



**College of
Sciences**

**Department of Psychology
Ph.D. Program in Clinical Psychology
Clinical Handbook
2017-2018**

Table of Contents

I. Overview.....4
 Introduction..... 4
 Overview of the Scientist-Practitioner Training Model.....4
 Specialty Training Emphasis.....5
 Program Goals.....5
 Overview of Curriculum Goals.....6
 Expectations of Doctoral Students.....7
 Development of Competencies.....7
 Evaluation of Competencies.....8
 II. Application and Admission to Program.....9
 Admission Data for the Doctoral Program.....9
 Competency/Prerequisite Requirements.....10
 III. Program Content and Curriculum.....11
 Required Courses.....14
 Transfer Credit.....14
 APA Accreditation14
 Requirements for Licensure.....15
 IV. Clinical Practicum.....15
 Vision for Clinical Training.....15
 Supervision.....18
 Evaluation.....19
 Insurance.....19
 Time2Track.....19
 V. Degree Requirements.....19
 Annual Student Evaluations.....20
 Academic Standards.....20
 A Positive Interpersonal Ambience, Grievance & Appeal Procedures, and
 Sexual Harassment Policy.....21
 Residency Requirements.....22
 Academic Honesty and Ethics.....22
 VI. Work Policy.....23
 VII. Graduate Research.....24
 UCF Patent and Invention Policy.....24
 Master’s Thesis and Dissertation Overview.....24
 Master’s Thesis.....25
 Doctoral Dissertation.....26
 VIII. Qualifying and Comprehensive Examinations.....26
 Competency Domains.....26
 Purpose.....26
 Requirements, Rationale, and Objectives.....26
 Procedures and Time Guidelines for Completing the Qualifying
 Examination.....28
 Procedures and Time Guidelines for Completing the Comprehensive
 Examination.....29

Table of Contents Continued

Specific Criteria, Grading, and Supervision of Qualifying and Comprehensive Examination Competencies.....29

Qualifying Examination.....29

Comprehensive Examination.....29

Professional Activity Domain A: Research.....30

Professional Activity Domain B: Clinical Practice and Consultation.....32

Professional Activity Domain C: Teaching.....32

Submission of the Qualifying Examination and the Comprehensive Examination Binder.....33

IX. Predoctoral Internship.....34

X. Proposed Timeframes and Limitations.....35

XI. Financial Support.....36

XII. Academic Advising.....36

XII. Student Development.....37

 Student Representation.....37

 Professional Standards.....37

 Student Performance, Evaluation, Feedback, Advisement, Retention.....38

 Student Remediation Policy.....40

 Personal Psychotherapy.....42

 Student Support Services.....42

XII. Strength in Diversity and Inclusiveness & Sexual Harassment Policy.....43

XIII. Clinical Psychology Graduate Studies Faculty.....44

XIII. Appendices.....47

 Appendix A: Mission Statement of the Psychology Department.....48

 Appendix B: Doctoral Program 4-Year Schedule of Course Requirements.....50

 Appendix C: UCF Patent and Invention Policy.....52

 Appendix D: Ethical Principles of Psychologists and Code of Conduct.....55

 Appendix E: Publication Policy Guidelines.....55

 Appendix F: Internet and Social Networking Policy.....55

 Appendix G: Doctoral Student Forms.....56

Overview

Introduction

The Ph.D. Program in Clinical Psychology at the University of Central Florida educates graduate students “to generate and integrate scientific and professional knowledge, attitudes, and skills to further psychological science, professional practice, and human welfare. Graduates are capable of functioning as a scientist and a practitioner, and may function as either or both, consistent with the highest standards in psychology” (National Conference on the Education and Training of Scientist-Practitioners for the Professional Practice of Psychology, 1990). Graduate students also receive specific training in university-level classroom instruction/instructional technology, clinical supervision, and program evaluation/consultation, consistent with the changing role of clinical psychologists in the 21st century. Consistent with our departmental mission [Appendix A], we aspire to provide high quality education to include “the dissemination of state-of-the-field theoretical and empirical information, training in the methodological, statistical, and technical skills necessary to conduct psychological research, and practice in the application of psychological knowledge to real-life problems” (National Conference on the Education and Training of Scientist-Practitioners for the Professional Practice of Psychology, 1990). Our Ph.D. program aspires to achieve excellence in research and clinical training and to contribute to and perpetuate science and practice in the field of Clinical Psychology through faculty and graduate student involvement in scholarly and professional activities. We are active contributors to research in Clinical Psychology. We advocate for initiatives that affect the profession of psychology and the welfare of individuals, families, and groups. We also are active members of professional organizations.

Overview of the Scientist-Practitioner

The philosophy and mission of the Ph.D. Program in Clinical Psychology at the University of Central Florida are grounded in the scientist-practitioner model, the preeminent approach to education and training in applied psychology. The scientist-practitioner model represents an integrative approach to science and practice, wherein trained psychologists embrace a research orientation in their practice and seek to maintain a clinical relevance in their research (i.e., science informs practice, and practice informs science). Scientist-practitioners are exemplified by their use of an integrated approach to science and practice, rather than a particular role or job title. Further, they develop interlocking skills that promote a process of psychological investigation, assessment, and intervention throughout their careers. All didactic and experiential components of the Ph.D. Program in Clinical Psychology are consistent with the American Psychological Association Ethical Principles of Psychologists. Sensitivity to issues related to cross-cultural, multiethnic, and other individual differences is reflected at all levels of training. Graduates of this program will be capable of functioning as research investigators and as

practitioners and may function as either or both, consistent with the highest standards of the profession. The scientist-practitioner model is ideal for psychologists who utilize scientific methods in the conduct of professional practice (Proceedings of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology, January 1990, Gainesville, Florida).

Specialty Training Emphasis

The advent of managed care has significantly changed the mental health care delivery system and the role of psychologists in that system. It is clear that doctoral level psychologists will need to expand their roles beyond just the delivery of assessment and psychotherapy/intervention services. It is likely that psychologists' roles will need to include the development of innovative interventions, evaluation of intervention outcomes, program evaluation, and supervision. The University of Central Florida's Psychology Department has responded with an innovative Ph.D. Program in Clinical Psychology that is responsive to these needs. In addition to traditional training in the scientist-practitioner model (e.g., research methods, psychological assessment, and psychotherapy), the program targets several critical skills that are anticipated to represent additional key job functions of doctoral level Clinical Psychologists over the next 25 years. In doing so, UCF positions itself among the leaders in the training of Clinical Psychologists.

To advance clinical training objectives, the Ph.D. Program in Clinical Psychology utilizes its own Psychology Clinic as well as a multitude of community partnerships consistent with UCF's mission as a major metropolitan research university. As a result, graduate students, under faculty supervision, are able to offer state of the art psychological services to diverse individuals from the community in the Psychology Clinic. The Ph.D. Program in Clinical Psychology also utilizes existing public and private health service delivery resources in the Central Florida area as advanced clinical training sites (i.e., via "externships"). In particular, the Ph.D. Program in Clinical Psychology has partnerships with other campus units (e.g., Alcohol and Other Drug Prevention Programming [AOD]) as well as sites in the greater Central Florida community. Recognition of the competence and potential contributions of other professionals for advanced students in the program is an important component of clinical training. There is also an infusion of diversity throughout the training gained through these partnerships; this diversity accurately reflects the surrounding society and meets the needs of traditionally underserved populations. The Clinical Faculty feel strongly about cultural and other diversity and seek opportunities to actively recruit quality faculty and talented students with varied cultural backgrounds and to offer courses that emphasize cross-cultural and other diverse perspectives and considerations.

Program Goals

Consistent with the department's mission statement, the goals of the Ph.D. Program in Clinical Psychology are to: (1) produce psychologists who are competent in the design, implementation, and dissemination of scientific research consistent with the field of Clinical Psychology; (2) produce Clinical Psychologists who are competent in the

provision of efficacious, ethical, and scientifically sound psychological services; and (3) produce Clinical Psychologists who are competent in didactic instruction in the classroom and in supervision/consultation. These goals guide us in educating leaders in Clinical Psychology at the doctoral level within the scientist-practitioner tradition, in facilitating graduate students' understanding of the complexity of human behavior while expanding the collective knowledge base through multiple avenues (e.g., publications in scientific journals, conference presentations, teaching), and in striving to improve the health and quality of life of individuals through excellence in education, research, and delivery of clinical service. The overall philosophy that drives these goals is embodied in the policy statement that emerged from the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology held in Gainesville, Florida, on January 16-20th, 1990. This training model reflects our efforts to teach graduate students to advance psychological knowledge through research and scholarship and to evaluate the impact of clinical services using empirically derived methods and procedures. This training model also strives to help graduate students learn to think critically and scientifically about clinical problems and to provide clinical services with expertise while invoking the highest standards of ethical and professional conduct. The overall philosophy of the training program is consistent with that of the Mission Statement of the Department, the College of Sciences, the College of Graduate Studies, and the University.

Overview of Curriculum Goals

The curriculum plan (a) provides a strong grounding and sequential progression in the substantive core areas of psychology, (b) develops a foundation of knowledge relevant to critical thinking, scientific methods, and data analysis, (c) develops general and specific clinical competencies (e.g., clinical intake procedures, assessment, diagnosis, testing, case formulation/conceptualization, treatment, measurement of outcomes, and psychological consultation) through an orderly and sequential progression of didactic instruction and faculty-supervised practica, (d) provides multiple opportunities to develop the necessary skills to generate new knowledge through ongoing research and scholarly activities, (e) develops a foundation of knowledge and requisite skills in career-relevant domains, such as teaching and supervision, through participation in seminars and direct learning experiences, and (f) provides clinical and research training in defined specialty areas through participation in faculty research clinics/laboratories and community-based mental health facilities.

Further, the integration of science and practice is achieved in several ways. The program requires continuous engagement in both research and clinical activities coinciding with graduate students' standing in the program. Graduate students are engaged actively in clinical research activities, such as literature reviews, the design and implementation of empirical investigations, data collection and analysis, psychometric design and evaluation of instruments and outcome measures, program evaluation, and review of outcome research in both core and advanced practicum training experiences. Graduate students are encouraged to actively participate in research beyond the traditional research requirements (i.e., beyond the Master's Thesis and Dissertation). Graduate students also are encouraged to prepare manuscripts presenting interesting and/or unusual clinical

cases and submit them to appropriate clinical case journals for publication. The program requires graduate students to interact with a variety of faculty members in their clinical practica and research clinics/laboratories. These experiences provide faculty with an opportunity to evaluate graduate students' ability to apply and integrate scientific principles and relevant knowledge in the conceptualization of clinical cases and the analysis of clinically relevant problems. Each faculty member has a research clinic/laboratory wherein graduate students are exposed to projects that blend didactic, scientific, and clinical aspects of their education while supporting the overall mission of the Department and the University.

Expectations of Doctoral Students

It is expected that graduates of the Ph.D. Program in Clinical Psychology will demonstrate specific competencies that will allow them to function independently in a variety of roles and settings relevant to the field. Graduates are expected to independently generate new knowledge and contribute to extant knowledge in the field through publication and presentation of original research. They also are expected to be erudite consumers of psychological and psychologically-related research findings and to have the ability to utilize this knowledge and future research findings when practicing psychology as a professional. Graduates of the program are expected to be skilled in the delivery of a broad range of diagnostic, assessment, treatment, consultative, and instructional practices that will enable them to design, initiate, evaluate, and modify these practices to meet the needs of consumers. Graduates of the program also are expected to have developed other skills (e.g., in teaching and the provision of supervision/consultation) that will serve them in the expanding roles that are likely to be assumed by future Clinical Psychologists. For each of these activities, graduates are expected to conduct themselves in a manner that reflects a thorough understanding of and that is consistent with relevant ethical, professional practice, and legal standards. Graduates are expected to be knowledgeable about the issues relevant to and sources of individual, group, and cultural and other diversity and variation as they relate to the practice of psychology and how such diversity may impact the delivery of services and responsiveness to interventions in the practice of psychology.

Development of Competencies

The Ph.D. Program in Clinical Psychology develops the aforementioned competencies by requiring students to (a) complete a comprehensive, pre-established, and sequentially progressive curriculum, (b) engage in a progression of supervised practica under the mentorship of the faculty beginning in their first year of training, (c) participate in ongoing research activities under the guidance and mentorship of the Clinical Faculty, and (d) complete professional activities in three competency domains (research, teaching, and clinical practice/consultation) to fulfill comprehensive examination requirements. Core instruction in research and experimental design provides graduate students with general and advanced knowledge and requires them to demonstrate this knowledge by critically evaluating existing research, by designing and conducting new research, and by communicating their findings to others (e.g., through professional conferences, peer-reviewed scientific journal articles, supervised classroom instruction). Graduate students

are required to conduct assessments, initiate and provide treatments/interventions, and provide consultation for children, adolescents, and adults through their participation in core and advanced practicum placements. Students also fulfill one of their comprehensive examination competency domains by completing a detailed case study. Diversity in caseloads and experiences are monitored closely through the use of clinical activity logs (Time2Track) and annual review of practicum placements by the Clinical Faculty. The development of skills in teaching and supervision are provided through coursework and applied experiences as well. Appreciation of ethical, practical, and legal standards is achieved through didactic course work, supervision of clinical practica, and modeling by the Clinical Faculty.

The ability to contribute to knowledge is cultivated through numerous activities that include weekly participation with one or more Clinical Faculty members in the context of a specialized clinic/laboratory, writing Master's Thesis and Dissertation proposals, completion of the required Comprehensive Examination Competency domain in research, and participation at professional conferences. Graduate students in our program have demonstrated their contribution in many ways, with 100% of our graduate students belonging to one or more professional societies or organizations, 100% of students in their 3rd year or higher presenting a paper/poster at a professional conference since beginning their graduate studies at UCF (mean = 8.8 presentations per student), 53% of students in their 3rd year or higher co-authoring at least one journal article (mean = 3.6 per student), and 53% of students in their 3rd year or higher co-authoring a book chapter (mean = 1.8 per student).

