



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2024/25

Clinical Psychology Ph.D. Program

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the *Clinical Psychology Ph.D. Program*

Jeffrey Bedwell, Ph.D. • Summer 2024 • Department of Psychology



Last updated: 7/19/24

Letter of Welcome

Welcome!

Our Mission

The Clinical Psychology Ph.D. Program 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). The program is a generalist program with a strong emphasis on assessment and treatment in adults. We do not have any formal tracks within the program (e.g., child, neuropsychology). Our program is committed to the inclusion of students, faculty, and staff from different backgrounds. We infuse the latest empirical knowledge related to clinical treatment, research, and pedagogy with diverse individuals in our curriculum and clinical/research experiences. Consistent with our departmental mission (<http://sciences.ucf.edu/psychology/about-us/#mission>), 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 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 improve the profession of psychology and the welfare of individuals, families, and groups. We also are active members of professional organizations.

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Navigating Policy and Resources at the University of Central Florida

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at the University of Central Florida.

ACADEMIC CATALOGS

These online catalogs can help you quickly locate and save details about our undergraduate and graduate programs. Whether you are a prospective student or already enrolled, you can easily see what the University of Central Florida has to offer!

- Current Undergraduate Offerings (VISIT CATALOG)
- Latest Graduate Programs (VISIT CATALOG)
- Prior Years' Catalogs (VISIT ARCHIVES)

THE GOLDEN RULE STUDENT HANDBOOK

STUDENT LIFE
ORLANDO, FL | 73°F

Student Handbook

KNIGHT LIFE AT UCF

Don't just go to college — get the most out of it. At UCF, you'll have many ways to get involved inside and outside of the classroom. From application to graduation, you'll be inspired to do amazing things. So whether you prefer academics and research or campus activities and athletics, we'll provide you with the tools and support you need to find your place and foster your purpose.

Discover your next adventure at UCF.

GRADUATE STUDENT HANDBOOK

[Student Handbook Intro](#)
[Financial Matters](#)
[Role of the College of...](#)

Understanding Your Graduate Experience

UCF Regulations

Pathways to Success
Personal and Professional Development Opportunities

HOME NOTICE ARCHIVES SUBSCRIBE TO NOTIFICATIONS UCF POLICIES

Chapter 5: Students

How to Use This Handbook

Together, the UCF Graduate Student Handbook (<https://graduate.ucf.edu/student-handbook/>) and this graduate program handbook should serve as your main guides throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements, and guidance for all graduate students. This program handbook describes the details about graduate study and requirements in our specific program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in the Clinical Psychology Ph.D. Program and in the College of Graduate Studies.

Who to Contact for Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed in this document. Several key positions in this department and on campus are ready to answer your remaining questions:

Graduate Program Staff

Each graduate program will have at least one department staff person typically called a Graduate Admissions Specialist who serves as a point person for program policy and procedures. Graduate Admission Specialists are well versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook. The current Graduate Admissions Specialist assigned to our program is Mr. Christopher Deragon.

Director and Associate Director of the Clinical Psychology Ph.D. Program

Each graduate program has at least one faculty member designated to direct its educational vision and structure. Names and contact information of your Graduate Program Directors can be found on your program's page in the [Graduate Catalog](#). Simply navigate to the Programs tab in the catalog and then navigate to the program name. The current Director of our program is Dr. Jeffrey Bedwell and the Associate Director is Dr. Amie Newins. Dr. Bedwell is also referred to as the Director of Clinical Training (DCT) for the program, particularly in regards to accreditation by the American Psychological Association. Likewise, Dr. Newins is also referred to as the Associate Director of Clinical Training.

Graduate School Services

For general graduate inquiries and graduate student services from the Graduate School, please review the [College of Graduate Studies](#) website as an additional resource.

Onboarding

Department and Program Orientations

In the week prior to starting classes during your first Fall semester, the Psychology Department will hold an orientation for all new graduate students in the department. Usually on the same day, our program will host an orientation that provides details more specific to our program. The details of these meetings will be emailed to you prior to that week. If you have any questions about orientation, please contact the Clinical Program Graduate Admission Specialist, Christopher Deragon at christopher.deragon@ucf.edu.

General Graduate Student Online Orientation

This optional non-credit Webcourse is provided at no cost to all incoming UCF graduate students. The course modules will familiarize you with resources and services available and explain some of the expectations for UCF graduate students. This Webcourse will appear on your Webcourses homepage at UCF and can be accessed anytime and anywhere with an internet connection.

Peer Mentoring

As a first-year student in our program, you will also be paired with a student mentor who is not a member of your lab. Student mentors are advanced students in our program who will help you throughout your first year. Psi Docs, the student organization for our program, is responsible for making the “matches” and will contact you soon after joining the program to introduce you to your mentor.

FERPA Training

All students in the program who may be funded as a Graduate Teaching Assistant must first complete a FERPA training webcourse on student confidentiality. The link explaining this process is: <https://registrar.ucf.edu/training/>

Further Information

Prior to starting your first semester, you will receive an email with a tutorial on how to register for classes, along with other helpful information

Introduction/Overview Section

Complete Name of Degree

“Ph.D. in Psychology”

Note: While your “track” is in Clinical Psychology, your degree will be a Ph.D. in Psychology. This is typical of many clinical psychology programs in Psychology Departments. You can note your track on your CV. Most students will also earn a M.S. in Psychology enroute to our Ph.D.

College

College of Sciences

Department

Department of Psychology

Program Type

Doctoral

Program Website

<https://sciences.ucf.edu/psychology/graduate/ph-d-clinical/>

Year of Program Inception

The Clinical Psychology Ph.D. Program formally began in 1998.

Program Overview Narrative

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) provides training in 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, faculty-supervised practica, and externship placements, (d) offers multiple opportunities to develop the necessary skills to generate new knowledge through ongoing research and scholarly activities, and (e) develops a foundation of knowledge and requisite skills in career-relevant domains, such as supervision and consultation, through participation in seminars and direct learning experiences.

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, and review of outcome research in both core and advanced practicum training experiences. Graduate students are encouraged to participate actively in research beyond the traditional research requirements (i.e., beyond the Master's Thesis and Doctoral Dissertation). The program provides opportunities for 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 tenure-earning/tenured 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 University.

Program Accreditation/Certification

The Clinical Psychology Ph.D. Program in the Department of Psychology received initial accreditation by the American Psychological Association (APA) for five years in 2003. The program then was re-accredited in 2008, 2013, and 2024. The next re-accreditation review is scheduled for 2033. For further information, contact the APA Office of Accreditation, 750 First Street N.E., Washington, DC 20002-4242. Telephone: 202-336-5979.

Student Learning Outcomes/Competencies

It is expected that graduates of the Clinical Psychology Ph.D. Program will demonstrate specific competencies that will allow them to function independently in a variety of roles

and settings relevant to the field. At the completion of the program, students must be able to demonstrate doctoral-level skills in:

- Research
- Ethics
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

The Clinical Psychology Ph.D. Program 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 a Licensed Psychologist beginning in their second year of training, (c) participate in ongoing research activities under the guidance and mentorship of the Clinical Faculty, and (d) complete professional activities in clinical practice and research to fulfill Qualifying and Comprehensive Examination requirements respectively. Core instruction in research and experimental design provides graduate students with general and advanced discipline specific knowledge and requires them to demonstrate this knowledge by critically evaluating existing research, designing and conducting new research, and communicating their findings to others (e.g., through professional conferences and peer-reviewed scientific journal articles). Graduate students are required to conduct assessments and initiate and provide treatments/interventions through participation in practicum placements. Diversity in caseloads and experiences are monitored closely by practicum supervisors and by all faculty during an annual review of students' performance at practicum placements. Progression in clinical competency requires students to successfully complete internal practica with satisfactory marks, defined as competency at the appropriate level (Year 2 and/or Year 3, see Clinical Training Evaluation section below), external clinical placements with satisfactory review (Year 3 and/or Year 4+; see Clinical Training Evaluation section below), and any additional clinical experiences offered to students with satisfactory review. Students must also pass a Clinical Domain Exam for either their qualifying or comprehensive exam. The development of skills in supervision and consultation are provided through a specific required course on these topics. Appreciation of ethical, practical, and legal standards is achieved through didactic course work and ongoing engagement in clinical activities.

The ability to contribute to knowledge is cultivated through numerous activities that include participation with one or more Clinical Faculty members in the context of participation in a specialized clinic/laboratory, completing Master's Thesis and Doctoral Dissertation projects, completion of the required Research Domain Exam, and typically through journal publications and presentations at professional research conferences.

Student Expectations

Clinical Psychology is a people-oriented profession in which competence and sensitivity in dealing with clients/patients, research participants, colleagues, and supervisees is essential. The 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 patients, research participants, and students whom you are teaching.

Research is a critical component of training for the Clinical Psychology Ph.D. Program. Graduate students are expected to begin research activities during the first year of their graduate training and to continue research involvement throughout their graduate career. Active involvement in research throughout graduate training (in addition to the minimal requirements of Master's Thesis and Doctoral Dissertation) includes activities such as presentation of research at professional conferences and meetings and manuscript submission to peer-reviewed scientific journals.

PREPARING PROFESSIONAL PSYCHOLOGISTS TO SERVE A DIVERSE PUBLIC: A CORE REQUIREMENT IN DOCTORAL EDUCATION AND TRAINING

(Approved by the UCF Clinical Psychology Ph.D. Program faculty on February 9, 2024)
SOURCE: The material below is adapted from the sample policy statements developed by the APA Board of Educational Affairs Working Group on Trainee Conflicts Serving a Diverse Clientele (January, 2014).

In our APA-accredited program we are committed to a training process that ensures that graduate students develop the knowledge and skills to work effectively with members of

the public who embody widely varying demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors will work with students to promote professional competence, including a professional beneficial respect for one's own limitations and abilities. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner.

For some trainees, integrating personal beliefs and values with professional competence in working with clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Consequently, students are not guaranteed the option to avoid working with particular client populations because of conflicts with their attitudes, beliefs, or values.

Program Professional Conduct/Ethics Statement

It is the policy of the Clinical Psychology Ph.D. Program to provide a safe, comfortable, and positive environment for graduate students, faculty, and staff. 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.

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, patient welfare and professional relationships, and academic honesty. Prior to being involved in any clinical work and accessing the on-site Psychology Clinic, students must familiarize themselves with clinic privacy and security policies; they also must comply with all privacy and security training requirements (see the Psychology Clinic handbook). See below for information about ethics and social media.

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 Doctoral 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.

The program is bound by the Ethical Principles of Psychologists and Code of Conduct set forth by the American Psychological Association (APA, 2002). In addition, we are bound by other ethical and professional principles promulgated by APA such as the revisions in 2015 and amendments in 2010. Additionally, all faculty, staff, and students must adhere to Florida state laws. Any breach of any part of these principles and/or laws is grounds for dismissal from the program without further qualification regardless of coursework, research or other academic achievement.

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 psychology alike. Therefore, until the APA Ethics Office presents formal guidance on internet searching of patients, students of our program 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, Instagram, Twitter) to search for information regarding a patient, patient's family, 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 patient, patient's family, 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.

Program Interactions and Atmosphere

Note: This statement was created by the UC Berkeley Psychology Department and adopted by our program.

Our program has adopted the following principles to foster a friendly, safe, fair, and welcoming environment for all members in the community.

Principle 1: We are team players and community builders.

All members are expected to be team players, who help and support each other. We help build and maintain the community we strive for. We share ideas, insights, space, and time together. We value collaborations.

