

Industrial & Organizational Psychology Ph.D. Program

Graduate Student Handbook

Department of Psychology
College of Arts & Sciences
Saint Louis University

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Preface

This handbook has been prepared by the industrial and organizational (IO) psychology faculty to be a resource for graduate students in the IO Program. It contains descriptions of the IO curriculum, professional activities, expectations for students, and references to other sources of information. It is recommended that students be proactive in meeting with their faculty mentor to discuss questions, academic policies, and professional issues. This handbook is for informational purposes and does not constitute a contract. Graduation, general regulations, and curricula are subject to change. Students should also be familiar with the policies and regulations contained in the Saint Louis University Graduate Education Catalog.

Program Description

The graduate program in industrial and organizational psychology prepares doctoral-level professionals with the knowledge, research abilities, assessment skills, and intervention approaches to advance scientific understanding of the workplace through scholarship and publication and to impact organizational issues at the individual, group, and system levels to improve individual well-being, group functioning, and organizational effectiveness.

Program Vision

The vision of Saint Louis University's IO Psychology Program is to become a nationally recognized industrial and organizational psychology program, based on the scientist-practitioner model that provides graduate and undergraduate career preparation in a research-focused, vertically integrated learning community.

Program Orientation

The IO Psychology Doctoral Program at Saint Louis University builds on a solid foundation of psychological knowledge and methodologies provided by general departmental requirements. Specialized IO courses and training experiences develop the additional competencies required for a successful career in IO psychology. Since IO psychology is both an academic discipline and a profession this program adopts a scientist-practitioner approach. Consequently, the IO program stresses the development of research skills to contribute to scientific understanding as well as developing abilities to use methodologies and intervention strategies to address problems in applied settings. Training in research and intervention strategies draw on such diverse areas as advanced statistical methods, systems theory, process consultation, individual and organizational assessment, behavioral change, action research, organizational development, and program evaluation. Through supervised professional experience students are expected to apply their training to scientific research and publication, to the design of organizational interventions, to training and development of people in the workplace, to the evaluation of change programs, and to the assessment of organizations. Graduate students are encouraged to take advantage of the University's urban location and wealth of opportunities to further enhance their specialty training.

Career Opportunities for Graduates

The Industrial-Organizational Program is designed to prepare its graduates to pursue careers in a broad spectrum of organizational settings, ranging from universities, corporations, and government agencies to institutions engaged in health care, education and social services. Graduates hold positions in the public and the private sectors, in for-profit and not-for-profit institutions, in manufacturing and service environments, in research and development, marketing and human resource departments, in private consulting firms and in traditional academic settings.

Degree Requirements

Courses required for all students in the Industrial-Organizational Program are presented below in Tables 1 and 2. Of note, For PSY 6950, register in the semester when the exam is expected to be completed; you can

only register for this course twice. Six credits of advanced research methods/statistics courses are required (3 credits are a departmental requirement; 3 credits are an IO program requirement). Examples of advanced research methods/statistics courses include Meta-Analysis, Multilevel Theory, Statistical Computing, Structural Equation Modeling, and Psychometric Theory

Table 1: Psychology General Degree Requirements

Category	Courses	Course Number	Credit Hours*
Common Issues	Human Diversity	PSY 6030	1
	Ethics and Professional Issues	PSY 6800	3
Statistics & Research Methods	Research Methods	PSY 5080	3
	Univariate Statistics	PSY 5790	3
	Multivariate Statistics	PSY 6500	3
	Advanced Research Methods/Statistics	PSY XXXX	6
	Masters Thesis Research	PSY 5990	6
Thesis, Exams, & Dissertations	Written & Oral Examinations	PSY 6950	0
	Dissertation Research	PSY 6990	12

* Note. 37 Total Credit Hours.

