychological Assessment
   - Two or more semesters of practicum in the Seashore Clinic
2. Minimum of 1 full year (2 semesters plus summer or 3 semesters) Clinical Health Psychology Practicum. Must include at least 1 semester of Health Psychology Consultation Practicum with Dr. Christensen or 1 one semester of Practicum with Dr. Lutgendorf or approved substitute clinical health practicum.
3. Additional health related practicum experiences currently include:
   - Iowa City VAMC
   - Pediatric Psychology Practicum UIHC
   - Women’s Health Center
   - Organ Transplant Program

**Health Psychology Research**

A minimum of nine semester hours of research devoted to a health psychology topic. “Health psychology research” would ordinarily be research supervised by a member of the health psychology area. With approval from the clinical and health psychology areas this research could be supervised by another faculty member in the department.
**Comprehensive Examination**

A Comprehensive Examination Paper topic relevant to Health Psychology. The student’s Comprehensive Exam Consultation Committee must include at least two clinical-health psychology faculty members, the CECC must approve the student’s topic as relevant to Health Psychology, and the final Comprehensive Exam Committee must include at least three faculty with expertise in clinical-health psychology.

**l. Clinical courses:** The following graduate courses are in the Clinical area:

- **Core courses:**
  - 31:260 Psychopathology
  - 31:263 Principles of Psychological Assessment
  - 31:266 Psychological Therapies
  - 31:380 Ethics and Professional Concerns

- **Additional courses (offered irregularly):**
  - 31:252 Clinical Behavioral Medicine
  - 31:276 Advanced Developmental Psychopathology

**n. Outside area courses:** The course 31:360 Seminar: Orientation to Clinical Research may not be counted as outside area course. A complete list of currently approved outside area courses can be found in the "Requirements for Ph.D. in Clinical Psychology" course guide on the internal website: [http://www.psychology.uiowa.edu/internal](http://www.psychology.uiowa.edu/internal). Petitions that other courses be so approved should be submitted the clinical-area faculty with a syllabus and a statement of rationale.

**o. Clinical-area students may choose to “minor” in one of two specialty areas: Neuropsychology, or Health Psychology, (the “major” is always either Clinical Psychology, if an internship is completed successfully, or “Experimental Psychopathology,” if not). Each minor area has specific course and other requirements, so to minimize difficulties in completing them (e.g., due to course scheduling issues), students interested in these specialty areas should obtain a copy of these requirements (available on the departmental internal website: [http://www.psychology.uiowa.edu/internal](http://www.psychology.uiowa.edu/internal)) by the end of their first semester and work out an appropriate schedule of courses with their mentor and the DCT. Minor areas are not recognized formally by the University of Iowa; thus, they do not appear on students’ transcripts, and students should ask the faculty who write them letters of recommendation to note the students’ minor area of concentration in their letters.
4. COGNITION & PERCEPTION TRAINING AREA

a. General focus: The Cognition & Perception (C&P) area is concerned with the fundamental psychological processes underlying all aspects of mind and behavior: perception, memory, language, comprehension, judgment and reasoning, learning, and so on.

b. Faculty: The primary faculty in the C&P training area are Andrew Hollingworth (Area Coordinator), Susan Wagner-Cook, Thomas Farmer, Prahlad Gupta, Eliot Hazeltine, Bob McMurray, Cathleen Moore, Toby Mordkoff, Larissa Samuelson, John Spencer, Teresa Treat and Shaun Vecera. The secondary faculty are Jodie Plumert, Amy Poremba, Edward Wasserman, and Paul Windschitl. In addition, the following faculty with interests in cognitive and perceptual psychology have joint or adjunct appointments in the department: Gary Gaeth (Marketing), and Daniel Tranel (Neurology).

c. Area course requirements: Students in C&P must take 31:220 Proseminar in Cognition & Perception twice, once in their first year and once in their second year. In addition, C&P Core Courses and Seminars are typically offered each semester by a C&P primary faculty member. C&P students must take a total of 12 semester hours of these Core Courses and Seminars during their first 3 years. Seminars can be repeated for credit when taught on different topics by different instructors.

d. Statistics requirement: Students in C&P are required to establish competence in statistics by successfully completing two graduate-level courses. The first of these will typically be 031:245 Quantitative Methods in Psychology. The second course is chosen to meet the particular requirements of the student’s research, in consultation with the student’s advisor and Research Advisory Committee. C&P students are also strongly encouraged to take additional quantitative coursework in statistics, mathematics, computer science, etc. (these may count as breadth courses).

e. First-year research note: By the end of spring semester, each C&P first-year student submits a brief paper to his or her Research Advisory Committee describing the research activities that have been accomplished.

f. Second-year research report: It is expected that at least one experiment will have been completed (including data analyses) by the time the second-year research report is due. The report should describe the completed research in full and outline any further studies to be done in the series.

g. Comprehensive exam: The comprehensive examination will have two components, a written section consisting of two papers and an oral defense of these papers.

1. Timing. By the middle of the spring semester (the 8th week of the semester, which is the week before spring break), a five-member comprehensive examination committee (“comps committee”) will be formed for each student, and the formation of this committee is described in the “Evaluation” section below. This committee will be organized by the area coordinator in consultation with you, your advisor, and your research advisory committee (RAC). The comps committee will work with you to develop the topics of the two papers and will evaluate all aspects of the examination.

For each paper, you will develop a detailed reading list in consultation with your committee members. You should meet with your committee no later than one month before the end of spring semester to discuss topics and draft a reading list. Topics should be finalized at least two weeks before the end of the semester. You will also revise and add to the papers’ reading lists and submit them to your comps committee no later than the last week of classes, spring semester. After final approval of the reading lists by the end of finals week, you can begin writing your papers.

The papers will be due on the first day of classes of the fall semester of your third year in the program. You must provide copies to every member of your comps committee.
The oral exam will typically take place within the first month of the fall semester, depending on the committee’s availability. Failure to meet any of these deadlines without advance permission can lead to termination from the graduate program.

2. *The Papers.* The fundamental goals of papers are (a) to allow you to demonstrate the depth of your knowledge in the areas that are the focus of the papers and (b) to demonstrate your ability to think empirically and design theoretically motivated experiments in the areas reviewed in the papers. Because the focus is on ensuring that you have a broad knowledge of cognition and perception, the papers should not focus heavily on your own research or on your advisor’s research (although such research can be discussed briefly when relevant). The requirements of the two papers are as follows:

- The topics can be broadly relevant to your research interests, but cannot be directly in your central area of research expertise. We define “central area of research” as the topics closest to your research; this does not include topics that are within the broader area. For example, if you study speech perception, topics in speech perception would be excluded, but topics in other areas of language (e.g., syntactic parsing) could be a possible paper topic, if the committee agreed this topic would contribute to the breadth requirement of comps. Students and committees have tremendous latitude in choosing topics, but the final approval is made by the committee, who will ensure that the topics contribute to your breadth of knowledge in cognition and perception.