Evaluation of Competencies

Competency is evaluated by regular programmatic review of graduate student performance and progress, and activities and career trajectories of graduate students in the program are reviewed and discussed annually. Each graduate student's research mentor and recent Clinical Faculty practicum supervisor(s) evaluate research and clinical competency, respectively, after each semester. If the graduate student has participated in a community-based clinical externship during any point in the past year, the supervisor ratings from that externship also are considered in rating the graduate student's overall clinical performance. The entire Clinical Faculty reviews graduate student performance in research, clinical activity, course work, and professional/ethical behavior annually, unless a student has previously received a less than satisfactory rating. In the latter case, graduate students are reviewed at the end of each semester or more frequently if needed. Graduate students are provided with a detailed written summary of their annual review and meet individually with their major professor and program director (when appropriate) to discuss the review. Behavioral goals for the ensuing training period are outlined and discussed with the graduate student.

Application and Admission to Program

Admission to the Ph.D. Program in Clinical Psychology is open to those with a Baccalaureate or a more advanced degree. Entrance is based on consideration of multiple criteria intended to provide an overall evaluation of the applicant's breadth and quality of preparation in basic science and psychology and to determine the applicant's ability to successfully complete the program and to make a contribution to the discipline of Clinical Psychology. The clinical admissions committee consists of the entire Clinical Faculty. Application materials include: (a) the verbal and quantitative scores on the Graduate Record Examination; (b) the score on the Psychology Graduate Record Examination; (c) GPA during the applicant's last 60 hours of work attempted for the Baccalaureate degree; (d) at least three letters of recommendation, preferably from faculty members knowledgeable about the applicant's classroom performance and/or research abilities and potential; (e) the applicant's personal statement, which should include a description of the research topic area that he or she would like to pursue along with the name of the faculty member(s) with whom he or she would like to work for the purposes of research mentorship; and (f) a resume or curriculum vita, including a description of research and fieldwork experience. Typically, a group of candidates are invited to campus for an interview that includes a general orientation, meetings with faculty and graduate students, a tour of campus facilities, and informal social gatherings (i.e., lunch on campus as well as an informal dinner at the home of the DCT for faculty, current students, and program applicants). Candidates unable to attend are offered telephone or Skype interviews. Final decisions are made on the basis of both the applicant's paper credentials and their interview.

Completed application materials are due by December 1st for admission for the following academic year (note: only fall semester entry is available). Once applicants receive an offer from the program, they have until April 15th to accept the offer (although applicants are encouraged to accept or decline their offer as soon as they have made their decision regarding attending the program). Applicants must submit the standard online UCF College of Graduate Studies application using the UCF web site: <https://www.students.graduate.ucf.edu/gradonlineapp/>. This application will be complemented by paper copies of all transcripts and letters of recommendation. The University's minimum quantitative requirements are a GPA of 3.0 on a 4.0 scale or a Graduate Record Examination score of 1000 (for the older GRE scoring) or 297 (for the new GRE scoring; combined verbal and quantitative portions of the GRE). Applicants who are admitted for graduate study, however, typically have scores that are significantly higher than these minimal criteria. Recent admission data are shown in the table below.

Table 1. Admission Data for the Doctoral Program in Clinical Psychology

	2015-2016	2016-2017
Total Applications:	126	105
Number of Applicants Who Were Offered Admission	7	10
Total Admitted	6	8
Acceptance Rate (i.e., the number of applicants offered admission divided by total number of applications)	5.6%	9.3%
Mean Undergraduate GPA (last 60 hours) of Applicants Entering the Program	3.71	3.75
Mean Verbal GRE (pre 2011 scaling) of Applicants Entering the Program	158	158
Mean Quantitative GRE (pre 2011 scaling) of Applicants Entering the Program	154	155

To be considered for admission, applicants must provide:

- A completed UCF graduate degree application form.
- Evidence of successful completion of undergraduate course work in statistics and general areas of psychology.
- Official scores on the Graduate Record Examination (GRE; taken within the last five years).
- Completed transcripts showing a Baccalaureate degree (and graduate degree(s), if conferred) and grades for all undergraduate and graduate course work.
- A curriculum vita or resume and written statement outlining the applicant's academic and professional goals, coupled with a clear statement concerning areas of research interest and the Clinical Faculty member(s) best suited to serve as a major professor and mentor. (Note: Clinical Faculty research interests can be reviewed on the Department's website at http://psychology.cos.ucf.edu/faculty_index.php).
- Three letters of reference, one year old or less, with at least two furnished by college or university professors who are acquainted with the applicant and can comment on their course work and/or research abilities and potential for graduate study in Clinical Psychology.

Competency/Prerequisite Requirements

Applicants must have at least a Baccalaureate degree with a major in psychology or a Baccalaureate degree with completion of undergraduate or graduate courses in statistics/research methods and six additional upper division courses in core content areas of psychology (i.e., personality theories, abnormal psychology, learning, physiological psychology, clinical psychology, developmental psychology, social psychology). Applicants who enter with a Master's degree may be eligible to waive or transfer up to 30 hours of their doctoral program requirements. In these cases, each applicant's situation will be reviewed individually based on program standards and requirements.

Program Content and Curriculum

The formal curriculum plan is detailed below (see **Ph.D. Program in Clinical Psychology Required Courses**) and consists of four basic components. The first component develops competence in the foundations of psychology (i.e., biological bases of behavior, cognitive/affective bases of behavior, social and developmental bases of behavior). Graduate students also complete a core curriculum that provide comprehensive coverage of the core substantive areas of psychopathology, psychological measurement and assessment, essentials of psychotherapy and intervention, research methods, basic and advanced statistics, cross-cultural psychology, and ethics/professional issues.

The second component entails the attainment of requisite clinical skills and practices and is accomplished by continuous engagement in clinical training beginning with graduate students' first year in the program and culminating with an intensive full-year clinical internship (typically taken in the 5th year of training). During the first year of training, graduate students are expected to observe clinical services being provided by more senior students via an assigned practicum or via their major professor's research clinic and to ultimately become comfortable conducting structured diagnostic assessments.

During the second year of training, graduate students complete a two-semester sequence of practicum training in the program's Psychology Clinic under faculty supervision. This experience provides extensive hands-on training in basic intake procedures, structured and semi-structured diagnostic interviewing, assessment (e.g., of behavioral, cognitive, intellectual, and/or personality functioning), clinical observation, administration and interpretation of tests and instruments for quantifying clients' levels of functioning, integration of information for purposes of case conceptualization, selecting and initiating empirically-based treatment, assessing clinical outcome, oral case presentation, and writing of case notes and formal reports. Graduate students carry a caseload that provides approximately four client contact hours per credit hour per week, participate in clinical supervision in individual and/or group formats, and complete written psychosocial histories/reports, case notes, and a clinical activity log. Although the actual number of patients assessed/treated may vary depending upon the goals of the practicum section and the individual student, the requirement for the successful completion of second year practicum is that the student must demonstrate engagement in at least four client contact hours per credit hour per week of actual clinical activity and be showing progressive and developmentally appropriate gains in their clinical knowledge and abilities.

For most students, third year clinical training will occur in the Psychology Clinic. This arrangement allows faculty to ensure that students will possess the necessary skills to work in externship settings in their fourth year and that their work in those settings will reflect positively on themselves and the program. Continued work in the Psychology Clinic may be particularly recommended for third year (and more senior) students who may need to make further progressive and developmentally appropriate gains in their

clinical knowledge and abilities. For students who enter the program with prior clinical experiences, they may begin externship in their third year if approved to do so by the Clinical Faculty and if they have completed their Master's Thesis. The third year also may be a blended year, in which the student spends the first half of the year in on-site clinical practicum and begins externship in spring semester. Externship is defined as an off-campus training site where there is weekly supervision conducted by a doctoral level, licensed clinical psychologist. These externships may occur in various community settings including inpatient and outpatient community mental health settings, hospitals, and specialty substance abuse programs. These externships are designed to have students engage in assessment and psychotherapy intervention services with patient populations that are not commonly encountered in the Psychology Clinic (e.g., patients with serious mental illness, substance dependence, suicidal populations, veterans, homeless populations) and consistent with the students' advanced level of training.

The third component provides a range of advanced seminar courses that develop specific areas of knowledge and skills (e.g., teaching). For example, graduate students may elect to fulfill one of their comprehensive competency domains in teaching after completing the teaching seminar and do so by serving as the instructor for an undergraduate course under the direct supervision of Clinical Faculty.

The fourth curriculum component entails the continuous involvement in research activities throughout graduate training. During the first semester, graduate students receive didactic instruction that exposes them to faculty research coupled with fundamental knowledge concerning program requirements (e.g., Master's Thesis, Dissertation); preparing submissions for conferences, scientific journals, and grants; university-level instruction; and basic data collection. Graduate students work under the tutelage of Clinical Faculty and engage in a mentored research experience leading to the oral proposal of a Master's Thesis ideally during their second year. Graduate students are encouraged to present their findings at professional conferences and to publish their work in appropriate journal outlets (note: Clinical Faculty have the option of encouraging their graduate students to write their Master's Theses in APA publication format to facilitate journal writing competence and to emphasize the relationship between conducting research and expanding the knowledge base of psychology through publication and peer review). Successful defense of the Master's Thesis is expected during the third year (and must be completed before starting an externship placement). Coupled with completion of required course work and Graduate School approval, this defense culminates in the awarding of the Master of Science degree. All graduate students author or co-author an empirically based research article to fulfill the research domain of the Doctoral Candidacy/Comprehensive Examination requirement. This comprehensive corner must be completed before Dissertation research can commence (note: see Candidacy and Comprehensive Examinations section, below). Graduate students develop an independent research focus following the awarding of the Master of Science Degree under the tutelage of a supervisory committee headed by the graduate student's major professor that leads to the doctoral Dissertation. Participation in research projects other than the Master's Thesis and Dissertation, whether self-initiated and/or faculty sponsored, is encouraged strongly throughout graduate training.

Some of the curricular components are sequenced (e.g., core courses occur prior to advanced training), whereas others occur simultaneously (e.g., research and practicum training). Graduate students are encouraged to complete their Dissertations by the end of the fourth year of training and prior to leaving to complete their off-campus Predoctoral Internship. Graduate students must propose their Dissertation successfully by October 1st to be eligible to apply for clinical internship, and the Clinical Faculty encourages students to complete data collection prior to their departure for internship. Graduate students interested in pursuing their Predoctoral Internship must submit a *Petition for Internship* form to the Director of Clinical Training, who, in turn, will review the petition with the Clinical Faculty at the next scheduled Clinical Faculty meeting. The following information must be included with the petition:

- (a) A copy of the Dissertation proposal form with committee member signatures.
- (b) A copy of the updated APPIC form that details clinical training and practicum experiences as a doctoral student.
- (c) A brief summary of expected timelines and progress thus far with respect to the Dissertation.

In summary, training is accomplished through an integrated set of classroom, laboratory, and community-based experiences consistent with a scientist-practitioner model of training and to support the critical professional dimensions for future psychologists. There are 84 semester hours of courses, seminars, practica, and research. These experiences evolve from the development of basic skills in the first year to the more advanced skills of students in fourth year (e.g., supervision of more junior students). Graduate students are expected to complete their Dissertations in the fourth to fifth year of study and to complete an off-campus internship in the fifth year. The Ph.D. degree will be awarded upon completion of the internship (and all University requirements) at the end of the fifth year.

The Director of Clinical Training and a committee of faculty and students administer the program. Courses are presented in sequential fashion, and there is a required Candidacy and Comprehensive Examination prior to initiation of Dissertation research. The Dissertation Committee oversees this research endeavor and serves in an educational and clinical advisory capacity to the candidate.

Doctoral Program in Clinical Psychology Required Courses

TOTAL CREDIT HOURS REQUIRED:

84 Credit Hours (Required Courses Plus Dissertation Credits) - Minimum Beyond the Bachelor's Degree

REQUIRED COURSES – 69 Credit Hours

Psychology Foundation Courses—12 Credit Hours

DEP 5057 Developmental Psychology (3 credit hours)
SOP 5059 Advanced Social Psychology (3 credit hours)
PSB 5005 Physiological Psychology (3 credit hours)
EXP 6506 Human Cognition and Learning (3 credit hours)

Research Courses—18 Credit Hours

PSY 7217C Advanced Research Methodology I (4 credit hours)
PSY 7218C Advanced Research Methodology II (4 credit hours)
PSY 7219C Advanced Research Methodology III (4 credit hours)
PSY 6971 Thesis (6 credit hours)

Clinical Courses—36 Credit Hours

CLP 7446C Child Psychological Assessment (3 credit hours)
CLP 7447C Adult Psychological Assessment (3 credit hours)
CLP 7145C Introduction to Clinical Psychology and Psychotherapy (2 credit hours: taken twice at 1 credit hour each time)
CLP 7125 Adult Psychopathology (3 credit hours)
CLP 7136 Child Psychopathology (3 credit hours)
CLP 7623 Ethical and Professional Issues in Clinical Psychology (3 credit hours)
CLP 7494 Adult Empirically Supported Treatments (3 credit hours)
CLP 7474 Child Empirically Supported Treatments (3 credit hours)
CLP 7943C Clinical Practicum (taken 2 times at 3 hours; 6 credit hours)
CLP 6949 Predoctoral Internship (taken 3 times at 1 credit hours; 3 credit hours)
CLP 7942L Supervision Practicum (1 credit hour)

Professional Development – 3 Credit Hours

EXP 6939 Teaching Seminar (3 credit hours)

Elective – 3 Credit Hours

Any graduate-level course as approved by the program director

DISSERTATION – 15 Credit Hours

PSY 7980 Doctoral Dissertation (15 hours)

Minimum Hours Required for the Ph.D. — 84 Semester Hours

A typical sequence of the courses is presented in Appendix B. The M.S. degree requirements are located in Appendix C.

Transfer Credit

Graduate students may be eligible to waive or transfer up to 30 credit hours for credits earned from a completed Master's degree from an accredited institution (as long as this number does not exceed 50% of the programs requirements). Each graduate student's request of transfer credits is considered individually by the Clinical Faculty. Graduate students should submit a request to the Director of Clinical Training and provide a course catalog description, course syllabus, and other relevant information to enable the Clinical Faculty to make a determination of equivalence with a course in the Ph.D. curriculum. The waived hours must come from graduate-level course work (e.g., numbered 5000 and above in the Florida SUS approach). No courses with grades less than "B" will be considered for waiver. Graduate students who did not complete an empirical Master's Thesis as part of their required training at another accredited institution must complete an empirical Master's Thesis prior to forming a Dissertation committee. Graduate students who completed an empirical Master's Thesis at their former accredited institution may submit their Master's Thesis to the Director of Clinical Training, who will assign a faculty committee to review the Master's Thesis and determine whether it meets the Ph.D. program's standards for excellence. Graduate students must propose and successfully defend an approved Master's Thesis under the direction of Clinical Faculty if their Master's Thesis completed at a previous institution fails to meet the Ph.D. program's standards.