Principle 2: We actively listen.

Although our own ideas often feel the most compelling, we strive to be open to alternate points of view. Criticism is vital and we aim to deliver it in a constructive matter. Sometimes good ideas are poorly expressed. We are open to learning from the perspectives others offer.

Principle 3: We respect each other.

We respect every member of the community and promote a discrimination- and harassment free environment. All individuals of all gender-identities, races, national origin, ethnicities, religions, citizen statuses, ages, sexual orientations, ability statuses, physical appearances, and socioeconomic statuses are welcome and valued in our community.

Principle 4: We stand up for others.

We stand up for others when they are most vulnerable and flag inappropriate behavior that hurts our community. We hold each other accountable to one another. We support creating a community that is free from:

- Expressions of Bias
- Hate Speech

- Hate Crime
- Graffiti/Vandalism
- Intimidation, Bullying or Physical Violence
- Bias Incidents
- Hostile Climate
- Sexual harassment

Professional Development

In keeping with APA practice norms, the program attempts to provide approximately 1,000 total hours of supervised clinical experience prior to the Predoctoral Internship. Additional experiences may be sought out by students in consultation with their major professor and the Director and/or Associate Director of Clinical Training. The major professor also provides professional development opportunities in research, often through networking opportunities and co-attendance at national conferences.

Advising/Mentoring

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 (see "Changing Your Advisor" below above). 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.

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members alike. Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to serve as the chair of your thesis and dissertation committees. Other roles of your advisor may include tracking your progress in completing your degree, assisting with course selection and planning your academic path, supervising work you may choose to do as an instructor of record, and helping you identify possible research mentors, committee members, and research opportunities.

Both the student and advisor are responsible for making their expectations clear to each other. Be sure to discuss this with your advisor.

Finding & Selecting an Advisor

Students are accepted into the Clinical Psychology Ph.D. Program in general, not into specific research laboratories. Potential fit with at least one member of the faculty, however, is an important aspect of admissions. There needs to be someone on the faculty who can mentor each student and help them achieve their goals. Most students are accepted into the program with the understanding that they will work with a faculty member who has interests that match those of the student. It is generally expected that students will work with a single mentor, or a pair of co-mentors, throughout the program. In many instances, a student's graduate school mentor will continue to provide guidance during the early years of their career and beyond. If your research advisor in the program does not have clinical psychology training, you will also be assigned a secondary advisor in the program who has that training in order to help guide you in clinical training within the program. Students may also have two research mentors in the program when it adds complementary expertise that overlaps with the student's desired program of research. In these cases, one of the pair must be designated as the "primary" mentor for purposes of being the primary chair of thesis/dissertation committees and signing forms related to student progress. This individual is also referred to as your major professor. To learn more about the faculty in our program, consider consulting the following sources:

- Our program website (<https://sciences.ucf.edu/psychology/graduate/ph-d-clinical/>)
- Faculty publications
- Students currently in a prospective advisor's group/lab
- Courses and seminars you attend

Additionally, you may wish to have a discussion with a prospective advisor. Below are some questions to consider asking in this discussion, though it is not a complete list. You should spend some time identifying what is most important to you in your graduate training and ask questions accordingly.

Questions to Ask of Prospective Advisors

- What existing research projects would be available to me if I were to join your laboratory?
- In general, how available will you be to answer questions I might have?
- What is your philosophy regarding the amount of guidance the advisor should provide to a student during preparation of the thesis proposal, thesis writing, etc.?
- What are your expectations for the amount of time I should spend each day/week in your group/lab?

- What regularly scheduled activities (e.g., group meetings, joint group meetings, research clubs) does your group participate in that provide an opportunity to get outside input on my research project and to hear about the work of other students?
- Do you encourage your students to attend seminars and journal clubs, including those that may be outside of their narrow field of interest/research?
- Do students in your group/lab have the opportunity to attend professional meetings where they can interact with colleagues/researchers from other institutions?
- Do you include your graduate students in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and meeting with visiting speakers?
- What are your former graduate students (if any) doing now?
- What is your general philosophy of graduate training and what goals do you have for your graduate students?

No faculty member is obligated to accept a student's request to serve as their advisor, though invitations are often accepted unless the faculty member judges that a different advisor would serve your needs better.

Changing Your Advisor

As the advisor-student relationship is one of mutual agreement, it may be terminated by either party. Our program values and supports a positive working relationship between faculty mentors and graduate students. It is expected that faculty members and graduate students will continue their relationship throughout graduate training. However, there may be an interest or need to change mentors over a student's program of study for any number of reasons. For example, it may be necessary when a graduate student finds that their research interests change. In other instances, a mentor's research may take a direction that is not consistent with a graduate student's goals. In still other instances, the mentor's availability and workload may change due to unforeseen circumstances (e.g., illness, sabbatical, institutional, grant obligations). When a graduate student or mentor believes the training goals are best met by switching mentors, they should follow the process detailed below:

Process for when a student wants to change mentors:

1. The student should initiate a constructive discussion or series of discussions with their current mentor to address concerns and try to determine if a continued partnership is possible. If the concerns/fit are not resolved, the student should discuss the situation with the DCT (or Associate DCT who will consult with the

DCT). If appropriate, the student should seek a new research mentor from amongst the Clinical Program Ph.D. Faculty.

2. The student will discuss switching with the previous mentor to establish a timeline for switching, document unfinished work, and establish due dates for completion.
3. Other issues to consider:
 - a. Arrangements must be made to fulfill obligations to the previous faculty mentor.
 - b. If a student is funded by the faculty member they are switching away from, funding may not follow. Therefore, the student should discuss funding options with the DCT before making a final decision.
 - c. The student's role in ongoing projects with a faculty member may be discontinued when the student switches to a new mentor.
 - d. The student's previous mentor may, or may not, be willing to provide the student with future professional recommendations.
 - e. Throughout the process of communicating with the current mentor and exploring the possibility of switching research mentors, students and faculty are expected to behave in an ethical and professional manner.
 - f. Our program does not tolerate retaliation of any kind.

Process for when a mentor wants to discontinue the mentoring relationship:

1. The mentor should initiate a constructive discussion or series of discussions with the student to address concerns and try to determine if a continued partnership is possible. If the concerns/fit are not resolved, the mentor should discuss the situation with the DCT (or Associate DCT who will consult with the DCT). The DCT may then meet with the mentor and/or student to discuss the feasibility of a continued partnership.
2. If a continued partnership is not feasible, the mentor and DCT will notify the clinical faculty and attempt to identify potential other mentors for the student to consider.
 - a. Students may need to consider modifying their research focus in order to improve fit with a different mentor.
 - b. The program must ensure that all students in the program have a primary mentor.
3. The mentor will discuss switching with the student to establish a timeline for switching, document unfinished work, and establish due dates for completion.
4. The old and new mentor will communicate about the timeline and issues involved with the change.
5. Other issues to consider:

- a. Discussions about expectations regarding ongoing projects should occur as part of this process. Importantly, even if the student's role in ongoing projects with the mentor may be discontinued, mentors should ensure that the student's previous work on scholarly products remains recognized appropriately.
- b. If a student is funded by the mentor who is ending the mentoring relationship, funding may not follow. Therefore, the mentor should discuss funding options with the DCT to avoid unexpected disruptions in student funding unless there are extenuating circumstances.
- c. The student's previous mentor may, or may not, be willing to provide the student with future professional recommendations.
- d. Throughout the process of communicating with the current mentor and exploring the possibility of switching research mentors, students and faculty are expected to behave in an ethical and professional manner.
- e. Our program does not tolerate retaliation of any kind.

How to Get Involved

As a graduate student at UCF, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides opportunity for professional networking.

In Our Discipline

There are many professional organizations that can be helpful for students in our program. Some of them are relatively specific to clinical psychology while others may overlap other related disciplines (e.g., psychiatry, health psychology, neuropsychology). The student's mentor can help recommend one or more professional organizations to become involved in as a student member, which relate to the topic in that research laboratory. These organizations often provide useful tools for professional growth such as networking with other students and faculty in the field and providing the latest knowledge in the field through scientific presentations at conference.

In Our Program/Department

All graduate students are encouraged to be involved actively in the Department and the Clinical Psychology Ph.D. Program. Graduate students may or may not choose to participate in the 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.

Curriculum Section

Admission Requirements

Students must have obtained a baccalaureate or higher degree in Psychology, prior to the start of the term for which the student is admitted, from a regionally accredited institution or from a recognized foreign institution. Students without a baccalaureate or higher degree from an accredited institution (or equivalent) are not admitted to graduate degree programs, graduate certificate programs, or graduate nondegree status. If the baccalaureate degree does not include a major in Psychology, students must have completed at least 18 credit hours of Psychology courses at the undergraduate level or above. These courses must include Intro/General Psychology, Research Methods/Statistics, Abnormal Psychology, and Personality Theory/Psychology. The following courses are strongly encouraged: Social Psychology, Cognitive Psychology, Biological/Physiological Psychology, and Developmental Psychology. The program requires that History and Systems of Psychology is completed at the undergraduate level with a grade of at least a "B." This course can either be completed prior to starting the program or as an undergraduate course (usually available online) during the program.

Degree Requirements

Grand Total Credits: 90

Required Courses

75 Total Credits, Details:

Psychology Foundation Courses

12 Total Credits

Complete the following:

DEP5057- Developmental Psychology (3)

SOP5059 - Advanced Social Psychology (3)

PSB6348 - The Neuroanatomical Basis of Psychological Function (3)

EXP6506 - Human Cognition and Learning (3)

Integrative Course

3 Total Credits

Complete all of the following:

CLP7939 - Affective Neuroscience (3)

This course may be substituted with any future course that the program designates as an “APA Integrative Course.”

Research Courses

18 Total Credits

Complete all of the following:

PSY7217C - Advanced Research Methodology I (4)

PSY7218C - Advanced Research Methodology II (4)

PSY7219C - Advanced Research Methodology III (4)

Earn at least 6 credits from the following: PSY6971 - Thesis (1 - 99)

Clinical Courses

36 Total Credits

Complete all of the following:

CLP7447C - Clinical Psychological Assessment (3)

CLP7125 - Lifespan Psychopathology (3)

CLP7623 - Ethical and Professional Issues in Clinical Psychology (3)

CLP7494 - Empirically Supported Psychotherapies (3)

CLP6191 - Multicultural Psychotherapy (3)

CLP7377 – Fundamentals of Supervision and Consultation in Clinical Psychology (3)

Earn at least 6 credits from the following:

CLP7145C - Introduction to Clinical Psychology and Psychotherapy (3); taken two times at 3 credit hours each time.

Earn at least 3 credits from the following:

CLP6949 - Predoctoral Internship (1); taken three times at 1 credit hour each time.

Earn at least 9 credits from the following:

CLP7943C - Clinical Practicum (1 – 12); taken 3 times at 3 hours each time.

Electives

6 Total Credits

Earn at least 6 credits from the following types of courses:

Any graduate-level course as approved by the program director.

Dissertation

15 Total Credits

Earn at least 15 credits from the following types of courses:

PSY 7980 - Doctoral Dissertation

Qualifying and Comprehensive Doctoral Examinations

0 Total Credits No Rules

Purpose

0 Total Credits

The purpose of the Qualifying and Comprehensive Examination is to develop and assess the competency of professional behaviors in doctoral- level graduate students in the Clinical Psychology Ph.D. Program 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 graduating students to (a) be expertly trained, empirically oriented clinicians capable of designing, implementing and assessing programs concerned with health service and mental health delivery broadly defined and (b) formulate research questions, design research studies, and write research proposals independently.