- Each paper must have three parts: (1) a literature review that incorporates the papers from the reading list (see above), as well as other relevant sources; the reading list will be developed in conjunction with your committee, as discussed above; (2) an integrative discussion of this literature that discusses a major theoretical idea (or ideas) in this field and the empirical evidence supporting or refuting this theoretical view; (3) the outline of at one or two experiments that directly address an issue identified and discussed in the integrative review described above. The experiment(s) needs to be something that could be conducted in principle, although local resources might not exist for your experiment(s) (e.g., fMRI). Your experiment should be described in enough detail for your committee to determine if this is a well-designed study that does not include any experimental confounds, alternative explanations, etc. Specific methodological details (e.g., specific stimuli or timing parameters) need not be included in your description, unless they are central to the hypothesis that is being investigated. The proposed experiment(s) need to discuss (1) the broad hypothesis being addressed by the experiment (i.e., a hypothesis that is broad enough that it could be tested in a variety of different experiments); (2) why the proposed experiment is a good way to test this hypothesis; (3) the predictions of the hypothesis for this experiment; and (4) other patterns of results that might be obtained and what conclusions would be drawn from those patterns. Keep in mind that the best experiments are those in which two patterns of results are plausible, with one pattern supporting one hypothesis and falsifying a competing hypothesis, and the other pattern supporting the alternative hypothesis and falsifying the first hypothesis.

- You should keep in mind that the papers will be read by faculty with a variety of backgrounds, and they should be written in a manner that can be easily understood by any psychologist who is reasonably familiar with the areas of cognition and perception.
• Papers should be analogous to review papers in a journal such as *Psychological Bulletin* or *Psychonomic Bulletin & Review*. The purpose of such review papers is to identify an important issue (usually a theory or major hypothesis), trace its origins, critically review the literature that addresses that issue, and come to some conclusion about that issue based on your review of the literature. A review paper is usually written to persuade the audience that previous studies support a particular conclusion about an important issue, and this goal should be the fundamental organizing force for your comprehensive exam papers. In some cases, your conclusions will be that the previous research is inconclusive; in such cases, you should indicate why the previous research is inconclusive and indicate what sort of research is needed to reach a firm conclusion. You can then outline an experiment or series of experiments that would contribute to reaching a firm conclusion in this area.

• To be effective, your papers should begin with a relatively general discussion that introduces the main issue of the paper and puts it into a historical context. To aid the reader, this section may also provide a preview of your conclusions and may briefly outline the structure of the remainder of the paper. After the introductory section, you should focus on previous empirical and theoretical work that bears on your topic. Although thoroughness is important in a review paper, the quantity of papers reviewed is less important than the quality of your analysis of them. The papers that are discussed should provide either evidence about the central issue or an important theoretical interpretation. Although review papers often contain a large number of references so that the reader can delve more deeply into the literature, your paper should concentrate on explaining previous studies rather than simply listing them. Your discussion of these papers must make their relevance clear to the reader and should be evaluative rather than purely descriptive.

• The papers should be written in APA format and should include a title, an abstract, and a reference list. Each paper should be between 30 and 40 pages (excluding references, tables, figures, etc.). In accordance with APA format, your paper should be written in a readable 12-point font, with double-spacing and 1-inch margins.

• **You are strongly encouraged to continue to discuss the papers with your comps committee as you are writing them.** You may discuss any general issues concerning the papers with the faculty; however, faculty members will not read or provide comments on drafts of the papers.

3. **The Oral Exam.** The oral exam is intended to provide an additional opportunity for you to demonstrate your breadth and depth of knowledge in the C&P area. This exam is 2 hours long and it will be conducted by your comps committee. The oral exam will focus on the topics of your review papers. You should begin the discussion of each paper by providing a brief (~15-minute) informal overview of the paper, which will serve as a springboard for further discussion. The types of issues discussed in the oral exam vary widely, but they typically fall into three general categories: (1) Clarifications concerning the review papers; (2) A deeper exploration of the specific topics of the review papers; and (3) A discussion of the relationship between your review papers and broader issues in C&P. In preparing for the oral exam, you should make sure that you have a thorough understanding of the literature pertaining to the topic of your review papers and can discuss the current research in that area, your synthesis of this research, and your outlined experiment that addresses an important issue in this area. You should also spend some time thinking about how the topic is related to other research areas in C&P. The exam will be evaluated by the comps committee, which will consist of 5 C&P faculty members, in consultation with the entire area. In some cases, it may be appropriate for faculty outside the C&P area or department to be on your committee, but C&P faculty will represent the majority of the committee membership. Such outside members will require approval of the C&P area coordinator and the student’s RAC. The committee will be
chosen by the C&P area coordinator, in consultation with the student and his or her advisor. The chair of the committee will also be chosen by the C&P area coordinator, and, for evaluation purposes, cannot be the student’s primary research advisor. All members of the C&P area will be invited to read the papers and attend the oral exam, and they will be invited to submit their comments to the committee.

After both the written and oral portions of the comprehensive exam have been completed, the evaluation committee will meet for a final evaluation (this will typically occur at the end of the oral exam). To pass the exam, a student’s performance must be judged to be satisfactory on both parts of the exam (the review papers and the oral exam). The evaluation outcome will consist of one of three options: satisfactory, reservations, or unsatisfactory.

If the outcome is reservations, the committee must define a set of tasks for the student to complete to have the reservations removed, along with a completion date. For example, the student might be required to revise one or both of the papers or take additional classes. If the student does not satisfactorily complete those tasks, then the outcome of the examination will change from reservations to unsatisfactory.

For an unsatisfactory outcome, the committee is not compelled to allow a retake. If a retake is allowed, it may take place between 4-12 months after the first exam, and no additional reexamination opportunities will be permitted (these are the rules of the Graduate College).

The specific evaluation procedures are based on the rules and regulations of the Graduate College. If two or more members of the committee judge the exam to be unsatisfactory, then the committee will report an outcome of unsatisfactory to the Graduate College. Otherwise, if there are two or more votes of reservations (or one vote of reservations and one vote of unsatisfactory), then the committee will report an outcome of reservations to the Graduate College. Thus, a satisfactory performance requires that there is no more than one vote of unsatisfactory or reservations on the exam.

