

GRADUATE STUDENT HANDBOOK
Department of Psychological and Brain Sciences
University of Iowa
August 2018

PART A: Departmental Requirements & Regulations

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

The graduate program is a Psychology PhD program. Although students can obtain an MA degree over the course of the program, and students from other graduate programs in the Graduate College at the University of Iowa can apply to and participate in an MA program in Psychology, the Department of Psychology does not admit students to the Graduate College whose objective is a terminal MA degree.

The PhD Program

The Psychology PhD program is organized according to three specific training areas: Behavioral and Cognitive Neuroscience, Clinical Science, and Cognition. Each area has a specific set of requirements, which are described in Part B of this handbook. Although students are admitted into one of these three training areas, they can also receive specialized training in developmental science, developmental psychopathology, social psychology, health psychology, and visual perception. Part A of this handbook describes those components of the program that are common across training areas. Part B describes requirements that are specific to each training area.

I. AREAS & ADVISORS

- a. Training Area:* Students are admitted to a training area at the time that they are accepted into the PhD program. Each training area has its own set of program requirements, which are described in detail in Part B of this handbook. Changing areas may be done subject to the availability of resources, the approval of the destination training area, and the approval of the department Chairperson.
- b. Advisor:* The PhD program is founded on the principle of learning-by-doing under the direct guidance of an established scholar. A student's advisor (a member of the department faculty who has agreed to advise and sponsor the student) has both the immediate and the ultimate responsibility for helping the student to develop intellectually and professionally. Each student must therefore have an advisor at all times. Exceptions to this include when an advisor has not been selected prior to beginning graduate work or when an advisor leaves the department. In these cases, the coordinator of the student's training area becomes the student's *de facto* advisor. Then in consultation with that person and others, the student must secure an official advisor within a reasonable amount of time, which should be a week or two, but no longer than a month. A student may change advisors at any time.
- c. Research Advisory Committee:* Each student must establish a Research Advisory Committee (RAC) sometime before the end of the first semester of the program. (Note: Some training areas require that RACs be established earlier in the semester. See Part B of this handbook for details.) The RAC consists of the advisor and usually two other members of the department faculty, but faculty from other programs in the Graduate College can serve on a RAC when appropriate. The role of this committee is to provide advice and feedback to the

student regarding his or her research and progress within the program. Details regarding how and when students form and interact with their RACs, and when they are dissolved to be replaced by other advisory committees (e.g., comprehensive exam and/or PhD committees) differ across training areas and are discussed in Part B of this handbook.

2. RESEARCH REQUIREMENTS

Research experience is the most important component of graduate training in this program. Students are expected to be actively engaged in research at all times. Research performance and promise are the primary criteria in evaluating progress toward the PhD.

- a. *First-year Project and Report:* Students are required to complete a first-year research project, and submit a written report of that project. Details regarding the timing and the nature of the report vary across training areas and are discussed in Part B of this handbook. Quality of the first-year project and report are components of the second-year review process (see Section 5.a regarding second-year review).
- b. *Graduate Research Symposium:* Early in the Spring semester of the second year in the program, students will present a conference-style talk (usually fifteen minutes plus time for questions) describing their research to the assembled department at the annual Graduate Research Symposium. This talk provides experience with communicating research results as well as an opportunity for students and faculty to learn about research going on throughout the department. Performance at the Graduate Research Symposium is a component of the second-year review process.
- c. *Comprehensive Exam:* Following successful completion of the second-year review, each student must take a comprehensive exam. The details of the exam and its timing differ across training areas, and are discussed in Part B of this handbook.
- d. *PhD Committee:* Each student must form a PhD committee that will oversee the completion of the dissertation. Details regarding the composition of this committee, when it is formed, and its role in the process vary across training areas and are discussed in Part B of this handbook.
- e. *Prospectus:* Some training areas require a separate written prospectus and oral defense. For other areas, the comprehensive exam and prospectus are merged. See part B of this handbook for details.
- f. *Dissertation:* Each student will produce a written dissertation. Details regarding the format of the dissertation document are discussed in Part B of this handbook.
- g. *PhD orals:* A formal request for the PhD 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 PhD Committee members at least two weeks in advance of the exam, unless specified otherwise by the area (see Part B). 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 the training-area faculty.

3. COURSE and CREDIT REQUIREMENTS

Coursework provides some of the background and skills that students will need to be effective in their professional lives. For graduate work, passing a course entails receiving a grade of B- or better.

Course curricula have been designed by each of the training areas to accommodate the specific needs of students within those areas. They include required training in statistical and other

quantitative methods, core-area content, and further enrichment through breadth and/or depth. Details regarding course requirements differ across training areas and are therefore discussed in Part B of this handbook.

Required coursework is only one means by which students acquire necessary background content and skills. Students are expected to actively seek out necessary content and training through independent reading, individual consultation with appropriate faculty, supplemental coursework and workshops, and related activities. Students should seek guidance from their advisors and committees regarding these opportunities, but it is ultimately each student's responsibility to continually seek out and acquire necessary and helpful content and skills.

Although most specific course requirements are defined by training areas, the following requirements apply to all students in the program.

- a. *Training in the responsible conduct of research:* There are many aspects of conducting research responsibly. In recognition of this, major granting agencies (e.g., NIH) have instituted a requirement of formal training in this topic, and the Graduate College at the University of Iowa has implemented a specific requirement in answer to that requirement. All students who are engaged in research in the department must complete a 1 semester-hour (s.h.) course on this topic before the end of their first year in the program. The department has integrated this training into its new-student orientation program most of which occurs just before the start of classes of the fall semester their first year. New students must register for PSY:7270 (1 s.h.) in the fall term of their first year. If a student fails to complete the training, he or she may be ineligible for support through University administered assistantships. In addition, NIH requires "refresher training" every four years. Students who are "due" for refresher training will receive notification and be asked to attend several of the workshop-style meetings that are a part of that year's PSY:7270 course.
- b. *Total credits:* Each student must complete a minimum of 72 s.h. of graduate work to receive a PhD. Of those, at least 39 s.h. must be earned while registered in the University of Iowa Graduate College. Many of the 72 s.h. will be completed through registered research credits (e.g., PSY:7110 and PSY:7130). A maximum of 16 semester hours of PSY:7130, *PhD dissertation* credit, can be counted toward the 72 s.h. requirement. Be sure that you register for the correct level of research credit, contingent on your stage in the program. If you are uncertain of what specific course number you should register for in a given semester, consult with your advisor or area coordinator.
- c. *Final term enrollment:* Each student must be enrolled during the session in which the degree is to be conferred. Doctoral candidates who have completed all work except the final examination may register for GRAD:6003 Doctoral Final Registration in the term during which he or she defends his or her dissertation. Registration in GRAD:6003 may be repeated if the student does not actually finish during the intended semester.
- d. *Graduate College rules and regulations:* We have attempted to summarize Graduate College requirements, as they are most directly relevant to students in our program. Students are advised, however, to consult the Graduate College *Manual of Rules and Regulations* for details of these and other details at the Graduate College level:
<http://www.grad.uiowa.edu/graduate-college-manual>.

4. TEACHING

It is important for every PhD student to become an effective teacher, whether or not teaching is expected to be an explicit part of his or her professional career.

Students are expected to participate in some form of teaching activity. Examples of such activities include, but are not limited to, teaching assistantships, teaching a course during the summer and supervising undergraduates in the lab. Students are encouraged to take advantage of

the resources provided by the Center for Teaching (<https://teach.its.uiowa.edu/organizations/center-teaching>), especially in the early stages of their teaching experience.

5. ACADEMIC STANDING

There are multiple evaluation procedures built into the PhD program. These are designed to provide students with appropriate and timely feedback regarding progress through the program. In addition to these formal mechanisms, students should be in regular communication with their advisors and committees. It is a student's responsibility to solicit specific feedback if he/she has questions regarding standing or progress within the program.

- a. *Second-year review:* Sometime before the end of the Spring semester the progress of all second-year students will be reviewed and evaluated. This review process will take into account course work, the first-year project and report and other research activity, performance at the Graduate Research Symposium, and other aspects of program participation (e.g., attendance at departmental colloquia and brown bags) as well as performance in teaching assistantships and/or research assistantships. Following this review, which occurs at the level of the training area, each second-year student will either (1) be invited to continue onto the next stage of the program, (2) be recommended for termination from the program, or (3) be recommended for placement on departmental probation. In the event of termination or departmental probation, the recommendation from the training area will be considered by the Committee for Graduate Studies and finalized only with the approval of the departmental faculty and departmental Chairperson.