Table 2: IO Program Degree Requirements

Level (# Required)	Courses	Course Number	Credit Hours*
Foundations (1)	Advanced Organizational Psychology	PSY 5460	3
Individual-Level (2)	Individual Differences	PSY 6490	3
	Advanced Industrial Psychology	PSY 6490	3
	Work Motivation	PSY 6490	3
	Working Across the Lifespan	PSY 6490	3
	Occupational Health Psychology	PSY 6490	3
	Psychology of Small Groups	PSY 5470	3
Group-Level (2)	Work Team Effectiveness	PSY 6490	3
	Leadership, Power and Influence	PSY 6490	3
	Training and Development	PSY 6490	3
	Organizational Change & Development	PSY 6490	3
	Organizational Assessment	PSY 6490	3
Systems-Level (2)	Organizational Learning	PSY 6490	3
	Consultation Skills	PSY 6630	3
	History of Psychology	PSY 5100	3
	Cognition	PSY 5120	3
	Advanced Social Psychology	PSY 5300	3
Optional Electives	Teaching of Psychology	PSY 6000	3
	Other	PSY XXXX	3
	PAG (Six Semesters)	PSY 5850	0
	PAG Projects (Three)	PSY 5850	0
	Practicum	PSY 5850	up to 3
Optional Training Activities	Internship	PSY 6910	up to 3

* Note. 36 Total Credit Hours.

Specialized IO and Other Courses

To provide balanced training in industrial and organizational psychology and academic experience with all IO Program faculty, two courses each are required at the individual, group, and system levels. Any course may be petitioned to count at any level with approval of the program director. For IO electives, students are encouraged to choose courses that will enhance their knowledge and experiential base to support their career plans and intended organizational work setting following graduation. In special circumstances a course may be taken outside the Psychology Department if approved in advance by the student's mentor, program director, and course instructor. No courses may be taken outside of the Psychology Department before the master's thesis is completed. One graduate-level non-IO course offered by the Psychology Department may be taken as an elective course if petitioned by the student and approved by the student's mentor and the course instructor. Additional curricular information is available from the IO Program Director.

Certificate Program in Quantitative Methods in the Behavioral Sciences (QMBS)

The Department of Psychology offers a Certificate Program in Quantitative Methods in the Behavioral Sciences. QMBS courses are offered primarily by the departments of Psychology and Sociology. The QMBS Certificate consists of 18 credit hours of 5000- and 6000- level statistics and research methodology courses (listed in Table 3) and an approved capstone project. For the certificate, a minimum of 9 credit hours must be completed from Tier I courses and at least 9 of the credit hours must be completed in residence. Application forms and additional information about the certificate program are available from the QMBS Committee. Graduate students in the IO Program are encouraged to complete this certificate program.

Table 3: Approved Courses for the Certificate Program in Quantitative Methods in the Behavioral Sciences

Level	Course Number	Course Title
Tier I	PSY 5080	Quantitative Research Methods
	PSY 5090	Psychometric Theory
	PSY 5790	Univariate Statistic
	PSY 6500	Multivariate Statistics
	SOC 6100	Regression Analysis
Tier II	PSY 6600	Structural Equation Modeling
	PSY 6490	Multilevel Theory & Research
	PSY 6490	Statistical Computing
	PSY 6490	Meta-Analysis
Tier III	SOC 5800	Survey Design and Sampling
	SOC 5850	Program Evaluation and Needs Assessment
	SOC 6200	Non-Parametric Statistical Analysis

* Note. Other courses may be considered by petition.

Academic Plan

Each student is responsible for preparing and annually updating an individualized academic plan. The plan includes: a statement of goals (intended career/setting); timeline for completion of requirements; list of coursework (including semester intended/enrolled/completed); Professional Activity Groups attended; description of Professional Activity Projects; timeline for the master's thesis, preliminary written and oral examinations, and dissertation; and expected date of graduation. The student will submit the academic plan to his/her mentor. The academic plan will be reviewed (returned to the student for revision if necessary) and approved by the mentor and IO Program Director on an annual basis.

Professional Activity Groups

All IO students are required to participate in Professional Activity Groups (PAGs) for six semesters, normally during their first three academic years in the program. The PAG is a collection of students who meet regularly with IO faculty for the purpose of developing professional skills in research, teaching, and consultation. Times for regular weekly and special PAG meetings will be distributed each semester.

Professional Activity Projects

The IO program requires three Professional Activity Projects that are usually completed in the second, third, and fourth years of the program. The goal of the Professional Activity Projects is to translate psychological knowledge and theory into tangible research, teaching and/or consultation projects in IO psychology. At least one of the three projects must be a research study that includes at a minimum: research questions, data collection and analysis, and a written report. Scholarly publications and presentations at professional meetings are strongly encouraged.