**h. Other area requirements:** Students in C&P are expected to present a talk at our brown bag series at least every other year and to present a paper at a professional meeting no later than the beginning of their third year. Students are also expected to attend departmental colloquia regularly, whether or not in the area of cognition and perception.

**i. Typical course of study:** The following is a typical course of study leading to the Ph.D. in C&P. This is meant to be illustrative only--specific details need to be determined individually by each student in consultation with his or her advisor.

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<td>1st Year</td>
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<td>2-3sh C&amp;P Core course/seminar</td>
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<td>3sh C&amp;P Proseminar</td>
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<td>5sh Research</td>
<td>6sh Research</td>
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<td>4sh Design of Experiments</td>
<td>2-3sh C&amp;P Core course/seminar</td>
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<td>5-6sh Research</td>
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5. DEVELOPMENTAL SCIENCE TRAINING AREA

a. General focus: The Developmental Science (DS) training area at the University of Iowa seeks to understand processes that underlie development. Critically, this process-oriented view permeates the questions we ask, the methods we use, and the nature of our science. Thus, we have a unique training mission: to train students in a broad array of theories and methodologies both within and outside the traditional boundaries of developmental psychology such that our students are equipped to ask and answer fundamental questions of process.

b. Faculty: The primary faculty members in the DS Training area are Larissa Samuelson (Area Coordinator), Mark Blumberg, Susan Wagner Cook, Julie Gros-Louis, Prahlad Gupta, Bob McMurray, Jodie Plumert, and John Spencer.

c. Area course requirements: Students in DS must take 31:210 Proseminar in Developmental Science twice, typically once during their first year and once during their second year. In addition, students must take at least 12 semester hours of graduate coursework in the DS area.

d. Statistics requirement: Students in DS are required to take two graduate courses in statistics that will be determined by each student’s RAC. DS students are strongly encouraged to take additional quantitative coursework in statistics, mathematics, computer science, etc. (such coursework may count toward the departmental breadth requirement).

e. Second-year research report: The report should be as close as possible in style and quality to empirical papers published in peer-reviewed developmental journals (although it may be shorter than a typical article). The report must be based on empirical data whether collected by the student or drawn from an existing database. In either case, the data must be processed and analyzed directly by the student. Statistical analyses of the data should be performed, even if they are only preliminary at the time of the submission of the report. The report should also present discussion of the findings in the context of developmental theory and outline future studies to be conducted.

f. Comprehensive exam: The comprehensive exam in DS will consist of (1) an NRSA-style (National Research Service Award) grant proposal, (2) two (12-15 pp.) essay papers, and (3) an oral exam.

1. Depth requirement: An NRSA grant proposal in the student’s area of interest.

To test deep understanding of one area of developmental science, students will be required to write a grant proposal detailing how they would address one research question closely related to their primary area of interest. The issue of interest may or may not correspond to the student’s on-going research (e.g., first-year project or dissertation topic). The grant proposal should demonstrate the student’s understanding of the important questions in this area, the literature related to these questions, and the appropriate research methods and analytic strategies for addressing those questions. Full instructions for submitting an NRSA are available here: http://grants1.nih.gov/grants/guide/pa-files/PA-11-111.html. Students are only required to complete the Specific Aims and Research Strategy sections for the comprehensive exams. Note the Specific Aims are restricted to 1 page. The Research Strategy is limited to 6 pages and should include the following: a) Significance, b) Innovation, and c) Approach. The specific instructions for these parts of application can be found on pages 91-93 of the application guide that can be downloaded at the above link. These instructions specify what should be covered in a-c above. The student is encouraged to develop the topic for the grant proposal with his/her mentor and the
RAC. Students are also encouraged to look at previous NRSA proposals written by other students.

2. Breadth requirement: Essays addressing fundamental process-oriented issues in Developmental Science at both (a) a process/mechanistic level and (b) an empirical level.

To test understanding of the broad, interdisciplinary field of developmental science, students will be required to write two 12-15 pp. essay papers. These essays should be a combination of position paper, literature review and experimental proposal. The first essay must apply a specific developmental mechanism or process to a novel domain that is outside of the student’s main research focus. This essay should 1) introduce the domain of focus, 2) introduce the mechanism/process that the student will apply to the domain, and 3) propose an experiment that builds on the literature review to test a specific relevant hypothesis. The second essay must address a central empirical issue in developmental science. Here, the emphasis is on the detailed findings within an area of study, an evaluation of the methods used, an evaluation of insights gained (or not gained), and so on. Thus, this essay should 1) introduce the empirical phenomenon of interest, 2) introduce empirical/theoretical debates surrounding this phenomenon, and 3) propose an experiment test that would provide insight on the phenomenon and debate. As with the first essay, the topic must be outside of the student’s main research focus. Students are encouraged to develop their essay topics in consultation with the mentor and RAC, as well as other faculty members in the Psychology Department who might have expertise in the selected topic areas.

Note that these essays are designed to build on the final paper assignment that students completed both semesters of the Developmental Science Proseminar. Thus, students may look back to that assignment as a guide to the expectations. Note, however, that the topic and substance of these essays must be different from that of the prior work.

3. Oral exam

The oral exam will involve discussion of (but not limited to) the topics covered in the grant proposal and essay papers. That is, discussion may focus on issues directly related to the literature reviewed in these papers, or may broaden in scope to include issues raised by these papers for other topic areas/approaches within developmental science, as well as implications for our understanding of developmental process. At least five faculty members from the DS area must attend the oral exam. Additional faculty members in the Department of Psychology are also welcome to attend.

4. Evaluation of the comprehensive exam

One of three decisions will be reached by the orals committee: Pass, Fail, or Conditional Pass. The decision will be based on the committee’s assessment of all three elements of the student’s performance (grant, essays, and oral defense). A grade of Fail indicates that the student’s performance was unsatisfactory. In this case, the rules of the Graduate College for failing the comprehensive exam will apply. A grade of Conditional Pass indicates that the committee had reservations about elements of the student’s performance. In this case, passing the comprehensive exam will be contingent on fulfilling conditions specified by the committee.

5. Timeline
• By March 1 of the second year, the student must submit a one-page description of the NRSA grant proposal topic that includes an initial list of readings and a one-page description of the topics for the two breadth essays with initial list of readings to all members of the RAC. These topics must be approved by the student’s RAC by the end of the spring semester of the second year and submitted to the Training Area Coordinator.

• By June 1 of the second year, the student must submit reading lists for the two breadth essays to the RAC and the Training Area Coordinator. These reading lists must be approved by June 15 of the second year.

• Throughout the summer of the second year, students may continue to discuss issues related to the exam with the faculty, but in no case should faculty members read drafts of manuscripts.