Students who successfully pass the second-year review are eligible at that point to receive an MA degree if they wish to file for it. An MA is not necessary for later receiving the PhD.

A student who is terminated from the PhD program at the point of the second-year review may be eligible to receive a terminal MA degree, but this is not guaranteed. The training-area faculty will make a recommendation regarding this and submit it for approval to CGS and the department Chairperson.

A student who is placed on departmental probation following the second-year review will receive a written account of what deficiencies exist and what goals must be met by when to have the departmental-probation status removed.

- b. *Comprehensive exam evaluation:* Timely feedback regarding the outcome of a student's comprehensive examination will be provided following the exam. In the event that an outcome includes 'reservations', the reasons for the reservations and what the student must do by when to remove the reservations will be included in the written feedback. Students who do not pass the comprehensive exam may have the opportunity to retake it once, pending recommendation from the training area and approval by CGS and the departmental Chairperson.
- c. *Annual review letters:* Training-area faculty will evaluate the progress of each student in their area at the end of each academic year. Students will receive written summaries of these evaluations from area coordinators sometime in the early summer following the academic year. In the event that the evaluation includes concerns about the student's progress, those concerns and what the student needs to do by when to remove them will be specified in that written report, as will the consequences of failing to remove them.
- d. *GPA:* To be in good standing in the program, a student must at all times maintain a cumulative department and Graduate College grade point average of at least 3.0. If, after completing 9 s.h of graded (A, B, C, D, F) graduate work at the University of Iowa, a student's cumulative GPA drops below 3.0, the student will be placed on probation through the Graduate College. Details regarding academic standing, probation, and dismissal at the level of the Graduate College are provided in the college's *Manual of Rules and Regulation:*

<http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>.

- e. *Participation*: To be in good standing, a student must be a regular participant in the research, teaching, and service activities of the department (as described in Part C: Guide to Student Life).
- f. *Reasonable progress*: To be in good standing, a student must maintain reasonable progress toward completion of the PhD. A student who adheres to the time line described in this handbook is automatically considered to be making reasonable progress. Beyond that, reasonable progress will be judged by the student's advisor, training area, and if necessary, CGS and the departmental Chairperson.
- g. *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. This includes performance in research assistantships and teaching assistantships. Relevant standards include Chapter 15 of the University of Iowa's *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 a case that the petition pertains to a general requirement that is described in Part A of this Handbook (i.e., a general program requirement), the petition will be considered by CGS and, if necessary, the departmental Chairperson.
- b. *Appeals and Grievances*: The outcome of a decision made by a faculty member or a faculty committee, can be appealed by communicating through the following network. Normally, the matter should be discussed first with the coordinator of the student's training area, followed if necessary with the Director of Graduate Studies and, if further 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 preceding 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, recognizing that questions involving judgment of performance will not be reviewed beyond the departmental level.
- c. *Departmental 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 probation and dismissal will be applied (see Section IV, paragraph E of the *Manual of Rules and Regulations of the Graduate College*: <http://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>).

- d. *Notification:* Any action or evaluation affecting a student should be promptly and clearly communicated to both the student and the Director 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 graduate program in Psychology is primarily a PhD program. The program does not admit students who have a terminal Master's degree in Psychology as their objective into the Graduate College, nor does completion of the MA degree program imply eligibility to enter the PhD program. However, students from other programs in the University may seek an MA in Psychology as a complement to other graduate or professional training. This section describes the guidelines for that program.

1. 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.
- 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 3.0, 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 PhD program.
- d. *Procedures:* The procedures of the PhD program regarding petitions, appeals and so on apply as well to students in the MA program.

2. MA REQUIREMENTS

- a. *Specific course requirements:* Each student must satisfy a portion of the course requirements of the PhD program. The MA program, like the PhD program, is organized around training area. Each area specifies what specific courses are required for the MA attained through their training area. These are described in Part B of this handbook.
- b. *MA without a thesis:* A student seeking an MA without a 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 Department of Psychological and Brain Sciences or meet area-specific requirements for one of the training areas.
- c. *MA with a thesis:* In lieu of part of the coursework requirement, a student may produce and defend a Master's project and thesis. What constitutes an appropriate thesis is at the discretion of the training area through which the MA is received. However, it shall be comparable to the first-year project and report that is required for the PhD program. In addition to the thesis, 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 Department of Psychological and Brain Sciences Department or in

meeting area-specific requirements for one of the training areas. In addition, the student must take at least 3 and no more than 8 semester hours of PSY:7120/031:295, *M.A. Thesis Research*.

- 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 faculty in the Department of Psychological and Brain Sciences. In the case of a student who was in the Psychology PhD program, a final meeting with the RAC can serve as the Masters final exam. 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.

VISITING SCHOLARS

Within the limits of available resources, the department will try to provide accommodations for graduate students in good standing from another university 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

The graduate program in Psychology, administered through the Department of Psychological and Brain Sciences, includes three primary training areas: Behavioral and Cognitive Neuroscience, Clinical Science, and Cognition. Students are admitted to the PhD program through one of these training areas. Although the PhD is defined according to a general set of requirements, each training area specifies the details of those requirements. This section describes the specifics of the PhD program for each of the three training areas.

BEHAVIORAL AND COGNITIVE NEUROSCIENCE TRAINING AREA

1. 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.

2. Faculty

The primary faculty in the BCN training area are Mark Blumberg, Ece Demir-Lira, John Freeman, Kai Hwang, A. Kim Johnson, Ryan LaLumiere, Jason Radley (area coordinator), Daniel Tranel, Michelle Voss, Edward Wasserman, and Jan Wessel. The secondary faculty are Ted Abel, Carrie Figdor, Bob McMurray, Toby Mordkoff, Krystal Parker, Lane Strathearn, and Shaun Vecera.

3. Research Requirements

- a. *Research Advisory Committee and meetings:* Before the end of the first semester here, each student, in consultation with his or her advisor, must select a Research Advisory Committee (RAC) consisting of the advisor and two other members of the department faculty. The membership of a RAC 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 formed a dissertation committee.

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 on the departmental internal website, 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.

- b. *First-year project report:* By the second Monday at 5pm following Thanksgiving break of their second year, students—including those who have entered with Master's degrees—must turn in a research progress report (in APA style) describing a research project that 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 Director of Graduate Studies and all primary members of the area.

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.

- c. *Graduate Research Symposium:* 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 with whom they do not have frequent contact and their research.

- d. *Comprehensive Examination and Prospectus:* The Comprehensive Examination and Prospectus are combined for students in the BCN training area. They are designed to assess the acquisition of both depth and breadth in the student's area of specialization within the general field of psychology, and the ability to use the research methods of the chosen discipline. The comprehensive examination is combined with the prospectus meeting in which there are written and oral portions. Students will write a document in direct relation to their proposed area of dissertation research consisting of 12-30 pages, double-spaced, exclusive of references and figures. The format of this document will traditionally contain background, rationale, hypotheses, general proposed methodologies and general expected outcomes. The written document may include preliminary data that has been collected or experiments that have been completed. These documents should be given to the chosen committee at least two weeks before the scheduled oral exam portion. The oral portion will consist of an approximately 15-20 minute student presentation regarding the background and questions to be answered with the proposed dissertation followed by questions from the committee pertaining to the student's written document, general knowledge pertaining to their area of specialization, and discussion among participants regarding the proposed questions to be answered with their dissertation as well as any update on studies in progress or completed. The oral examination will be scheduled for two hours with completion status, feedback, and suggestions to the student occurring immediately, to within one week, of the oral examination. Both the written and oral components should be completed by the end of the fall semester, and no later than the end of the spring semester, third academic year. Exceptions to the combined Comprehensive Exam and Prospectus deadline by petition to the BCN area head, and voted on by a majority of BCN faculty members, may be granted on rare occasions. The prospectus must be completed at least the semester before the final dissertation defense. The combined comprehensive and prospectus committee will consist of 5 tenure-track faculty members chosen by the student, at least three of whom will be members of the UI Department of Psychological and Brain Sciences and adhere to the Graduate College committee composition rules. The student will choose the committee chair. Exceptions to the committee composition policy may be requested by petition to the BCN area head, and voted on by a majority of BCN faculty members. Committee members may be replaced during the process before the final dissertation defense.

Students are required to meet with their committee at least once per calendar year after the completion of the combined Comprehensive Exam and Prospectus. These meetings will update the committee on the student's progress and provide a formal opportunity for the student to consult with their committee members about their projects. This update should include any changes to their original written prospectus document/plan, and the proposed changes should be given to their committee prior to any prospectus update meeting. Students are encouraged to meet with the committee members individually as well throughout the dissertation process.