Professional Activity Projects allow students to demonstrate their ability: to conduct research and publish results; to apply behavioral science methods to solve organizational problems; to acquire and use new methodological skills; to explore career and professional options; to acquire relevant work experience in applied settings; to gain academic experience by teaching college courses; and to build confidence and maturity by working in professional settings. The specific objectives for each student depend on the student's level of skill attainment in research, prior applied experience, professional interests, and personal development. Each Professional Activity Project begins with a formal written proposal by the student that is reviewed/amended and approved by the IO faculty member who will supervise and evaluate the project. As a general guideline, a Professional Activity Project consists of at least 140 hours of work.

A project might be concentrated in part of a semester or may extend beyond the confines of a single semester. For each project, students register for zero credit hours of PSY 5850 (and use the faculty supervisor's code for the section number). At the completion of the project the student prepares a written report for the faculty supervisor that details the benefits and lessons learned from the experience.

A student may decide to increase the time, effort, and learning opportunity of the third project by electing to complete an internship, when available. An internship consists of full-time, professional work for a minimum of six months under the direct supervision of a Ph.D. level social scientist in a sponsoring organization. Before applying for an internship, a student must successfully complete the following requirements: master's thesis, two Professional Activity Projects, all coursework, and the written and oral preliminary examinations. An IO faculty member must approve, oversee, and evaluate the internship. For an internship the student registers for zero to three credit hours of PSY 6850 (and uses the faculty supervisor's code for the section number).

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

Students should read and understand the University's Academic Integrity Policy that can be found on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

This policy states that it "is designed to promote ethical conduct within the University community by 1) Defining the responsibilities of various members of the University community; 2) Defining violations of academic integrity; 3) Setting minimum standards for reporting and adjudicating violations of academic

integrity; 4) Establishing procedures for appeals to the Office of the Provost; and 5) Establishing standards and procedures for maintaining records.”

The Academic Integrity Policy provides specificity by defining violations of academic integrity, that include: falsification, plagiarism, cheating, sabotage, collusion, and concealment. Students are expected to understand these definitions and the serious sanctions that can be imposed. The Policy lists the following sanctions that are to be commensurate with the nature of the offense and with the record of the student regarding any previous infractions. Sanctions may include, but are not limited to: “a lowered grade; failure on the examination or assignment in question; failure in the course; notice of the infraction in the violator’s permanent record; participation in training sessions; probation; suspension from the University; expulsion from the University; revocation of University degree; or a combination of the above. In extraordinary circumstances, the University reserves the right to withhold or revoke a degree in consultation with the academic unit as appropriate. There is no statute of limitations for degree revocation.”

In the case of a violation, the IO Psychology Program will follow processes and procedures set forth by the Academic Integrity Policy for adjudicating violations and handling appeals. If a student has questions or concerns regarding academic integrity issues, these can be addressed to a faculty member, the student’s mentor, the IO Program Director, or if necessary, the Chair of the Psychology Department.

Master’s Thesis

All IO students are required to complete an approved research-based master’s thesis. When enrolling in thesis research credits, the minimum registration for an academic term is one credit. A total of six thesis research credits are required. Once the research credit requirement (of six) is met, students should enroll for zero-credit thesis research until the defense is complete.

The thesis committee is composed of three IO program faculty. Requests for additional or alternate graduate faculty to serve on the thesis committee will be considered by the IO program faculty. It is expected that a written thesis proposal will be approved by the end of the first year. The completed thesis should be defended by the end of the second year. If a student does not complete the thesis defense by the end of the fall semester of the third year the student may be placed on probationary status and not allowed to take any further coursework until the thesis is completed. Detailed guidelines for the master’s thesis are available from Graduate Education by consulting the Master’s Candidacy Advisor.

Graduate students must submit a paper application for graduation in the semester in which the master’s degree will be conferred. The application must be submitted by the deadline for application for graduation published on Graduate Education’s Calendar of Deadlines. Both the paper application and the calendar are available on Graduate Education’s information for current students’ page. Once completed, the form is submitted to the registrar’s office.

If a master’s thesis was completed at another institution, or in a program other than psychology, or was a non-research thesis, it must be reviewed by IO Program faculty. IO faculty will determine if the thesis is acceptable to fulfill the program requirement or whether an additional research project will be required.

Preliminary Examinations

The preliminary examination consists of a written and an oral component. The main purpose of the examination is to demonstrate comprehensive knowledge and specific competencies in multiple areas of industrial and organizational psychology. Successful completion of the examination serves as partial fulfillment of the requirements of the industrial and organizational psychology Doctoral Program at Saint Louis University. The objective of the exam is not merely rote memorization and recall of information. Rather, the examination asks the student to seek new insights, integrate knowledge, develop new perspectives for framing and thinking about issues, provide incisive critique, and suggest future directions for the development of scientific theory and practical applications in the various competency areas.