APA Accreditation

The Ph.D. Program in Clinical Psychology in the Department of Psychology received its initial accreditation for five years in 2003. The program then was re-accredited by the American Psychological Association in 2008 and in 2013. For further information, contact the APA Office of Accreditation, 750 First Street N.E., Washington, DC 20002-4242. Telephone: 202/336-5979.

Requirements for Licensure

Licensure as a Psychologist is governed by states (and provinces in Canada). Thus, graduates will need to become familiar with the laws governing licensure in their intended place of residence. Florida Statute 490 governs licensure in this state, and information concerning licensure is provided in the Ethics and Professional Issues course.

Clinical Practicum**Vision for Clinical Training**

Clinical training, like research training, should be integrated throughout all levels of the student's time in the Ph.D. Program in Clinical Psychology. Clinical training can take many different forms and includes didactics, practicum, externship and internship.

Clinical training now is conceptualized as including training in supervision as well as the provision of actual clinical services. The Commission on Accreditation requires that clinical activity be consistent with the program's model of training. For UCF, this training would entail experiences and places that are consistent with a scientist-practitioner model, that have training opportunities consistent with a model of doctoral training, and that are of sufficient breadth and depth of experiences to be consistent with the unique training goals of any particular student. This new vision requires thinking outside of old parameters. The following criteria guide the clinical training experiences at UCF.

Year I. Clinical training begins the week of matriculation at UCF and includes both didactic training in psychopathology and assessment as well as a course entitled "Introduction to Clinical Psychology and Psychotherapy." This latter course includes both one hour of didactics and assignment to either a mentor's clinic or a practicum consistent with their overall career goals and may include different rotational experiences throughout this year. These experiences will take place in the Psychology Clinic. Graduate students also will attend oral examinations of senior students who are completing the clinical corner of their comprehensive examination.

Goals for the first year:

Achieve comfort working with patient populations, acquire thorough knowledge of assessment and psychopathology, be able to independently assess patient presenting complaint, acquire basic knowledge of intervention skills.

Competencies for first year

Demonstrate basic knowledge in assessment and psychopathology
 Demonstrate basic understanding of ethics and professional behavior
 Demonstrate basic ability to interact professionally with a patient
 Demonstrate basic ability to join with clients using basic clinic skills
 Demonstrate basic clinical management skills
 Demonstrate basic ability to conduct unstructured and structured/semi-structured clinical interviews with a patient.
 Demonstrate basic ability to generate potential diagnoses and determine a working diagnosis, accurately ruling out alternatives
 Demonstrate basic ability to assist in the administration of therapy, under the guidance of senior student and supervisor

Year II. Courses in empirically supported treatments occur this year. The student also begins independent (under faculty supervision) provision of psychological assessment/treatment consistent with the student's individual goals. This includes enrollment in practicum/practica consistent with the structure established by individual practicum/practica supervisors.

Goals for the second year:

Independently provide assessment and/or treatment services through ongoing practica experiences. At the minimum there should be four hours per week of clinical activities consistent with their educational and career goals (excluding supervision). Although the actual number of clients assessed/

treated may vary depending upon the goals of the practicum and the individual student, the requirement for the successful completion of second year practicum is that the student must demonstrate engagement in at least four hours per week of actual clinical activity. In order to achieve that goal, the student may have to schedule more than that number of hours to account for “no shows”.

Successfully complete interventions courses with thorough understanding of empirically supported treatments (both psychological and pharmacological).

Competencies for the second year:

- Demonstrate the ability to independently assess/treat patients with at least moderate psychopathology, consistent with the Psychology Clinic’s standards for care
- Demonstrate the ability to communicate course of assessment/treatment in writing through accurate case notes, assessment reports and initial evaluation/termination summaries.
- Demonstrate the ability to treat patients using a single case design strategy
- Demonstrate the ability to accurately present case conceptualizations and treatment progress to supervisor and other graduate students

Years III and onward: For most students, the third year will be another year of on-site clinical practicum so that faculty can be assured that students possess the necessary skills to work in externship settings and that student work in those settings reflects positively on themselves and the program. For students who enter the doctoral program with prior clinical experiences, they may begin externship in their third year if they have completed their Master’s Thesis. This also may be a blended year, in which the student spends the first half of the year in practicum and begins externship in the spring semester. Externship is defined as an off-campus training site where there is weekly supervision conducted by a doctoral level clinical psychologist. Externship training requires substantive time and effort as well as distance from the UCF campus. Graduate students may receive this advanced externship training through work in university-community partnership arrangements. Partners include organizations such as Florida Hospital, Nemours Children’s Hospital, Center for Drug-Free Living, the Orlando Veterans Administration Medical Center, and other sites deemed appropriate for doctoral level training.

Students may not begin externship until they have successfully defended their Master’s Thesis. Once they meet that requirement, the student works closely with their major professor, the Clinical Faculty, and Director of Clinical Training to tailor their training to meet their unique background and training goals. Despite the overall setting in which clinical training occurs, the goals of the clinical training require the student to achieve, by the time of application for internship, the knowledge and skills necessary to successfully compete for, and do well in, an internship setting.

Goals for these years

- Independently provide assessment and/or treatment services through ongoing practica/externship experiences. *At the minimum there should be 10 hours*

per week of direct patient contact in addition to supervision. Although the actual number of clients assessed/treated may vary depending upon the goals of the practicum and the individual student, at the minimum the goal is for the student to have a variety of training experiences, consistent with the student's training goals and career aspirations.

During the year prior to application for internship, the student will enroll in practicum supervision (for either 1 or 3 credits) and will acquire the knowledge and skills needed to provide supervision of junior colleagues.

Competencies for these years

Demonstrate the ability to independently assess/treat patients with moderate and severe psychopathology, consistent with the Psychology Clinic's standards for care and standards of the externship setting where they may work

Demonstrate the ability to communicate course of assessment/treatment in writing, with clinical sophistication, accurate case notes, assessment reports and initial evaluation/termination summaries.

Demonstrate the ability to treat patients using a single case design strategy

Demonstrate the ability to accurately present case conceptualizations and treatment progress, with clinical sophistication to supervisor and other graduate students

Demonstrate mastery of at least two different forms of intervention such as individual treatment, group treatment, parent management training, marital therapy, etc.

Demonstrate the ability to assess and treat patients with different types of psychopathology and who represent diversity in terms of age, sex, race/ethnicity, religion, sexual orientation, etc.

For year prior to internship

Demonstrate knowledge in the theory and practice of effective supervision

Demonstrate the ability to accurately supervise a junior student, providing effective modeling of appropriate clinical skills and effective feedback leading to growth in the skills of the junior student

Demonstrate the ability to prepare a comprehensive written and oral clinical case review that includes a thorough literature review relevant to the case formulation and conceptualization, selection of appropriate measurement/assessment techniques and instruments, treatment design, and detailed results of the outcome coupled with recommendations and discussion of findings. This case will be presented to the Clinical Faculty.

Overall, these practicum training goals reflect the Ph.D. program's emphasis on developing scientist-practitioners. These goals include:

- Integration of a scientific and empirical orientation into clinical practice
- Familiarity with the current literature relevant to clinical activities
- Systematic training to help students develop clinical skills and conceptualize cases
- Regular supervision from on-site and program supervisors
- Ongoing therapy contact with clients

- An integration of assessment and treatment
- On-site clinical and didactic conferences and seminars

Graduate students participate in on-site practicum for a minimum of one year (typically Fall, Spring, and Summer semesters of their second year). Students register for three semester credit hours each semester. Most graduate students will enroll for more than one year of practicum, however, if the Clinical Faculty does not believe that a graduate student has made sufficient progress in the attainment of basic clinical skills, then that graduate student will be required to enroll in an additional year of on-site practicum. In keeping with APA practice norms, the program attempts to provide approximately 1000 hours or more of supervised clinical experience to help students prepare for their Predoctoral Internship. Additional experiences may be sought out by students in consultation with their major professor and the Director of Clinical Training.

Externship assignments are made in consultation with graduate students and the Clinical Faculty. During the Spring semester, a list of available external sites for the upcoming academic year is presented in a student meeting. Graduate students rank order their site preferences and forward this information to the practicum committee, which determines final placement based on multiple factors (e.g., the appropriateness of the site for the graduate student's level of training, past practica placements, readiness, progress in the program, professional goals). External practica training is considered to be as important as course work and is required of all graduate students.

Supervision

All practica students receive regular and direct supervision from: (a) clinical program faculty and/or (b) selected professionals from the community agencies who meet criteria established by the program. The format of supervision may vary across supervisors. The purpose of supervision is to maintain close contact between program faculty and graduate students in a clinical context, to encourage the adoption of a scientist-practitioner model in clinical practice, and to facilitate the development of clinical skills.

Evaluation

Program and on-site practica supervisors evaluate each graduate student at the end of each semester using a Practicum Evaluation Form. These forms provide feedback about graduate student progress and are used in annual student evaluations. Graduate students also complete a Practicum Evaluation Form to provide information concerning their experiences and appropriateness of supervision at a site. This information is used to monitor the type and quality of practicum training experiences and to aid in the future placement of graduate students. Samples of graduate student and site evaluation forms are located in Appendix H.

Insurance

All graduate students are required to have liability insurance before they can be involved in any assessment, therapy, or consultation activities. Arrangements for this insurance are made at the start of the program, prior to initiation of activities, and renewed annually.

Time2Track

Graduate student will be involved in many clinical activities during their graduate training and will need to carefully track their activities, as such tracking will be important when applying for internship. Students are encouraged to use Time2Track, a web-based program that will allow for easy tracking of all clinical hours. Check with Kelsey Miller, the program assistant, for how to set up your account.

Degree Requirements

Program emphasis in the first two years is primarily on training in the foundational areas: psychopathology, assessment, various intervention courses, research methods, Master's Thesis research, and initial clinical practica. The final two years focus on advanced program components that prepare students for their personal career goals: advanced seminars, external clinical practica, and Dissertation research.

A Master of Science degree will be awarded to students in route to the completion of the Ph.D. in Clinical Psychology. The M.S. degree is awarded following successful completion of all coursework in the first and second years and successful completion of the Master's Thesis and oral defense.

After completion of the requirements for the M.S. degree (see Appendix C for details), candidates for the doctorate degree must successfully complete the Candidacy and Comprehensive Examination requirements before beginning Dissertation research (see details below concerning the Candidacy and Comprehensive Examination requirements). Before earning Ph.D. degree, candidates are required to complete 84 credit hours of required coursework (see curriculum details on pages 4-5), to successfully complete the Dissertation and oral defense, and to complete 2,000 hours at an accredited Predoctoral Internship program.

Annual Student Evaluations

Consistent with APA requirements, graduate student progress is evaluated annually by the Clinical Faculty. Evaluations are based on academic performance, clinical proficiency, ethical and professional conduct, research participation, response to supervision, interpersonal behavior, and intrapersonal functioning. Specific examples of exceptional performance standards in these areas include the following:

- Academics: uniformly outstanding academic achievement in coursework
- Progress: timely progress toward the completion of a degree
- Research: excellence in research and scholarly skills and abilities as reflected through high quality work and participation in research activities beyond those needed for a degree
- Presentations: presentations at scientific and professional meetings
- Publications: publications in scientific and professional outlets and forums
- Clinical work: excellence in clinical skills in assessment, diagnosis, therapy and/or consultation as reflected through research clinic, practicum, and internship experiences
- Professional: positive professional demeanor and presentation in interpersonal relations and professional activities with faculty, peers, and colleagues
- Adjustment: positive personal and professional behaviors (e.g., self-confidence, maturity, sensitivity, responsibility, cooperation)
- Ethics: personal behaviors that reflect adherence to APA Code of Ethics

Graduate students receive annual written feedback on their achievement of program requirements and performance expectations. Such feedback shall include: a) behavioral overview of performance; b) any letters of recognition; c) timely, written notification of all problems that have been noted and the opportunity to discuss them; d) guidance regarding steps to remediate all problems (if remediable); and e) substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.

Academic Standards

A graduate student's grade point average (GPA) shall be calculated only on those courses specified in the individual's program of study. A minimum of a 3.0 GPA is required to maintain graduate student status and for graduation. In any term where the GPA drops below 3.0, the graduate student's status will be changed to "academic provisional" for a maximum of 9 semester hours. If graduate students have not attained an overall graduate GPA of 3.0 at the end of the 9 semester hours, they will be reverted to Post-Baccalaureate status. If a graduate student wishes to appeal a change in status, an appeal may be filed with the Director of Clinical Training. No graduate level courses with a grade of "D" are acceptable in the Ph.D. program. In addition, no 4000-level courses or transfer courses with a grade of "C" or lower are acceptable. Graduate students whose overall GPA falls below 3.0 will be reverted to Post-Baccalaureate status.

A graduate student may earn a maximum total of six semester hours of "C" grades in non-clinical core courses while in the Ph.D. Program in Clinical Psychology (i.e., only "B" grades or higher are acceptable for clinical core courses). The final transcript may not contain unresolved "I" grades. This requirement does not imply that a course in which a graduate student has received these grades cannot be repeated to provide a better grade. Both grades will be used in computing the GPA. There is no forgiveness policy on graduate grades. Exceeding six semester hours of "C" or unresolved "I" grades is reason for reversion to Post-Baccalaureate status.

A Positive Interpersonal Ambience, Grievance and Appeal Procedures, and Sexual Harassment Policy

It is the policy of the Ph.D. Program in Clinical Psychology to provide a safe, comfortable, and positive environment for graduate students, faculty, and staff. The Ph.D. Program will not tolerate any discrimination or harassment based on gender, race, ethnicity, sexual orientation, religious preferences, disability, or age. Interactions between and among graduate students, faculty, and/or staff are expected to occur in a professional and responsible manner consistent with APA ethical guidelines and established social etiquette.