- e. *Dissertation and defense:* The composition of the final thesis document is at the discretion of, and in consultation with, the prospectus committee and normally consists of a background chapter or section, followed by chapters centering on an experiment, set of experiments, manuscript, or a published paper, followed by an overall discussion chapter or section. The completed written thesis must be given to committee members two weeks in advance of a scheduled oral dissertation defense consisting of two parts, typically a 45 min-1 hour public talk followed by questions from the public and committee which may be followed by a closed part which includes just the student and the PhD committee. The department will announce the defense location and time to allow attendance by the public. 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 Dissertation Committee.

4. Course Requirements

Course work is intended to provide students with a foundation of 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. See Part A of this handbook for information regarding requirements for training in the responsible conduct of research, and overall credit and course-load requirements. The following information concerns requirements that are specific to students in the BCN training area.

- a. *Minimum course requirements:* All students in the BCN training area must take the following set of courses:

PSY:7270/031:279 Principles of Scholarly Integrity (1 s.h.)

PSY:5050/031:245 Quantitative Methods in Psychology (4 s.h.)

PSY:5203/031:255 Fundamental Neurobiology (4 s.h.)

PSY:5212/031:242 Foundations in Behavioral and Cognitive Neuroscience (4 s.h.)

2 electives (chosen in consultation with RAC) (6-8 s.h.)

- b. *Commonly taken electives:* In addition, students in the BCN often chose to take some subset of the following set of electives. Which, if any, of these courses a student should take will be decided in consultation with the student's advisor and RAC:

PSY:6230/031:235 Foundations of Learning, Memory & Cognition (3 s.h.)

PSY:5055/031:247 Mixed-Effects Modeling in Psychology (4 s.h.)

PSY:7210/031:338 Advanced Topics in BCN (3 s.h.)

PSY:6370/031:278 Principles of Neuropsychology (3 s.h.)

PSY:7020/031:335 Seminar in Cognitive Neuroscience (3 s.h.)

NSCI:4353/132:181 Neurophysiology (3-4 s.h.)

NSCI:6240/132:240 Topics in Cognitive Neuroscience (3 s.h.)

NSCI:4753/132:184 Developmental Neurobiology (3 s.h.)

- c. *Colloquia:* In addition to the coursework described in this section and in Part A, 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 the BCN area.
- d. *Exceptions to these requirements:* Petitions to request a waiver or replacement course may be submitted in writing to the BCN area coordinator giving the justification for the request. The area will vote and a simple majority will carry the vote.

5. Other

- a. *Second-year review:* Early in the spring semester, but after the Graduate Research Symposium, the BCN faculty will hold a meeting devoted to a careful evaluation of the record of each second-year student and decide whether or not the student should continue in the PhD program. If any BCN graduate student is considered to have not met the requirements of the first-year project paper and talk, maintained an appropriate graduate GPA or underperformed in their research and/or assistantship endeavors, the training area will recommend that the student be placed on departmental probation or terminated from the program. To be finalized, this recommendation must be approved by the faculty as a whole and departmental Chairperson.

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.

- b. *Masters degree*: Students who have passed the second-year review and are continuing on to completion of the PhD are eligible to receive an MA degree, though it is not necessary for the PhD. A student who is terminated from the PhD program at the time of the second-year review (or any other time) may transfer to the MA program and remain in that program through the end of the subsequent term (semester or summer session) if necessary in order to satisfy the requirements for a Master's degree. Master's degree requirements through the BCN training area include the minimum number of semester hours and their distribution required by the Graduate College, the general requirements described in Part A of this handbook, and the minimum coursework required by the BCN area as specified above.

CLINICAL PSYCHOLOGY TRAINING AREA

1. General focus

The clinical training program, fully accredited by the American Psychological Association and the Psychological Clinical Science Accreditation System, 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, at the University of Iowa Hospitals and Clinics and the VA Medical Center with coursework and supervised research experience.

2. Faculty

The primary faculty in the Clinical training area are Alan Christensen (area coordinator/Director of Clinical Training; DCT), Gregory Gullickson (Director of the Seashore Clinic), Susan Lutgendorf, Kristian Markon, Molly Nikolas, Michael O'Hara, Isaac Peterson, Daniel Tranel, and Teresa Treat. Secondary faculty members include Grazyna Kochanska, Ryan LaLumiere, Jodie Plumert, and Michelle Voss. In addition, the following faculty members with clinical interests have joint or adjunct appointments in the department: Joseph Barrash and Natalie Denburg (joint with Neurology), Scott Stuart (joint with Psychiatry), Jody Jones (joint with Surgery), Lisa Segre (joint with Nursing), and Mark Vander Weg (joint with Internal Medicine and the VA).

3. Research Requirements

- a. *Research Advisory Committee and meetings:* In consultation with his or her advisor, new students must establish a Research Advisory Committee (RAC) consisting of the student's advisor and two other faculty members sometime within the first semester in the program. This committee will provide feedback and guidance regarding the student's research and other training, including input on the student's first-year project (see below). Students must meet with the RAC at least once each semester through the spring semester of the second year in the program.
- b. *First-year project and report:* It is expected that students will have pursued at least one study—known as the “First-year Project”—in which they are the primary contributor with the assistance of their advisor. A report describing this project is due the Monday after Thanksgiving to the student's RAC and the Clinical area coordinator. 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.

*That is, in complete APA format, with cover page, abstract, theoretical and empirical background, introduction, methods, results, discussion, references, and figures/tables as appropriate to the study.
- c. *Graduate Research Symposium:* Clinical area students must present their first-year project at the departmental Graduate Research Symposium, which is held early in the spring semester of their second year.
- d. *Other research presentations:* Clinical area students must participate in at least two research data blitzes prior to the end of their 5th year in the program. Students must also give two (~15 minute) research talks, one in the 3rd or 4th year and the second by the end of their fifth year. An oral conference presentation can be substituted for one of the two research talks with approval from the mentor and DCT. This requirement is in addition to the Graduate

Research Symposium presentation in the second year. These different presentations may overlap (e.g., the 15-minute talk may well be an expanded version of a data blitz). These presentations also may entail sharing more preliminary ideas about a potential research project or work in progress and seeking input from the audience about a variety of issues (i.e., the presentations don't always need to focus on completed research projects).

- e. *Comprehensive examination*: The clinical comprehensive examination is described on pages 20-23.
- f. *Dissertation and dissertation prospectus*: The PhD 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, design of the project, data analyses that will be performed, and anticipated pattern of results. Beyond these requirements, the following principles apply to the dissertation. The work should principally represent the intellectual contribution of the student. The work should be judged as a whole to make a significant contribution to the relevant literature. The work should have coherence as a piece or program of research. The research advisor and dissertation committee members are the best judge of the merits of work that is meant to represent a dissertation.

Students must form a committee and have an approved prospectus no later than the Friday before Spring Break of their fourth year. *Also, students 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.*

- g. *Dissertation committee*: The dissertation committee consists of at least five members of the University of Iowa graduate faculty, including at least four from the department (three of whom must hold an appointment of at least 40% in the Department of Psychological and Brain Sciences) and at least three from the clinical area. The chair or co-chair of the committee must be a primary member of the clinical area. The PhD 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 PhD Committee.

A PhD 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 PhD 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 Administrative Assistant (in the Chair's office). Approval may require multiple rounds of revisions and multiple meetings with the committee.

- h. *Dissertation defense*: A formal request for the PhD 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.

- 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 be on track to complete all academic course work and have an approved prospectus no later than 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 Psychology” 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. Application to (and later 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. Moreover, the faculty must certify that the internship meets published APA criteria for an accredited internship.

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.

4. Course Requirements

Course work is intended to provide students with a foundation of 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. See Part A of this handbook for information regarding requirements for training in the responsible conduct of research, and overall credit and course-load requirements. The following information concerns requirements that are specific to students in the Clinical training area.

- a. *Content course requirements*: In their first year, students in Clinical take PSY:7310 Seminar: Orientation to Clinical Research each semester for 0-1 credit hours, depending on other courses they are taking. In addition, students take two of the three courses listed below, depending on which are offered that year. They take the remaining course in their 2nd year.