• By the first day of the Fall Semester of the third year, students must distribute copies of the NRSA and breadth essays to all faculty members of the DS area.

• The oral exam must be held no later than October 1 of the third year. It is the student’s responsibility to schedule the oral exam at a time when at least five DS faculty can attend. The time and place of the oral exam will be announced to all members of the DS area and any other faculty members that the student and his/her advisor deem appropriate.

g. Typical course of study: The following is a typical course of study leading to the Ph.D. in Developmental Science. This is meant to be illustrative only—specific details need to be determined individually by each student in consultation with his/her advisor and RAC.

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<td>3sh DS Proseminar</td>
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<td>3sh Breadth Course</td>
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<td>3sh Quant. Meth. in Psych.</td>
<td>2sh DS Seminar</td>
<td>3sh Regress. &amp; Corr.</td>
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<td>3sh Interdis. Breadth Course</td>
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<td>4th year</td>
<td>2sh Research</td>
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h. Developmental courses: The following graduate courses are offered by the DS area:

031:210 Proseminar in Developmental Science
031:212 Perceptual-Cognitive Development in Infancy
031:214 Processes of Language Acquisition
031:216 Dynamic Systems and Development
031:218 Cognitive Development
031:318 Seminar: Cognitive Development

i. Breadth courses: By the end of the first year, each student must form an interdisciplinary course plan with the Research Advisory Committee (RAC). This plan will specify the additional coursework the student will complete to achieve the breadth of training required by the
interdisciplinary nature of Developmental Science. Interdisciplinary courses may include coursework in neuroscience, motor control, childhood psychopathology, speech pathology, linguistics, computer science, mathematics, and so on. Note that, at present, no courses outside of the department have been specifically approved for satisfying the department’s breadth requirement. Thus, the interdisciplinary course plan must be approved by both the Training Area Coordinator and the RAC in order for courses outside of the department to fulfill the departmental breadth requirement.
6. HEALTH PSYCHOLOGY TRAINING AREA

a. General focus: The Health Psychology (HP) program is concerned with the application of psychological theory, methods and treatment to the understanding and promotion of physical health and illness. Two tracks are available: (1) students may obtain a PhD in Health Psychology; or (2) students may obtain a PhD in another training area (e.g., Clinical Psychology), with a minor in Health Psychology (see below for additional information). Our perspective is based on the biopsychosocial model which posits that biological, psychological and social processes are integrally and interactively involved in physical health and illness. The program offers training in a number of areas, including stress and illness, patient adherence, psychoneuroimmunology, animal models of hypertension and heart failure, cardiovascular psychophysiology and pathophysiology, postpartum depression, medical treatment-seeking, psychosocial risk factors of physical disease, adaptation to chronic illness and psycho-oncology.

b. Faculty: The primary HP faculty are Susan Lutgendorf (Area Coordinator), A. Kim Johnson, Alan Christensen, Michael O’Hara, Jason Radley, Ryan Lalumiere, Mark Vanderweg and Michele Voss.

c. Primary track course requirements: All entering students are required to take 31:350 Psychology in Medical Settings (1 semester hour). This course, which will serve as a health services research practicum, will be modular in nature and will be taught by core faculty as a team effort. Modules will cover interaction with medical patients, medical ethics, and collaboration with hospital personnel and other allied health professionals. The Clinical area introductory seminar may be substituted for this requirement with permission.

Students in HP also must take at least four courses from the following list:

- 31:236 Psychobiology of Health and Sickness
- 31:250 Introduction to Health and Behavioral Sciences
- 31:252 Clinical Behavioral Medicine
- 31:230 Behavioral Psychopharmacology
- 31:370 Seminar in Health Psychology
- 31:338 Seminar in BCN (Stress Neurobiology)

Because the number of HP entering graduate students is likely to remain relatively small until additional HP faculty are hired by the Department of Psychology, some of the above courses may be offered irregularly, in which case the student and HP Coordinator will find relevant substitutes (from courses offered in College of Public Health, College of Medicine, etc.).

d. Statistics requirement: Students in HP are required to establish competence in statistics equivalent to that obtained by successful completion of 031:245 Quantitative Methods in Psychology, 7P:244 Correlation and Regression, and 7P: 246 Design of Experiments or Biostatistics for Biomedical Research, 171:151. Mixed-Effects Modeling in Psychology, 31:247 (or equivalent), or Introductory Longitudinal Data Analysis, 171:174, and/or a course in Structural Equation Modeling, 34:219 are highly recommended. Students who wish to deviate from this sequence must receive the approval of the HP training area.

e. Second-year research report: It is expected that at least one study will have been completed (including data analysis) by the time the second-year research report is due. The report should describe the completed research in full and outline subsequent studies to be conducted in the series. The Research Advisory Committee for the second-year report must include at least two members of the core area faculty; it also may include additional faculty members drawn from the area adjunct faculty or from other training areas within the psychology department.

f. Other requirements: No later than the 5th semester, but preferably in the 4th semester, each student must complete a 2 semester hour readings course devoted to a particular physical disease
or health psychology topic. The sustained reading and thought should culminate in a research proposal written in the form of a NRSA grant application used by the National Institutes of Health which will serve as the comprehensive exam (see below).

g. Comprehensive exam: Because of the importance of funding for health psychology students, the comprehensive exam for HP students will consist of the completion of an NRSA application.

A research proposal written in the form of a NRSA pre-doctoral grant application, containing all sections needed for submission. This NRSA is due on October 15 of the student’s 5th semester. Faculty help and feedback can be utilized. Students must defend the NRSA before a comprehensive committee of 5 faculty, the majority of whom are members of the HP area, to discuss the contents and answer questions about the grant proposal, and receive feedback for improving the proposal. This meeting should be held by November 1 of the student’s 5th semester. This feedback can then be incorporated in the submission of the proposal which should be done by the December NRSA deadline. At the conclusion of the meeting, the evaluation committee will make a decision of Pass, Near-Pass, or Failure. (Near-Pass will require some remediation/revisions.)

Students in HP also are expected to attend the HP brown bag series (journal club and research colloquia) on a regular basis and make a presentation once a year.

h. Typical course of study: The following is a typical course of study leading to the PhD in HP. This is meant to be illustrative only-specific details need to be determined individually by each student in consultation with his or her advisor.