The Clinical Faculty recognizes that conflicts among graduate students or between graduate students, faculty, and/or staff can occur for a variety of reasons, despite consistent efforts to maintain a positive interpersonal ambience in the program and department. Graduate students and Clinical Faculty are encouraged to resolve these conflicts quickly and in a responsible manner. A variety of options are available to graduate students to resolve conflicts. The clinical program recommends that concerns be expressed to Clinical Faculty in the following sequence:

- 1) Graduate students should approach their major professor and the Director of Clinical Training to begin a discussion about their concerns. Their major professor and the Director of Clinical Training can then work with the Clinical Faculty to address and alleviate the concerns broached by the graduate student.
- 2) In the event that a graduate student has a grievance regarding a departmental policy, departmental personnel, or an action that is taken by the Clinical Faculty or Director of Clinical Training, the graduate student should take this grievance to the Department Chair. The Department Chair will review the grievance and consult with the graduate student to determine whether the grievance can be settled amicably.
- 3) Grievances that are not settled amicably at the department level may be taken to the Assistant Dean of Graduate Studies in the College Sciences, then to the Dean of Graduate Studies, and to the Graduate Counsel for consideration and review.

Grievances may include, but are not limited to, the following areas: academic provisional status, training assignments, practica, evaluation (including grades, training assignment, professional attitudes, and ethics), departmental policies, Master's Thesis and Dissertation, and quality of teaching. It is hoped that grievances will rarely arise and that, when they do occur, they can be resolved satisfactorily during the initial steps of the procedures. The Clinical Faculty will initiate procedures to address issues raised by graduate students. In addition, formal grievance procedures are available through the Department Governance Guidelines, the University Sexual Harassment Policy and Procedures Guidelines (see page 31), and the Academic Grievance Procedures in the Office of Student Affairs. Retribution based on graduate student complaints or grievances will not be tolerated in accord with established University policy.

Residency Requirements

The program requires a minimum of four years of full-time in-residence study plus completion of an internship for a total of 84 hours. The residency policy is more stringent than the corresponding College of Graduate Studies policy. If the graduate student enters with a Master's degree, a minimum of two years of academic study on campus is required. In accordance with College of Graduate Studies' policies, graduate students who enter with Master's degrees are eligible to waive up to 30 hours of their doctoral program requirements (as long as this number does not exceed 50% of the programs requirements). In these cases, each graduate student's situation is reviewed individually based on program standards and requirements. The College of Graduate Studies' policy also states that graduate students taking Master's Thesis or Dissertation hours are required to be enrolled continuously until the Master's Thesis or Dissertation is completed. A university-wide minimum of at least 15 hours of Dissertation hours is required for all doctoral programs.

Academic Honesty and Ethics

Graduate students shall abide by the APA Ethical Principles of Psychologists and Code of Conduct and the UCF Golden Rule. Ethical conduct issues include responsibility to the public, conduct of research, dissemination of information, confidentiality, client welfare and professional relationships, and academic honesty.

Regulations and ethical principles concerning research and the use of human and/or animal subjects must be consulted prior to beginning any research investigation. Graduate students are expected to familiarize themselves with UCF and APA guidelines regarding the conduct of research and the dissemination of results and must abide by all University procedures concerning the conduct and reporting of research.

Graduate students are advised to discuss and have agreements regarding roles, responsibilities, and publication credit prior to engaging in collaborative research. The authorship of Master's Theses and Dissertations should reflect the graduate student's primary responsibility for the project (i.e., graduate students should be the first author); however, graduate students may choose to relinquish their right to first authorship. For example, they may decide not to publish their findings in a timely manner, yet make arrangements with a collaborator to do so. In any case, publication credit is assigned to those who have contributed to a publication in proportion to their professional contributions.

Work Policy

Graduate students must not engage in professional practice except under immediate supervision in a graduate course in which they are registered formally or under the direct supervision of a qualified person designated by the Director of Clinical Training. Any

activity involving psychological counseling, psychotherapy, assessment, or other clinical psychology professional skills must be approved by Clinical Faculty prior to engaging in activities at that setting. Graduate students also must first get Clinical Faculty permission prior to working “extra hours” at an external practicum site that the program sanctions.

Funded graduate students should avoid seeking additional employment during the academic year. The typical 9 to 12 credit academic course load per semester plus a 15 to 20 hour per week assistantship/externship in addition to expected levels of participation in research and clinical activities represent a full life. It may be wiser to acquire a loan, if necessary, than assume any additional work burdens. The Ph.D. Program in Clinical Psychology, however, does not dictate to anyone what he/she does beyond the structure of the Ph.D. Program (with the exception of the professional practice stipulations noted above). The program requires, however, that any graduate student who chooses professional employment outside the program to understand the limitations and potential liability issues that outside employment may entail. It is also the personal responsibility of all graduate students to ensure that outside employment does not interfere with timely progress toward program completion (i.e., consult the expectation criteria outlined in the annual student evaluation section).

Graduate students in any community placements or employment contexts must adhere to all ethical and legal requirements regarding public representation of their credentials. Consult the APA Ethical Standards and the Florida Code concerning the legal use of the title “Psychologist” and exceptions for students. In general, graduate students in a supervised setting that is a component of their program of study should refer to themselves as “Psychology Trainee” or “Doctoral Student Trainee.” In contrast, if a graduate student chooses to engage in professional employment or professional activities that are not a component of the training program, the graduate student must use the job title designated by the employer (e.g., “Psychosocial Rehabilitation Worker”). Only a Licensed Psychologist can use the title “Psychologist” (i.e., the title is protected by law). Moreover, graduate students must be particularly careful not to represent themselves as graduate students of the Clinical Psychology Ph.D. Program at UCF when the professional activities are not sanctioned by the program.

Graduate students are explicitly informed that, when engaged in professional employment or professional activities that are not components of the Ph.D. training program, the graduate student is completely uninsured against claims of malpractice. Neither the University of Central Florida nor the American Psychological Association student insurance plans cover a graduate student for activities not sanctioned by the training program. This work policy statement is provided to all entering graduate students during their initial orientation meeting prior to commencing with their doctoral studies in Clinical Psychology at UCF (see Appendix H for Work Policy signature form).

Graduate Research

Research is a critical component of training for the Ph.D. Program in Clinical Psychology. Graduate students are expected to begin research activities early in their graduate training and to continue research involvement throughout their graduate career. Minimum research requirements include completion and oral defense of a Master's Thesis and completion and oral defense of a Doctoral Dissertation. Master's Theses and Dissertations are designed to promote the integration of conceptual issues, research design, and knowledge of basic psychology and to provide graduate students with the skills required to conduct empirical research. Active involvement in research throughout graduate training (in addition to the minimal requirements), presentation of research at professional conferences and meetings, and manuscript submission to peer-reviewed scientific journals are encouraged strongly of all graduate students.

UCF Patent and Invention Policy

UCF has three fundamental responsibilities with regard to graduate student research. They are to: 1) support an academic environment that stimulates the spirit of inquiry; 2) develop the intellectual property stemming from research; and 3) disseminate the intellectual property to the general public. UCF owns the intellectual property developed using university resources. According to this policy, graduate students as inventors will share in the proceeds of the invention. Graduate students are required to sign the UCF *Patent and Invention Policy for Graduate Student* form, which outlines the University's policy in detail. Copies of this policy are provided in Appendix D or may be obtained at the Department of Psychology office.

Master's Thesis and Dissertation

All Master's Theses and Dissertations must involve the collection and analysis of original data. Oral presentation of the Master's Thesis/Dissertation prospectus must be made to the Master's Thesis/Dissertation Committee for approval prior to starting the research. The proposal generally includes the following: (a) title, (b) introduction to the problem, (c) comprehensive review of relevant literature, (d) establishing the uniqueness of the study, (e) theoretical background and hypotheses, (f) planned methodology, and (g) planned data analytic approach. Clinical Faculty have the option of having their graduate students write their Master's Thesis and Dissertation using APA publication style (see *APA Publication Manual, Sixth Edition*). An appendix to the Master's Thesis and/or Dissertation may be used to include a more comprehensive literature review as determined by the graduate student's committee members, particularly in those cases where the graduate student's research mentor has encourage them to complete their project using publication style. After submitting a written proposal to the Master's Thesis/Dissertation Committee, the committee meets with the graduate student to discuss and evaluate the proposal. The approval of the proposal by a majority of committee members indicates that the committee members find the research to be original and appropriate, the literature review to be accurate and appropriately comprehensive, and the research design/planned data analytic strategy to be appropriate for the study. After receiving committee approval for the Master's Thesis/Dissertation, all graduate students

must receive approval from the University's Institutional Review Board (IRB) before data may be collected from human participants. Prior to submitting a study for IRB approval, graduate students must complete the designated online course concerning the use of human participants in research (Citi Training; http://www.students.graduate.ucf.edu/CITI_RCR_training/).

Graduate students should refer to the *College of Graduate Studies Thesis and Dissertation Manual* which describes UCF's formatting requirements for Theses/Dissertations and outlines the steps graduate students must follow to submit their Theses/Dissertations to Graduate Studies. Graduate students can purchase the manual in the UCF Bookstore, use the copies on reserve at the Reference Services Desk in the UCF Library (second floor), or access this information on the editor's website at http://www.students.graduate.ucf.edu/ETD_formatting/. Except as modified by UCF formatting requirements, APA publication guidelines should be followed in the preparation of Master's Thesis and Dissertation manuscripts. Graduate students who wish to complete their degree requirements (M.S. or Ph.D.) in a given semester must hold their oral defense and submit their final electronic copies to the Master's Thesis and Publications Editor in the College of Graduate Studies by the dates shown in the Graduate Catalog. Please note that Clinical Faculty are required to submit all Theses and Dissertations through Ithenticate.com. Therefore, sufficient lead time must be given when completing these degree requirements. Each semester, the UCF Thesis and Publications Editor presents workshops to inform graduate students about procedures, deadlines, and requirements associated with preparing a Master's Thesis and Dissertation. Students who are participating in graduate-level research are encouraged to attend a workshop.

Master's Thesis

Graduate students work under the tutelage of Clinical Faculty and engage in a mentored research experience leading to the oral proposal of a Master's Thesis ideally during their third semester. Successful defense of the Master's Thesis is expected by the third year. Graduate students should select a Master's Thesis committee of at least three members, including at least two Clinical Faculty members. One of the Clinical Faculty members must be designated as the Master's Thesis chair or director (or as a Co-Chair). Graduate students will complete a minimum of six Master's Thesis credit hours to meet the requirements for graduation and should be registered for at least one Master's Thesis credit each semester that Master's Thesis work is conducted. Graduate students must register for at least one Master's Thesis credit during the semester of the oral defense.

Doctoral Dissertation

The Dissertation is viewed as a learning experience that enhances the development of the scientist-practitioner and serves to demonstrate that the graduate student is competent to complete an original, independent scientific investigation that furthers psychological knowledge. Graduate student Dissertation research begins only after successful completion of the Candidacy and Comprehensive Examination. Graduate students may form a Dissertation Committee once the Comprehensive Exam is passed and they have been advanced to candidacy. The Committee will consist of a minimum of four faculty

members (three must be from the Psychology Department with two of the selected psychology faculty must be Clinical Faculty, and the fourth member may be from outside the program) and must be approved by the Graduate Division; one of the Clinical Faculty members must be designated as the Dissertation chair or director (or as a Co-Chair). Graduate students will complete a minimum of 15 Dissertation credit hours to meet the requirements for graduation. Students must be registered for Dissertation credits during the semester of the oral defense.

Qualifying and Comprehensive Examinations

Qualifying and Comprehensive Examinations are detailed below and involve the completion of three required activity/competency domains.

Domain A: Research

- a. Theoretical or Review Article, or
- b. Empirical Article

Upon successful petition, a student may submit a research proposal to an external funding agency in order to complete this domain.

Domain B: Clinical Practice

- a. Comprehensive Case Presentation, or
- b. Program Development (Rx/Prevention)

Domain C: Teaching

- a. Undergraduate Instructor Experience, or
- b. Professional Presentation Experience

Purpose: The purpose of the qualifying and comprehensive examination is to develop and assess competency of professional behaviors in doctoral-level graduate students that are consistent with the program's professional training goals. These goals include but are not limited to the development and demonstration of skills and abilities that enable graduates to (a) conduct and publish independent empirical research; (b) competently serve as innovative teachers/instructors in colleges, universities, and medical schools, and presenters at local, regional, national, and international professional conferences; and (c) be expertly trained, empirically-oriented clinicians capable of designing, implementing, and assessing programs concerned with mental health and mental health delivery broadly defined.

Requirements, Rationale, and Objectives: Successful completion of Qualifying and Comprehensive Examination requirements reflect the program's desire to ensure overall breadth of training that is complemented by individually-tailored professional training experiences and competencies consistent with a graduate student's professional career goals. The three professional domains outlined above are consistent with this intent. Each domain contains two options: graduate students may select either option in consultation with their faculty advisor.

1. Graduate students may fulfill the Research domain by successfully publishing an empirical study, a scholarly review, or a theoretical article in a refereed journal. Fulfillment of this component is intended to (a) complement the graduate student's graduate-level course work in research methods, design, statistics, and ongoing research practica, (b) hone conceptual and professional writing skills related to publishing empirical findings in scholarly journals, (c) encourage graduate students to submit completed scholarly works to journals for peer review, and (d) provide graduate students with the opportunity to receive and react to comments offered by journal reviewers.

In certain instances, the student may petition the faculty to submit a grant proposal in lieu of a publication in order to fulfill this requirement. The grant proposal alternative is intended to (a) provide graduate students with additional training and opportunities to critically review a specific area of empirical research related to clinical psychology, (b) hone conceptual and professional writing skills related to submitting grant applications to private and/or public granting agencies, (c) provide graduate students with an opportunity to interact with department and university grant support facilities, (d) encourage extra-department financial support for conducting empirical studies (e.g., federal and private awards for Dissertation research), and (e) provide graduate students with an opportunity to receive and react to grant reviewer comments.