PSY:5330 Principles of Psychological Assessment (offered every year)

PSY:5320 Descriptive Psychopathology (offered in alternating years)

PSY:6340 Psychological Therapies (offered in alternating years)

Additionally, to meet requirements for APA Accreditation, students are required to take at least one course in each of the following areas: Ethics, History and Systems of Psychology, Cognitive aspects of behavior, Affective aspects of behavior, Social aspects of behavior, Biological aspects of behavior, and Developmental aspects of behavior. Finally, students must take one course or participate in a training experience that integrates at least two of these discipline-specific knowledge areas (See Appendix A: *Clinical Psychology Course Requirements and Electives*, p. 25 and Appendix B: *Requirements for University of Iowa Ph.D. in Clinical Psychology* p. 27). Revisions to APA accreditation requirements or their interpretation change from time to time, so there may be changes to APA requirements that occur after your matriculation into the program.

- b. *Statistics*: Students in the clinical area are required to establish competence in statistics equivalent to that obtained by successful completion of PSY:5050 Quantitative Methods in

Psychology or BIOS:5110/4120 Introduction to Biostatistics, and PSQF:6244 Correlation & Regression or BIOS:5120 Design & Analysis of Biomedical Studies or PSY:5055 Mixed-Effects Modeling in Psychology; a third advanced course in an area relevant to the student's research goals and interests (e.g., Structural Equation Modeling, Meta-analysis, Longitudinal Data Analysis) is strongly recommended. Students who wish to deviate from this sequence must receive the approval of the clinical-area faculty.

- c. *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:

| | Fall Term | Spring Term | Summer |
|---------------|------------------------------------|------------------------------------|---|
| Year 1 | PSY:7350 0-1 sh | PSY:7355 1-2 sh | PSY:7355 1-3† sh or no registration* |
| Year 2 | PSY:7355 2 sh | PSY:7360 2 sh | PSY:7360 1-3† sh or no registration* |
| Year 3 | PSY:7360 1-2 sh | PSY:7360 1-2 sh | PSY:7360 1-3† sh or no registration* |
| Year 4 | PSY:7360 1-2 sh PSY:7370 1-2 sh | PSY:7360 1-2 sh PSY:7360 1-2 sh | PSY:7360 1-3† sh or no registration* PSY:7370 1-3† sh or no registration |

†students on fellowship; *students not on fellowship

These courses are PSY:7350 Introductory Practicum, PSY:7355 Assessment Practicum, PSY:7360 Therapy Practicum, and PSY:7370 Supervision and Consultation Practicum. PSY:7350 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 (PSY:7370) 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 PSY:5330 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> and in the Seashore Clinic Manual of Policies and Procedures (mandatory reading for students).

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 sh 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 (PSY:7370) 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 assessment.

- d. *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.

| | Fall Semester | | Spring Semester | | Summer Term |
|--|----------------------|-----------------------------|------------------------|-----------------------------|----------------------------------|
| 1st year (12 sh req. each sem.) | 4sh | Quantitative Methods | 3/4sh | Second Quantitative Course | 0-3sh Assessment Practicum |
| | 3sh | Descriptive Psychopathology | 4sh | Principles of Psych Assess | |
| | 1sh | Clinical Research Seminar | 1sh | Clinical Research Seminar | |
| | 1sh | Introductory Practicum | 1sh | Assessment Practicum | |
| | 3sh | Research | 2sh | Research | |
| 2nd year (12 sh req. each sem.) | 4sh | Advanced Statistics | 3sh | Ethics or Accred course | 0-3sh Therapy Practicum |
| | 3sh | Psychological Therapies | 3sh | Accred course | |
| | 3sh | Research | 4sh | Research | |
| | 2sh | Assessment Practicum | 2sh | Therapy Practicum | |
| 3rd year (6+ sh req. each sem.) | 3sh | History & Systems and/or | 3sh | Ethics or | 0-3sh Therapy Practicum |
| | 3sh | Accred course | | Accred course | |
| | 1sh | Research | 2sh | Research | |
| | 1sh | Therapy Practicum | 1sh | Therapy Practicum | |
| 4th+ year (2+ sh req. each sem.) | 3sh | History & Systems and/or | 3sh | Elective (incl. Ext. Prac.) | 0-3sh Therapy Practicum |
| | | Accred course (opt.) | 0-2sh | Research | |
| | 1-2sh | Research | 0-2sh | Therapy Practicum | |
| | 0-2sh | Therapy Practicum | | | |

5. Other

- a. *Master's degree:* Students who have passed the second-year review are eligible to receive an MA degree, though it is not necessary for the PhD. A student who is terminated from the PhD program at the time of the second-year review (or any other time) may transfer to the MA program and remain in that program through the end of the subsequent term (semester or summer session) if necessary in order to satisfy the requirements for a Master's degree. Master's degree requirements through the Clinical training area include the minimum number of semester hours and their distribution required by the Graduate College, the general requirements described in Part A of this handbook and a positive evaluation of the first year project paper and defense conducted following completion of the paper, which is due the Monday after Thanksgiving.

6. Neuropsychology Subtrack within 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 (PSY:6370, 3 sh). *NOTE:* Course offered every Fall semester; Daniel Tranel, Instructor.
2. Functional Neuroanatomy (ACB:6252, 4 sh). *NOTE:* Course offered every Spring semester; Justin Sipla, Instructor.
3. Topics in Cognitive Neuroscience (NSCI:6240, 3 sh). *NOTE:* Course typically offered in Spring semester every other year; Steve Anderson, Instructor.
4. Neurobiology of Disease (NSCI:7235, 3 sh). *NOTE:* Course typically offered in Fall semester every other year; Natalie Denburg, Instructor.

Additional Recommended Coursework

1. Neuroscience Seminar (NSCI:6265, PSY:6265, 0-1 sh). *Highly desirable.*
2. Seminar: Neuropsychology & Neuroscience (NSCI:5365, PSY:5365, 0-1 sh). This is the “Morning Meeting” seminar led by Daniel Tranel that takes place year-round on 2 weekday mornings (Tuesday/Thursday) from 7:30 to 8:30 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:

| | |
|-----------|--|
| PSY:5210 | Fundamentals of Behavioral Neuroscience |
| PSY:7210 | Advanced Topics in Behavioral & Cognitive Neuroscience |
| PSY:6750 | Fundamentals of Clinical Behavioral Neuroscience |
| PSY:3250 | Neuroscience of Learning and Memory |
| PSY:3071 | Cognition and the Brain |
| NSCI:6250 | Functional Magnetic Resonance Imaging |

Neuropsychology Practicum

1. Background Coursework. PSY:5330 Principles of Psychological Assessment (4 sh), and at least two semesters of practicum (PSY:7350) 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, Jones, Denburg, and Barrash) and/or Psychiatry (Moser, Whiteside, Espe-Pfiefer, Hoth) 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)
 - Schizophrenia Practicum (Moser)
 Pediatric Neuropsychology Practicum (Lindgren)

7. Health Psychology Subtrack within the Clinical Program

Students enrolled in this program follow the usual requirements of the Clinical Program with the following modifications:

Required Courses

1. PSY:5710 Introduction to Health and Behavioral Science
2. PSY:6050 Clinical Behavioral Medicine
3. One additional course from the Health Psychology area. Currently these courses include:

| | |
|-----------|---|
| PSY:6210 | Behavioral Psychopharmacology |
| NSCI:7235 | Neurobiology of Disease |
| PSY:7030 | Seminar in Health Psychology (can be taken more than once for different topics) |

 Any other course approved by both the clinical and health areas.

Clinical Health Psychology Practicum

1. Prerequisites:
 - PSY:5330 Principles of Psychological Assessment
 - Two or more semesters of practicum in the Seashore Clinic
2. Minimum of 2 semesters approved clinical health practicum. Options include, but are not limited to:
 - Iowa City VAMC
 - Pediatric Psychology Practicum UIHC
 - Women's Health Center
 - Organ Transplant Program
 - Family Practice

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

Students must complete a Comprehensive Examination Paper on a 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 members with expertise in clinical-health psychology.

8. Clinical Area Minors

Clinical-area students may choose to "minor" in one of two specialty areas: Neuropsychology or Health Psychology; however, there is no subtrack designation for these minors. The only subtrack designation is "Clinical Psychology." 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 consult with Professor Christensen (DCT) and Professor Lutgendorf (regarding the Health Psychology minor) or Professor Tranel (regarding the Neuropsychology minor). In either case, students should consult with their mentor early on to determine if a minor is a good fit to their program. 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 letters of recommendation for them to note the students' minor area of concentration in their letters.