Requirements, Rationale, and Objectives

0 Total Credits

Successful completion of Qualifying and Comprehensive Examination requirements reflects the program's desire to ensure overall breadth of training in the field of Clinical Psychology. The two professional domains outlined above are consistent with this intent.

Admission to Candidacy

0 Total Credits

The following are required to be admitted to Candidacy and enroll in Dissertation hours:

- Completion of most course work, except for Dissertation hours, either Fundamentals of Supervision and Consultation in Clinical Psychology (even year Spring semester) or the APA Integrated Course (odd year Spring semester), and three total credits of predoctoral internship (one each semester x 3).
- Successful completion of the Qualifying and Comprehensive Examinations.
- The Dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.

- Submittal of an approved program of study.

The American Psychological Association requires that graduate students be evaluated at least annually and provide written feedback to graduate students. Because Clinical Psychology involves the provision of mental health services to the public, special care must be taken to ensure that graduate students possess the requisite interpersonal sensitivity and skill. As a result, evaluation procedures within this track will focus not only on academic performance but also on: clinical proficiency; ethical and professional conduct; response to supervision; interpersonal behavior; and interpersonal functioning. The Clinical Psychology committee reserves the right to drop from the program graduate students who continue to exhibit serious difficulties in these behavioral domains and do not respond to feedback and efforts at remediation.

Integrated Course Requirement

The required “Integrative Course” blends two foundational areas defined in the APA accreditation rules. APA accreditation requires this integrative course, which is taught at the doctoral level. Currently, we offer Affective Neuroscience, which blends the APA requirements for foundational knowledge of biological and affective bases for behavior. In the future, we plan to offer alternative integrative courses, which would combine other foundational areas.

Transfer Credit

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 completing the Qualifying and Comprehensive examinations and forming a Doctoral 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 at UCF 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.

Graduate students may be eligible to transfer up to 45 credit hours toward our Ph.D. requirements for courses earned from a completed Master’s degree from an accredited institution. Due to the [College of Graduate Studies Transfer of Credit policy](#), this transfer is only possible for students who elect to waive our default M.S. degree “along the way,” in cases in which students choose to submit, and our clinical faculty accept, a Master’s

thesis from a previous university. For our typical students, who earn a M.S. along the way to their Ph.D., no credits can be transferred from a previously earned Master's degree. However, in this latter case, if a student has completed graduate courses which were not used toward a previous degree, those can be considered for transfer. 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 particular course in our Ph.D. curriculum. The waived hours must come from graduate-level course work (e.g., numbered 5000 and above in the Florida SUS). No courses with grades less than "B" will be considered for waiver and the number of credit hours of the previous course must be equal to or greater than the UCF equivalent course. In addition, two or more previous courses cannot be combined to reach the credit hours of a UCF equivalent course. Any transferred course must have been completed within 7 years prior to admission to our program. After the clinical faculty approve a particular course for transfer, the College of Graduate studies must also approve each course transfer request before it is officially accepted.

Requests for transfer of courses or Master's thesis must be sent to the DCT prior to starting the program in order for them to be processed by the College of Graduate studies.

Typical Six-Year Plan of Study

The program is designed to be completed in six years, with the below foundation for the program of study typically completed as listed below. Courses marked with a "*" count toward the M.S. along the way degree, as well as toward the Ph.D. requirements.

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<u>First Year</u>	<u>PSY 7217 Advanced Research Methods I</u> (4 credits)*	<u>PSY 7218 Advanced Research Methods II</u> (4 credits)*	<u>PSY 6971 Master's Thesis</u> (3 credits)*
	<u>CLP 7145 Intro. to Clinical Psych. & Ther.</u> (3 credits)*	<u>CLP 7145 Intro. to Clinical Psych. & Ther.</u> (3 credits)*	

	<u>CLP 7125 Lifespan Psychopathology (3 credits)*</u>	<u>CLP 7447 Clinical Psychological Assessment. (3 credits)*</u>	
	<u>CLP 7623 Ethical and Prof. Issues in Clin. Psych. (3 credits)*</u>		
	<u>Semester Total: (13 credits)</u>	<u>Semester Total: (10 credits)</u>	<u>Semester Total: (3 credits)</u>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<u>Second Year</u>	<u>PSY 7219 Advanced Research Methods III (4 credits)*</u>	<u>If odd year: DEP 5057 Developmental Psychology (3 credits)*</u> <u>If even year: PSB 6348 Neuroanatomical Basis of Psychological Function (3 credits)*</u>	<u>CLP 7943 Clinical Practicum (3 credits)*</u>
	<u>CLP 7494 Empirically Supported Psychotherapies (3 credits)*</u>	<u>If odd year: CLP6191 Multicultural Psychotherapy (3 credits)*</u> <u>If even year: Elective #1 (3 credits)*</u>	
	<u>PSY 6971 Master's Thesis (3 credits)*</u>	<u>CLP 7943C Clinical Practicum (3 credits)*</u>	

	<u>CLP 7943C Clinical Practicum</u> (3 credits)*		
	<u>Semester Total: (13 credits)</u>	<u>Semester Total: (9 credits)</u>	<u>Semester total: (3 credits)</u>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<u>Third Year</u>	<u>EXP 6506 Human Cognition and Learning</u> (3 credits)	<u>If odd year:</u> <u>DEP 5057 Developmental Psychology</u> (3 credits) <u>If even year:</u> <u>PSB 6348 Neuroanatomical Basis of Psychological Function</u> (3 credits)	<u>None required</u>
		<u>If odd year:</u> <u>CLP6191 Multicultural Psychotherapy</u> (3 credits) <u>If even year:</u> <u>Elective #1</u> (3 credits)	
	<u>Semester Total: (3 credits)</u>	<u>Semester Total: (6 credits)</u>	<u>Semester total: (0 credits)</u>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>

<u>Fourth</u> <u>Year</u>	<u>Elective #2</u> (3 credits)	<i><u>If odd year:</u></i> Required APA <u>Integrative Course</u> (3 credits) <i><u>If even year:</u></i> CLP 7377 <u>Fundamentals of</u> <u>Supervision and</u> <u>Consultation in Clinical</u> <u>Psychology</u> (3 credits)	<u>PSY 7980</u> <u>Dissertation</u> (3 credits)
		<u>SOP 5059 Advanced</u> <u>Social Psychology</u> (3 credits)	
	<i><u>Semester Total:</u></i> <i><u>(3 credits)</u></i>	<i><u>Semester Total:</u></i> <i><u>(6 credits)</u></i>	<i><u>Semester Total:</u></i> <i><u>(3 credits)</u></i>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<u>Fifth</u> <u>Year</u>	<u>PSY 7980 Dissertation</u> (6 credits)	<i><u>If odd year:</u></i> Required APA <u>Integrative Course</u> (3 credits) <i><u>If even year:</u></i> CLP 7377 <u>Fundamentals of</u> <u>Supervision and</u> <u>Consultation in Clinical</u> <u>Psychology</u> (3 credits)	<u>None Required</u>
		<u>PSY 7980 Dissertation</u> (6 credits)	
	<i><u>Semester Total:</u></i> <i><u>(6 credits)</u></i>	<i><u>Semester Total:</u></i> <i><u>(9 credits)</u></i>	<i><u>Semester Total:</u></i> <i><u>(0 credits)</u></i>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>

<u>Sixth</u> <u>Year</u>	<u>CLP 6949 Predoctoral</u> <u>Internship</u> <u>(1 credit)</u>	<u>CLP 6949 Predoctoral</u> <u>Internship</u> <u>(1 credit)</u>	<u>CLP 6949</u> <u>Predoctoral</u> <u>Internship (1</u> <u>credit)</u>
	<u>Semester Total:</u> <u>(1 credit)</u>	<u>Semester Total:</u> <u>(1 credit)</u>	<u>Semester Total:</u> <u>(1 credit)</u>

Relevant University Policies

- Prior to enrolling in thesis credits, you need a minimum of 9 hours in Fall and Spring, and 6 hours in Summer to be considered "full time."
- Once you begin taking thesis credits, you only need to have at least 3 credits of thesis in any given semester to be considered full time. However, if you enroll in any simultaneous "non-thesis" course in a given semester, you need to have at least 9 credits in Fall/Spring, or 6 in summer to be considered full time.
- After doctoral candidacy, you only need to have at least 3 credits of dissertation in any given semester to be considered full time. Unlike the rule for thesis hours above, you can add one or more other courses (e.g., 6 total credits) and do not need to then be at 9 minimum credits.
- *An exception for above is for year of internship, during which 1 credit of "Predoctoral Internship" per semester is considered full time.
- If more credits are needed to fill a particular semester as "full time," courses such as Directed Research (PSY 6918), Practicum, Thesis, or Dissertation can be taken, as appropriate.
- You can enroll in as few as 1 credit hour of Master's Thesis during any point in process, but you must reach 6 total credit hours of Master's Thesis by the end of the semester in which you defend and submit your thesis document to the university.
- You must successfully pass Qualifying & Comprehensive Examinations prior to dissertation candidacy.
- You must be a Doctoral Candidate before enrolling in dissertation credits.

- A minimum of 3 credits per semester of dissertation credits is required until the minimum required 15 total is met, and then as low as 1 credit per semester can be taken until the semester successfully defended.
- Taking more credit hours of practicum, thesis, and dissertation than the minimum stated above is permitted and common.
- It is possible to complete the program in five, rather than six, years. However, this depends on the student's rated clinical competence and speed of completion of program milestones. An example program of study for the five-year plan can be obtained from the DCT on request.

Master's Degree "Along the Way"

Graduate students enrolled in the Clinical Psychology Ph.D. Program typically earn a Master of Science in Clinical Psychology en route (i.e., along the way) to their Ph.D. degree. This is a nonterminal Master's degree available only to students in the Clinical Psychology Ph.D. program. In the case that the faculty decides to waive the Master's Thesis requirement at UCF (see above section), the student will not be awarded this Master's Degree from UCF. The M.S. degree is awarded following successful completion of the Master's Thesis (including the oral defense and submission of the thesis document to the university by required deadlines for the semester of graduation) and successful completion of 53 credit hours, which must consist of all required program coursework in the first and second years and at least one additional course from the program requirements (e.g., an elective). Note that not all classes (e.g., directed research, independent study) count towards the 53 required credit hours for the M.S. degree; students should check their online Graduate Plan of Study (GPS) in the semesters leading up to their anticipated M.S. graduation to ensure that all course requirements are met.

Internship, Externships, Practicum, and Clinical Experience

During the first year of training, students learn about the practice of psychology across multiple courses. They observe group practicum supervision meetings and conduct a mock intake evaluation.

During the second year of training, graduate students complete a supervised three-semester sequence of practicum training in the program's Psychology Clinic. 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 patients' symptoms and levels of functioning, integration of information for purposes of case conceptualization, selecting and implementing empirically-based treatment, assessing clinical outcome, oral case presentation, and writing of case notes and formal reports. Graduate students carry a caseload that involves approximately 4 - 5 patient contact hours per week, participate in clinical supervision in individual and group formats, and complete written clinical documentation using an electronic medical record system. 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 progressive and developmentally appropriate gains in their clinical knowledge and abilities.

For most students, the third-year clinical training will continue in the Psychology Clinic. Students who demonstrate advanced clinical skills may begin an externship in their third year if approved to do so by the clinical faculty.