2. Fulfillment of the Clinical Practice/Consultation domain requires graduate students to prepare a comprehensive written and oral clinical case review that includes a thorough literature review relevant to the case formulation and conceptualization, selection of appropriate measurement/assessment techniques and instruments, treatment design, and detailed results of the outcome coupled with recommendations and discussion of findings. Fulfillment of the Clinical Practice domain is intended to provide graduate students with (a) additional opportunities to conduct comprehensive literature reviews relevant to understanding particular disorders or mental health problems, (b) additional, extensive clinical supervision and consultation relevant to the formation and conceptualizing of a clinical case, (c) the opportunity to gain additional expertise in the selection of appropriate diagnostic and outcome instruments/techniques and their inherent psychometric properties, (d) advanced knowledge concerning single-subject experimental design and relevant controls, and (e) an opportunity to further develop written and oral presentation skills relevant to presenting case studies.

3. Fulfillment of the Teaching domain requires graduate students to successfully serve as the primary instructor for an undergraduate class at UCF or complete 10 formal presentations (the latter of which may include conference presentations at state, regional, national, or international conference and/or guest lectures at the University of Central Florida). Fulfillment of the traditional Teaching domain is intended to provide graduate students with (a) additional training and opportunities to develop instructional skills consistent with university-level instruction, (b) the opportunity to receive and react to constructive comments concerning their developing instructional skills, (c) additional opportunities to learn and develop expertise in using newly developed technology and methods relevant to university level instruction (e.g., active learning groups, computer assisted technology, software programs that facilitate and complement traditional

instructional activities), and (d) additional expertise in select areas of psychology to prepare them for future professional instructional opportunities following graduation from the University. Initiating classroom teaching for the purpose of fulfilling the teaching domain follows the successful completion of the teaching seminar. The alternative option under this domain is intended to encourage graduate students to engage in research studies beyond those required by the program and to present their findings at professional meetings. Fulfillment of this requirement is expected to promote research involvement throughout graduate training and promote graduate student competency in (a) developing written submissions of completed empirical works, (b) oral presentations skills with professional audiences, (c) learning and using innovative technology relevant to paper/poster presentations, and (d) receiving and reacting to constructive comments offered by professionals.

Procedures and Time Guidelines for Completing the Qualifying Examination

Graduate students admitted to the Ph.D. Program in Clinical Psychology are eligible to begin work on the Qualifying Examination prior to the completion of the Master's Degree but only after consultation with, and agreement by, their mentor. However, the Qualifying Exam cannot be submitted to the Clinical Faculty until all Master's degree requirements are completed successfully. Graduate students will complete one of the three professional activity domain options (Research, Teaching, and Clinical Practice) to fulfill the requirements of the Qualifying Examination. The choice of which domain to submit for the Qualifying Exam is left to the graduate student, in consultation with his or her faculty mentor. Successful completion of the Qualifying Examination criteria is expected within one year after completing the Master's degree requirements.

Graduate students who earned a Master's degree in psychology from an accredited institution other than the University of Central Florida (UCF) may petition the Clinical Faculty to determine whether previous work (e.g., published Master's Thesis or other empirically-oriented paper or review article) completed at their host institution may fulfill the Qualifying Examination criteria at UCF. Petitions will be directed to the Clinical Faculty in writing after consulting with the Director of Clinical Training. Non-approved petitions and those not petitioning will otherwise follow the same procedures and timelines as graduate students who earn their Master's degree in Clinical Psychology at the University of Central Florida.

The Clinical Faculty will review and determine whether graduate students successfully fulfill the requirements of the Qualifying Examination within a 4-week time interval after it is submitted, based on the written grading procedures outlined below. The Director of Clinical Training will notify students in writing following the successful completion of Qualifying Examination requirements.

Procedures and Time Guidelines for Completing the Comprehensive Examination

Graduate students admitted to the Ph.D. Program in Clinical Psychology are eligible to begin working on the Comprehensive Examination requirements at any point in their course of study after securing agreement from their mentor. They cannot, however, submit the Comprehensive Examination until they have successfully passed the Qualifying Examination (see above). Graduate students complete the two additional professional activity domain to fulfill the Comprehensive Examination.

Successful completion of the Comprehensive Examination criteria is expected within three years after completing the Qualifying Examination requirements and must be completed before proposing the Dissertation. The Clinical Faculty will determine whether the graduate student has successfully fulfilled the requirements of the Comprehensive Examination based on the written grading procedures outlined below. The Clinical Faculty will review each submitted dossier within four weeks of its submission (not including University holidays and breaks). The Director of Clinical Training will notify graduate students in writing following the successful completion of Comprehensive Examination requirements. After successfully completing the Comprehensive Examination, graduate students may form a Dissertation Committee, write a dissertation proposal, and formally propose their Dissertation to their committee.

Specific Criteria, Grading, and Supervision of Qualifying and Comprehensive Examination Competencies Requirements

Qualifying Examination

Each graduate student's major professor will oversee completion of the Qualifying Examination and submit a recommendation to the Clinical Faculty, who, in turn, will review submitted materials and decide whether a graduate student has satisfied the requirements. A majority vote by the Clinical Faculty is required for approval. At the meeting where the vote occurs, the major professor chairs the meeting but does not vote on the examination. Appropriate signature forms for the Qualifying Examination are included in Appendix H. It is the responsibility of each graduate student to obtain the appropriate signatures and place all required documents pertinent to the Qualifying Examination in their binder in the program office in the Department of Psychology.

Comprehensive Examination

Each graduate student's major professor will oversee completion of the Comprehensive Examination requirements and submit a recommendation to the Clinical Faculty, who, in turn, will review submitted materials and render final approval. A majority vote by the Clinical Faculty is required for approval. At the meeting where the vote occurs, the major professor chairs the meeting but does not vote on the examination. Appropriate signature forms for the Comprehensive Examination are included in Appendix H. It is the responsibility of each graduate student to obtain the appropriate signatures and place all

required documents pertinent to the Comprehensive Examination in their binder in program office in Department of Psychology.

Professional Activity Domain A: Research

A1: Publish as senior or second author a review or theoretical article in a peer-reviewed journal in Psychology such as Psychological Bulletin or Psychological Review or in a journal in a related discipline. The publication may not derive from work done as an unclassified graduate student or as an undergraduate student. For graduate students entering the Ph.D. Program in Clinical Psychology with a Master's degree in Psychology from an accredited institution, a previously published review or theoretical article completed while a graduate student may fulfill this requirement upon approval by the Clinical Faculty. Students will submit a preprint or reprint of the article (when available) to fulfill the research competency domain. No two graduate students in the Ph.D. Program in Clinical Psychology at the University of Central Florida may use the same article to fulfill the requirements of the Research professional activity domain. Thus, it is critical for students to discuss this matter with their major graduate advisor and other student colleagues who may be participating in the same research project prior to selecting a study to fulfill the Research domain requirements.

Or

A2: Publish as senior or second author an empirical article in a peer-reviewed journal in Psychology or related discipline. Publication of an empirical Master's Thesis is one option. The publication may not derive from work done as an unclassified graduate student or an undergraduate student. For graduate students entering the Ph.D. Program in Clinical Psychology with a Master's degree in Psychology, a previously published empirical article completed while a graduate student may fulfill this requirement upon approval by the Clinical Faculty. Graduate students will submit a preprint or reprint of the article (when available) to fulfill the research competency domain. No two graduate students in the Ph.D. Program in Clinical Psychology at the University of Central Florida may use the same article to fulfill the requirements of the Research professional activity domain. Thus, it is critical for graduate students to discuss this matter with their major professor and other student colleagues who may be participating in the same research project prior to selecting a study to fulfill the research domain requirements.

Grading Guidelines for Professional Activity Domain A. Research

Empirical, theoretical, and review manuscripts must be written in APA or journal-specific format and submitted to a peer-reviewed psychology journal or other appropriate psychologically-oriented discipline journal (e.g., psychiatry, educational psychology, mental health, cross-cultural). Fulfillment of the Research Domain competency is evidenced by a reprint or preprint and, in most cases, a letter from the journal's Editor or Associate Editor indicating that the manuscript has been accepted for publication and will appear in a future volume of the journal. Graduate students must provide a copy of the final manuscript and Editor's letter to their doctoral committee in their personal binder.

In the event that a graduate student's submitted manuscript is rejected by a journal, the graduate student must revise the manuscript in response to reviewer comments and resubmit to either the same journal (if invited) or another relevant journal. If the revised and resubmitted manuscript is rejected a second time, after revising manuscript in response to the new (second) set of reviewers' comments, the graduate student must orally present the study before the program faculty who will determine if the manuscript satisfies the requirements of the Research Domain. The graduate student's mentor does not participate in the Clinical Faculty vote regarding the final acceptability of the manuscript

Whether or not accepted for publication, all research submitted to fulfill this domain will be judged by the following:

1. Appropriate and timely review of the available literature
2. Application of critical thinking skills regarding the literature review (e.g., integrating findings, discussing possible reasons for discrepant findings)

In the case of empirical research, these additional criteria will also apply:

3. A research question/hypothesis based on a formulated rationale
4. Appropriate sample including considerations for adequate power
5. A study design that is free of major conceptual or methodological flaws
6. Statistical analyses that are appropriate for the research question
7. A discussion that integrates findings into the existing literature, discusses limitations in the current study, and discusses how the current findings inform theories and/or discusses the practical implications (e.g., clinical practice implications) of the findings.

The major professor does not participate in the grading of the manuscript/publication.

Alternative Option for Professional Activity Domain A: Government Grant Proposal

A student may petition the faculty to accept a written and submitted grant proposal that conforms to federal guidelines as an alternative to a paper publication. The proposal may be submitted to a private funding agency as long as the proposal is comparable to the standards required by federal agencies (e.g., PHS 398). Submit a copy of the grant proposal, a letter acknowledging receipt of the proposal, and the scientific review from the grant agency. In the event that proposal does not receive a fundable score from the agency, the graduate student must revise the manuscript and orally defend the proposal before the program faculty who will determine if the proposal satisfies the research requirements of the Research Domain. The major professor chairs the meeting but does not vote on the merit of the proposal.

Grading Guidelines for Professional Activity Domain A. Research

The same seven criteria used to evaluate the empirical research paper will be applied to the evaluation of the grant proposal with one exception. That is, instead of a discussion section that integrates findings into the literature (as there will be no findings at the point of grant submission), the grant proposal must clearly address the important theoretical and/or practical implications and importance of the proposed project. In addition, the

grant proposal must include a formal power analysis and specific planned statistical analyses that are tied clearly to each of the stated hypotheses. The grant proposal must also include preliminary data and the analysis of those data, as well as explaining how those data lead to the need to conduct the proposed study.

Professional Activity Domain B: Clinical Practice

Prepare a written and oral clinical case conceptualization. The written case conceptualization should include a literature review relevant to the presenting problems as well as measurement devices and interventions used, assessment results and interpretation, case formulation, treatment design, and outcome evaluation design. Documentation of direct or indirect (e.g., video) observation by the supervising Clinical Faculty also should be included. The case presented should be a client (individual adult, individual child, or family) with multiple problems and system issues (e.g., family, school, staff) who was seen by the graduate student. The written case conceptualization, direct observations of the supervisor, and the assessment data should be submitted to the doctoral committee. The oral case conceptualization then will be presented to the doctoral committee. The doctoral committee will determine if the graduate student successfully completed and presented their case. The major professor chairs the meeting but does not vote on the examination.

Grading Guidelines for Professional Activity Domain B. Clinical Practice

Both the written manuscript and the oral presentation will be rated by the faculty on the following dimensions:

1. Thorough literature review relevant to the case formulation and conceptualization
2. Selection of appropriate measurement/assessment instruments (including their psychometric properties) -- this includes the initial assessment as well as for measuring clinical outcome
3. Appropriate/rationale for selecting the treatment design (which includes demonstration of advanced knowledge of single-case design methodology)
4. Selection of an empirically-based treatment
5. Implementation of the selected empirically-based treatment
6. Interpretation of treatment outcome coupled with recommendations and discussion of findings
7. Demonstration of appropriate professional ethics
8. Demonstration of appropriate consideration of diversity

Professional Activity Domain C: Teaching

C1: Teach one undergraduate Psychology course or an undergraduate course in a related discipline. Submit a syllabus, sample lecture notes, sample class activities, examinations, two course evaluations (mid- and end-of-semester), and written feedback from the graduate student's major professor (which must include comments from at least three separate class observations that occur in the live setting or from recorded video). Graduate student evaluations may be considered in absolute terms and in the context of

the course taught. The Clinical Faculty will evaluate all of the submitted materials to rate the overall quality of teaching.

Or

C2: Prepare and give ten presentations. These presentations can include guest lectures in the UCF Department of Psychology, Psychology conference papers or posters, and Psychology workshops. Submit lecture notes for each guest lecture along with a letter from the instructor noting the date and topic of your guest lecture, a copy of conference presentations, workshop announcements and handouts and written feedback from the student's major professor who must have directly observed at least three lectures or presentations.

Grading Guidelines for Professional Activity Domain C. Teaching

1. Evaluation of the Syllabus (Communicates course expectations and requirements, Attempts to reduce ambiguities about policies and procedures, Provides a central reference point for students, Presents a clear course plan, Sets a tone for the course).
2. Evaluation of Lecture Notes/PowerPoint Slides (Are slides readable and engaging?, Does lecture begin with review of previous material/overview of new material?, Is there any indication of the use of teaching modalities other than simple lecture (e.g., videos, breakout assignments, demonstrations))
3. Examinations (Appropriateness of examination for the course type/number of students enrolled, Use of evaluations strategies other than formal testing (as appropriate to the class type/number of students enrolled))
4. Two student course evaluations (mid- and end-of-semester)
5. Written feedback from the student's major professor (Evaluations reflect improved teaching skills over the course of the semester).

Submission of the Qualifying Examination and the Comprehensive Examination Binder

In order to be reviewed in any given semester, students must submit their Qualifying and Comprehensive Examination binder materials by the first day of classes for that semester. The Clinical Faculty will review and score the Qualifying and/or Comprehensive Examination within four weeks of the submission, except if any part of the four week evaluation period falls over a semester break, in which case the evaluation period will be extended consistent with the number of days lost because of the break.

Specifically with respect to the Comprehensive Examination binder, graduate students who intend to apply for internship are cautioned that their Comprehensive Examination binder must be submitted by **August 1st** of the year in which they intend to apply (and preferably much sooner). Graduate students cannot propose their Dissertation or apply for internship until they have successfully passed candidacy.