The Comprehensive Examination in Clinical Psychology: Description and Timeline

The Clinical Comprehensive Examination can be completed in two ways. The first option is a Comprehensive Exam Review Paper (CERP) on a topic of significant interest to clinical psychologists and of a sufficiently comprehensive 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. Additionally, the scope of the paper should be consistent with the letter and spirit of the Graduate College regulations concerning the Comprehensive Examination and reflect the scholarly preparation of a Ph.D. candidate (<https://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees>).

The second option is to complete the Specific Aims (no more than one single-spaced page) and Research Strategy (no more than six single-spaced pages) sections of a National Research Service Award (NRSA) application. In addition, students electing this option must also prepare three additional components for their committee: (1) a critical overview and evaluation of the theoretical and empirical background literature relevant to their project (at least 5 single-spaced pages), (2) a 1-page single-spaced analytic plan that includes power analyses and details proposed analyses and quantitative methods, and (3) a 1-page single-spaced implications section that describes the potential impact of the proposed research and indicates how the project would advance their field both theoretically and empirically. It is recognized that these three components may largely overlap with material in the NRSA application.

Comprehensive Exam Topic Approval Process

Students completing either the CERP or NRSA option will be evaluated using the same procedures and will follow the same timeline. Students may begin the process earlier with permission of their committees. The initial Comprehensive Exam Consultation Committee (CECC) will be comprised of 3 faculty [one must be a primary member of the area]. Members of the initial CECC may or may not overlap with members of students' Research Advisory Committees (RACs).

No later than September 15 of their 3rd year, students must hold an initial consultation meeting with their initial CECC, at which they will discuss their choice of a CERP/NRSA topic. Students will provide members of their initial CECC a brief paper about their topic (approximately 3-5 pages total) no less than 2 weeks before this meeting.

The CERP proposal should include a summary statement / abstract, preliminary outline, and initial set of references for a review paper. The NRSA proposal should include a brief overview of the background/significance of the proposed project, preliminary specific aims, enough about proposed methods and analyses for the area group faculty to determine the scientific quality of the idea and its appropriateness for an NRSA predoctoral fellowship application, and a statement about the independence of the proposed project from the mentor's research program. The CECC will evaluate the proposal for its suitability and likelihood of publication (CERP) or competitiveness for funding (NRSA). At the end of the meeting, the CECC will decide (with the student absent from the room) to approve, provisionally approve, or disapprove the proposal. Provisional approval will be given when the proposal is judged to be suitable, but the CECC feels that some aspect of the proposal needs further refinement. Primary reasons for disapproval of a CERP/NRSA proposal may include, but are not limited to: (a) the CERP/NRSA topic is too similar to that of a recently published review or faculty research project, (b) the number of published articles on the topic for the CERP is too small to draw meaningful conclusions, (c) the topic of the CERP is unlikely to be of significant interest to clinical psychologists, (d) the research aims for the NRSA describe work that would be difficult to complete during the proposed fellowship period, or (e) the scientific quality of the proposed NRSA project is insufficiently high.

If a CERP/NRSA topic is disapproved, the faculty must provide the student with written rationale for this decision within 2 weeks of the meeting. The CECC will decide how to write this statement, but typically the student's major advisor will write the statement with input from other CECC members. All CECC members must give final approval to the written rationale. If the topic is either approved provisionally or disapproved, the student and CECC will agree on a mutually acceptable date for resubmission of the proposal, which will be reviewed by the CECC. All other deadlines will remain unchanged. Advisors will inform the DCT when the proposal has been approved.

Submission and Reviews of First Draft of CERP/NRSA

Students will submit their completed CERP/NRSA to their CECC by the second Monday in January of their third year or sooner. Students completing a CERP must also include the names of three to five rank-ordered journals to which the student is considering submitting the paper, at least one of which must be a general interest journal (i.e., *Psychological Bulletin*, *Psychological Review*, *Clinical Psychology Review*, or *American Journal of Psychiatry*), and the others of which may be relevant specialty journals or a journal in a student's subtrack area that publishes reviews. Students completing an NRSA must also include the name of the NIH institute/center and scientific review group they anticipate asking to review their proposal. Students may consult freely with faculty regarding the choice of journals, NIH institutes, and study sections.

The CERP/NRSA must be written entirely by the student and the presumption is that the comprehensive examination will be the student's independent work. This does not preclude students discussing their CERP/NRSA with their advisors, other faculty including CECC and RAC members, and other students. However, no faculty member, including the student's faculty advisor, may read any student's CERP/NRSA prior to its submission to the CECC, or provide direct feedback on the written product. All feedback on the written product by faculty will occur within the context of the formal CERP/NRSA evaluations.

Within three weeks of the receipt of the CERP/NRSA, each CECC member will provide the student and other CECC members with a comprehensive review of the CERP/NRSA. For the CERP, this review would be similar to the constructive, detailed reviews that typically would be written for an article submitted to a top-tier peer-reviewed journal. For the NRSA, the faculty will write a review that covers the review criteria for the research plan portion of the NRSA and also comment critically on the adequacy of the student's additional written materials (background, statistical plans, and implications). For example, faculty may evaluate whether the proposed research project is of high scientific quality, whether the research project is consistent with the student's stage of research development, if the proposed time frame is feasible to accomplish the research project, and if the student presents a clear and critical understanding of the background literature, the statistical techniques they will use, and the potential theoretical and empirical implications of the research project. In addition to this written review, to facilitate communication, CECC members may return the CERP/NRSA document to the student with inserted comments. Note, however, that such comments do not take the place of the comprehensive written review, and faculty should not re-write text for the student in the CERP/NRSA. In keeping with the presumption that the CERP/NRSA is the student's independent work, no other written feedback is permitted. However, to increase the likelihood that the final submission will be Satisfactory, oral feedback may be provided to the student by any or all committee members regarding the extent of revisions expected. *Note:* No decision on the Comprehensive Examination is made based on this submission. All students must revise and resubmit a final draft of their CERP/NRSA.

Submission of Revised Draft of CERP/NRSA

Students will revise their CERP/NRSA in response to the reviews and submit a revised CERP/NRSA and cover letter by the Monday of the second week before finals week in the student's third year (spring semester) or sooner. The cover letter should detail where and how the student revised the CERP/NRSA. Students who complete an NRSA have the option of submitting a 1-page (single-spaced) response-to-reviewers type document that is allowed for a resubmitted NRSA proposal. The revision and cover letter will be submitted to a Comprehensive Exam Committee (CEC) of 5 faculty members, comprised of the CECC and two additional faculty members selected by the student in consultation with the major advisor. At least 2 primary members of the Clinical faculty must be members of the CEC.

Evaluation of Revised Draft of CERP/NRSA and Oral Defense

The CEC will meet with the student no later than the last day of classes, spring semester. Note that this meeting can be scheduled well in advance, because it will always occur no later than the last two weeks of classes (it can occur earlier). The meeting will consist of two components, both of which should be scheduled for one hour each. The first component will be a 1-hour Oral Defense. In the Orals, students may be asked about any aspect of their CERP/NRSA, with an eye toward making sure they answer questions on assessment, psychopathology, treatment, basic science background of the work, and ethics. The questions will generally be broad, and will require the student to place the topic and findings in a wider context, discuss the topic from alternative theoretical perspectives, address methodological issues, and comment on the implications of the findings for the broader field. Each member of the CEC is expected to generate at least one question to be asked during the Oral Defense.

Following the Oral Defense, the student will be dismissed from the meeting. The CEC will then discuss their evaluations of the completed CERP/NRSA and the Oral Defense. Below are guidelines for faculty to use when evaluating the completed written product and the Oral Defense. For students completing a CERP, CEC members will consider the top three journals to which the student plans to submit the paper, and then evaluate the CERP as (a) "Satisfactory" if they would recommend either "Accept Pending Revision" or a "positive" "Revise and Resubmit," meaning that they expect that the paper ultimately could be accepted for publication *without* substantial work being done by someone other than the student, (b) Reservations, if they would recommend a "negative" "Revise and Resubmit," meaning that they are not convinced that the paper ultimately could be accepted for publication without substantial work being done by someone other than the student (e.g., to the point that authorship order might need to be reconsidered), or (c) Unsatisfactory, if they would recommend "Reject."

For students completing the NRSA option, faculty may consider their evaluation in light of the current F31 review criteria for a research plan, as well as a critical consideration of the supplemental materials. For example, faculty may evaluate whether the proposed research project is of high scientific quality; whether the research project is consistent with the student's stage of research development; if the proposed time frame is feasible to accomplish the research project; and if the student presents a clear and critical understanding of the background literature, the statistical techniques they will use, and the potential theoretical and empirical implications of the research project. If faculty determine that the student has submitted materials that meet these criteria, they will evaluate them as "Satisfactory." If there are concerns about one or more of these criteria, faculty can evaluate the NRSA as "Unsatisfactory" or can indicate that they have "Reservations" about its potential competitiveness.