The minimal competencies to be demonstrated in both the written and oral components of the preliminary examination include the following areas: an individual-level competency (e.g., individual differences), a group-level competency (e.g., work team effectiveness), a system-level competency (e.g., organizational change and development), a research methodology competency (e.g., advanced methods), a statistical analysis competency (e.g., advanced statistical techniques), an ethics, diversity and professional issues competency (e.g., ethical considerations related to diversity), and a student selected area of expertise (e.g., occupational health psychology). Based on the student's educational experiences and discussions with the faculty examination committee members, the particular examination topics that the student will be responsible for will be identified in each of these areas.

A committee of three IO Program faculty will administer the written comprehensive preliminary examination to assess key competencies. Requests for additional or alternate graduate faculty to serve on the examination committee will be considered by the IO Program faculty and approved by the IO Program Director. Students must notify their mentor and faculty requested to serve on the examination committee at least three months prior to the start of the requested exam period.

Students in consultation with their mentor and members of their examination committee may choose to develop either a project-based exam or an essay test-based exam. Both the project-based and essay test-based options include: a similar level of planning; a detailed written proposal; and a 16-week period of preparation. For the project-based examination the 16-week period is devoted to preparing the project-based exam report. For the essay test-based option, the 16-week period is used to prepare for the "closed-book" essay test that is administered over the course of one week. Each of the essays is written over a 2- to 3-hour period, and each day typically includes two essay topics. The project-based examination is often structured to include three components: a literature review, a research proposal, and a design for an applied intervention. Students specify how the key competencies are

addressed in each of these components of the project-based examination. The project-based exam is submitted in its entirety at the end of the 16-week period. Students do not receive feedback during the writing period on parts of the exam from the committee members.

Before the exam period begins, the faculty committee shall approve a formal proposal from the student for the preliminary examination. At a minimum the written proposal will include the competencies to be evaluated, how the student plans to address the competencies, and a representative list of readings that address each of the competencies. The proposal will also include a timeline for the completion of the written exam. Students should be mindful that faculty are not "on contract" during the summer and thus cannot be expected to evaluate the written exam during the summer without prior agreement from the committee. In addition, the subsequent oral examination should not be planned for the summer months. Students shall submit their written proposal to the examination committee members and schedule a meeting to give an oral presentation of the proposal to the committee. Students may expect to make adjustment to their proposal based on feedback from the faculty committee. The committee members will indicate their approval for the student to proceed with the project by signing a final version of the proposal. The projects or essays will be independently evaluated by the faculty committee members, who will then meet to discuss the student's performance. Competency components of the examination will be graded as Pass, Marginal, or Fail. In the case of marginal or failing performance additional activities to address the deficiencies will be required based on the committee's judgment. The required examination re-write activities are to be completed within six weeks after the date that feedback was provided to the student. Failure to successfully complete the specified re-writes in this time frame will result in failure of the examination. Unsatisfactory performance on two re-writes of components will result in failure of the examination. If the examination is failed on the first administration (and subsequent rewrites), the entire examination may only be retaken one time.

Following the successful completion of the written examination, a committee of four faculty (at least three of whom are full-time faculty members of the IO Psychology Program) will administer the oral component of the preliminary examination. Forms for the oral examination are available from Graduate Education by consulting with the Doctoral Candidacy Advisor. These forms must be requested by the student at least two weeks prior to the desired oral examination date. The mentor must have received a copy of these forms before the oral exam can be administered. The oral preliminary examination is conducted during a two-hour

period and addresses each of the required competencies. The oral exam may ask additional questions related to the written exam or investigate other topics related to the student's doctoral preparation. According to Graduate Education Policy: "Should a student fail the oral exam, the exam may be repeated a second time. The second attempt may not be scheduled within the same academic term as the first. An outside committee member (a Saint Louis University faculty member from another program) must be present at the second exam/proposal defense. A student who fails the second attempt will not be permitted to continue in the doctoral program." See the following for additional details:

<https://catalog.slu.edu/academic-policies/academic-policies-procedures/graduation-requirements>

Dissertation

The IO program requires a research-based dissertation on a committee-approved topic in Industrial-Organizational Psychology. The dissertation committee is composed of three IO program faculty. Requests for additional or alternate graduate faculty to serve on the dissertation committee will be considered by the IO Program faculty. Students must register for twelve hours of dissertation research (PSY 6990). Petitions to extend the time to complete the dissertation will result in additional credit hours being required. A public oral presentation and defense of the dissertation is required. Detailed guidelines for the dissertation are available from Graduate Education by consulting with the Doctoral Candidacy Advisor.