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<td>1sh Psych in Medical Settings</td>
<td>1sh Readings</td>
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<td>Or Longitudinal Data analysis</td>
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i. HP courses: The following graduate courses are in the HP area:

31:230 Behavioral Psychopharmacology
31:236 Psychobiology of Health and Sickness
31:250 Introduction to Health and Behavioral Sciences
31:251 Psychobiology of Cardiovascular Disease
31:252 Clinical Behavioral Medicine
31:350 Psychology in Medical Settings (1 s.h.)
31:370 Seminar in Health Psychology
31:338 Seminar in BCN (Stress Neurobiology)
The Aging Mind and Brain
173:14 Epidemiology 1 (Principles)
j. **Breadth courses:** At present, no courses outside the department have been specifically approved for satisfying the department's breadth requirement for HP students. However, HP students are encouraged to take a course from another department as one of their breadth courses; any course used for this purpose requires approval by both the student's advisor and the Training Area Coordinator.

k. **Secondary track course requirements:** Students who wish to pursue Health Psychology as a secondary area are required to take a minimum of three of the HP courses listed above. In addition, these students are required to take a minimum of 6 semester hours of research devoted to a health psychology topic.
7. SOCIAL PSYCHOLOGY TRAINING AREA

a. General focus: The Social Psychology (SP) Area is broadly concerned with how different individuals respond and adapt to their social and physical environment. The program offers training in a number of areas, including social cognition, social comparison, close relationships, social and emotional development, attitudes, social influence, health psychology, and personality and individual differences.

b. Faculty: The primary faculty members in the SP Area are Grazyna Kochanska (Area Coordinator), Daryl Cameron, Jason Clark, Rebecca Neel, Andrew Todd, and Paul Windschitl. Erika Lawrence and Teresa Treat are secondary faculty members. Meara Habashi is a lecturer. In addition, the following faculty member with interests in social psychology has a joint or adjunct appointment in the Department: Steven Duck (Communication Studies).

c. Area course requirements: All SP students are required to enroll in the 1-hour Social Psychology Seminar (31:302) each semester during their first five years in the program. Students must also take five other area courses, one of which can be a seminar (see section 7i below for the list of area courses).

However, in some cases, students may be approved to satisfy one part of this five-course requirement by taking a graduate course outside of the SP Area or Psychology Department, if that course is deemed by the SP faculty to be sufficiently relevant to the student’s training. Students who wish to take such a course should first secure the approval of their advisor. Then the student should write a formal petition and email that petition to the SP Area Coordinator at least one month before the start of the relevant course.

d. Statistics requirement: Students in SP are required to establish competence in statistics equivalent to that obtained by successful completion of 031:245 Quantitative Methods in Psychology, 7P:244 Regression & Correlation or a comparable course, and one additional, more advanced course pertinent to the student's research interests that is approved by the area as meeting the requirement (a specialized statistics workshop might replace this course, if approved). Students who wish to deviate from this sequence must receive the approval of the SP faculty.

e. Second-year research report: It is expected that at least one study will have been completed (including data analyses) by the time the second-year research report is due. The report should describe the completed research in full and outline subsequent studies to be conducted in the series. The Research Advisory Committee for the second-year report must include at least two members of the current core area faculty; it also may include additional faculty members drawn from the area’s adjunct faculty or from other training areas within the Psychology Department.

f. Area research requirement: Students in SP are expected to work closely with their primary research advisor, who typically is a member of the core faculty. In addition to this primary research relationship, all SP students are required to conduct collaborative research with at least one additional faculty member; this second faculty member can be drawn either from the SP Area or from other training areas within the Psychology Department. Students can officially document that they have established a working relationship with a faculty member in one of two ways: 1) signing up for at least 3 research hours with the faculty member; 2) submitting to the Area Coordinator a manuscript on which the student and the faculty member both are co-authors. This research requirement should be completed by the end of the third year. Under exceptional circumstances, students can petition the Area Coordinator to have the requirement waived.

g. Comprehensive exam: The comprehensive exam in SP will consist of a research proposal and an oral defense of that proposal. The submitted proposal should be patterned in form and content on the main text of an application for a National Research Service Award (NRSA). Specifically, it should contain the following sections: 1) Specific Aims, 2) Research Strategy (Significance, Innovation, Approach) and 3) Literature Cited. Forms and instructions for NRSA proposals can
be found at [http://grants.nih.gov/training/nrsa.htm](http://grants.nih.gov/training/nrsa.htm). Note that whereas the NRSA instructions limit the Research Strategy to 6 single-spaced pages (plus one page for Aims), including tables and figures, SP students may use up to 30 double-spaced pages for Research Strategy of their proposal for the comprehensive exam. Tables, figures, and references can be added beyond this 30-page limit. Students should use a standard 12-point font for all text. Students must also prepare a title page and a research description/abstract that is a maximum of 180 words.

The research proposal should identify an important issue within the area of personality and/or social psychology, describe the literature relevant to the issue, and propose appropriate research methods and/or analytic strategies for addressing the issue. In terms of scope, the proposed empirical/analytic work must be fitting for a 2-year period of funding. The general topic of the research in the proposal may or may not overlap with the topics of a student’s first-year project or dissertation project. However, the specific hypotheses being tested must not be the same as those considered in the first-year project. If the general topic of the proposed research is the same or related to the topic of the first-year project, a copy of the first-year-project paper should be included as an appendix to the research proposal.

Students are encouraged to consult with their advisors (and perhaps other area faculty) before and during the construction of their proposal. Students may seek advice on various “big picture” issues (e.g., whether a selected topic would be generally appropriate for a research proposal, what literatures would be relevant to the selected topic, the general appropriateness of an empirical approach). However, the student, rather than the advisor or other faculty members, is expected to be the primary source of the hypotheses, designs, and analytic approaches that are described in the student’s research proposal. Also, faculty will not read any drafts, outlines, or segments of the proposal prior to the final draft being submitted to the exam committee.

Before starting a proposal, students should read the document entitled “Guidelines for SP Area Requirements,” which contains additional information about comprehensive exam procedures (contact Area Coordinator for a copy). Students should also read several NRSA proposals written by other psychology students in previous years, particularly proposals that have been funded (see file in 104 SLP).

Prior to November 1 of a student’s third year, he/she must inform the Area Coordinator about the composition of the comprehensive examination committee. The committee must consist of at least 5 faculty, and at least 3 of these faculty must have primary membership in the SP Area. One of the committee members must be the student’s advisor, who must be either a primary or secondary member of the SP Area faculty.

The research proposal must be submitted to the SP Area Coordinator by the first day of classes in the Spring semester of a student’s third year in the program. The student should also provide a copy to each of the members of his/her comprehensive exam committee. Immediately upon submitting the proposal (or before), the student should consult with his/her committee and schedule an oral examination for some time between 2 and 4 weeks after the submission. If a student fails to submit a proposal by the first day of the Spring semester of the his/her third year, this will result in an “unsatisfactory” designation for the comprehensive exam, which will be reported to the Graduate College and become part of the student’s permanent record.