Faculty will then make an overall determination of "Satisfactory," "Reservations," or "Unsatisfactory" based on discussion of both the CERP/NRSA and the adequacy of the student's responses in the Oral Defense.

The student's advisor will inform the DCT of when the evaluation meeting will take place and, as soon as possible after the meeting, will give the signed CE form to the DCT, who then will inform the student of (a) the outcome of the CE and (b) the next step in the process, if the outcome is not "Satisfactory."

Process if First CE is not "Satisfactory"

If the resulting CE grade is "Reservations," the CEC will provide the student within one week with a review of the CERP/NRSA and Oral Defense that lists the examiners' concerns, and the student will have the opportunity to revise the CERP/NRSA and/or to complete a second Oral Defense in response to these reviews. The form of the review will be determined by the CEC members, but the review must be sufficiently detailed to provide the student with adequate guidance for revision of written materials, similar to that received when a manuscript receives a Revise-and-Resubmit editorial decision or NRSA peer review, or for preparation for a second Oral Defense. Again, students may discuss their CERPs/NRSAs and oral defense with their advisors, other faculty including CEC members, and students, but no faculty member may comment on students' written CERPs/NRSAs outside of the formal review and grading process described above. Students will submit their revised CERP/NRSA (if required) by September 1 of their fourth year and complete a second Oral Defense (if required) by September 15. By September 15, the CEC members will meet to discuss and record their evaluations of the revised CERP/NRSA and/or the Oral Defense. At this time, each CEC member's evaluation will be either Satisfactory or Unsatisfactory. A Satisfactory evaluation indicates (a) that the student's revision of the CERP/NRSA (if required) responded adequately to the examiners' concerns such that the evaluator now expects that the CERP ultimately could be published or the research plan portion of the NRSA ultimately could be competitive for funding *without* substantial work being done by someone other than the student); and (b) that the student's responses during the second Oral Defense were adequate.

If the first Exam grade is Unsatisfactory, the clinical-area faculty shall make a determination no later than the next regularly scheduled CATC meeting whether the student shall be retained in the program and allowed to retake the CE or shall be required to leave the program. If the area faculty decides that the student shall be allowed to retake the CE, the student must repeat the CE process from the beginning. Whether or not this will be with the same or a new topic will be decided by the CEC in consultation with the student. Students who do not receive a Satisfactory grade on the CE by the beginning of their fifth year will be required to leave the program at the end of that fall semester.

Follow-up

All students who pass their CE and Oral Defense are strongly encouraged to make final revisions based on CEC members' feedback and to submit their CERP or NRSA for peer review. After passing their CE, students may work on their CERP with co-authors of *their* choosing, but are expected to retain first authorship on the submitted manuscript. Additionally, students are encouraged to meet individually with members of the CEC to obtain more feedback and suggestions.

Timeline for Clinical-area Comprehensive Examination

| ACTIVITY | DEADLINE | INTERVAL |
|---|---|-----------------|
| | <i>THIRD YEAR</i> | |
| Submit topic/NRSA paper | No later than Sept. 1 or 2 weeks before initial CEC meeting | NA |
| Initial CEC meeting | September 15 | 2 weeks |
| If disapproved, faculty provide rationale | Within 2 weeks | 2 weeks |
| If provisionally approved, hold second meeting | By mutual decision | -- |
| Must have approved topic | CEC decision | |
| Submit complete first draft | First Monday in February | 4 ½ months |
| Faculty provide review | Three weeks after submission | 3 weeks |
| Submit revised, final draft | Monday of the week before last week of classes | 2 months |
| Faculty evaluate/meet to decide exam outcome: Satisfactory, Reservations, or Unsatisfactory | before end of finals week | 3 weeks |
| If Reservations, faculty provide written review | Within 2 weeks | |
| Submit revision | September 1 of Fourth Year | ~ 4 months |
| <u>If Unsatisfactory,</u> | | |
| a. CATC faculty decide re: retention | Next CATC meeting | |
| b. If retained, start entire process over | CEC decision for topic; 3rd-year timeline for paper | |
| c. If not retained, terminated | End of Fall semester | |
| Must pass second comps exam (i.e. submit Satisfactory paper) | End of Spring Semester Fourth Year | |
| Termination if not passed | End of Spring semester Fourth Year | |

APPENDIX A

Clinical Area Course Requirements and Electives

| <i>Semesters Taken</i> | <i>Course number</i> | <i>Course name</i> |
|---|--|---|
| Clinical Core (all required) | | |
| | PSY:5320 | Descriptive Psychopathology |
| | PSY:5330 | Principles of Psychological Assessment |
| | PSY:6340 | Psychological Therapies |
| | PSY:7310 | Orientation to Clinical Research |
| | PSY:6350 or PSQF:7465 | Ethics and Professional Concerns Issues & Ethics in Professional Psych |
| | PSQF:7320 | History and Systems of Psychology |
| Clinical Elective Courses | | |
| | PSY:5710 | Introduction to Health and Behavioral Science |
| | PSY:6050 | Clinical Behavioral Medicine |
| | PSY:6370 | Principles of Neuropsychology |
| | PSY:7030 | Seminar: Health Psychology – <i>Psychoneuroimmunology</i> |
| | PSY:7030 | Seminar: Health Psychology – <i>Psychological Aspects of Chronic Illness</i> |
| Practicum | | |
| | PSY:7350 | Introductory Practicum |
| | PSY:7355 | Assessment Practicum |
| | PSY:7360 | Therapy Practicum |
| | PSY:7365 | External Practicum |
| | PSY:7370 | Supervision and Consultation Practicum |
| Statistics (2 required, 3 recommended) | | |
| | PSY:5050 | Quantitative Methods in Psychology |
| | PSY:5055 | Mixed-Effects Modeling in Psychology |
| | PSQF:6243 BIOS:5110 | Intermediate Statistical Methods Introduction to Biostatistics |
| | PSQF:6244 PSQF:6246 BIOS:5120/4120 | Correlation & Regression, Design of Experiments Design and Analysis of Biomedical Studies |
| | | Other statistics courses; e.g., meta-analysis, structural equation modeling, etc. |
| Research Projects (6 semesters required) | | |
| | PSY:7110/031:297 | Research Projects |

APA Accreditation Requirement Courses (minimum 1 course per area; Individual Differences, Psychological Measurement, Psychopathology, Affective Bases of Behavior are met by core clinical requirements and are so not listed in the table below)

| <i>Semesters Taken</i> | <i>Course Number</i> | <i>Course Name</i> |
|--------------------------|----------------------|---|
| Biological | | |
| | PSY:6210 | Behavioral Pharmacology |
| | PSY:5210 | Fundamentals of Behavioral Neuroscience |
| | PSY:6370 | Principles of Neuropsychology |
| | NEUR:6240* | Topics in Cognitive Neuroscience |
| | | |
| Cognitive | | |
| | PSY:5610 | Proseminar in Cognition and Perception |
| | PSY:6230 | Foundations of Learning, Memory & Cognition |
| | NEUR:6240* | Topics in Cognitive Neuroscience |
| | | |
| Social/Cultural | | |
| | PSY:6510 | Advanced Social-Personality Psychology |
| | PSY:6530 | Advanced Social Cognition |
| | PSY:6550 | Advanced Social and Personality Development |
| | PSY:7150* | Current Topics in Psychology |
| | | |
| Human Development | | |
| | PSY:5410 | Developmental Science Proseminar |
| | PSY:6550 | Advanced Social and Personality Development |
| | PSY:7430* | Seminar: Cognitive Development |
| | PSY:7150* | Current Topics in Psychology |

Courses with an asterisk (*) may count depending on the topic.