When enrolling in dissertation research credits, the minimum registration for an academic term is one credit until the total of 12 credits are completed. Once the dissertation research credit requirement is met, students should enroll for zero-credit dissertation research to maintain full-time status.

Expectations for Progress in Completing the IO Psychology Program

The IO Program is a full-time commitment and all students are expected to be actively involved in coursework, research, approved Professional Activity Projects, practica, or internships for eleven months each year. Engagement in any internal or external employment beyond assigned assistantships must be approved in advance and supervised by an IO faculty member. Employment that requires a total of more than 25 hours of work per week is incompatible with the full-time requirement of the IO Program. (An exception to this rule may be granted for formally approved internships that require more than 25 hours of work per week).

Successful progress in the IO Psychology Program involves more than completing the required academic courses. Timely and acceptable progress must also be made in completing master's thesis research, professional activity projects, preliminary examinations, and dissertation research. The normal time to complete these requirements for students entering the IO Program with a baccalaureate degree are as follows: master's thesis proposal submitted by the end of the first year; master's thesis completed and defended by end of the second year; required course work completed by end of the fall semester of the fourth year; preliminary examinations completed and dissertation proposal approved by the beginning of the fifth year; and the dissertation completed by the end of the fifth year. Graduate students who elect to complete a full-time internship following the successful completion of the preliminary examinations will be accommodated to reflect the length of the internship.

The normal time to complete requirements for students entering the IO Program with a research Master's degree are as follows: course work completed by the end of the second year (dependent on the number of credit hours accepted with the Master's degree); preliminary examinations completed and dissertation proposal approved by the beginning of the fourth year; dissertation completed by the end of the fourth year. For students entering the IO Program with a non-research Master's degree, additional time to complete a master's level research project will be determined by an IO faculty committee.

These expectations are set forth to encourage effective time management and the efficient completion of the IO Program. Students will be provided feedback on their performance at regular intervals by the IO faculty.

Performance Reviews

Students are expected to make continuous progress toward completion of the degree program. IO program faculty evaluate first-year students at the completion of the first semester, and all students are evaluated annually at the end of each academic year by comparing student goals with accomplishments based on the individual's academic plan and the general expectations for progress as noted above. Consequently, it is the student's obligation to provide a summary of academic accomplishments and an updated academic plan to the mentor two weeks prior to the end of the spring semester each year. Students will be provided with written feedback regarding their academic performance, research progress, and professional development. Table 4 presents the areas that are assessed and the rating scale that is used for performance reviews. Detailed comments are provided for performance that is unsatisfactory.

Table 4: Evaluation of IO Graduate Student Performance

Categories	Far Below Expectations	Below Expectations	Meets Expectations	Above Expectations	Far Above Expectations
1. Quality of Academic Coursework	1	2	3	4	5
2. Progress in the Curriculum	1	2	3	4	5
3. Quality of Research	1	2	3	4	5
4. Progress on Research Projects	1	2	3	4	5
5. Acquisition of Professional Skills	1	2	3	4	5
6. Personal Development	1	2	3	4	5
7. Overall Evaluation	US	US	S	S	S

* Note. US = unsatisfactory, S = satisfactory

Unsatisfactory performance

Student performance that is below or far below expectations represents a significant area of concern that must be addressed by a performance improvement plan. The identified performance problem must be improved to meet expectations within a specified period of time. The specified deadline may be the next regularly scheduled evaluation period or if the problem is more severe it may require closer monitoring and a shorter time frame for resolution. When unsatisfactory performance has occurred, the student must follow a written improvement plan to remediate the problem that is approved by the mentor and the IO faculty.

Probation

A student will be placed on probation in the IO Program if previously identified unsatisfactory performance has not been remediated to an acceptable level within the specified time frame or if the problem is so significant in nature and/or severity (e.g., ethical problem, academic dishonesty) that probation is warranted. Probation is for a specified time period. The time period and conditions for removal of probationary status will be formally stated in a written contract that will be signed by the student, his/her academic mentor, and the IO Program Director. Students receiving notice of probation must complete the activities specified in the remediation plan by the agreed upon deadlines.