Once the binder is submitted, the graduate student cannot access the binder until the Clinical Faculty has rendered their decision. Each member of the Clinical Faculty, with

the exception of the graduate student's major professor will assign each element of the examination a grade of "pass" or "fail." A majority of the Clinical Faculty must pass the graduate student on each professional activity domain for the graduate student to be considered to have passed the examination. The graduate student's major professor does not vote in this process. Graduate students must pass all elements of the Comprehensive Examination in order to pass the entire examination.

If a graduate student fails any component of the Qualifying or Comprehensive Examination, he or she will be considered to have failed the entire examination. Graduate students will be given one opportunity to re-do the failed professional activity domain(s) and re-submit the domain(s) to the Clinical Faculty. If a graduate student fails the examination the second time, they will be dismissed from the program.

Graduate students will be informed of the outcome of the examination by the Director of Clinical Training.

Predoctoral Internship

Graduate students in Clinical Psychology must complete a Predoctoral Internship, typically during the fifth year of their respective programs. Graduate students are encouraged to complete their Dissertations by the end of the fourth year of training and prior to leaving to complete their off-campus Predoctoral Internship. Graduate students must successfully propose their Dissertation by October 1st to be eligible to submit applications for Predoctoral Internships for the following academic year, and Dissertation data collection must be in progress prior to a graduate student submitting an APPIC final ranking (rankings are usually submitted during the month of February). The Clinical Faculty expects all Dissertation data to be collected prior to a graduate student leaving for their Predoctoral Internship. Graduate students who are interested in applying for their Predoctoral Internship must submit a *Petition for Internship* form to the Director of Clinical Training, who, in turn, will review the petition with the Clinical Faculty at the next scheduled Clinical Faculty meeting. The following information must be included with the petition:

- (a) A copy of the Dissertation proposal form with committee member signatures.
- (b) A copy of their updated APPIC form that details clinical training and practicum experiences as a doctoral student.
- (c) A brief summary of expected timelines and progress thus far with respect to the Dissertation.

Graduate students must acquire a "letter of readiness" from the Director of Clinical Training certifying that the graduate student has completed all the coursework required for the doctoral degree, has completed the Qualifying and Comprehensive Examinations, and has received approval for their Dissertation proposal before submitting an application for Predoctoral Internship. Requests for this letter must be made at least three weeks before the earliest internship application is due.

The Predoctoral Internship typically lasts 12 months, and the Ph.D. degree is not awarded until all academic work and the Predoctoral Internship are completed. The graduate student is responsible, in consultation with his or her major professor, for obtaining an internship assignment. It is expected that the Predoctoral Internship be with an APA-approved internship agency unless the Director of Clinical Training in consultation with the Clinical Faculty has approved an exception.

In addition to discussions with the major professor, graduate students may begin preparation for Predoctoral Internship by reviewing various publications. A list of internship sites is published each year in the December issue of the *American Psychologist* (see “The Accredited Internship and Postdoctoral Programs for Training in Psychology”). An additional source of valuable information concerning Predoctoral Internships in clinical psychology is the APPIC website (<http://www.appic.org/>).

Proposed Timeframes and Limitations

The Ph.D. Program in Clinical Psychology represents an integrated five-year professional training sequence that includes a one-year internship to be completed off-campus. It includes 84 hours of course work that are designed to provide both factual and practical knowledge in traditional areas of Clinical Psychology as well as specific training in future need areas (e.g., supervision and consultation).

Most applicants entering the program with a B.A. or B.S. degree will be awarded the Ph.D. degree in five years. The graduate student has a maximum of seven years from the date of admission to the Ph.D. program to complete the program. No courses taken since the program entry date at UCF may be older than seven years and still apply toward completion of the program. A proposed schedule of satisfactory progress follows; in addition, a sample curriculum can be found in Appendix B.

First Year

- Begin taking the research, basic psychology, and clinical foundation courses
- Begin observing and participating in clinical practicum experiences
- Begin Master’s Thesis; define Master’s Thesis topic, select a chairperson, begin literature review, and write introductory chapters

Second Year

- Complete required basic psychology and clinical foundation courses (2nd semester)
- Participate in clinical practicum experiences
- Submit Master’s proposal (by end of 3rd semester)
- Conduct Master’s Thesis research, complete writing of Master’s Thesis, conduct oral defense
- Work toward completing the Master’s Thesis, and receive the M.S. degree

Third Year

- Begin advanced coursework including seminars and electives
- Continue participation in clinical practicum experiences and/or begin externship assignments
- Complete Qualifying and Comprehensive Examinations requirements
- Begin doctoral Dissertation, submit Dissertation prospectus (by end of 3rd year)

Fourth Year

- Complete seminars and electives
- Continue externship assignments
- Conduct Dissertation research, complete writing of Dissertation, conduct oral defense (prior to beginning 5th year)

Fifth Year

- Complete 12-month internship
- Receive the Ph.D. degree

Graduate students entering the program with a completed Master's Degree in Psychology, who completed an empirical Master's Thesis and received approval of the Master's Thesis by the Clinical Faculty, may spend less time on campus. Proposed timeframes may differ from the above on an individual basis, with approval of the Director of Clinical Training.

Financial Support

The Department of Psychology makes every effort to obtain financial support for graduate students, to the extent that funds are available. Sources of funds include: departmental teaching assistantships, fellowships, research grants, and departmentally-arranged support from outside agencies, such as community mental health centers, hospitals, private practitioner offices, and private psychiatric facilities. Funds will be distributed across graduate students in an equitable manner, but, since sources of funds are often limited, financial support cannot be guaranteed to all graduate students, regardless of their year in the program or excellence of performance. The Director of Clinical Training, in collaboration with the Clinical Faculty and graduate students, examine the availability of assistantships and other sources of financial support (e.g., fellowships) each year. Full-time graduate assistants are eligible to receive tuition waivers for part of their tuition costs. Tuition waiver monies are used to assist graduate students to progress toward their degrees.

In addition to assistantships, graduate students may be eligible for fellowships, awards, loans, and work/study programs. Students should consult the Graduate Catalog and/or online resources, such as <http://www.finaid.ucf.edu>, for descriptions and requirements of

graduate financial support. The Director of Clinical Training also distributes information via e-mail as it becomes available.

Academic Advising

The graduate student's major professor also serves as their academic advisor. Graduate students are free to change advisors at any time and/or to be affiliated with more than one Clinical Faculty member but should do so after consultation with their current major professor and the Director of Clinical Training. Graduate students are expected to consult on a regular basis with their major professor. The Director of Clinical Training always remains a resource in the planning process. Planning takes into consideration the graduate student's annual self-assessment report (see Appendix H), the Clinical Faculty's annual review, the graduate student's career interests, the graduate student's training needs as determined by faculty, curriculum requirements, and program resources. The graduate student's self-assessment and updated CV serve to promote the skills required for life-long learning as a professional Psychologist.

Student Development

Student Representation

All graduate students are encouraged to be involved actively in the Department and the Ph.D. Program in Clinical Psychology. Graduate students may or may not choose to participate in the Ph.D. Program's graduate student organization, Psi-DOCs. The organization provides graduate students with a formal voice in the operation of the program and is a means for collaboration and open communication between Clinical Faculty and graduate students. Psi-DOCs also is recognized as a valid student organization by the Student Government at the University of Central Florida and competes for monetary support for purposes of funding student travel to conference, supplies, honorarium for guest speakers, and other professional activities.

Professional Standards

Clinical Psychology is a people-oriented profession in which competence and sensitivity in dealing with clients/patients, research participants, colleagues, and supervisees is essential. Study of Clinical Psychology is unique in that graduate students are required to uphold the APA Ethical Principles of Psychologists and Code of Conduct as well as the UCF Code of Conduct. Graduate students in Clinical Psychology have a personal responsibility to monitor and evaluate behaviors that may compromise their ability to function as Psychologists-in-training and to take steps to address any problems that arise. Similarly, Faculty in Clinical Psychology have a professional responsibility to monitor graduate student development in areas that go beyond performance on examinations or

other traditional academic measures (e.g., clinical skill development during Practicum). Such monitoring includes but is not limited to: personal impediments that may hinder professionalism; appropriate relations with students, Clinical and other Faculty, and office personnel; ethical and professional conduct; and competent and sensitive work with clients, research participants, and students whom you are teaching.

Student Performance, Evaluation, Feedback, Advisement, Retention

Overview and Rationale. Professional Psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional Psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of graduate students and trainees across multiple aspects of performance, development, and functioning.

It is important for graduate students to understand and appreciate that academic competence in professional Psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development (e.g., clinical skills development) and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) also will be evaluated. Such comprehensive evaluation is necessary in order for Clinical Faculty, training staff, and other supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

Policy: Students and trainees in professional Psychology programs (at the doctoral, Predoctoral Internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, regardless of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it also should be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be specified clearly in a program's handbook, which also should include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Student Remediation Policy

During the course of their graduate training, all students will make at least one mistake or error. Mistakes should be considered an opportunity to receive corrective feedback. The kind of feedback students receive will be determined by the type of error, their training needs, and the context of these issues. Mistakes may range from problems with grades in classes, with research performance, with clinical skill development, professional/ethical behavior, and/or to concerns regarding personal issues that affect program performance. Therefore, remediation plans will be implemented on a case-by-case basis. This document details the procedure that will be followed by the program in such cases:

1. Any of the Clinical Faculty who has concerns about a graduate student should discuss these with the Director of Clinical Training or bring up his or her concerns during a routine program meeting. Depending on the nature of the concerns, the Director of Clinical Training will discuss the concerns with the graduate student and provide corrective feedback.
2. If the mistakes identified are more serious, there are several options that may be enacted:
 - a. Formal feedback: This option entails a meeting between the graduate student and any Clinical Faculty that the program deems as helpful to the situation. During this meeting, the Clinical Faculty will address the problematic issue(s) with the graduate student, allow the graduate student to respond, and outline specific steps to address the problem(s). However, the graduate student is not placed on “probation” (detailed below). This option also involves a detailed dated documentation of the incident(s) and the steps that the graduate student needs to take to address the problem. This document will be signed by both the Director of Clinical Training and graduate student and placed in the graduate student’s program file. A copy of this document will be provided to the graduate student. Note: This process also can be initiated during the routine annual evaluation of the graduate student and, in either case, will result in a program standing of “Unsatisfactory” or “Satisfactory with Concerns.” The Clinical Faculty will re-review the graduate student’s progress on the issue(s) within six months following the dated document that was issued to the graduate student. If the issues have not been corrected sufficiently, the graduate student may be moved to “Probation” status, following the steps listed below.
 - b. Probation: This option entails a meeting between the graduate student and any Clinical Faculty that the program deems as helpful to the situation. During this meeting, the Clinical Faculty will address the problematic issue(s) with the graduate student, allow the graduate student to respond, and outline specific steps to address the problem(s). The graduate student is placed on formal “Probation” in the program, and this determination is communicated clearly to the graduate student in this meeting. The Clinical

Faculty will produce a dated document that details the issue(s) involved and the specific steps that the graduate student needs to follow in order to address the issue. This document will be signed by both the Director of Clinical Training and the graduate student and placed in the graduate student's program file. This document will state clearly that the graduate student is on probation. This document also will state that the program will re-review the case within six months (or a shorter time frame) and will state clearly that if the graduate student does not make sufficient progress on addressing the problem(s) within the stated time frame that the graduate student then will be considered for immediate termination from the program (see below). A copy of this document will be provided to the graduate student. It should be noted that, while a graduate student is on probation, they will not be eligible for funding from the Department, for externship placement, or for placement at off site clinical placements. Note: This process also can be initiated during the routine annual evaluation of the graduate student and result in a program standing of "Probation." Further, if a graduate student does not successfully remediate problems as a result of formal feedback, the Clinical Faculty may vote to change the graduate student's status to probation.

- c. Immediate Termination from Program: This option is usually reserved as the last measure taken after options "a" and/or "b" (as listed above) first have been initiated. However, if a graduate student commits an egregious behavior, such as an extreme violation of professional/ethical behavior, this option may be used immediately without proceeding through steps "a" and/or "b" above. In addition, if a graduate student is placed on Probation (step "b" above) and does not address adequately the issues within the stated time frame, the graduate student will be considered for termination. This step only will occur after careful deliberation by the Clinical Faculty. This deliberation will include a chance for the graduate student to present his or her opinion/case on the matter to a group of at least three Clinical Faculty, who will inform the graduate student (in that meeting) that he or she is being considered currently for immediate termination from the program and provide the graduate student with an opportunity to respond. The entire Clinical Faculty then will meet (following this meeting) and discuss all of the available information and the history of the case. The Clinical Faculty then will vote to determine if the graduate student should be terminated immediately. The decision to terminate is by majority vote of the Clinical Faculty. If the vote is to immediately terminate the graduate student, the Director of Clinical Training (and possibly other Clinical Faculty) will meet with the graduate student as soon as possible to communicate this decision. At this meeting, the Director of Clinical Training will provide the graduate student with a document that communicates the decision and the reasons for the decision. This document will be signed by all Clinical Faculty and placed in the graduate student's file. The Director of Clinical Training then will immediately communicate this decision to the Department Chair, the Dean's office, and

the College of Graduate Studies. The graduate student will be asked to remove his or her belongings that are in campus buildings by a specified date. The graduate student's keys and/or digital lock access then will be collected/terminated. The graduate student will be told that they will soon receive an official letter from the College of Graduate Studies confirming their termination from the program. The graduate student may appeal this decision by following the steps outlined and publicly posted by the College of Graduate Studies.

Note: All graduate students in the Ph.D. Program in Clinical Psychology also need to be familiar with the "Academic Progress and Performance" document that is posted publicly by the UCF College of Graduate Studies. This document outlines steps that the College of Graduate Studies may take, independent from the program, to dismiss a graduate student based on a low graduate grade point average. Information on the graduate student appeal process can be found through the UCF Graduate Council website:

<http://www.graduatecouncil.ucf.edu/>

A. SELF-CARE AND SHARED PROFESSIONAL RESPONSIBILITY

While stimulating and exciting, graduate school presents many challenges. On occasion, balancing the many demands may lead students to neglect their self-care. Students are reminded that becoming a professional psychologist requires effective self-care behavior (i.e., getting enough sleep, obtaining health and mental health care when needed, maintaining a healthy lifestyle, etc.). It is the student's responsibility to maintain effective self-care behaviors. Students have access to many on campus to assist them in this regard.