Externship is defined as a training site outside of the Psychology Department where there is weekly supervision conducted by a doctoral level, Licensed Psychologist. These externships may occur in various community settings including inpatient and outpatient community mental health settings and hospitals. 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 medical comorbidities, patients with substance use disorders, veterans) and consistent with the students' advanced level of training. In the Spring semester of each year, the clinical faculty will provide information for students to learn about current and upcoming externship positions and eligible students will provide a rank order list of their preferences for the upcoming year. Students must be deemed by the Clinical Faculty to be ready for externship based on their performance on practicum. If a student is not deemed ready for externship, they will repeat another year of practicum in our training clinic. Furthermore, progress across all program domains (e.g., research, coursework) will be considered in determining readiness for externship.

The clinical faculty will attempt to match students to externship positions based on their preferences, clinical fit with student's skillset, the student's current and past training experiences, and the student's stated career objective. Students may have to then interview at the externship site before receiving the official position. These positions typically last a full year but have some flexibility on duration. It is important that the student proactively discusses intended start and end dates with the DCT, Associate

DCT, and appropriate individuals at the externship site, as soon as these are established with the externship site. If the student would like to request a change to the end date during the course of the externship, the student should proactively communicate the desired change to the DCT, Associate DCT, and appropriate individuals at the externship site and engage in discussions among these parties. Students are expected to complete all required onboarding and offboarding procedures required by the externship site. Additionally, it is important that students on externship understand that many externship sites do not follow the academic calendar for breaks and should discuss site expectations for leave. These requirements are necessary for ensuring that students receive the expected clinical training, that patient care needs at the externship are adequately met, and that positive relationships between the program and externship sites are maintained. Some externship sites require various vaccines, medical screens, and level two background checks, which are sometimes completed through coordination with the Program Director. The Program Director may need to store some of these documents in confidential records, depending on externship site policies.

Clinical training, like research training, is integrated throughout the student's time in the Clinical Psychology Ph.D. Program. Clinical training includes didactics, clinical practicum, externship, and internship. The APA Commission on Accreditation requires that clinical activity be consistent with the program's model of training. At UCF, training entails experiences consistent with a scientist-practitioner model, that have sufficient breadth and depth of experiences to be consistent with the unique training goals of any particular student. The following criteria guide the clinical training experiences at UCF:

- Year 1. Clinical training begins with courses in ethics, psychopathology, and assessment. In addition, students learn how to conduct intakes and may observe group supervision in the "Introduction to Clinical Psychology and Psychotherapy" course sequence.
- Year 2. A course in empirically-supported treatments occurs this year and a course on multicultural psychotherapy occurs either this year or in the third year. Students also begin providing psychological assessment and/or treatment in the on-site Psychology Clinic by enrolling in practicum courses, in which students receive individual and/or group supervision.
- Year 3. For most students, the third year will be another year of on-site clinical practicum. Students may begin externship in their third year if they are deemed clinically ready for externship by the Clinical Faculty (see evaluation section).
- Years 4 and 5 - Externship. Graduate students receive externship training through work in university-community partnership arrangements, such as Nemours Children's Hospital, Orlando Health Hospital, the Orlando Veterans

Administration Medical Center, and community clinics. Students complete a course in clinical supervision and consultation.

- Year 6 – Predoctoral Internship. Students complete a 12-month, off-site, predoctoral internship obtained through the APPIC “match” system.

Clinical Training Goals

Overall, the clinical training goals reflect the 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 patients;
- an integration of assessment and treatment; and
- on-site clinical and didactic conferences and seminars.

Clinical Supervision

All clinical activities conducted by students are supervised regularly and directly by clinical program faculty and/or other selected Licensed Psychologists from community agencies. 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.

Clinical Evaluation

Practicum and externship supervisors evaluate each graduate student enrolled in practicum or externship at the end of each semester using the program’s clinical competency evaluation form. The evaluation process is meant to be collaborative, and students meet with their supervisor to discuss their performance over the semester and to set goals for future training. The results of this evaluation are also used in annual student evaluations to determine the next steps in students’ clinical training (i.e., additional practicum, externship, internship).

All students in practicum will receive end-of-semester feedback which will be documented in their program files and concerns of performance will be shared with the DCT. In the event that a student receives a grade of “Unsatisfactory” or receives any

ratings below the expected competency level in the clinical practicum course, the student will not be advanced to an externship and cannot apply for internship or other clinical experiences. In order to provide the student with the necessary support in developing their clinical competency, the student will be required to complete at a minimum one semester of practicum and receive a grade of “Satisfactory” before they are able to progress in their clinical training. Students may work with their clinical supervisor to create a specific training plan to work towards achieving a satisfactory grade on an individual basis. Individuals who receive an “Unsatisfactory” grade in practicum will be provided formal feedback with a remediation plan (See Remediation Policy below).

In order to obtain an externship, students must have earned at least two “Satisfactory” grades in clinical practicum and a grade of “Satisfactory” in the most recent semester of clinical practicum. In addition, the most recent semester of supervisor ratings must be at the expected competency level for externship placement or higher. Furthermore, the student must have received feedback from their most recent clinical practicum supervisor that they are ready for externship, and the clinical faculty must vote, by majority, that the student is ready to advance to externship.

If there are any ratings below the expected competency level and/or a grade of “Unsatisfactory” in clinical practicum or externship, the clinical faculty will discuss and vote on appropriate remediation plans based on the individual situation.

Graduate students must complete a Predoctoral Internship, typically during the sixth (last) year of the program. Graduate students are encouraged to complete their Doctoral Dissertations by the end of the fifth year of training and prior to leaving to complete their off-campus Predoctoral Internship.

Graduate students must propose their Doctoral Dissertation successfully by October 1st to be eligible to apply for clinical internship during the subsequent APPIC application cycle, and the Clinical Faculty encourage 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 by October 1st (if the date falls on a weekend, the petition is due on the following Monday), 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:

1. a copy of completed coursework to denote all requirements are fulfilled (i.e., transcript)

2. a document that details clinical training and practicum experiences as a doctoral student
3. a brief summary of expected timelines and progress thus far with respect to the Doctoral Dissertation
4. a statement of strengths and weaknesses
5. a copy of current total clinical hours (e.g., Time2Track exported file), including all hours obtained since beginning the program

Following this submission, the information provided by the student will be reviewed and discussed by the Clinical Faculty and the faculty will vote on the student's overall readiness for internship including a thorough review of the above provided documents in addition to the faculty review of the student's ability and overall readiness for internship. A majority vote of "yes" indicating the student is ready for internship is necessary for the student to be approved by the program to apply for internship. If a student does not receive a majority vote of "yes," the faculty will provide detailed feedback on what aspects of the student's development is in need of remediation. Additional formal remediation plans may be implemented.

The Director of Clinical Training must certify that each graduate student has completed all the coursework required for the doctoral degree, has completed the Qualifying and Comprehensive Examinations, and has received approval of their Doctoral Dissertation proposal before submitting an APPIC application to the external sites for the Predoctoral Internship. Requests for this online approval statement must be made at least three weeks before the earliest internship application is due and will be submitted by the DCT only after receiving approval by the clinical faculty vote on readiness for internship.

In addition to discussions with their 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/>).

Typically, the Internship Committee, a group of clinical faculty chaired by the Associate Program Director, meets regularly with the students applying to internship beginning in the summer prior to application due dates. The meetings offer students support through this process as well as didactic information regarding applying. Among the topics covered in the meetings are selecting internships, writing essays, and preparing for interviews.

The Predoctoral Internship typically lasts 12 months, and the Ph.D. degree is not awarded until all academic work, the Doctoral Dissertation defense, the Predoctoral Internship, and all university and program requirements are completed. The graduate student is responsible, in consultation with the Clinical Faculty, for obtaining an internship assignment. Students are only permitted to apply to APA-accredited internship sites unless the Director of Clinical Training, with the support of a majority vote from the Clinical Faculty, has approved an exception.

Here are some facts and suggestions for credit hours and funding related to leaving for internship:

1. According to the university, you need to remain enrolled in dissertation credits from when you start taking them until the end of the semester in which you defend and submit your document to the university by the semester deadline. This includes the summer prior to when your internship starts/closely follows. The minimum is 1 credit per semester.
2. In the summer prior to leaving for internship, there are usually no opportunities to GTA, which means that if you don't have another means to waive your tuition during that summer (e.g., GRA/fellowship), you will have to pay out of pocket/via loan for summer tuition that year.
3. You do not enroll in any internship hours in the summer that your internship starts/closely follows, and then you enroll in just 1 hour for the next three semesters (Fall, Spring, Summer). The 1 credit hour while enrolled in Internship course is considered full time for financial aid, as we made a special agreement with the university to save you money.
4. Since you are not enrolling in Internship during the summer that your internship starts/closely follows, you must enroll in at least 3 credit hours of dissertation to be considered full time for financial aid. If you don't need financial aid during that summer, you can choose to only enroll in (and therefore pay for) 1 hour of dissertation.
5. The goal is to defend your dissertation before leaving for internship, if at all possible, in order to save on tuition cost. If you don't, you'll need to enroll in at least 1 hour of dissertation along with the 1 hour of internship for each semester enrolled in Internship (2 credits per semester until defended).
6. There are no tuition waivers allowed by the university during your internship. Due to UCF policy, students who are considered "out-of-state" by UCF at the time of internship will need to pay the out-of-state tuition rate/fees. This increased tuition rate may also apply to the summer prior to leaving for internship if the student does not obtain a position that includes a tuition waiver (e.g., GTA).
7. You are expected to successfully defend your dissertation prior to the end of the third semester in which you are enrolled in Internship. If you do not reach this

goal, you may be considered for termination from the program and/or not receive any funding during further semesters of dissertation work. The university's "7 year rule" also applies to this situation.

Liability Insurance for Clinical Activities

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

While the program does not endorse any particular insurance, many students use "The Trust." Verification of liability insurance must be submitted to the Associate Program Director at the beginning of each academic year.

Tracking Clinical Experiences

Graduate students will be involved in many clinical activities during their graduate training and will need to carefully track their activities, as such information will be important when applying for internship. Students are encouraged to use Time2Track, a web-based program which helps organize students' hours for the APPIC application. Time2Track is currently the only source approved by APPIC for directly uploading your hours for internship applications.

Requirements for Licensure

The Clinical Psychology Ph.D. Program provides a curriculum consistent with the scientist-practitioner training model for careers in an array of areas within the field. Licensure as a Psychologist is governed by states (and provinces in Canada), each with their own requirements. The Clinical Psychology Ph.D. Program cannot guarantee that graduates will meet all licensure requirements in any state. 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.

Independent Study

As befits the nature of graduate training and the pursuit of a doctoral degree, graduate students in Clinical Psychology are expected to engage in independent learning throughout their graduate career. The completion of the Master's Thesis and the Doctoral Dissertation are two examples of independent learning in which all graduate

students participate. In addition, depending upon their career goals, other experiences, such as directed readings or additional research projects, are encouraged.

Other Program Requirements

Participation in Research Activities

Participation in research projects other than the Master's Thesis and Doctoral Dissertation, whether self-initiated and/or faculty sponsored, is strongly encouraged throughout graduate training. In addition, graduate students are required to present their findings at professional conferences and/or to publish their work in appropriate scientific outlets.

History and Systems of Psychology

All graduate students in the program must complete coursework in History and Systems of Psychology to meet a requirement of our accreditation by the APA. Students who took a course on History and Systems of Psychology as part of their undergraduate training and earned a grade of "B" or higher will be deemed to have met this requirement prior to matriculation into the program. Students who do not meet this criterion will be required to take History and Systems of Psychology (PSY 4604), an undergraduate course offered regularly in the department, prior to leaving for the predoctoral internship.