Suspension

A student will be suspended from the IO program if the unsatisfactory performance is of such nature, severity (e.g., ethical problem, academic dishonesty), magnitude, or continued duration that limiting of all or some aspects of the IO Program is warranted. Suspension is for a specified period of time. The time period and conditions for removal of the suspension will be formally stated in a written contract that will be signed by the student, his/her academic mentor, and the IO Program Director. Students receiving notice of suspension must complete the activities specified in the remediation plan by the agreed upon deadlines.

Dismissal

A student may be dismissed from the IO Program due to the failure to remediate one or more areas of unsatisfactory performance as prescribed by the IO faculty. A student may also be dismissed due to the presence of a problem that is highly significant due to its nature and/or severity (e.g., ethical misconduct, academic dishonesty).

Appeals

If a student does not agree with feedback provided by his/her mentor regarding a performance review or evaluation of results from an improvement/remediation plan or wishes to provide additional information for consideration by the mentor, the student may request a meeting with the IO Program Director within two weeks from the date that the student was presented with feedback from his/her mentor. The student will have a full and fair opportunity to present any information verbally or in writing to the IO faculty at the meeting regarding their education, training, and performance in the IO Program. The student may bring a representative (who is not an attorney) to the meeting; the representative may address the IO faculty only at the discretion of the IO Program Director in consultation with the IO faculty. Following such meeting, the IO faculty will reconsider the student's performance evaluation and provide additional written feedback to the student. After the meeting with the IO Program Director, the student may appeal the actions and decisions of the IO faculty by using the procedures specified by the College of Arts and Sciences regarding academic appeals:

<https://www.slu.edu/arts-and-sciences/pdfs/graduate-academic-cppeals-process.pdf>

Assistantships, Practica, Internships and Other Employment

Students must receive formal approval from their mentor and IO Program Director for any internal or external assistantship, practica, internship or other forms of employment. Approval will be dependent on the student's level of preparation, progress, standing in the program, and appropriateness of the position.

Professional Organizations

Students are encouraged to join professional societies, attend annual meetings, and make presentations. Graduate student memberships are available for the American Psychological Association, Association for Psychological Science, Midwestern Psychological Association, Society for Industrial and Organizational Psychology, Gateway Industrial and Organizational Psychologists and the Academy of Management and similar organizations.

Awards Available to IO Students

Based upon their achievements, students may be nominated for an award by the IO faculty. The following awards are typically presented at the Psychology Department's Severin Banquet held during the spring semester.

- **Nicholas Colarelli Award:** This award is named for Nick Colarelli who was a member of the Psychology Department and founder of the consulting firm Colarelli, Meyer and Associates. This award recognizes an IO student for outstanding achievement in the application of IO Psychology.
- **Thomas J. Kramer Award:** The Kramer Award was established in 2005 in honor of Tom Kramer who served as a member of the Psychology Department for over 35 years and was a co-founder of the IO Program. This award recognizes an IO student who has made outstanding contributions to the IO Program at Saint Louis University.

- **David C. Munz Award:** The Munz Award was established in 2011 in honor of Dave Munz, a co-founder of the IO Program. Now an emeritus professor, he is our longest serving IO faculty member. This award is given to recognize an IO student who excels in the science and practice of IO Psychology.
- **John Napoli Award:** This award is named in honor of John Napoli who was a faculty member in the Psychology Department and well known for his service to the Clinical Program and for his dedication to the teaching of Psychology. Graduate students in the Clinical, Experimental, or IO Program are eligible for this award. The award recognizes an individual who has taught at least two college-level Psychology courses and demonstrated creativity, effectiveness, and a commitment to future teaching.
- **Marilyn Rigby Award:** This award honors Marilyn Rigby who was the first woman to be hired by the Department of Psychology and the first woman to be awarded tenure at Saint Louis University. This award is presented to an IO or Experimental Psychology student to recognize outstanding contributions to the Psychology Department.

Department Events

Students are invited to and encouraged to attend departmental colloquia, special presentations, and social events. Colloquia are scheduled monthly throughout the academic year. Special annual presentations include the Dr. Marjorie Richey Lecture in Social Psychology and the Psi Chi Great Issues Lecture. Students are also encouraged to attend social events such as the department's fall welcome, department picnic, holiday party, and the annual Severin Awards Banquet.