At the oral exam, the discussion will focus primarily on the issues related to the proposal but can broaden in scope to cover issues from other areas of personality and social psychology. The committee will make a joint evaluation of both the document and oral portions of the exam.

The committee can deem the student’s overall performance as a “satisfactory,” “reservations,” or “unsatisfactory.” In the case of “reservations,” the committee will require the student to submit satisfactory revisions or additions before a specified deadline. A second meeting of the exam committee and student might also be required. If the student fails to satisfactorily meet the requirements before the deadline, the comprehensive exam will be recorded as unsatisfactory.
In the case of an unsatisfactory designation on the first comprehensive exam, the committee can allow the student to resubmit a new proposal and to hold a second oral exam. The decision as to whether to allow the student to take a second exam is made by the SP area faculty on a case-by-case basis. The second exam cannot occur until four months have passed since the first exam, according to the Graduate College’s guidelines. The meeting for the second exam must be held prior to the sixth week of the Fall semester of the student’s fourth year. Failure to meet this deadline would result in an “unsatisfactory” designation. The comprehensive exam can be repeated only once. If a student’s second exam performance is deemed unsatisfactory, he/she will be terminated from the program. If a student fails to secure a full satisfactory designation on the comprehensive exam prior to the end of the Fall semester of his/her fourth year, the student will be terminated from the program.

h. Typical course of study: The following is a typical course of study leading to the Ph.D in SP. This is meant to be illustrative only; specific details need to be determined individually by each student in consultation with his or her advisor.

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<th>Fall Semester</th>
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<td>3sh Quantitative Methods</td>
<td>3sh Regression and Correlation</td>
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<td>3sh SP Course</td>
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<td>1sh SP Seminar</td>
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<td>3sh Experimental Design</td>
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<td>2sh Research</td>
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i. Social Psychology courses: The following graduate courses are in the SP Area:

- 201 Advanced Social Psychology
- 202 Attitudes and Persuasion
- 206 Advanced Social Cognition
- 208 Psychology of Close Relationships
- 211 Advanced Social and Personality Development
- 240 Judgment and Decision Making
- 280 Current Topics in Psychology (e.g., Social Judgment and Decision Processes, Evolutionary Perspectives in Social Psychology, Moral Decision Making)
- 302 Social Psychology Seminar (1 credit)
- 315 Seminar in Social Development

j. Breadth courses: Consistent with departmental requirements for the Ph.D., SP students must pass at least three courses (at least 8 semester hours) outside of the SP Area, and at least one of these courses must be in the Department. At present, no courses outside the Department have been specifically approved for satisfying this breadth requirement for SP students. However, SP students may take a course from another department as a breadth course; any course used for this purpose requires approval by both the student’s advisor and the SP Area Coordinator. Students should seek this approval by writing a formal petition and emailing that petition to the Area Coordinator at least one month before the start of the relevant course. A course that serves as a
breadth course in a student’s program of study cannot simultaneously be counted as a statistics requirement or as one of the five courses required by the SP Area.

*k. Ph.D. prospectus*: SP students are expected to defend their Ph.D. prospectus by Spring break of their 4th year. Otherwise, a written explanation for the delay needs to be submitted to the Area Coordinator.
PART C: A GUIDE TO STUDENT LIFE

1. ORGANIZATION OF THE DEPARTMENT

a. Department Chair: The department Chairperson is appointed by the Dean of the College of Liberal Arts after consultation with the department faculty. The Chair has general executive responsibility for all aspects of the departmental enterprise.

b. Department faculty: The faculty of the department include those individuals holding active tenure-track academic appointments whose base salary is established at least in part by explicit action of the department Chairperson. The faculty, acting collectively in duly announced faculty meetings, recommend faculty appointments and promotions and develop and approve proposals for changes in departmental curricula, objectives, organization, and policies.

Late in the spring of each academic year, the graduate students will elect two representatives who will attend faculty meetings in the subsequent year as non-voting members. Student representatives are welcome to participate in all aspects of faculty discussion, except those involving personnel matters or other graduate students.

c. Faculty Advisory Committee: Three members of the faculty serve as the Faculty Advisory Committee, which meets frequently with the Chairperson to exchange views on all matters of concern to the present and future well-being of the department. The members are elected to three-year terms by ballot vote of the faculty. The “Extended Faculty Advisory Committee” includes these three members plus other departmental officers such as the Coordinator of Undergraduate Studies and the Director of Graduate Studies.

d. Training Area Committees and Coordinators: The graduate program in each area is organized and supervised by a Training Area Committee composed of the several faculty members affiliated with the particular specialty area. One faculty member in each area, nominated by the area faculty and appointed by the department Chairperson, serves as Training Area Coordinator. The Training Area Committee recommends student assistantship assignments, sets area curriculum requirements and comprehensive examinations, and monitors student progress and performance. The present training areas are described in Part B: Area-Specific Information.

e. Committees on and Coordinators of Graduate and Undergraduate Studies: The Chairperson is assisted by a Coordinator of Graduate Studies and by a Coordinator of Undergraduate Studies. The Coordinator of Graduate Studies is supported by the Committee on Graduate Studies, which is made up of the coordinators of each of the several training areas. The Coordinator of Undergraduate Studies is supported by the Committee on Undergraduate Studies, which includes at least three other faculty members. The two coordinators and the members of the two committees are nominated each year by the Chairperson and confirmed by vote of the faculty.

f. Graduate Student Advisory Committee: The Graduate Student Advisory Committee is established each year to meet periodically with the Coordinator of Graduate Studies, and as necessary with the Chairperson, to exchange views on matters of mutual concern. The committee comprises one continuing student from each training area, plus one student from any area selected from the entering class. The members of the committee are to be selected by the groups they represent.

Elections will ordinarily be held late in the spring semester; the representative of the first year class is to be selected within two weeks following registration. If by that time student representatives have not been identified, the department Chairperson will designate appropriate individuals.

g. Graduate Resources Committee: The Graduate Resources Committee consists of three graduate students who administer various resources that are used solely or primarily by graduate students. These students are elected each year from the entire set of continuing graduate students. Elections will be held at the same time as the elections for the Graduate Student Advisory Committee.
h. Service Committees: The department has two service committees, Technical Support and Animal Welfare. Each committee includes three or four faculty members, one of whom serves as chairperson, and one graduate student. The faculty members are nominated each year by the department Chairperson for confirmation by the faculty. The Graduate Student Advisory Committee will, in consultation with the Chairperson, identify a graduate student representative for each of these committees. Committee terms will be for one academic year, but individuals may be reappointed.