Multicultural and Diversity Training

Students in the program must complete at least six hours of diversity training for each year in the program, excluding the year of internship. Diversity is defined broadly and may include topics such as age, disability, race and ethnicity, religiosity, gender, sexual orientation, culture, and socioeconomic status, among others. These hours can be accrued by a variety of means, including, but not limited to, diversity-focused proseminars offered by the clinical program or diversity workshops/talks at a conference or by another outside group (including webinars). Students will be asked to provide details of their attendance for six clock hours, which can be from any combination of sources, when they submit materials for the program's annual student evaluation. The dates of accruing the six hours must have occurred after starting the program (if in first year) or after the date of submitting documentation for the prior year's annual evaluation (if in second year or later).

Work Policy

Graduate students only engage in professional clinical psychology activities under immediate supervision in a graduate course for which they are registered or under the direct supervision of a qualified person designated by the Program Director. 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 must also get Clinical Faculty permission prior to working “extra hours” at an external practicum site that the program sanctions. Similarly, additional assistantships above the standard department assistantships require Clinical Faculty permission.

Funded graduate students should avoid seeking additional employment during the academic year. The typical 9+ credit academic course load per semester plus a 20 hour per week assistantship 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 Clinical Psychology Ph.D. Program, however, does not dictate to anyone what they do 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 employment outside the program understand the limitations and potential liability issues that outside employment may entail. It is also the personal responsibility of all graduate students (and their major professors) to ensure that outside employment does not interfere with timely progress toward program completion.

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 “Graduate Student Clinician” or “Graduate Clinician in Training.” 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”). In Florida, only a Licensed Psychologist can use the title “Psychologist” (i.e., the title is protected by Florida 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 Trust” student insurance plans cover a graduate student for activities not sanctioned by the training program.

Degree Completion Timeline

Program emphasis in the first two years is primarily on training in the foundational areas: psychopathology; assessment; psychological intervention; research methods; Master’s Thesis research; and initial clinical practica. Subsequent years focus on advanced program components that prepare students for their personal career goals: advanced seminars; external clinical training; and Doctoral Dissertation research.

Following either successful completion of the M.S. “along the way” degree or having the M.S. degree requirements waived by the Clinical Faculty, students must successfully complete the Qualifying and Comprehensive Examination requirements before beginning Doctoral Dissertation research (see details below concerning the Qualifying and Comprehensive Examination requirements). Before earning the Ph.D. degree, candidates must complete all required coursework, successfully complete the Doctoral Dissertation proposal and oral defense, and successfully complete a 12-month APA-accredited Predoctoral Internship program.

In summary, training is accomplished through an integrated set of classroom, laboratory, and community-based experiences consistent with a scientist-practitioner model of training. There are 90 required credit 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. The Ph.D. degree is awarded upon completion of the internship, defense of the Doctoral Dissertation, and completion of all University and program requirements.

Statement of Graduate Research

The philosophy and mission of the Clinical Psychology Ph.D. Program at the University of Central Florida are grounded in the scientist-practitioner model. This model represents an integration of 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

Clinical Psychology Ph.D. Program 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 overall philosophy that guides our program 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 in January 1990. The overall philosophy of the program is consistent with that of the Mission Statement of the Department, the College of Sciences, the College of Graduate Studies, and the University.

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. A copy of this policy, and related policies, is available at <https://tt.research.ucf.edu/our-policies/>

Examination Section

The Qualifying and Comprehensive Examinations represent the critical assessment of students' learning and assimilation of the professional knowledge, skills, and ethical/professional behavior that are necessary to conduct scientific research and/or provide clinical services as a health service psychologist. Students acquire theoretical and practical knowledge of evidence-based clinical practice through coursework, practicum training, externship, and other formal and informal training described herein. Fundamental and necessary knowledge of research methodologies used to advance psychological sciences is acquired through completion of a closely mentored Master's thesis, extensive coursework in research methodology, and through work in various labs.

Students are required to choose the order of two content domains for their Qualifying and Comprehensive Examinations. Students can notify the Director of Clinical Training of their chosen order by simply stating which one they would like to choose for the initial Qualifying Exam at the time they schedule that exam. The "Clinical Domain" is designed to assess students' professional knowledge, skills, and attitudes with respect to clinical formulation, integration of theoretical frameworks with clinical information, and delivery of an evidence-based psychotherapeutic assessment and interventional strategies. The Clinical Domain requires successful completion of both written and oral components. By contrast, the "Research Domain" is designed to assess the student's competency with respect to clinical research. Through this exercise, students are tasked with the development of a theoretically- and empirically-coherent research proposal. The final proposal should identify a research goal (i.e., testable hypotheses) based on the integration of contemporary theory, empirical findings, and clinical relevance. Successful proposals must include research design and methods that are suitable to the stated research goal.

Clinical Domain

The Clinical Domain exam consists of a preparing a comprehensive written clinical case report based on a written case description of a fictitious patient provided by the faculty. The student will also be provided some preliminary assessment results based on measures that are commonly taught in the assessment class and/or recently used on practicum teams (e.g., PAI, BDI-II, GAD-7, PHQ-9). The exam will consist of this written portion as well as an oral defense.

The case report should include a comprehensive case conceptualization and diagnostic considerations, an assessment strategy (to include your interpretation of the initial assessment results provided), and a treatment plan, based on the information provided. The student will have three hours at a workstation without internet access to write this document. A hard copy of the current DSM will be available for their use. The written exam will be submitted to a three-person faculty committee (not including the student's major advisor) for review. This committee will meet to discuss areas of concern and/or questions to be addressed during the oral examination.

For the oral exam portion of the Clinical Domain exam, the student will present the patient, their assessment, their case conceptualization (including diagnostic considerations), and their treatment approach to the same three-person faculty committee. During the oral portion, students are permitted to refer to the written case description and assessment results used during their written portion but will not have access to their written exam response. Following the presentation and questioning, the exam will be scored independently by each committee member using the qualifying exam rubric (see below). After independent scoring, the faculty will discuss their scores and if necessary, discuss scoring differences, to reach a final decision on passing or failing the exam.

Prior to each semester, the Director of Clinical Training will send an email to students, asking if anyone would like to take the Clinical Domain exam during that upcoming semester. Students must respond with their intention to take the exam prior to the start of that semester. The available dates will be filled in the order of the requests. Standard practice for the qualifying exam will be to hold the written component in the morning and the oral defense the same day during the early afternoon. Results from the committee will be communicated to the Director of Clinical Training who will notify the student in writing of the outcome of the Clinical Domain exam.

If a graduate student fails the Clinical Domain exam, the student will be given one opportunity to re-do the failed examination with a new fictitious patient case. If a graduate student fails the examination the second time, the student will be recommended for dismissal from the program.

Evaluation Criteria for the Clinical Domain

The written component and the oral presentation (combined) will be rated by the committee on the following dimensions:

The following anchoring criteria will be used when assigning scores:

4 (Excellent): The candidate presents ideas, hypotheses, and conclusions that are based upon information that is scientific, timely, and correct. Clinical skills are excellent.

3 (Very Good): The candidate presents ideas, hypotheses, and conclusions that are based upon information that is scientific and correct. Information may lack reference to the most recent information or some esoteric information. Clinical skills are very good.

2 (Adequate): The candidate meets acceptable standards for presentation of ideas, hypotheses, and conclusions that are basically correct and scientific. Clinical skills are adequate.

1 (Substandard): The candidate does not meet basic standards regarding his/her observed clinical skills and/or gives answers that are not scientific, timely, or correct.

	Sub- standard	Adequate	Very Good	Excellent
<i>Foundational Competencies</i>				
Ethical-Legal Knowledge	1	2	3	4
Individual and Cultural Diversity	1	2	3	4
Professionalism	1	2	3	4
Scientific Knowledge and Methods of Treatments	1	2	3	4
Evidence-Based Practice	1	2	3	4
<i>Functional Competencies</i>				
Assessment Interpretation	1	2	3	4
Assessment Integration into Treatment Plan	1	2	3	4
Diagnosis	1	2	3	4
Intervention – Appropriate Treatment Plan	1	2	3	4
Intervention – Specific Interventions	1	2	3	4
Case Conceptualization	1	2	3	4

Scoring: To pass the exam, the student must receive ratings of 2 or above for each item. The committee will discuss any rating differences of more than one point by any two raters and any items rated as 1 by any rater. The discussion will result in a consensus rating used by all raters (a vote will be taken to agree on the final rating). The overall pass or fail decision is determined based on the consensus ratings for each item.

Research Domain

The Research Domain exam assesses the research competency of graduate students in the Clinical Psychology Ph.D. Program. Students are eligible to begin working on

ideas for their Research Domain exam at any point in their course of study after securing agreement from their major professor on the related outline. They cannot, however, submit the form to begin the official writing period for the exam until they meet criteria for the corresponding Qualifying or Comprehensive Examination that they have chosen to use it towards (see below).

The Research Domain exam requires that each student submit the first full draft of their planned Doctoral Dissertation proposal for evaluation to the Clinical Faculty. This submitted draft must be written independently by the student without edits or direct assistance from another individual, including their major professor. The student will start the process by submitting an outline of the proposal and the desired writing start date to their major professor for broad feedback specific to feasibility (e.g., lab resources) prior to writing.

Outline

This outline should be 1 – 2 single-spaced pages in total length and use a structured outline format (e.g., bullets, numbers, letters). For the Introduction, list the names of different subsection topics with brief descriptions and end with specific aims of the study (hypotheses not needed for outline). For the Methods, list the subsections you will include in the Method section (e.g., participants, measures, proposed statistical analyses). You may include further subsections (e.g., inclusion/exclusion criteria, separate subsections for different types of analyses). The outline should end with the final required three subsections of Diversity Considerations, Ethical Considerations, and Feasibility. The Feasibility section of the outline should contain enough detail that the mentor can sign off that they believe it is feasible in their lab setting.

If the student chooses to include specific details about study design (e.g., what statistical analyses will be used or what measures will be used), the mentor cannot give specific feedback on any particular study design element and approval of the outline should not be construed as approval of these specific elements. The mentor may not provide specific edits to the document.

Declaring Start of Writing Period and Other Details of Exam

After revising the outline based on broad feedback, the student must declare the start of the writing period, which can last no longer than eight weeks (inclusive of academic breaks), by submitting the Research Domain Exam Form, signed by both the student and major professor, to the DCT (available on the Teams site). This form can be submitted by the student at any point in the calendar year, without prior notice. However, upon receipt, the DCT has up to 48 hours (exclusive of academic breaks and weekends) to formally approve the form and the related proposed start and end dates.

As the clinical program allows for both concise manuscript style and longer traditional style dissertation formats, this proposal may be submitted in either format, but the body of the text (not including references) cannot exceed 25 double-spaced pages. The document must be formatted using APA style. As there are different proposal formats for studies such as meta-analyses, use of archival data, and original data collection, students should follow the format of recent examples of their type of project published in peer-reviewed APA journals: <https://www.apa.org/pubs/journals/resources/find-journal>

In addition to the traditional sections of a research proposal, which typically end with “Proposed Statistical Analyses,” the document must end with the follow three sections with headings of: Diversity Considerations, Ethical Considerations, and Feasibility. For the first two, students should consider aspects of each topic that are present in or may arise in their study. When appropriate, the student should include how they intend to handle the issues. For the final Feasibility section, students should comment on how the proposed study would be feasible to conduct as their dissertation with known existing or expected resources in their lab and the timeline to complete in terms of overall expected timeline to degree completion. This timeline should recognize time constraints, the general expectation that data be collected before leaving for internship, the difficulty of completing a dissertation during internship, and the university requirement to complete the program before the end of their 7th year. For studies that will collect data from new participants, the student should also report how many participants per week will complete the study and how that is feasible (e.g., space availability, use of research assistants). This number should result in a final sample size that is somewhat larger than the size suggested by the power analysis, as some will be excluded or choose to stop participation early.

