



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2026/27

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 2026 • Department of Psychology



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 welcomes the inclusion of students, faculty, and staff from different backgrounds. We infuse the latest empirical knowledge about individual differences in demographics and life experiences into our curriculum and clinical/research experiences. Consistent with our [departmental 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.

Table of Contents

Note: Open bookmarks pane on .pdf viewer to skip directly to a section.

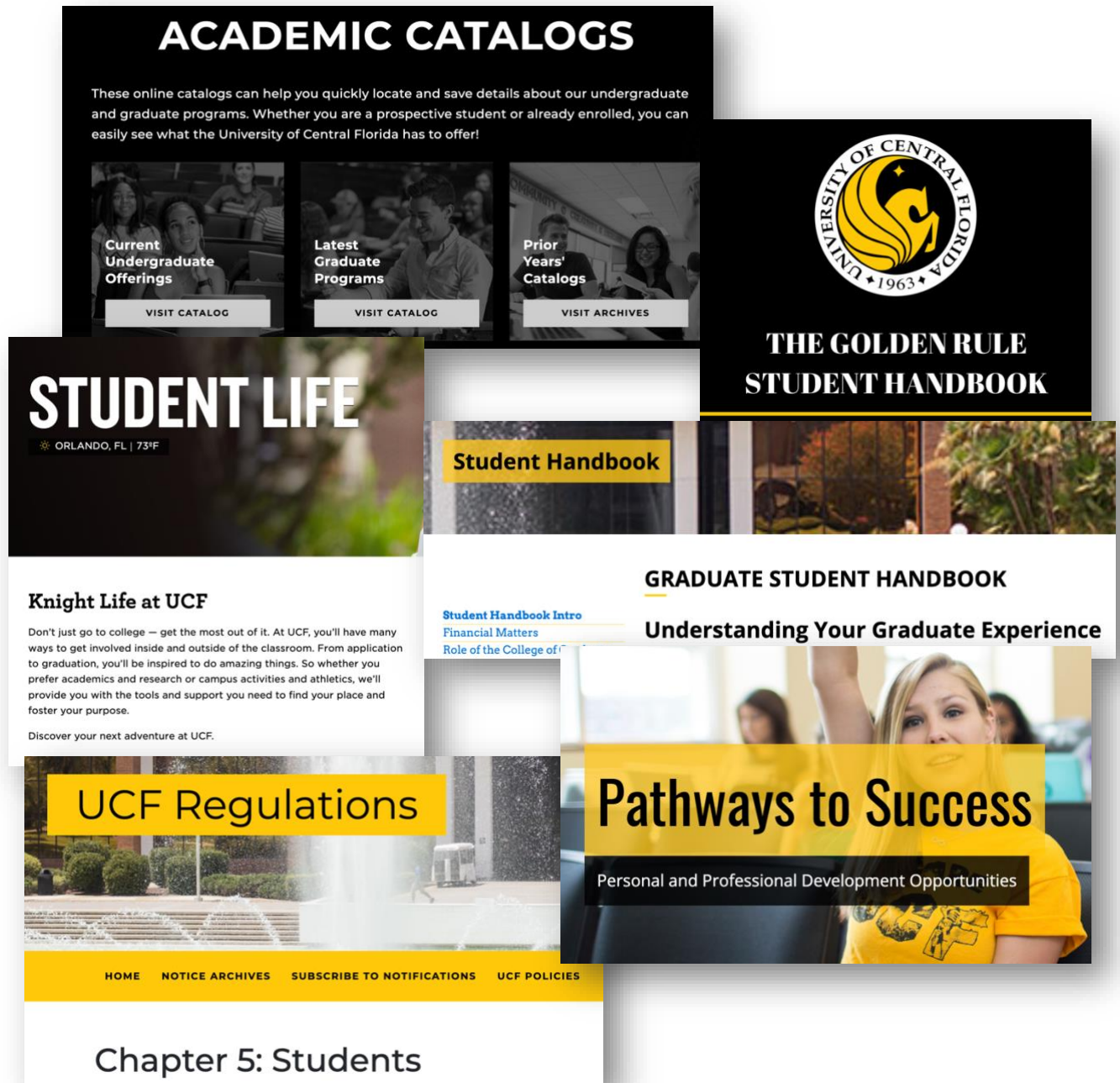
Last updated: 6/12/26	ii
Letter of Welcome	i
Navigating Policy and Resources at the University of Central Florida	1
<i>How to Use This Handbook</i>	<i>2</i>
<i>Who to Contact for Questions.....</i>	<i>2</i>
<i>Onboarding</i>	<i>3</i>
Introduction/Overview Section	4
<i>Complete Name of Degree</i>	<i>4</i>
<i>College.....</i>	<i>4</i>
<i>Department</i>	<i>4</i>
<i>Program Type</i>	<i>4</i>
<i>Program Website</i>	<i>4</i>
<i>Year of Program Inception</i>	<i>4</i>
<i>Program Overview Narrative</i>	<i>4</i>
<i>Program Accreditation/Certification.....</i>	<i>5</i>
<i>Student Learning Outcomes/Competencies.....</i>	<i>5</i>
<i>Student Expectations.....</i>	<i>7</i>
<i>Professional and Ethical Issues Related to the Program.....</i>	<i>8</i>
<i>Professional Development.....</i>	<i>12</i>
<i>Advising/Mentoring</i>	<i>12</i>
<i>Finding & Selecting an Advisor</i>	<i>12</i>
<i>Changing Your Advisor.....</i>	<i>14</i>
<i>How to Get Involved.....</i>	<i>16</i>
<i>In Our Discipline.....</i>	<i>16</i>
<i>In Our Program/Department.....</i>	<i>16</i>
Curriculum Section	17
<i>Admission Requirements.....</i>	<i>17</i>