2. FINANCIAL ASSISTANCE

a. General policies: Insofar as available funds permit, it is the policy of the department to provide or arrange financial assistance for each graduate student who is in good standing in the Ph.D. program through at least five years. Whether financial support will be provided during additional years is determined by the Chairperson, acting on a recommendation from the Training Area Coordinator through the Coordinator of Graduate Studies.

Just as advanced students are responsible for their own rate of progress on the dissertation, they are also responsible for obtaining their own financial support beyond the five years that the department guarantees.

b. Summer support: Given the essentially continuous character of graduate training and research activity, the department tries to provide students in good standing with some stipend for the two-month summer session. Such support cannot be guaranteed and may be less than two-ninths of the academic year level. Some time before the end of the spring semester, each student will be advised as to what can be offered for the coming summer.

c. Sources of support: Student support funds under the direct control of the department come from the College of Liberal Arts, from the Graduate College, at times from federally-supported training grants, and from project grants awarded to individual faculty members. Occasionally, opportunities arise for advanced students to serve as part-time instructors in the Extension Program, or in the Saturday/Evening Class Program, or in the regular teaching program of the department. A student may be supported for a semester or two by another unit of the University or by a local agency. Because such arrangements may have direct bearing on student progress and may also have implications for departmental policies, each one must be considered by the training area faculty and by the Coordinator of Graduate Studies.

It is expected that a student considering a support opportunity outside the department will discuss the possibility with the advisor and with the area coordinator well before any commitment is made.

d. Conditions of appointments: Appointments to assistantships or traineeships are for a fixed period, usually one semester but sometimes for longer or shorter periods. Academic year appointments run from the week before classes begin in the fall through the end of finals in the spring; summer appointments are for the duration of the eight-week summer session (or for some other interval in the summer as determined by the source of funding); annual appointments may begin at any time. All graduate assistants receive normal University holidays and two weeks of vacation per year for academic-year appointments or three weeks of vacation per year for annual appointments. The procedure for determining when vacation may be taken is to be specified when the assistantship is offered.

Graduate assistants are professional employees, which means that the number of hours worked in a given week depends on what is required to satisfactorily perform the duties of the position. However, over the term of an appointment, the number of hours worked should average about twenty hours per week for a 50% appointment and proportionately more or less for greater or lesser appointment percentages. At the beginning of the term of appointment, the supervisor should spell out his or her expectations for how the hours to be worked will be allocated. If the requirements of the job to be done turn out to deviate significantly from these expectations, then new expectations should be set by mutual agreement, if possible. In case of disagreement, the
supervisor has the final responsibility for making such decisions but the student may appeal following the procedures of section A.6.b of the Handbook or may file a grievance as specified by University policies and by employment contracts governing graduate assistantships.

Renewal of an appointment for a subsequent period depends on the collective judgment of the faculty concerning the student's performance, progress, and professional conduct. All renewals are contingent on the continued availability of funds for student support.

e. Terminations during the term of an appointment: A graduate student on an assistantship or traineeship may be dismissed during the term of that appointment because of loss of student status. A graduate student also may be dismissed from an assistantship or traineeship appointment during the term of the appointment, without necessarily losing student status, for 1) any reason sufficient to dismiss a faculty member during the term of an appointment, or 2) failure to follow or implement properly and adequately reasonable instructions of the supervisor when such instructions are within the proper scope of the supervisor's duties. Procedures governing termination of an appointment for either of these two reasons are described in Part III, Chapter 12.4 of the University Operations Manual.

See University Operations Manual Part III, Chapter 29.7 Ethics, Part III, Chapter 29.8 Unfitness, and Part III, Chapter 15 Professional Ethics and Academic Responsibility.

f. Tax status: Federal and state regulations control the withholding of income tax from money paid to students on assistantships, traineeships, fellowships, etc. The tax status of these payments is subject to interpretation by the Internal Revenue Service. Each individual taxpayer, of course, bears the responsibility for filing appropriate income tax reports. At the request of an individual student, the department will provide clarifying information about the payments the student has received, and a statement of the participation requirement for graduate students in the Ph.D. program.

Faculty and staff members in the department cannot–indeed are not permitted to–give tax advice to any individual student or to any group of students, or to offer any assurances about the taxability of payments from any particular source or for any particular purpose.

3. STUDENT RESPONSIBILITIES

Each student in good standing in the Ph.D. program, regardless of their source of support, is expected as an integral part of graduate training to participate in the research, teaching, and service activities of the department.

a. Research activities: Each student in the Ph.D. program must be actively engaged in research at all times. Initially, this is likely to involve collaborating on research that is directly within the advisor's ongoing research program. More advanced students will develop their own research programs, although this may still involve the advisor and other faculty and students as collaborators. Some of this research will be used to satisfy formal degree requirements, but these particular projects will normally grow out of the student's continuing research activities. The requirement of continual research engagement applies to students whether or not they are presently working to satisfy a specific degree research requirement.

In addition to the student's own program of research, he or she may participate in research assistantship (RA) activities during some semesters. These activities are intended to facilitate the research progress and productivity of the faculty member with whom the student is working. Research assistantship activities are also intended to give the student additional direct and continuing experience in the actual research process from formulation of the study, through collection and analysis of data, to preparation of a scholarly report. The time involvement, averaging 20 hours per week, will vary substantially during the course of the semester. No formal time records are maintained; the student is expected to see that the commitment to this activity is satisfied. Time spent on assistantship activities is to be distinguished from time spent on the student's own research projects, including thesis or dissertation research, even though in
many cases these activities may be closely related. Assignments to research assistantship positions are made by the Coordinator of Graduate Studies, based on the needs of individual faculty members and on the needs of the student for particular types of research training.

The department provides undergraduate students in our large introductory courses with opportunities to participate in research studies. Graduate students engaged in research studies in which undergraduate students participate have the responsibility to see that the experience provided to the participants is of genuine educational value.

All research involving human subjects must be reviewed and approved by the University’s Human Subjects Office. Student research projects require a faculty sponsor. For a description of the policies and procedures, see [http://www.vpr.uiowa.edu/hsq/](http://www.vpr.uiowa.edu/hsq/).