Submission of the Research Domain Exam and Review Timeline

Once the student submits the signed form and outline to begin the eight-week writing period, no revisions are permitted. At the end of the eight-week writing period, the student will submit the Research Domain exam via email to the Director of Clinical Training, who will then distribute it to all Clinical Faculty. The Clinical Faculty will review the document within two weeks of submission, excluding academic breaks. A discussion of the exam will then occur at the next regularly scheduled meeting of the Clinical Faculty. A majority vote of “pass” by the Clinical Faculty is required for approval. The Director of Clinical Training will notify the student in writing of the outcome of the Research Domain Exam within two business days of this meeting.

If the student does not pass the examination, they will be allowed to use feedback provided by the Clinical Faculty to submit one revised version, again without assistance from others. A revised draft is due six weeks after the student receives formal notice of

the “fail” decision, which will include comments from the faculty about areas of concern to address in the revision. The revised draft will be re-evaluated based on the quality of the changes to the document in relation to both the feedback provided by the faculty and the overall quality of the new proposal. This revision does not need to address all feedback provided and does not require a point-by-point response as typically done in a journal publication process. The Clinical Faculty will have two weeks to review the revised version. After these two weeks, a discussion of the exam will then be scheduled at the following regularly scheduled meeting of the Clinical Faculty. If the student receives a majority vote of “fail” on the second attempt, no further attempts will be permitted, and the student will be recommended for dismissal from the program.

After the student successfully passes their Research Domain Exam, they may then obtain edits and input from others as desired for the final Doctoral Dissertation proposal that will be used for the Doctoral Dissertation proposal meeting.

Grading Guidelines for the Research Domain Exam

The written document will be evaluated by the Clinical Faculty based on the following criteria:

1. Appropriate and timely review of the available literature
2. Application of critical thinking skills regarding the literature review
3. Inclusion of research questions/study aims based on a stated rationale
4. Clearly stated hypotheses that logically follow theory and/or previous findings stated in Introduction
5. Inclusion of statements regarding the basic and/or applied impact from the proposed study
6. Proposed sample appropriate to address research aims and inclusion of a formal power analysis
7. A proposed study design that is free of major conceptual or methodological flaws (e.g., addresses potential threats to internal and external validity; includes evidence/citations regarding the established psychometric properties of the independent and dependent variables proposed for the study)
8. Proposed statistical analyses that are appropriate for testing stated hypotheses including clarity of which statistics will test particular hypotheses and what the relevant independent and dependent variables will be in the analyses
9. Based on the student’s rationale in the Feasibility section, the proposed study design is feasible for a dissertation with existing resources and timeframe.
10. Inclusion and quality of diversity and ethical issues related to the project, which must be described in separate subtitled sections of the main body

Qualifying Exam

The Qualifying exam can be taken after completion of the Master's degree requirements. Successful completion of the Qualifying Examination is expected within one year of completing the Master's degree requirements. Students can choose either the Clinical or Research Domain for the Qualifying Exam.

Comprehensive (Candidacy) Exam

Students cannot take the Comprehensive Examination until they have successfully passed the Qualifying Examination (see above). Successful completion of the Comprehensive Examination criteria is expected within two years after completing the Qualifying Examination requirements and must be completed before proposing the Doctoral Dissertation. Students must take the opposite domain (Clinical or Research) for the Comprehensive Exam than the domain initially chosen for their Qualifying Exam.

Students who have completed the Qualifying and Comprehensive Examinations are identified as having acquired the professional knowledge, attitudes, and skills to further psychological science via the dissertation requirement.

Thesis and Dissertation Section

Thesis/Dissertation - Overview

Students in the program must collect original new data for at least one of the required thesis and dissertation projects. The student does not have to collect the entire dataset but must be substantially involved in a portion of the data collection that will be used in the analysis of that project (i.e., thesis or dissertation). Substantial involvement may include directly collecting data from a portion of the participants in person or online or closely supervising other research assistants in the collection of a portion of the data. A meta-analysis or use of an archival dataset in which the student did not have substantial involvement in data collection may only be used for either the thesis or dissertation but not both. In the case that a student has a Master's thesis project approved by the Clinical Faculty that was defended prior to joining the Clinical Psychology Ph.D. Program, if that project included substantial involvement in the data collection for the approved thesis, that experience can count toward this rule.

Oral and written presentation of the Thesis/Doctoral Dissertation proposal must be made to the Master's Thesis/Doctoral 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/or Doctoral Dissertation in a brief publication style. An appendix to the Master's Thesis or Doctoral 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 chairperson has encouraged them to complete their project using a brief publication style.

After submitting a written proposal to the Master's Thesis/Doctoral Dissertation Committee, the committee will have a minimum of 2 weeks to review and then the committee will meet with the graduate student to discuss and evaluate the proposal at the proposal meeting. 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 Thesis/Doctoral 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; students can register for the training via the IRB's website: <https://www.research.ucf.edu/Compliance/IRB/Investigators/training.html>

Thesis

Graduate students work under the tutelage of Clinical Faculty and engage in a mentored research experience leading to the proposal of a Master's Thesis, ideally before completing their second year in the program. Successful defense of the Master's Thesis is expected by the end of the third year. Graduate students must complete a minimum of six (6) Master's Thesis credit hours to meet the requirements for graduation. Continuous enrollment is required by the graduate school and students should be registered for at least one Master's Thesis credit each semester that Master's Thesis work is conducted, including the semester of the oral defense.

A Thesis rubric is used provide an assessment of the student's proposal and defense. The rubric uses the following rating scale (1: emerging, 2: developing, 3: developed, 4: exemplary) across a number of domains. A Thesis proposal must be evaluated as being in the "developing" category or above in all areas (in the "developing" category or above is defined as ratings of 2 or better in all categories). Committee ratings of 1 within any category would result in a failed proposal, committee ratings of 2 within any category would result in "accept with revisions." A completed thesis must be in the "developed" category or above in all areas (in the "developed" category or above is defined as ratings of 3 or better in all categories). Committee ratings less than 3 within any category would result in a failed final thesis. Committee ratings of 3 within any category would result in "accept" or "accept with revisions." Therefore, the minimum passing score within each criterion is 2 for thesis proposals, and 3 for completed theses. Revisions of the completed thesis will be required if scores are less than 3 within any category.

Grading Rubric Used for Thesis and Dissertation Proposals and Defenses

Skill	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Development of Research Question</i>	The question is original and significant to the field. The research has the potential to address critical issues and make a significant contribution.	The question is original and justified by the existing literature. Potential contribution is well-documented.	The question is original, but its significance to the field is not clear. A clear justification for the research is missing.	The research question is not well developed. Not clear what makes it original, interesting or important.

Skill	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Thoroughness of Literature Review</i>	Thorough review that integrates existing literature in a new and insightful way. Identifies gaps in the literature and compellingly argues how the current research will address that gap.	Thorough review that draws connections among perspectives and integrates the literature in a meaningful way. Draws a clear relationship between existing literature and the research question.	Provides a general discussion of previous findings. However, limited viewpoints are represented. Only weak connections are made to the research question.	The literature review does not include important references to the subject matter. No connections are made to the research question.

Skill	Criteria Exemplary Scholarship	Criteria Developed Scholarship	Criteria Developing Scholarship	Criteria Emerging Scholarship
<i>Incorporation of Existing Theories</i>	Considers multiple relevant theories. Uses theories to generate hypotheses and considers the implication of the results to the different theories.	Current theories provide a strong framework for the research. Gaps in research identified by the theories is discussed. Impact of research on the theories is explored.	Current theories are identified, but only provide a weak framework for the research. Little discussion about how the research may impact the theory.	Relevant theories are omitted from the discussion. Theoretical framework is unclear.

Skill	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Methodological Sophistication Sufficient to Address Questions</i>	Creative method and design are presented with a clear explanation of methodological choices. Alternative means of analysis are considered and discussed.	Creative method and design to address limitations of existing approaches. Connection between method and analyses understood and developed. Multiple methods of analysis are considered.	Exhibits basic understanding of research method and design. Identifies limitations of approach – but not fully addressed. Connection between method and data analysis not clearly developed.	Method does not adequately address the question. Does not consider potential biases/limitations of method.

Skill	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Adequately Measures the Constructs of Interest</i>	Creative psychological measurement approach with a clear explanation of measurement choices. Alternative means of measurement are considered and discussed.	Creative psychological measurement approach to address limitations of existing approaches. Connection between measurement and hypotheses understood.	Exhibits basic understanding of psychological measurement. Identifies limitations of measurement – but not fully addressed.	Measures section does not adequately address psychological measurement. Does not consider potential biases/limitations of measurement.

Skill <i>(Note this one only applies to final defenses)</i>	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Detailed Analysis, Interpretation, and Discussion is Provided. Conclusions are Well Reasoned and Appropriate for Quality of Results.</i>	Analysis is detailed and appropriately tailored for the results. Interpretations are well- reasoned. Validity of conclusions are rigorously discussed relative to alternative perspectives.	Analysis is thorough. Conclusions are logical and alternatives are considered.	Basic analysis is complete. Conclusions are logical but incomplete. Possible alternatives not discussed.	Analysis of results incomplete. Conclusions not supported by analyses.

Skill	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Clarity of Writing and Scholarly Presentation of Ideas</i>	Writing is fluid, precise and clear. Tone is professional and scholarly. Voice is authoritative and conveys clear understanding.	Writing is fluid, precise and clear. Tone is professional and scholarly.	Writing is organized and clear. May lack adequate transitions and scientific precision.	Heavy reliance on jargon. Difficult to read. Terms not sufficiently defined.

Skill	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Ethical Concerns Adequately Addressed</i>	Specific ethical concerns are addressed as indicated by the nature of the project.	General ethical issues (fairness, risks/benefits) are discussed/considered.	Limited consideration of basic ethical issues.	Ethical issues not considered.

Skill	Criteria Exemplary Scholarship 4	Criteria Developed Scholarship 3	Criteria Developing Scholarship 2	Criteria Emerging Scholarship 1
<i>Consideration of Relevant Issues of Diversity</i>	Provides a sophisticated and nuanced analysis of the relevance of the results to diversity issues and indicated based on the nature of the project.	Provides general analysis of diversity considerations and scope adequate for project.	Identifies relevant issues, but lacking in depth as indicated by project.	Fails to address key diversity issues that are relevant to the project.

Dissertation

The Doctoral 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 Doctoral Dissertation research begins only after successful completion of the Qualifying and Comprehensive Examinations. Graduate students will complete a minimum of 15 Doctoral Dissertation credit hours to meet the requirements for graduation. Students must be registered for Doctoral Dissertation credits during the semester of the oral defense.