<i>Degree Requirements</i>	17
<i>Transfer Credit</i>	20
<i>Typical Six-Year Plan of Study</i>	21
<i>Relevant University Course Enrollment Policies</i>	25
<i>Master’s Degree “Along the Way”</i>	27
<i>Internship, Externships, Practicum, and Clinical Experience</i>	27
<i>Independent Study</i>	35
<i>Other Program Requirements</i>	35
<i>Degree Completion Timeline</i>	38
<i>Statement of Graduate Research</i>	38
Examination Section	40
<i>Clinical Domain</i>	40
<i>Research Domain</i>	42
<i>Qualifying Exam</i>	49
<i>Comprehensive (Candidacy) Exam</i>	49
Thesis and Dissertation Section	50
<i>Thesis/Dissertation - Overview</i>	50
<i>University Thesis Requirements</i>	52
<i>Grading Rubric Used for Thesis and Dissertation Proposals and Defenses</i>	53
<i>University Dissertation Requirements</i>	55
Program and Institutional Policies	56
<i>Brief Absences</i>	57
<i>Prolonged Absences (one or more semesters)</i>	57
<i>Academic and Professional Standards/Conduct/Integrity</i>	58
<i>Requests for Exceptions to Program Rules</i>	62
<i>Academic Integrity (RCR) Training Requirements</i>	62
<i>Grad Launch: Required Graduate Orientation Modules</i>	62
<i>Disability Statement</i>	63

<i>Annual Review</i>	63
<i>Appeals/Grievances</i>	64
<i>University Policy 4-412: Student Academic Appeals</i>	65
<i>Continuous Enrollment</i>	65
<i>Dismissal/Discipline</i>	65
<i>Nondiscrimination & Accommodations Compliance</i>	68
<i>Golden Rule</i>	69
<i>Time Limits to Degree Completion</i>	69
<i>iThenticate</i>	69
<i>Other Relevant Program/Institutional Policies</i>	69
Additional Program Details	70
<i>Financial Aid Funding</i>	70
<i>Graduate Assistantship Details</i>	70
<i>Student Support Services</i>	70
<i>Student Research Week</i>	72
<i>Forms</i>	72
<i>Useful Links/Resources</i>	72
<i>Graduate Faculty</i>	73

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.



How to Use This Handbook

Together, the [UCF Graduate 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. Our current staff member in this role is Dakota Fisher.

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. 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.

College of Graduate Studies Support 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 Program Director.

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
- Integration of individual differences in life experiences in clinical and research applications
- 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. Acquisition of a broad range of experiences with different types of patient backgrounds and disorders 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 (i.e., "externships") 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 Examination. 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 for either the Qualifying or Comprehensive Examination, 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 undergraduate students with whom students in the program interact in teaching settings.

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 BROAD RANGE OF PATIENT EXPERIENCES AND DISORDERS: 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 a sample policy statement developed by the APA Board of Educational Affairs Working Group (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.

Professional and Ethical Issues Related to the Program

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 onsite 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 social media outlets and the broader range of internet sites, 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., AI portals/apps, Google) or social networking website (e.g., Facebook, Instagram, Twitter), in any location/setting, to search for information regarding a patient, patient's family, or any other individual with whom a patient interacts. 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. Similar to the guidelines presented above on clinical practice, doctoral students should not conduct internet or social media searches on other individuals that they encounter through program activities (e.g., undergraduate students, research participants, faculty, staff, administrators, or clinical supervisors (including in community settings)).

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.

Use of Artificial Intelligence (AI) in Program Activities

The field of clinical psychology has a responsibility to acknowledge and consider ethical concerns regarding the use of AI. While AI is a rapidly evolving technology, the program has the following broad policies regarding use, which may change over time to match evolution of the technology.