Faculty are open to requests for accommodations in particularly distressing periods (e.g., personal or family tragedy, illness, etc.). In such situations, the student should bring the situation to the attention of his or her faculty advisor and/or the Director of Clinical Training. Together, the student and faculty advisor (and/or DCT) will develop a plan for how to address the situation (e.g., coursework, practicum, etc.). When a student recognizes that another student regularly neglects his/her self-care, the student should typically offer assistance to the other student in obtaining help. Should the other student continue to engage in significantly unhealthy self-care behavior following peer assistance, the student should discuss his or her concerns about his or her classmate with the Director of Clinical Training or faculty advisor. This is your professional responsibility.

Personal Psychotherapy and Psychiatric Treatment

Graduate students in Clinical Psychology occasionally seek personal therapy and/or psychiatric treatment for concerns that may or may not be related to their professional development. To the extent possible, Clinical Faculty wish to avoid dual roles and to be sensitive to potentially uncomfortable and confidentiality-compromising situations. As mental health professionals in training, it is important to understand that any therapist is a

potential future colleague. A no-cost option for personal therapy and/or psychiatric treatment is available on campus at the University Counseling and Psychological Services Center (<http://caps.sdes.ucf.edu/services>). If you elect to receive services on campus, you should contact the University Counseling and Psychological Services Center, who will attempt to address any specific confidentiality concerns that may arise (e.g., files could be kept locked in the Director's office, those with whom you have other professional contacts would not be informed of your client status). Alternatively, graduate students in Clinical Psychology may contact a private-practice psychotherapist or physician at the regular payment schedule provided by their individual health insurance.

Student Support Services

The University of Central Florida, as a major research institution with over 65,000 students, provides a broad array of support services for its students. Information concerning these services is provided in publications such as the Graduate Catalog and the UCF website (<http://www.ucf.edu/current/index.html>). In addition to the library and computing services, the University offers various services that promote students' social, physical, psychological, and recreational well-being. Examples of programs offered by the University of Central Florida include the following:

- The *Student Health Center* provides medical services for the diagnosis and treatment of most illnesses and injuries. Basic services also include: allergy injections, blood pressure screening, consult-a-nurse services, immunizations, laboratory services, radiological services, pharmacy, post-injury care, referrals, physical exams, surgery (minor), and women's and men's clinics.
- The *Recreation and Wellness Center* offers cardiovascular training equipment, weight circuits, free weights, and a group aerobics room. Additional student facilities include an outdoor pool, sand volleyball courts, a disc golf course, softball fields, the Lake Claire recreation area (picnic facilities, watercraft, nature trail) and a variety of multipurpose fields.
- The office of *Student Legal Services* provides qualified students with legal counseling and court representation in certain cases. Staff attorneys interview each client individually to advise in the areas of law that concern the student. Cases not covered by the program are referred to appropriate agencies or private attorneys through a lawyer referral service.
- The *University of Central Florida Dispute Resolution Services* provides mediation services to students to facilitate a workable solution that benefits all participants (e.g., roommates, couples, classmates, student-faculty, student-staff, student co-workers).
- The *Student Academic Resource Center* provides students with resources related to succeeding at the University such as workshops concerning study skills.
- The *Office of Evening and Weekend Studies* provides students with services such as student advocacy and assistance, information on campus and community resources, university and community referrals, pre-enrollment assistance, and registration assistance.

- The *Barbara Ying Center* serves international students and scholars and provides a social, cultural and intellectual focus for many university and community activities. Additional services include immigration counseling, international admission processing, and general advice and assistance relevant to international students attending UCF.
- The *University Counseling and Psychological Services Center* provides counseling (individual, group, crisis), testing, and consultation services that are available to all UCF students.
- The *Multicultural Academic and Support Services* provides comprehensive and academic support, cultural enrichment, consultation, and referral services that promote the recruitment, admission, retention, and graduation of African American, Hispanic American, Asian American, and Native American students.
- The *Career Resource Center* offers comprehensive services geared to providing students with the skills, resources, and knowledge concerning establishing careers after graduation.
- The *Office of Student Financial Assistance* provides students with information and assistance pertaining to available scholarships, grants, loans, and other sources of financial assistance available through the University

Strength in Diversity and Inclusiveness and Sexual Harassment Policy

Increasing diversity and inclusiveness is one of the central goals of UCF. The university is particularly proud of an aggressive minority recruitment plan, and minorities now account for nearly 20 percent of the faculty. The student community includes Hispanics (12.9%), Blacks (9.5%), and Asian/Pacific Islanders (9.8%) and represents 64 of Florida's 67 counties, all 50 states, and 136 countries. The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, or veteran's status is prohibited.

Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment
- Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and University rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the Equity Coordinator. The Director of the Office of

Institutional Equity Programs is the campus Equity Coordinator responsible for concerns in all areas of discrimination. The office is located on the main campus, in Wayne Densch 1 Building #38, Suite 123, Orlando, FL 32816-0030. The phone number is 407-UCF-1EEO. Policies and guidelines are available online at <http://www.eeo.ucf.edu/>.

Clinical Psychology Graduate Faculty

General Information

The orientation of the Clinical Faculty is best described as “empirical Clinical Psychology.” This orientation implies a preference for clinical procedures and etiological hypotheses that are based on the science of psychology and are tested or are testable in accordance with the variety of procedures called the scientific method.

UCF Clinical Faculty have diverse academic backgrounds and research interests and provide theoretically integrative training with applied-empirical, family systems, modern behavioral, biopsychosocial, and cognitive-behavioral orientations. In addition to teaching and research, the Clinical Faculty provides service to the community, including assessment and therapy, program evaluation, external grant activity, and agency consultation. Many Clinical Faculty also serve on editorial boards and are active in professional organizations.

The Department is committed to encouraging and facilitating the inclusion of individuals from diverse backgrounds through proactive recruiting and retention efforts targeted at Clinical Faculty and students and to efforts to counsel students concerning professional opportunities in the various areas of psychology. Diversity, as defined here, involves consideration and sensitivity to religion, gender, national origin, age, disability status, sexual orientation, and ethnic background, particularly African American/Black, Asian American/Pacific Islander, American Indian/Alaska Native, Hispanic/Latino(a), and mixed ethnicity.

Clinical Faculty (full-time, clinical members of the Department of Psychology)

Kristi Alexander (Ph.D., University of Alabama). Clinical Professor. Courses: Clinical Practicum, Ethics. Research interests: Pediatric unintentional injury, social functioning of children and adolescents.

Jeffrey S. Bedwell (Ph.D., University of Georgia). Associate Professor. Courses: Adult Assessment, Physiological Psychology. Research interests: Neurocognitive aspects of Schizophrenia and Schizotypy.

Deborah C. Beidel (Ph.D., University of Pittsburgh). Pegasus Professor. Courses: Adult Psychopathology, Adult Empirically Supported Treatments, Child Psychopathology.

Research interests: Etiology and treatment of anxiety disorders in children, adolescents, and adults.

Cerissa Blaney (Ph.D., University of Rhode Island). Clinical Assistant Professor. Research interests: Clinical Psychology in primary care, Health psychology.

Clint Bowers (Ph.D., University of South Florida). Professor. Courses: Research Methods. Research interests: Use of games and other technology in the prevention and treatment of mental illness.

Jeffrey Cassisi (Ph.D., University of Florida). Professor and Chair of the Department of Psychology. Courses: Adult Psychopathology, Adult Empirically Supported Treatments, Health Psychology. Research interests: Psychophysiology, Health psychology, Pain rehabilitation, Professional training, and Cultural diversity in psychology.

Michael E. Dunn (Ph.D., University of South Florida). Associate Professor. Courses: Substance Abuse Treatment. Research interests: Alcohol expectancies of children and adults, Memory processes related to substance use, and Development of substance use prevention programs for children and college students.

Robert D. Smith-Dvorak (Ph.D., University of South Dakota). Assistant Professor. Courses: Introduction to Psychology, Abnormal Psychology, Research Methods III. Research Interests: College student substance use, Mobile and web-based interventions, examining binge eating in real-time using ecological momentary assessment.

Sandra Neer (Ph.D., Louisiana State University). Research Assistant Professor. Research interests: Trauma management therapy, Anxiety disorders, Eating disorders, Psychophysiological measurement.

Amie Newins (Ph.D., Virginia Tech). Assistant Professor. Courses: Clinical Practicum, Ethical and Professional Issues in Clinical Psychology, Abnormal Psychology, Principles of Behavior Modification. Research interests: Anxiety and health risk, risk factors for trauma, sexual trauma, social anxiety, and substance use.

Daniel Paulson (Ph.D., Wayne State University). Assistant Professor. Courses: Introduction to Clinical Psychology and Psychotherapy, Adult Empirically Supported Treatments. Research interests: Mental health and medical service delivery in the care of older adults.

Mark D. Rapport (Ph.D., Florida State University). Professor. Courses: Child Psychopathology, Child Empirically Supported Treatments. Research interests: Developmental child psychopathology, Attention-Deficit/Hyperactivity Disorder (ADHD), Understanding the relationships between behavior and cognitive function (e.g., learning/working memory) in children.

Kimberly Renk (Ph.D., University of South Florida). Associate Professor and Director of Clinical Training. Courses: Clinical Practicum, Child Assessment, Abnormal Psychology. Research interests: Infant mental health, Trauma and the development of psychological symptoms in young children, Evidence-based treatments for families with young children.

Megan Sherod (Ph.D., University of Florida). Clinical Associate Professor, Director of the UCF Psychology Clinic, and Director of the UCF Adaptive Community Program. Courses: Neuropsychology Practicum and Neuropsychological Assessment. Clinical interests: traumatic brain injury, stroke, neurodegenerative diseases, and adaptive functioning in neurological populations. Research interests: Concussion and chronic traumatic encephalopathy.

APPENDICES

Appendix A: Mission Statement of the Psychology Department

Appendix B: Doctoral Program in Clinical Psychology 5-Year Schedule of Course
Requirements

Appendix C: Clinical Psychology M.S. Degree Requirements

Appendix D: UCF Patent and Invention Policy

Appendix E: Ethical Principles of Psychologists and Code of Conduct

Appendix F: Publication Policy Guidelines

Appendix G: Doctoral Student Forms

Appendix A: Mission Statement of the Psychology Department

VISION

The Psychology Department seeks to become the preeminent Psychology Department in the State University System offering an incomparable Bachelor's degree. Additionally, the Department aspires to become the leading graduate degree-granting Department in the College of Sciences, and the University of Central Florida with both applied terminal Masters degrees and unique Doctoral programs in Human Factors, Clinical and Industrial and Organizational Psychology.

MISSION

The primary mission of the Psychology Department is to provide quality education to students at the undergraduate, Master's, and Doctoral levels. This education includes dissemination of state-of-the-field theoretical and empirical information, training in the methodological, statistical, and technical skills necessary to conduct psychological research, and practice in the application of psychological knowledge to real-life problems. At the undergraduate level, the Department is committed to providing classroom instruction and research experiences in a variety of topic areas so that students will have the opportunity for exposure to a broad range of the scientific and applied topics that constitute the field of Psychology. At the graduate levels, classroom instruction is liberally supplemented with practica, internships, research experiences, and other activities that teach the skills of the profession. Faculty research and professional service contribute to the educational mission by providing opportunities for students to observe, practice, and refine the behaviors required for socialization into the profession. The Psychology Department is also committed to the advancement of psychology through the conduct of active and diverse research programs, funded from both external contracts and grants, as well as from internal sources. Faculty research has received national and international recognition, and graduate students in all programs engage in research projects that represent a contribution to the field. Interested undergraduate majors also participate in research activities. The Department is committed to even greater research productivity in the future.

The Department also seeks to enhance the local community and the profession of Psychology by involvement in a variety of public and professional service activities. Faculty members are helping to develop the community by contributing time and effort to several community organizations and activities. In addition, a great deal of effort is devoted to improving the University and the profession by serving on committees, editorial review boards for professional journals, in positions of responsibility in professional organizations, and by offering consulting services to local and national organizations who seek the professional expertise of psychologists.

The Department is committed to encouraging and facilitating the inclusion of individuals from diverse backgrounds through proactive recruiting and retention efforts targeted at Faculty and students, and efforts to counsel students concerning professional opportunities in the various areas of Psychology. Diversity, as defined here, involves consideration and sensitivity to religion, gender, national origin, age, disability status,

sexual orientation and ethnic background, particularly African American/Black, Asian American/Pacific Islander, American Indian/Alaska Native, Hispanic/Latino(a), and mixed ethnicity.