The Dissertation rubric utilizes the same rubric and rating scale as the thesis (i.e., 1: emerging, 2: developing, 3: developed, 4: exemplary). A Dissertation proposal must be evaluated as being in the “developed” category or above in all areas (in the “developed” category or above is defined as ratings of 3 or better in all categories). Committee ratings of 2 or less within any category would result in a failed proposal. Committee ratings of 3 within any category would result in “accept” or “accept with revisions.” A completed dissertation must be evaluated as being in the “developed” category or above in all areas (in the “developed” category or above is defined as ratings of 3 or better in all categories). Committee ratings less than 3 within any category would result in a failed final dissertation. Committee ratings of 3 within any category would result in “accept” or “accept with revisions.” Therefore, the minimum passing score within each criterion is 3 for both dissertation proposals and completed dissertations.

Thesis/Dissertation – Committees

Master’s Thesis

A Master’s Thesis committee is comprised 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 as a Co-Chair).

Dissertation

Graduate students may form a Doctoral 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 - two must be Clinical Faculty members, and the fourth member must be from outside the Psychology Department). All committee members must be approved members of the Graduate Faculty or Graduate Faculty Scholars and one of the Clinical Faculty members must be designated as the Doctoral Dissertation chair (or as a Co-Chair).

Including a Thesis or Dissertation Committee Member from Outside of UCF

If you'd like to add member to either a thesis or dissertation committee who is not employed by UCF, they must be approved as a UCF Graduate Scholar prior to submission of the committee form. Students should contact the Program Director well in advance of their planned committee formation so that the required forms can be completed and processed by UCF.

University Thesis and Dissertation Requirements

Students wishing to take dissertation credit hours must have successfully entered candidacy. This means that they have completed all course work, taken and passed both the qualifying and comprehensive exams, completed all university mandated workshops, and have all associated documents submitted and approved prior to the first day of classes. Students must have the candidacy and dissertation advisory committee documentation received and processed by the College of Graduate Studies by the date listed in the academic calendar in order to enroll in dissertation hours for that term.

Students will work with their graduate advisor to enroll in the dissertation course. Doctoral candidates must be enrolled continuously (including summers). Exceptions to the continuous enrollment policy may be appealed to Graduate Studies. Students may not enroll in more than nine credits of dissertation in any given semester and must enroll in at least three credits; full time is three credits each semester. An exception to the minimum of three credit policy applies when the student is taking predoctoral internship credits in their last year, in which they need to take one credit of predoctoral internship each semester and, if they have not yet defended their dissertation, only one credit of the dissertation course per semester, until successfully defended. Candidates who have met the 15 required dissertation hours but not yet defended must remain continuously enrolled. Graduate policy states students have seven years from beginning the program to complete the degree.

The College of Graduate Studies [Thesis and Dissertation page](#) contains information on the university's requirements for dissertation formatting, format review, defenses, final submission, and more. A step-by-step completion guide is also available through a [Graduate Thesis and Dissertation webcourse](#).

All university deadlines are listed in the [Academic Calendar](#). Consult with graduate director or advisor for potential earlier deadlines.

The following requirements must be met by thesis and dissertation students in their final term:

- Submit a properly formatted file for initial format review by the format review deadline
- Submit the Thesis and Dissertation Release Option form well before the defense
- Submit the announcement of the defense meeting time and place to invite the public to attend (must be signed by your committee chair). This needs to be released to public through the Program Assistant at least two weeks prior to the defense date.
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)
- Submit signed approval form by final submission deadline
- Submit final dissertation document by final submission deadline

Students must format their thesis and dissertation according to the standards outlined in [Thesis and Dissertation Webcourse](#). Additional help with formatting and related workshops can be found at the [College of Graduate Studies Thesis and Dissertation website](#).

Thesis and dissertation proposal and defenses can be held in person or online (e.g., Zoom).

Program and Institutional Policies

Brief Absences

Holidays:

Graduate students are not expected to work on any university holiday. Similarly, classes are not convened on recognized holidays. Recognized holidays are specified on the UCF Academic Calendar, which can be found here: <https://calendar.ucf.edu/>

Mentors and supervisors are expected to honor requests for time off to observe other major holidays associated with the students' religion or cultural heritage. The University policy governing impact of religious observation on course participation can be found here:

<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Guidelines addressing impact of religious observation on students in their role as University employees can be found here:

<https://oie.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf>

Other Personnel Services (OPS) Employee Information

Students are typically employed in GTA or GRA positions, both of which are governed by guidelines impacting OPS roles. Information related to parental leave and other pertinent guidelines may be found here: <https://graduate.ucf.edu/assistantships/>

Students on Externship:

In advance of starting an externship, students are expected to meet with their future supervisor(s) to determine the leave/vacation policy for the externship. Note that it is likely the leave schedule and policies for taking leave at UCF will be different than the leave schedule and policies for taking leave at an externship site. Therefore, students will need to negotiate with the site about time-off. Ideally, the agreement around scheduling should be documented and signed by both the student and supervisor. As is true with any professional setting, student requests for time off should be made as much in advance as possible and in accordance with policies at the externship site.

Prolonged Absences (one or more semesters)

Students who anticipate that they may not be able to enroll continuously due to external circumstances should apply for [Special Leave of Absence](#). Specifically, students who are taking courses should apply for a Special Leave of Absence when they cannot enroll in more than two consecutive semesters. Students who are in thesis/dissertation

hours should apply for a Special Leave of Absence when they cannot enroll in every semester (including summer).

To qualify for a Special Leave of Absence, the student must demonstrate good cause (e.g., illness, family issues, financial difficulties, personal circumstances, recent maternity/paternity, employment issues). The specific reason for the Leave of Absence request must be indicated by the student on the [Leave of Absence Form](#). Due to current U.S. government regulations, international students must be enrolled every fall and spring semester. For students in this category, a Special Leave of Absence is only available for documented medical reasons.

Academic and Professional Standards/Conduct/Integrity

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 nine (9) semester hours. Fellowships may be impacted whenever a student's GPA is below 3.0. If a graduate student has not attained an overall graduate GPA of 3.0 at the end of the nine (9) semester hours, they will be dismissed from the program. If a graduate student wishes to appeal a change in status, an appeal may be filed with the Director of Clinical Training.

No clinical program core courses with a grade of "C" or lower are acceptable in the Ph.D. program. In addition, only 4000-level courses or transfer courses with a grade of "B" or higher will be accepted for credit. A graduate student may earn a maximum total of six (6) 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 (6) semester hours of "C" or unresolved "I" grades is reason for dismissal from the program. Students who receive a grade of "Unsatisfactory" in any clinical courses such as clinical practicum or supervision practicum will be required to retake the course and achieve a "Satisfactory" grade prior to advancing in their clinical training (see Evaluation section under Clinical Practicum Training for additional details).

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.

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., patient, 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, Qualifying and 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 patients, 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 patients, 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

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 (e.g., getting enough sleep, obtaining health and mental health care when needed, maintaining a healthy lifestyle). We encourage all students to be mindful of their need for self-care. There are several resources on campus to assist students 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 their 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 their 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 their concerns about their classmate with the Director of Clinical Training, Associate Director of Clinical Training, or faculty advisor. This is a professional responsibility.

Personal Psychotherapy and Psychiatric Treatment

Graduate school can be very stressful. In addition, research has shown that the rate of psychopathology is higher in clinical psychology students and professionals compared to other disciplines. Therefore, it is likely that some graduate students will experience significant symptoms of psychopathology during graduate training. Being successful in a doctoral program is already challenging and the added burden of psychopathology makes it more difficult. As one recent example of national attempts to acknowledge the high rates of psychopathology in not only clinical students, but clinical faculty and program directors, see <https://www.sarahevictor.com/pops-commentary-signatories>. A large number of current clinical faculty and program directors signed a statement that they have personal “lived experiences” with psychopathology.

Given this prevalence, graduate students in Clinical Psychology may 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. A no-cost option for personal therapy 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 patient status). Students can receive psychiatric treatment at Student Health Services (<https://studenthealth.ucf.edu/services/specialty-care/>). Alternatively, graduate students in Clinical Psychology may contact a private-practice mental health provider or physician at the regular payment schedule provided

by their individual health insurance. Currently, an active list of mental health providers that accept the graduate student insurance can be found through United Health Care Student Resources:

<https://provider.liveandworkwell.com/content/laww/providersearch/en/home.html?siteId=3077&lang=1>

For additional resources on finding a therapist, see:

<https://www.apa.org/ptsd-guideline/patients-and-families/finding-good-therapist>

<https://www.apa.org/topics/psychotherapy/choose-therapist>

Requests for Exceptions to Program Rules and University Accommodations

If students have unique circumstances and would like to petition the program faculty for an exception to a program rule or expectation (e.g., extension of deadline for an exam, ending a clinical placement earlier than expected, requesting that a particular faculty member not grade a program exam due to fear of retaliation), they should email a “Petition to Program Faculty” letter, as soon as possible, to the Director of Clinical Training. This letter can be in any format and of any length but should clearly communicate the request and the rationale for the request and include the student’s signature and date. Please note that exceptions to program policies are rare, but the faculty understand that sometimes unexpected life circumstances arise that may warrant temporary exceptions to particular rules. The Program Faculty will then review the request as soon as possible, depending on the urgency of the request, and respond in writing to the student with a decision and any related details.

ACCESS matters.

Purpose: We envision UCF to be a fully accessible campus and inclusive environment for people with disabilities. We do this by:

- **A**cknowledging disability as an aspect of human diversity;
- **C**ultivating awareness of the environment’s disabling barriers;
- **C**ollaborating on and proactively facilitating accessible environments and experiences;
- **E**ducating faculty and staff to create and maintain access in their spheres of influence;
- **S**hifting to an inclusive-minded attitude;
- **S**upplementing with reasonable accommodations as a last resort measure to ensure access.

UCF admits a diverse graduate student population. Some of those students may need an (or a variety) of accommodations to help them be successful in the program.

Students with these needs can contact Student Accessibility Services <https://sas.sdes.ucf.edu/accommodations/>. Students can also contact the DCT and/or instructors of any particular course to discuss accommodation needs.

Annual Review

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 above expectations performance standards in these areas include the following:

- Academics: uniformly outstanding academic achievement in coursework
- 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: multiple presentations at scientific and professional meetings
 - Publications: multiple 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

Prior to the evaluation, each student must complete the self-assessment report, the Doctoral Annual Review, administered from the College of Graduate Studies. In addition to the self-assessment form, students will submit a copy of their clinical hours to date, their updated CV, and the program's Student Progress Checklist (found on the Microsoft Teams site), which includes a summary of the required diversity hours obtained since the last annual review.

Each graduate student's Clinical Faculty practicum supervisor(s) evaluates clinical competency at the end of each semester. If the graduate student has participated in a community-based clinical externship at any point during the past year, the externship supervisor's ratings are also considered in rating the graduate student's overall clinical

performance. The student's assigned research advisor(s) also complete a rating form of the student's performance in the lab and meetings with the mentor(s).

Graduate students receive annual written feedback on their achievement of program requirements and performance expectations. Students who are performing at or above the program standards receive a letter reflecting their good standing. For students who are not meeting program standards, the annual letter provides: a) timely, written notification of all problems that have been noted and the opportunity to discuss with members of the Clinical Faculty; and b) guidance regarding steps to remediate all problems (if remediable).

Appeals/Grievances

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. If students have a concern about their major professor, students should contact the Director of Clinical Training. If students have a concern regarding the Director of Clinical Training, they should contact the Department Chair. If students have a concern regarding the Department Chair, they should contact the Dean of the College of Sciences.
- 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 Psychology doctoral program, 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 Associate Dean of Graduate Studies in the College Sciences, then to the Dean of Graduate Studies, and to the Graduate Council 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 Doctoral 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 some cases, a review committee of three faculty members selected by the DCT and approved by the student who filed the grievance will meet to resolve the situation. In addition, formal grievance procedures are available through the Department Governance Guidelines, the University Prohibition of Discrimination, Harassment and Related Interpersonal Violence, 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.