APPENDIX B Requirements for University of Iowa Ph.D. in Clinical Psychology

Name: _____ Year began program _____

Core Courses (all required; note semesters taken)

PSY:7310 Orientation to Clinical Research _____
PSY:5320 Descriptive Psychopathology _____
PSY:5330 Principles of Psychological Assess _____
PSY:6340 Psychological Therapies _____
PSY:7370 Supervision & Consultation Practicum _____

Statistics/Research Methods (2 of 1st 3 required)

PSY:5050, PSQF:6243, BIOS:5110 or equiv. _____
PSY:5055, PSQF:6244, BIOS:5120 or equiv. _____
PSQF:6246 _____
PSY:7110 Research Projects (6 sem.) _____
Other (specify) _____

APA Accreditation (min. 1 course per area; circle courses and note semesters taken)

Biological (PSY:6210, PSY:5210; PSY:6370, NEUR:6240*) _____
Cognitive (PSY:5610, PSY:6230, NEUR:6240*) _____
Development (PSY:5410, PSY:6550, PSY:7150*, PSY:7430*) _____
Social/Cultural (PSY:6510, PSY:6530, PSY:6550, PSY:7150*) _____
History and Systems of Psychology (PSQF:7320) _____
Professional Standards and Ethics (PSY:6350, PSQF:7465) _____
Integrative Course or Training Experience (PSY:6370;7430;6550;7150;6530;7070;NEUR:6240) _____
 Training Experience (please describe _____)
Individual Differences, Psychological Measurement, Psychopathology, Affective Bases of
 Behavior are met by core requirements _____

Credit Hours

Total: incl Transfer credits (72 sh minimum, including maximum of 16 sh of PSY:7130) _____
Psych courses: incl transfer credits, stats, seminars; not practica, individual instruction (24 sh min) _____
Total within department: (a) including statistics; not transfer credits, (22 sh min) _____
 (b) not transfer credits, statistics, practica, individual instruction (15 sh min) _____

List on Ph.D. Plan of Study:

1. Predoctoral internship
2. PSY:7360 Therapy Practicum (4 sh in Year 4)
3. PSY:7130 Ph.D. Dissertation Research (4-6 sh in Year 4)
4. Remaining courses; give number, name, and anticipated semester

Courses with an asterisk (*) depend on the topic.

Note that the Health Psychology and Neuropsychology sub tracks have special requirements.

COGNITION TRAINING AREA

1. General focus

The Cognition area is concerned with the fundamental psychological processes underlying all aspects of mind and behavior across the lifespan: perception, action, memory, language, comprehension, judgment and decision making, learning, and so on. The area has significant strengths in cognitive development and visual cognition.

2. Faculty

The primary faculty in the Cognition training area are Eliot Hazeltine (area coordinator), Susan Wagner-Cook, Ece Demir-Lira, Prahlad Gupta, Andrew Hollingworth, Kai Hwang, Bob McMurray, Cathleen Moore, Toby Mordkoff, Jodie Plumert, Teresa Treat, Shaun Vecera, Jan Wessel, and Paul Windschitl. The secondary faculty are Isaac Peterson, Daniel Tranel, and Edward Wasserman. In addition, the following faculty with interests in cognitive and perceptual psychology have joint or adjunct appointments in the department: Gary Gaeth (Marketing).

3. Research Requirements

- a. *Research Advisory Committee and meetings:* In consultation with his or her advisor, new students must establish a Research Advisory Committee (RAC) that is comprised of the advisor and two other department faculty members no later than one month after the beginning of the student's first term.

Up until the successful passing of the second-year review, CP students must meet with their RACs every semester during the last week of classes or exam week to review activity during that semester and to establish specific plans for the following term. Students are encouraged to get this meeting time established early in the semester to accommodate schedules at the end of the term.

CP students must schedule a separate meeting with their RACs sometime within two weeks after turning in the first-year project report. Details of this meeting are described below. Students are encouraged to get this meeting established early to accommodate schedules.

The RAC will be dissolved following the successful passing of the second-year review, at which point a comprehensive exam committee will be established as described below.

- b. *First-year project and report:* CP students must complete a first-year research project which includes an empirical component. A report describing that project is due to the student's RAC and the area coordinator no later than Friday of the first week of the fall semester of the student's second year. This report should be a manuscript-style report in the format that would be appropriate for submission to a journal such as *Journal of Experimental Psychology: Human Perception and Performance* or *Cognition*.
- c. *First-year project RAC meeting:* Within two weeks after the first-year project is turned in, CP students must meet with their RACs about the first-year project and write up. If there are major concerns with the document, the RAC will request a revision and possibly a second meeting. The student will still meet with the RAC at the end of the fall semester of the 2nd year to review their overall progress in the program, plans for the upcoming semester, and preparation for the Graduate Research Symposium, which is held early in the Spring semester of the student's 2nd year.
- d. *Graduate Research Symposium:* CP students must present their first-year project at the Graduate Research Symposium, which is held early in the spring semester of their second year.

- e. *Comprehensive examination:* After passing the second-year review, CP students will form a comprehensive exam committee that is comprised of 5 faculty members, at least 3 of whom are primary or secondary members of the CP area. There can be overlap in membership from the student's RAC committee.

The first phase of the comprehensive examination is a meeting with this committee that consists of two parts. The first part will be a discussion between the student and the committee regarding the student's general research interests, professional goals, and the coursework that he or she has completed. This is expected to be an open-ended dialog about the student's goals and aspirations. It is an opportunity for the student to receive advice from multiple faculty and for the committee to assess what the student should know in order to achieve his or her professional goals. Students will have begun this discussion with their advisors and RACs long before this meeting.

The second part of the meeting will take place without the student. Based on the preceding discussion, the committee will draft a set of five questions that will be used for the written part of the student's comprehensive exam. These questions will be refined and finalized prior to the beginning of the exam.

Approximately one week after the meeting, the student will receive the set of 5 questions and will be required to provide written answers to four of them. Some of the questions may be designated as non-optional (i.e., cannot be the question dropped), but there will be some choice involved. The student turns in the written answers two weeks after receiving the questions. The specific start date of the exam will be determined together by the student and committee.

An oral defense must be completed by the end of the first week of classes of the student's third year.

- f. *Prospectus:* Following the comprehensive exam, students will form a dissertation committee that is comprised of 5 faculty members, at least three of whom are primary members of the CP area. This committee will often overlap partially or fully with the comprehensive-exam committee.

The prospectus process for CP students consists of two components: (1) a formal one-time NRSA-style grant proposal and (2) a 1-2 page 'current plan' for the dissertation that is maintained and updated as details of the dissertation plan change from that put forward in the NRSA-style proposal. The purpose of this two-component process is to provide the experience and opportunity of putting together a formal grant application early enough to submit it if the student is eligible, while simultaneously allowing for the continual development of the research program.

By no later than August 31st of the student's fourth year, the student must submit an NRSA-style grant proposal to the dissertation committee that describes research that could be the student's dissertation research. Although the deadline for the proposal is August 31st of the fourth year, students are encouraged to complete the proposal by May of the third year so that they can receive feedback on it, revise it, and submit it to NIH, which has an August deadline.

Regardless of when the prospectus is completed, all students must meet with their dissertation committee in May of their third year regarding their prospectus. This meeting will be used to either discuss the existing proposal and how it can be improved for submission to NIH in August or it will be used to discuss the student's ideas as they currently stand, and give feedback on developing the proposal.

In addition to the NRSA proposal, students must file a 1-2 page plan describing the expected content and format of the dissertation by the end of the 2nd semester of the fourth year. This plan may be a summary of what was put forward in the NRSA proposal or it may be

different. In any case, the plans should be formed in consultation with the dissertation committees, and each member of the committee must sign the plan when it is filed. This plan will constitute the current approved dissertation plan. Students must communicate with their committees regularly (minimally once a semester), and, if the plan changes, an updated plan must be submitted and signed by the student and all committee members and kept on file. If a member of the committee has questions or concerns about the current plan, the committee member may request that it be reviewed by the CP area as a whole.

Again, this prospectus process is designed in recognition of the fact that plans for dissertation research will evolve over time as the research unfolds, while still allowing that a student should be able to put together an NRSA proposal by the beginning of their 4th year.

- g. *Dissertation*: The dissertation must have a significant empirical component, an explanation of the logic supporting the methods and interpretation of the data, a description of the theoretical contribution of the empirical work, a review of the relevant literature, and a discussion of how the work contributes to the field and serves as a foundation for a broader research program.

Students will work with their committees to develop a course of action that satisfies these requirements and suits an expeditious plan for disseminating the findings. The goal is to select a format that minimizes unnecessary work and allows students to be maximally productive while ensuring that they have demonstrated the level of expertise we require for issuing a PhD. Both the format and the content (e.g., theoretical and empirical components) must be specified in the student's signed dissertation plan.

Some possible formats for the dissertation include:

- i) The standard dissertation format, especially if none of the work is ready for publication.
 - ii) A set of submittable (or submitted/accepted) manuscripts with bookends (or a single document) describing the broader implications of the work and how the papers cohere, and how they fit with a larger research agenda.
 - iii) If the manuscripts are short or very empirical, something like the option (ii) above with an additional literature review.
- h. *Dissertation defense*: The final stage of the dissertation process will be an oral defense. Students must submit the dissertation document to the PhD committee no later than one week prior to the defense date. The defense will consist of two parts, a public part which is colloquium style and offers a description of the research, and a closed part which includes just the student and the PhD committee.