**Appendix B: Doctoral Program in Clinical Psychology PhD
5-Year Schedule of Course Requirements**

Updated 2009-2010

Year	Fall	Spring	Summer
First	Advanced Research Methods I (4) PSY 7217C.0001	Advanced Research Methods II (4) PSY 7218C.0002	Ethics (3) CLP 7623.0001
	Intro. To Clinical Psych. & Ther. (1) CLP 7145.0001	Intro. To Clinical Psych. & Ther. (1) CLP 7145.0001	Master's Thesis (3) PSY 6971
	Child Assessment (3) CLP 7446C.0001	Adult Assessment (3) CLP 7447C.0001	
	Child Psychopathology (3) 7136.0002	Adult Psychopathology (3) CLP 7125.0001	
	Semester Total: (11)	Semester Total: (11)	Semester Total: (6)
Year	Fall	Spring	Summer
Second	Advanced Research Methods III (4) PSY 7219C.0002	Departmental Core (3)	Clinical Practicum (3) CLP7943C
	Adult Empirically Supported Treatments (3) CLP 7494	Child Empirically Supported Treatments (3) CLP 7474	
	Master's Thesis PSY 6971 (3)	Teaching Seminar (3) EXP 6979	
	Clinical Practicum (3) CLP 7943C	Clinical Practicum (3) CLP 7943C	
	Semester Total: (13)	Semester Total: (12)	
Master's Thesis must be successfully defended for conferral of the Master's Degree.			
Year	Fall	Spring	Summer
Third	Departmental Core (3)	Departmental Core (3)	
	Elective (3)	Departmental Core (3)	
	Clinical Practicum (3) CLP 7943C	Clinical Practicum (3) CLP 7943C	
	Semester Total: (9)	Semester Total: (9)	
Must successfully complete Candidacy & Comprehensive Examination requirements prior to Dissertation.			
Year	Fall	Spring	Summer
Fourth	Supervision Practicum (1 or 3)	Supervision Practicum (1 or 3)	Dissertation (3) PSY 7980
	Dissertation (6) PSY 7980	Dissertation (6) PSY 7980	
	Externship	Externship	
	Semester Total: (7-9)	Semester Total: (7-9)	Semester Total: (3)

Year	Fall	Spring	Summer
Fifth	Predoctoral Internship (1) CLP 6949	Predoctoral Internship (1) CLP 6949	Predoctoral Internship (1) CLP 6949
	<i>Semester Total: (1)</i>	<i>Semester Total: (1)</i>	<i>Semester Total: (1)</i>
<i>Dissertation must be successfully defended for conferral of the Doctorate Degree.</i>			

DEPARTMENTAL CORE—12 Credit Hours

- DEP 5057 Developmental Psychology (3 credit hours)
- SOP 5059 Advanced Social Psychology (3 credit hours)
- PSB 5005 Physiological Psychology (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)

Appendix C: UCF Patent and Invention Policy

PREMISE: UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and to (3) disseminate the intellectual property to the general public. UCF owns the intellectual property developed using university resources. The graduate student as inventor will according to this policy share in the proceeds of the invention.

1. University Authority and Responsibilities: Department of Education (6C7-2.029 Copyrights and Patents, pp. 1461 and 1462) authorizes the university to take any action necessary to secure letters of patents, copyrights, and trademarks on any work produced by a graduate student's research done in a Master's Thesis or Dissertation, or in connection with Dissertation problems.

2. Definitions: For the purposes of this policy the following definition shall apply:

- a) A **work** includes any copyrightable material (other than journal articles) such as printed material, computer software or databases, audio or visual material, circuit diagrams, architectural and engineering drawings, lectures, musical or dramatic compositions, choreographic works, pictorial or graphic works, and sculptural works.
- b) An **invention** includes any discovery, invention, process, composition of matter, article of manufacture, know-how, design, model, technological development, strain, variety, culture of any organism, or portion, modification, translation, or extension of these items, and any mark used in connection with these items.
- c) **Instructional Technology Material** includes motion pictures, film strips, photographic and other similar visual materials, live video and audio transmissions, computer programs, computer-assisted instructional coursework, programmed exhibits, and combination of the above materials, which were prepared or produced in whole or part by a graduate student, and which are used to assist or enhance instruction.
- d) **University Support** includes the use of university funds, personnel, facilities, equipment, materials, or technological information, and includes such support provided by other public or private organizations when it is arranged, administered, and/or controlled by a university.
- e) **Student-generated Effort** means that the ideas come from the graduate student alone outside the field or discipline for which the graduate student is employed by the university, the work was not made with the use of university support, and the university is not held responsible for any opinions expressed in the effort.
- f) **Research** means the inquiry or examination in some field of knowledge undertaken to establish facts or principles that are true. Research, as used in this policy, does not include work done in an internship or coop setting where new knowledge in a field is not actively sought, but rather a setting that offers a real life experience for the graduate student.

3. Work(s)

- a) **Student-generated Effort** - A **work** made solely by the graduate student, outside the field or discipline for which the graduate student is employed by the university, is the property of the graduate student, who has the right to determine the disposition of such **work** and the revenue derived from such **work**.
 - b) **University-supported Efforts** - If the **work** was not made solely in the course of student-generated efforts, the **work** is the property of the university, and the graduate student shall share in the proceeds there from.
 - c) **Disclosure**
 - 1) Upon creation of a **work** that is potentially patentable, and prior to any publication, the graduate students shall disclose to the Vice President for Research and Graduate Studies, or representative, any **work** made in the course of university-supported efforts, together with an outline of the project and the conditions under which it was done.
 - 2) The Vice President for Research and Graduate Studies, or representative, shall gather information to assess the relative equities of the graduate student and the university in the **work**.
 - 3) Within sixty days after such disclosure, the Vice President for Research and Graduate Studies, or representative, will inform the graduate student whether the university seeks and interest in the **work**.
 - 4) The graduate student and the university shall not commit any act which would tend to defeat the university's or graduate student's interest in the **work** and shall take any necessary steps to protect such interests.
4. **Invention(s)**
- a) **Student-generated Efforts** - All inventions made outside the field or discipline in which the graduate student is employed by the university and for which no university support has been used are the property of the graduate student.
 - b) **University-supported Efforts** - An invention made in the field or discipline in which the graduate student is employed by the university, or receiving university support, is the property of the university and the graduate student shall share in the proceeds therefrom.
 - c) **Disclosure**
 - 1) A graduate student shall fully and completely disclose to the Vice President for Research and Graduate Studies, or representative, all **inventions** which the graduate student may develop or discover while a graduate student of the university, together with an outline of the conditions under which it was done. With respect to **inventions** made during the course of approved outside employment, the graduate student may delay such disclosure, when necessary to protect the outside employer's interest, until the decision has been made by the outside employer whether to seek a patent.
 - 2) If the university wishes to assert its interest in the invention, the Vice President for Research and Graduate Studies, or

representative, shall inform the graduate student within 120 days of the graduate student's disclosure.

- 3) The division of proceeds generated by the licensing or assignment of an invention, shall be according to the established royalty division set forth in the patent policy of the university, pp. 1461-2, paragraph c.
 - 4) The graduate student and the university shall not commit any act which would tend to defeat the university's or graduate student's interest in the **invention** and shall take any necessary steps to protect such interests.
5. **Release of Rights:** At any stage of making the patent application, or in the commercial application of an **invention**, in it has not otherwise assigned to a third party the right to pursue its interests, the Vice President for Research and Graduate Studies, or representative, may elect to withdraw from further involvement in the protection or commercial application of the invention. At the request of the graduate student in such case, the university shall transfer the invention rights to the graduate student, in which case the invention shall be the graduate student's property, and none of the costs incurred by the university or on its behalf shall be assessed against the graduate student.
6. **University Policy**
- a) The university has a policy addressing the division of proceeds between graduate students and faculty when the **research** is done and results in a Dissertation, Department of Education (6C7-2.029 Copyrights and Patents, pp. 1461 and 1462). The university also has a policy addressing the division of proceeds between the faculty and the university. It is contained in the Patents and Copyrights Policy of the Division of Sponsored Research. This same division of royalties will apply in the disbursement of royalty income to graduate students, unless this has been negotiated in a contractual agreement at the start of research.
 - b) Graduate students will be required to sign a Patent and Invention Agreement before they are accepted by the university.
 - c) All **research** done by graduate students enrolled at the University for and with companies must have a contractual agreement negotiated at the start of that research.
 - d) The Graduate Studies Procedures Manual details when Dissertation or Master's Thesis dissemination can be delayed because of patent concerns. This can only occur when a prior contractual agreement has been entered into including provisions for review and delay for Dissertation purposes. (See "Proprietary and Confidential Information.")

Appendix D: Ethical Principles of Psychologists and Code of Conduct

The American Psychological Association published the Ethical Principles of Psychologists and Code of Conduct in the **American Psychologist** in 1992 (47, 1597-1611). It consists of an Introduction, a Preamble, six General Principles, and specific Ethical Standards. Members of APA are committed to adhering to the APA Ethics Code and to the rules and procedures used to implement it. Psychologists and students, whether or not they are APA members, should be aware that the Ethics Code may be applied to them by state psychology boards, courts, or other public bodies. All doctoral students in the clinical training program at UCF are expected to be knowledgeable of and abide by the Ethics Code. All first year doctoral students are provided with a copy of the APA Ethics Code during their first week of class. Extensive discussion of the Ethics Code occurs during the CLP 6932 Ethics, and all doctoral students are expected to be knowledgeable of and abide by the Ethics Code throughout their graduate training and throughout their careers as professionals working in the field of psychology.

Appendix E: Publication Policy Guidelines

The following information is provided in the Publication Manual of the American Psychological Association (5th edition):

There are several basic ethical principles that underlie all scholarly writing, and serve to achieve two goals: (a) “to ensure the accuracy of scientific and scholarly knowledge”, and (b) “to protect intellectual property rights”. Specific items related to the ethical standards of scholarly publishing are detailed in the **Ethical Principles of Psychologists and Code of Conduct** (APA, 1992, see Principles 6.21 through 6.26). Briefly, these standards address issues relating to: (a) the reporting of results, (b) plagiarism, (c) publication credit, (d) duplicate publication of data, (e) sharing data, and (f) serving as a professional reviewer. A copy of **the Ethical Principles of Psychologists and Code of Conduct** is provided to all students during their first week of class and discussed in depth during CLP 6932 Ethics. All students are expected to be knowledgeable of and abide by these principles throughout their training and careers while working in the field of psychology.

Appendix F: Internet and Social Networking Policy

With the advent of ever increasing technological access to individuals’ personal details via Facebook, Google and other social media outlets, ethical dilemmas may present themselves to psychologists and doctoral students in clinical psychologists alike. Therefore, until the APA Ethics Office presents formal guidance on internet searching of clients, students of the University of Central Florida Doctoral Program in Clinical Psychology are expected to familiarize themselves with and strictly adhere to the policy set forth here.

Using the internet in clinical practice includes but is not limited to using any internet search engine or website (e.g., Google) or social networking website (e.g., Facebook,

MySpace, Twitter) to search for information regarding a client, patient, or other individual with whom they interact in any clinical, teaching or research setting. Doctoral students should never engage in these behaviors without the individual's prior consent, and only in the case of a clinical emergency such as concerns for the individual's safety. Additionally no search should begin until the student has obtained the consent of the clinical supervisor or the Director of Clinical Training. Personal curiosity is not a clinically appropriate justification for conducting an internet search.

Furthermore, if a client, patient or undergraduate student socially pursues a doctoral student online through any modality, including friend requests within social media websites, the doctoral student should not accept the proposed request or engage in any other social networking. Instead, the doctoral student should explain that the nature of the professional relationship is a professional one and that social networking falls outside of this defined relationship.

In addition to appropriately handling the online information of clients or patients, doctoral students should consider carefully how they present themselves in online venues. Potential or current clients and patients as well as undergraduate students, colleagues and employers may encounter the online information of doctoral students in clinical psychology via either intentional or unintentional searches. As a result, doctoral students should monitor their privacy settings carefully. More importantly, however, they should consider carefully the information that they share online (both the content and tone) as well as how such information may be perceived by others

This policy is established to protect the privacy of individuals engaged in clinical, teaching or research relationships with UCF doctoral students in clinical psychology and is aimed at reducing unnecessary complications or ethical dilemmas. Doctoral students are expected to rely on the APA code of ethics, general principles, and supervisor consultation in the event that any situation arises not covered within this policy.

Appendix G: Doctoral Student Forms

1. **Teaching Evaluation Form:** To be used by your major professor when evaluating university level teaching for purposes of fulfilling the Teaching Professional Competency Domain. One form needs to be completed and signed by your major professor for each of the three direct classroom observations required.
2. **Student Progress Checklist Form:** To be completed by all doctoral students at the end of each semester of training and submitted to the Director of Clinical Training (DCT).
3. **Student Evaluation of Practicum Site Form:** To be completed by all doctoral students at the end of each semester in which they complete a Clinical Practicum (CLP 6943).
4. **Supervisor Evaluation of Student Practicum Form:** To be completed by your clinical supervisor at the end of each semester for each student completing Clinical Practicum (CLP 6943) at a particular training site.

5. **Work Policy Statement Signature Form:** To be completed by all doctoral students during their initial orientation to the program prior to the Fall semester of their First Year of graduate study.
6. **Video Tape Contract Form:** To be completed prior to seeing clients and using digital recording facilities at the Psychology Clinic.
7. **Master's Thesis Committee Approval Form:** To be completed prior to registering for Master's Thesis credit hours. Obtain signatures of your committee chair and at least two other department faculty members, the DCT, the Department Chair, and the Dean. Make a copy of the completed form, placing a copy in your Qualifying/Comprehensive Examination binder in the Clinical Program Assistant's Office and providing the original to the Dean's office.
8. **Master's Thesis Proposal Approval Form:** To be completed (with appropriate signatures of committee members) immediately following the successful proposal of your Master's Thesis. Make three copies of the completed form and give the original and two copies to the DCT.
9. **Master's Thesis Defense Approval Form:** To be completed (with appropriate signatures of committee members) immediately following the successful defense of your Master's Thesis. Make three copies of the completed form and give the original and two copies to the DCT.
10. **Doctoral Committee Approval Form:** To be completed prior to registering for doctoral credit hours. Obtain signatures of your committee chair, at least two other department faculty members, one outside of Psychology department faculty member, the DCT, the Department Chair, and the Dean. Make a copy of the completed form, placing a copy in your the original form in your Qualifying/Comprehensive Examination binder in the Clinical Program Assistant's Office and providing the original to the Dean's office.
11. **Doctoral Qualifying Examination Form and Checklist:** To be completed immediately after completing your first professional competency domain (see details in the Clinical Handbook). Obtain all necessary signatures, including the signature of the DCT, and place the form and all required supporting materials in your personal Qualifying/Comprehensive Examination binder in the Clinical Program Assistant's Office.
12. **Doctoral Comprehensive Examination Form and Checklist:** To be completed immediately after completing the second and third professional Competency domains (see details in the Clinical Handbook). Obtain all necessary signatures, including the signature of the DCT, and place the form and all required supporting materials in your personal Qualifying/Comprehensive Examination binder in the Clinical Program Assistant's Office.
13. **Doctoral Dissertation Proposal Approval Form:** To be completed (with appropriate signatures of committee members) immediately following the successful proposal of the Dissertation. Make three copies of the completed form and give the original and two copies to the DCT.
14. **Doctoral Dissertation Defense Approval Form:** To be completed (with appropriate signatures of committee members) immediately following the successful defense of the Dissertation. Make three copies of the completed form and give the original and 2 copies to the DCT.