The department has no specific allocation of funds for student research, but, funds permitting, does try to help defray exceptional costs of materials, research participants, etc. which are entailed in student research projects. Each request must be considered individually but funds are limited and students and advisors are expected to plan with due regard for costs and to consult as early as possible with the Chairperson about availability of resources. The department has some limited resources for helping students attend certain professional meetings. Inquiries should be directed to the Departmental Administrator. In all cases, student requests must be supported by a faculty member and must be submitted well in advance.

b. Teaching activities: Students will have various opportunities to gain teaching experience: in teaching practica and workshops, area research series presentations, guest lectures in classes, and assignments to teaching assistantships in some semesters. Teaching assistantship (TA) assignments are worked out through consultation among the Coordinator of Graduate Studies, the area coordinators, the individual student, and all faculty members with whom the student may be working. Efforts are made to arrange TA assignments with due regard for other responsibilities the student may have. The time involvement, averaging 20 hours per week, varies substantially during the course of the semester. The student must see that the commitment to this activity is satisfied.

To be eligible for assignment to a teaching position, students must have suitable knowledge and teaching ability. Necessary teaching abilities are greater for discussion leaders than for graders and greater still for those serving as independent instructors. Admission into our Ph.D. program is taken to certify a student as having the knowledge required for teaching general psychology courses, and admission into a training area similarly certifies the student to have the knowledge required to TA any course taught by faculty members in that area. Satisfactory completion of the Department’s TA training requirements are taken to certify a student’s teaching ability. In all other cases, judgments of knowledge and ability will be made by the Coordinator of Graduate Studies, in consultation with other relevant faculty. These judgments will be based on many factors, including interviews, letters of recommendation, evaluations from previous teaching supervisors, student evaluations from previous teaching assignments, and specialized training in instruction.

Assignments to instructional positions in the Saturday/ Evening Class Program, the Extension Program, or in other units of the University require the explicit approval of the student’s advisor and the department Chairperson. Such assignments are available only to advanced students having appropriate experience and the remuneration involved is considered in establishing the total financial support to be received by the student.

c. Service activities: As a rule, all graduate students in residence are required to serve as examination proctors several times each semester. A Web-based sign-up system is used (available through the Department’s internal Web site: [http://www.psychology.uiowa.edu/internal](http://www.psychology.uiowa.edu/internal)). Graduate students also play an important role in the recruiting of new graduate students and are expected to assist the faculty in hosting visits from
prospective students. Graduate students will also be asked occasionally to assist the department in handling special events, such as visits by faculty from other universities.

4. STUDENT PERFORMANCE AND PROGRESS

a. Pre-dissertation research: This includes 31:295 M.A. Thesis Research and 31:297 Research Projects. The Research Advisory Committee and the student will negotiate research goals for the student for the semester or year. A written description of the goals must be filed with the Coordinator of Graduate Studies. At the end of the specified period, the student describes in writing the extent to which the goals have been attained and, on this basis, the Research Advisory Committee assigns a grade.

b. Other individualized instruction: This includes 31:291 Problems in Psychology and 31:296 Ph.D. Dissertation Research. These are graded on the S-U basis, but supplemented by a brief written report describing the activities in which the student was engaged and the faculty member's judgment about the student's overall performance, i.e., excellent, good, fair, poor.

For both individual instruction and assistantship reports, the supervising faculty member should review the report with the student; the student should, if inclined, add comments to the report, and both should sign the form. This report is placed in the student's file. If the report is received without the student's signature, a copy is provided to the student at the time semester grade reports are submitted to the Registrar.

c. Assistantship activities: The faculty supervisor submits a brief written report summarizing the activities in which the student has participated and an evaluation of the student's performance. Each semester, graduate students have the option of providing an evaluation of the supervision that they received for their TA/RA assignment. The evaluations will be given directly to the Chair and will be seen only by the Chair and the faculty member being evaluated. The evaluation form is available on the university internal website: http://www.psychology.uiowa.edu/internal.

d. Professional development: A student's progress toward the Ph.D. is measured ultimately by the degree to which he or she becomes an independent professional scholar. Although this is difficult to quantify, it is vitally important that the student's advisor and Research Advisory Committee or Ph.D. Committee take full advantage of their expertise to make judgments periodically about the student's professional development in order to provide effective guidance to the student in progressing toward this goal.

5. MISCELLANEOUS

a. Offices: Office space for graduate students is available in the east wing of Seashore Hall (SSH). Office assignments are based on student preferences, giving priority based on student seniority. Office assignments are coordinated by the Graduate Student Advisory Committee, subject to approval by the department Chair.

b. Keys: Entrance keys for Seashore Hall and Spence Laboratories (SLP), as well as keys for individual offices and laboratories, are available from the department secretary in E11 SSH; a refundable deposit is collected when a key is issued. There will be a charge for each replacement of a key. The keys must be returned at the time the student leaves the department permanently or when access to the particular area is no longer needed. Under no circumstances should an individual have a University key duplicated.

c. Mail and messages: Graduate student mailboxes are located in the graduate student lounge. Phone and other messages requiring prompt attention are posted just outside E11 SSH. All students will be provided with computer accounts that allow electronic mail. Students are expected to check all of these communication channels frequently and are responsible for responding promptly to such messages as appropriate.

d. Telephones: Any student wishing to have a phone in his or her office will be expected to handle the installation cost as well as the monthly service cost. The student is responsible for
making prompt payment the first of each month to the department secretary in E11 SSH. Failure to do so will result in removal of the service. In multiple student offices, one student must be designated to be responsible for all costs incurred.

*University regulations prohibit the use of University phones for personal long-distance calls; thus, student office phones will not ordinarily have long-distance capability.*

e. **Duplicating facilities:** A photocopy machine is located in the grad student lounge. Students are expected to pay—on a cash and carry basis—for personal use of these facilities, e.g., for reproducing pages of a book or article assigned by an instructor or research supervisor.

f. **Computer facilities:** The department maintains in Room E107 SSH microcomputers and printers for stand-alone use and access to the Internet and remote computing resources. Additional access to computer facilities is available through microcomputers located in an Instructional Technology Center located on the ground floor of the northwest wing of Seashore Hall.

g. **Shop facilities:** The department’s electronic and mechanical shops are located on the ground floor of Spence Labs. An electronics technician and a machinist are available to assist faculty and students in the design, construction, and repair of research equipment.

h. **Job file:** A sequential log of position announcements is maintained by the department secretary in E11 SSH. New openings are added to the log as they come in and the specialty area is indicated.

i. **Bulletin board and opportunities file:** Announcements of general interest to graduate students will be posted on bulletin boards outside E14 SSH and in the graduate student lounge. A folder in E11 SSH contains additional information about fellowships, research grants, and other special opportunities for graduate students.

j. The department has an internal website that can be accessed at the following url: [https://www.psychology.uiowa.edu/internal](https://www.psychology.uiowa.edu/internal). You will be asked for login information, which is your Hawk ID and password. This website contains various departmental forms, databases, and other resources.