4. Course Requirements

Course work is intended to provide students with a foundation of 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. See Part A of this handbook for information regarding requirements for training in the responsible conduct of research, and overall credit and course-load requirements. The following information concerns requirements that are specific to students in the CP training area.

- a. *Proseminar*: All students in the CP training area must complete two semesters of the Cognition and Perception Proseminar to gain basic working knowledge of the various subfields within Cognitive Psychology. It is expected that students be conversant in the major theoretical debates and methodological approaches encountered in cognitive psychology, and to be able to draw on these when they become relevant to the student's own line of research.

Under typical circumstances, students should complete the two semesters of the Proseminar by the end of their 2nd year.

- b. *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. All students in the CP track 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 Research Advisory Committee to determine the course of study that should be followed to satisfy this requirement given the student's background and desired expertise.
- c. *Additional courses (plan of study)*: Each student's Research Advisory Committee (RAC) will work with the student individually to develop a plan of study that specifies the course work that needs to be completed by the student. The plan of study will include at least four courses in addition to the Proseminar, statistics, and responsible conduct of research requirements. The goal is to develop a plan that meets the particular needs of the student and provides the necessary background and expertise for the student to become successful in her or his particular topic of research. Thus, the exact number of classes will vary across students, depending on the knowledge they need to be productive in their subfield.

The student must submit the proposed plan of study, initialed by each member of the RAC and the student, to the area coordinator, who will review it and decide to either (a) approve it or (b) submit it to the primary members of the area for area-wide approval. If the plan is not approved, the area coordinator will work with the RAC and the student to modify the proposed plan of study. The student's plan of study will become part of the student's file and thereby be available for review by the student and area faculty.

The plan of study should be approved sometime during the spring semester of the student's 1st year in the program, thus allowing time for fall-semester registration. The plan can be changed at any time with the approval of the student, the RAC, and the area coordinator. Signed change of plans will, like the original plan, be submitted to the area coordinator, who will review it and decide to either (a) approve it or (b) submit it to the primary members of the area for area-wide approval.

Finally, additional classes beyond the plan can of course be taken at the student's discretion, and a student's advisor may well suggest such courses.

- d. *Colloquia*: In addition to formal courses, 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. We expect CP students to attend, at a minimum, all BCN/CP/DS brown bags and Departmental (Friday afternoon) colloquia. In addition, many Delta Center events will be of interest and appropriate for CP students to attend.
- e. *Petition process to apply previous graduate work to course requirements*: Students who have taken graduate-level coursework at other institutions may seek permission to use this coursework to substitute for some required courses. The student should consult with his/her advisor regarding what aspects of the requirements will be met through the transfer credits and prepare a brief (e.g., ½ page) description of the course/s and how they will be applied to the requirements of this program. The student should submit this petition, along with the syllabus of the course/s, to the CP area coordinator. The petition will be distributed to the CP faculty and voted on either via email, or if necessary, following a meeting. In the event that a petition is denied by the CP faculty, the student can appeal to CGS, and following that to the departmental Chairperson. See Part A of this handbook for details of that process.

5. Other

- a. *Second-year review*: The second-year review process for the CP area consists of a meeting of the area faculty, soon after the Graduate Research Symposium, in which they discuss the progress of each of the second-year students in the program. The evaluation will be based on all aspects the student's performance including course-work, research, the first-year project and report, performance at the Graduate Research Symposium, performance in assistantships and engagement in program events such as brown bags and colloquia, and professional behavior. Input will be solicited from RAC members and instructors of courses that the student took. The goal of the second-year evaluation is to assess whether the student seems likely to be in a position to successfully complete the PhD program.

The training area will make a recommendation that (1) the student continue on to the next stage of the program, (2) the student be placed on departmental probation and re-evaluated after a specified period of time during which he/she works to remediate whatever deficiencies were identified, or (3) the student be terminated from the program. The student will receive a written report reporting the recommendation.

If the recommendation from the training area is either for departmental probation or termination from the program, the report will be submitted to CGS and the department for approval and/or revision.

Students will receive a written report of the outcome of the second-year review.

- b. *Masters degree*: Students who have passed the second-year review and are continuing on to completion of the PhD are eligible to receive an MA degree, though it is not necessary for the PhD. A student who is terminated from the PhD program at the time of the second-year review (or any other time) may transfer to the MA program and remain in that program through the end of the subsequent term (semester or summer session) if necessary in order to satisfy the requirements for a Master's degree. Master's degree requirements through the CP training area include the minimum number of semester hours and their distribution required by the Graduate College, the general requirements described in Part A of this handbook, the statistics requirement for CP students described above, and two semesters of the CP proseminar.

PART C: A GUIDE TO STUDENT LIFE

1. Organization of the Department

- a. *Department Chairperson:* The department Chairperson (known as the Departmental Executive Officer, or DEO, throughout the University) 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. *Associate Chairperson:* The Associate Chairperson is nominated by the Chairperson and confirmed by vote of the faculty. Associate Chairperson assists the Chairperson in various administrative activities and fills in for Chairperson when he or she is absent or unavailable.
- c. *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.
- d. *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 Director of Undergraduate Studies and the Director of Graduate Studies.
- e. *Training Areas and Coordinators:* The graduate program is organized into training areas. Each area is supervised by a training area coordinator who is nominated by the area faculty and appointed by the department Chairperson. The training area 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.
- f. *Committees on and Directors of Graduate and Undergraduate Studies:* The Chairperson is assisted by a Director of Graduate Studies and by a Director of Undergraduate Studies. The Director of Graduate Studies is supported by the Committee on Graduate Studies, which is made up of faculty members across the department. The Director of Undergraduate Studies is supported by the Committee on Undergraduate Studies, which includes at least three other faculty members. The two directors and the members of the two committees are nominated each year by the Chairperson and confirmed by vote of the faculty.
- g. *Graduate Student Advisory Committee:* The Graduate Student Advisory Committee (GSAC) is established each year to meet periodically with the Director of Graduate Studies, and as necessary with the Chairperson, to exchange views on matters of mutual concern. This committee also works with the Director of Graduate Studies to help with the organization and conducting of events at the new-student interview weekend that is held in the early part of each Spring semester and with the new-student orientation that is held prior to the beginning of each Fall semester. 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.

- h. Graduate Resources Committee:* The Graduate Resources Committee consists of up to 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.
- i. 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 Support

a. General policies: Insofar as available funds permit, it is the policy of the department to provide or arrange financial assistance throughout the ten-month academic year for each graduate student who is in good standing in the PhD 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 Director 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, insofar as available funds permit, it is the policy of the department to provide students in good standing with stipend support for the two-month summer session.

c. Sources of support: Student support funds under the direct control of the department come from the College of Liberal Arts and Sciences, from the Graduate College, 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 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 Director 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* (<http://www.uiowa.edu/~our/opmanual/iii/15.htm>).

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 PhD 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 PhD 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 PhD 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 Principle Investigators on the grants that are providing the funds for the assistantship, and in some cases by the Director 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/hso/>.

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 Director 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 PhD 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 is taken to certify a student's teaching ability. In all other cases, judgments of knowledge and ability will be made by the Director 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 department 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. 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. *Student files:* All students will have a cumulative file that records their progress through the program. These files are kept in the main departmental office. Students may review their file at any time. Tenure-line faculty may review any student's file. Materials in the file will include, but are not limited to, the student's original application to the program, confirmation of required meetings (e.g., RAC meetings), confirmation of completed requirements (e.g., comprehensive exams, prospectus defense, etc.), any processes related to the student that occurred (e.g., petition to waive a course requirement), end-of-year letters, and any ad hoc performance reports that were filed by a supervisor.
- b. *Assistantship activities:* Assistantships are professional positions. The faculty supervisor will evaluate the students' performance and provide input to general evaluation mechanisms, such as the end-of-year letter. In addition, ad hoc supplemental reports may be added to a student's file. In such cases, the student will receive a copy and can submit a response that will be filed with the original report. Similarly, graduate students have the option of providing an evaluation of the supervision that they received during their TA/RA assignment. These evaluations will be given directly to the Chair and will be seen only by the Chair and the faculty member being evaluated.
- c. *Professional development:* A student's progress toward the PhD 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 PhD 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.