Research, Teaching, and Consulting Centers

- The **Center for the Application of Behavioral Science (CABS)**, located in the Department of Psychology, offers professional psychological research and consulting services to commercial, not-for-profit, healthcare, educational, and governmental organizations. Faculty consultants are assisted by graduate students in the doctoral psychology program. Areas of expertise in IO Psychology include organizational change, organizational learning, systems assessment, culture surveys, work team effectiveness, and performance analysis. CABS offers research services that include development and administration of questionnaires, web-based surveys, interviews, facilitated focus groups, systematic observation, content analysis, experimental research, multivariate analysis, advanced statistical techniques, and model construction.
- The **Center for Interprofessional Education and Research (CIER)** is located on Saint Louis University's medical campus and is directed by Dr. David Pole. The Center is a leader in interprofessional education and collaborative practice research. It works at the forefront of developing, delivering, and evaluating innovative educational initiatives to train individuals from diverse medical disciplines to practice in complex health delivery settings. The Center seeks to understand and facilitate effective collaboration between professionals to improve the quality and safety of patient- and client-centered care.
- The **Paul C. Reinert, S.J. Center for Transformative Teaching and Learning** assists University graduate students and faculty members with instructional and curriculum development programs and other services. Two teaching certificate options are offered by the Center. The Certificate in University Teaching Skills can be earned by completing a minimum of 15 credits and other requirements that culminate in a professional teaching portfolio. The Foundations Certificate can be earned by completing 10 credits and a reflection on teaching development. A limited number of funded assistantships are available to graduate students to support the work of the Center.
- The **Center for Workforce & Organizational Development (CWOD)** is located in the Wool Center. It provides high quality training to business professionals and University employees in its state-of-the-art facilities. The Center partners in some of its training activities with well-known companies such as Microsoft and the Project Management Institute. Customized programs are also

developed and delivered to meet specific business needs. Consultation services are offered in the areas of organizational leadership, assessment, and development.

- The **Organizational Health Initiative (OHI)** is located in the School for Professional Studies at Saint Louis University and is managed by Dr. Matthew Grawitch. OHI is dedicated to integrating science with practice, conducting research on the psychologically healthy workplace, and providing assessments and interventions for organizations to improve individual well-being and organizational effectiveness.

IO Program Faculty

The full-time Industrial-Organizational Program faculty, their research interests, and academic specialties are listed below (in alphabetical order by last name):

- **Richard D. Harvey, Ph.D.** (University of Kansas): Organizational identity and culture, performance management, stigma in the workplace, organizational learning and development.
- **Dustin K. Jundt, Ph.D.** (Michigan State University): Adaptability, team processes and effectiveness, work motivation, and leader behavior.
- **Cort W. Rudolph, Ph.D.** (Wayne State University): Issues related to the aging workforce, including applications of lifespan development theories, wellbeing and work-longevity, and ageism/generationalism.
- **Edward J. Sabin, Ph.D.** (Saint Louis University): Organizational assessment, organizational learning, consultation processes, interpersonal communication, and safety culture.
- **Candice L. Thomas, Ph.D.** (University of Houston): Work-life balance, the health and workplace implications of the return-to-work process after childbirth, occupational health and safety, and healthcare management.

IO Program Emeritus Faculty

- **David C. Munz, Ph.D.** (University of Oklahoma): Organizational innovation and change, training and development, occupational health psychology, and stress management.

Secondary Faculty Appointments

- **Jennifer Giancola, Ph.D.** (Saint Louis University - School for Professional Studies): Occupational stress, adult learning, and mentoring.
- **Matthew Grawitch, Ph.D.** (Saint Louis University - School for Professional Studies): Psychologically healthy workplaces, stress, work-life issues, and employee involvement.

Affiliated Faculty

Affiliated faculty may teach elective courses related to the IO Program, they may also supervise certain projects and professional training opportunities and may serve on graduate committees for IO Psychology graduate students with approval of the IO Program Director and the Division of Graduate Education.

- **Steven L. Winton, Ph.D.** (Saint Louis University - School for Professional Studies): Group effectiveness, employee engagement, leadership, and organizational development.
- **Patricia Bagsby, Ph.D.** (Saint Louis University - Chaifetz School of Business): Innovation, organizational development, and the psychology of retirement and wellbeing.