Termination of a graduate student is a serious issue that will only occur after careful deliberation by the Clinical Faculty. This deliberation will include a chance for the graduate student to present their opinion/case on the matter to a group of at least three Clinical Faculty, who will inform the graduate student (in that meeting) that they are 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 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 student will receive an official letter from the College of Graduate Studies confirming their termination from the program. The graduate student may elect to appeal this decision through a process can be found through the UCF Graduate Council website: <https://graduatecouncil.ucf.edu/appeals-committee/>. The Graduate Student Appeals Committee can also be used if a student would like to appeal a grade (after first discussing with instructor) or any other decision by the program if the student believes that the situation involved a variance from established policies and procedures.

Student Responsibility for University Communication

UCF uses email as the official means of notifying students of important university business and academic information concerning registration, deadlines, financial assistance, scholarships, student accounts (including tuition and fees), academic progress and problems, and many other critical items for satisfactory completion of a UCF degree program. The university sends all business-related and academic messages to a student's UCF email address to ensure that there is one repository for

that information. Every student must register for and maintain a UCF email account at <https://mail.ucf.edu/> and check it regularly to avoid missing important and critical information from the university. Any difficulty with establishing an account or with accessing an established account must be resolved through the [UCF Computer Services Service Desk](#) so that a student receives all important messages.

Additionally, each student must have an up-to-date emergency email address and cell phone number on file with UCF by which to be reached in case of a crisis on campus. This emergency contact information will be used only for emergency purposes. Also, both permanent and local mailing addresses must be on the record, so that any physical documents that must be mailed can be delivered.

It is critical that students maintain and regularly check their UCF email account for official announcements and notifications. Communications sent to the UCF email address on record will be deemed adequate notice for all university communication, include issues related to academics, finances, registration, parking, and all other matters. The University does not accept responsibility if official communication fails to reach a student who has not registered for, or maintained and checked on a regular basis, their UCF email account. Please ensure that this information is current and that any changes in contact information are made online through the myUCF portal at <https://my.ucf.edu/>. The program will also use UCF email addresses for all communications with students.

Continuous Enrollment

All graduate students are required to enroll in at least one class over the span of the Academic year. Failure to enroll in 3 consecutive terms results in dismissal from the program. After candidacy exam is passed for doctoral students, they are required to enroll in dissertation hours every semester until the dissertation is successfully defended. During the predoctoral internship, students must enroll in at least one credit of the corresponding course each consecutive semester (x3 semesters), starting with the Fall semester that follows the start of their internship. Please see [Continuous Enrollment and Active Students](#) and [Time Limitation and Continuous Enrollment](#) policies for more information. Our program has a special exception approved by the College of Graduate Studies that one credit of predoctoral internship is considered full time enrollment.

The Clinical Psychology Ph.D. Program requires a minimum of four years of full-time in-residence study plus completion of a predoctoral internship for a total of 90 credit 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.

Dismissal/Discipline

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, research performance, clinical skill development, professional/ethical behavior, and/or concerns regarding personal issues that affect program performance. Therefore, remediation plans will be implemented on a case-by-case basis. The below list describes 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 their 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, which will be chosen based on faculty vote regarding which remediation option best fits the mistake(s) identified. All remediation options will require a majority vote in support of that remediation option and a majority vote in favor of the finalized plan prior to being presented to the student. The options are:

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 "Below Expectations." The Clinical Faculty will re-review the graduate student's progress on the issue(s) within one semester 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:

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 one semester (or a shorter timeframe) 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. The DCT will also forward the recommendation for Probation to the College of Graduate Studies who will also send a formal letter to the student.

Note: While a graduate student is on probation, they will not be eligible for funding from the Department or for placement at clinical externships. 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. In addition, if a graduate student is placed on Probation and does not address adequately the issues within the stated timeframe, the graduate student will be considered for termination.

Immediate Termination from Program: This option is usually reserved as the last measure taken after receiving formal feedback and being placed on probation have been enacted. 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 placing a student on probation first. In the case of egregious behavior, faculty will provide two votes with a majority required: (1) to decide if the behavior was egregious, and (2) if the behavior was determined to be egregious, to decide whether to consider dismissing the student from the program. If the faculty vote to consider immediate termination, the student will be informed of this decision.

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 their 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.

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.

Diversity Statement

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. The Clinical Psychology Ph.D. Program will not tolerate any discrimination or harassment based on dimensions of diversity as defined above.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within a course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact [Student Accessibility Services](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE <http://oie.ucf.edu/>
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

Golden Rule

The Golden Rule is the university's policy regarding non-academic discipline of students and limited academic grievance procedures for graduate (grade appeals in individual courses, not including thesis and dissertation courses) and undergraduate students. Information concerning The Golden Rule can be found at www.goldenrule.sdes.ucf.edu/. Section 11, Student Academic Behavior, addresses appeals of graduate program actions or decisions.

Time Limits to Degree Completion

Please be aware of the [Time Limitation and Continuous Enrollment Policy](#) in the Graduate Catalog, which states that a student has seven years from the date of admission in a UCF doctoral program to earn a doctoral degree. This is not affected by earning a Master's degree along the way.

iThenticate

Review for Original Work

The university requires all students submitting a thesis or dissertation as part of their graduate degree requirements to first have their electronic documents submitted through iThenticate for advisement purposes and for review of originality. The thesis or dissertation chair is responsible for scheduling this submission to iThenticate and for reviewing the results from iThenticate with the student's advisory committee. The advisory committee uses the results appropriately to assist the student in the preparation of their thesis or dissertation.

Before the student may be approved for final submission to the university, the dissertation chair must indicate completion of the Review for Original Work through iThenticate by signing the [Thesis or Dissertation Approval Form](#).

Other Relevant Program/Institutional Policies

Student Program Records

All students have an individual training record that is maintained in a protected file on the Department's "S drive" and the Clinical Psychology Ph.D. Program Faculty's Microsoft Teams site. Access to these file is highly restricted. This record includes evaluations, contracts, and program milestones achieved during the student's tenure in the program. It does not include sensitive information such as health care records used to verify immunizations for externships and/or internships, which are maintained per retention requirements in affiliation agreements and/or state law; these records are stored separately from other program records.

Additional Program Details

Financial Aid Funding

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, on rare occasions, departmentally-arranged support from outside agencies (e.g., community mental health centers, hospitals). 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. Funding past the fifth year of study (prior to internship, which has its own funding) will be rare and require available funds and a majority faculty vote to support the funding of the student. An exception to this will be if the student funding is provided via a grant or other mechanism outside the department's regular stipends.

In addition to a stipend, graduate students on assistantships and UCF fellowships receive health insurance and tuition waivers. 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.

Graduate Assistantship Details

Most students in our program receive their funding through [Graduate Assistantships](#). This link will provide details of the different types of assistantships and other useful information. In general, both the GTA and GRA assistantships expect up to 20 hours a week of related work.

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/>). 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.
- 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 patient 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 Office of Student Rights and Responsibilities provide 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 UCF Writing Center is a peer service that provides students with consultation regarding writing.
- The Graduate Student Center provides a space for graduate students to gather for professional development, workshops, rehearsal of presentations, final defenses of their thesis or dissertation research, guest lectures and colloquia series, student, and collaborate. See: [Graduate Student Center](#)
- UCF Global 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.
- UCF Career Services 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.
- The Faculty Center for Teaching and Learning provides classes and programs designed to assist graduate students with the educational issues they face in the classroom as teaching assistant or as instructors. These resources include assistance in course design and syllabi development, learning theories, and the use of different technologies in the classroom or on the internet. Further information on these resources is available at <https://fctl.ucf.edu/>.
- Coordinated by the College of Graduate Studies, the Office of Graduate Student Life offers free development opportunities for graduate students including workshops in Academic Integrity, Graduate Grantsmanship, Graduate Teaching, Personal Development, Professional Development, and Research. For more information and how to register, please visit <https://graduate.ucf.edu/pathways-to-success-workshops/>

Student Research Week

All students in our program will be involved in research. UCF hosts an annual [Student Research Week](#) to provide a conference setting for our own students to showcase their work either with poster presentations or a face-to-face presentation.

Forms

There are many different forms associated with being in your program and a graduate student at UCF. This is the administrative side of completing a degree. For graduate student forms that are common across the university, see: [Forms](#). Forms unique to our program can be found on the Student Microsoft Teams site.

Useful Links/Resources

Here are some UCF links that you may find helpful.

- [Bookstore](#)
- [Campus Map](#)

- [Graduate Catalog](#)
- [Library](#)
- [Parking Services](#)
- [Shuttles \(Pegasus Express\)](#)
- [Recreation Center](#)
- [Housing](#)
- [Counseling Center](#)
- [Writing Center](#)
- [Academic Calendar](#)

Graduate Faculty

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 provide 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. Diversity, as defined here, involves consideration and sensitivity to religion, gender, national origin, age, disability status, sexual orientation, racial background, particularly Black, Asian, American Native/Alaska Native, Native Hawaiian/Other Pacific Islander, and Mixed, and ethnic background (e.g., Hispanic/Latino).

Clinical Psychology Ph.D. Program members in the Department of Psychology

Jeffrey S. Bedwell (Ph.D., University of Georgia). Professor, Program Director/Director of Clinical Training, and Licensed Psychologist. Research interests: Mood disorders, transdiagnostic symptoms of anhedonia and avolition, personality disorders and traits.

Clint Bowers (Ph.D., University of South Florida). Professor. 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 Licensed Psychologist. Research interests: Psychophysiology, Health psychology, Pain rehabilitation, Professional training, and Cultural diversity in psychology.

Michael E. Dunn (Ph.D., University of South Florida). Professor and Licensed Psychologist. 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.

Lidia Meshesha (Ph.D., University of Memphis). Associate Professor and Licensed Psychologist. Research interests: Behavioral interventions for addiction focusing on increasing alternative rewards. Use of behavioral economic theory to understand etiology, maintenance, and treatment of addiction. The use of mobile technology in addiction treatment.

Amie Newins (Ph.D., Virginia Tech). Associate Professor, Associate Program Director, and Licensed Psychologist. Research interests: Anxiety and health risk, risk factors for trauma, sexual trauma, social anxiety, and substance use.

Daniel Paulson (Ph.D., Wayne State University). Associate Professor and Licensed Psychologist. Research interests: Mental health and medical service delivery in the care of older adults.

Mark D. Rapport (Ph.D., Florida State University). Professor and Licensed Psychologist. Research interests: Developmental child psychopathology, Attention-Deficit/Hyperactivity Disorder (ADHD), Understanding the relations between behavior and cognitive function (e.g., learning/working memory) in children.

Kimberly Renk (Ph.D., University of South Florida). Professor and Licensed Psychologist. Research interests: Infant mental health, Trauma and the development of psychological symptoms in young children, Evidence-based treatments for families with young children.

Robert D. Smith-Dvorak (Ph.D., University of South Dakota, ABPP). Professor and Licensed Psychologist. Research Interests: College student substance use, mobile and web-based interventions, examining binge eating in real-time using ecological momentary assessment.

Jacqueline Woerner (Ph.D., Wayne State University). Associate Professor in the Departments of Sociology and Psychology. Research interests: psychosocial precursors

of risk taking and aggression, substance use, sexual risk behavior, men's sexual aggression.