If a student would like to use AI for a specific clinical program course activity, the student needs to refer to the AI policy in that course's syllabus and, if unclear, proactively discuss any details or questions with the instructor for permission to use for particular aspects of that course. When used outside of internet searches, students should disclose the use of AI (and how it was used) to avoid potential confusion. AI is never permitted to be used for any activity involving Protected Health Information (PHI) in the program's training clinic (UCF Psychology Clinic) but can be used for aspects of work that do not involve any type of PHI (e.g., searching internet for information about a particular disorder). AI and internet use are not permitted during either the written or oral portion of the Clinical Domain Exam. For the Research Domain Exam, the student must detail any planned AI use on the initial signed form to start the exam and email the DCT

if the student wishes to use AI at any point during the exam writing period(s) in a manner that was not indicated on the signed form. The DCT will consult with Program Faculty to decide on permission for such use. Policies regarding AI use within the program's externship placements and predoctoral internship are deferred to the training sites.

UCF policies on AI use can be found at:

<https://aiforall.ucf.edu/about/data-privacy/>

<https://aiforall.ucf.edu/about/responsible-ai-use-at-ucf/>

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 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](#)
- 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. 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. 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. To be considered for admission, the program **requires having some hands-on research experience** outside of a course (e.g., as a research assistant/coordinator), preferably in a topic area which overlaps one of our faculty members with whom the student would like to work on research.

Degree Requirements

Grand Total Credits: 87

Required Courses

72 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:

PSB7048 - 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)
- [PSY6918](#) - Directed Research (99)
- Note: PSY 6918 - Directed Research can be taken with faculty approval for students not earning a Master's Along the Way.

Clinical Courses

33 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 9 credits from the following:

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

CLP 7373 Proseminar in Professional Psychology (0 credits); taken each Fall and Spring semester while in program until enrolling in CLP 6949 Predoctoral Internship and then no longer required.

CLP 7940 Clinical Psychology Externship (0 credits); taken with faculty permission; taken each semester while assigned to an externship by program faculty

CLP6949 - Predoctoral Internship (variable 0-1 credits); taken at least three times

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

Students are required to choose the order of two content domains for their Qualifying and Comprehensive Examinations. 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 written research proposal.

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 up to three total credits of predoctoral internship (0 - 1 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 hope 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 (4 credits)*</u>	<u>PSY 7218 Advanced Research Methods II (4 credits)*</u>	<u>PSY 6971 Master's Thesis (3 credits)*</u>
	<u>CLP 7145 Intro. to Clinical Psych. & Ther. (3 credits)*</u>	<u>CLP 7145 Intro. to Clinical Psych. & Ther. (3 credits)*</u>	
	<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>	<i>If odd year:</i> DEP 5057 Developmental Psychology (3 credits)* <i>If even year:</i> PSB 6348 Neuroanatomical Basis of Psychological Function (3 credits)*	<u>CLP 7943 Clinical Practicum (3 credits)*</u>

	<u>CLP 7494 Empirically Supported Psychotherapies</u> (3 credits)*	<u>If odd year:</u> CLP6191 <u>Multicultural Psychotherapy</u> (3 credits)* <u>If even year:</u> Elective #1 (3 credits)*	
	<u>PSY 6971 Master's Thesis</u> (3 credits)*	<u>CLP 7943C Clinical Practicum</u> (3 credits)*	
	<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> DEP 5057 <u>Developmental Psychology</u> (3 credits) <u>If even year:</u> PSB 6348 <u>Neuroanatomical Basis of Psychological Function</u> (3 credits)	<u>None required</u>
		<u>If odd year:</u> CLP6191 <u>Multicultural Psychotherapy</u> (3 credits) <u>If even year:</u> Elective #1 (3 credits)	

	<u>Semester Total:</u> <u>(3 credits)</u>	<u>Semester Total:</u> <u>(6 credits)</u>	<u>Semester total:</u> <u>(0 credits)</u>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<u>Fourth</u> <u>Year</u>	Elective #2 (3 credits)	<u>If odd year:</u> Required APA Integrative Course (3 credits) <u>If even year:</u> CLP 7377 Fundamentals of Supervision and Consultation in Clinical Psychology (3 credits)	PSY 7980 Dissertation (3 credits)
		SOP 5059 Advanced Social Psychology (3 credits)	
	<u>Semester Total:</u> <u>(3 credits)</u>	<u>Semester Total:</u> <u>(6 credits)</u>	<u>Semester Total:</u> <u>(3 credits)</u>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>

<u>Fifth Year</u>	<u>PSY 7980 Dissertation</u> <u>(6 credits)</u>	<u>If odd year:</u> Required APA <u>Integrative Course</u> <u>(3 credits)</u> <u>If even year:</u> CLP 7377 <u>Fundamentals of</u> <u>Supervision and</u> <u>Consultation in Clinical</u> <u>Psychology</u> <u>(3 credits)</u>	<u>None Required</u>
		<u>PSY 7980 Dissertation</u> <u>(6 credits)</u>	
	<u>Semester Total:</u> <u>(6 credits)</u>	<u>Semester Total:</u> <u>(9 credits)</u>	<u>Semester Total:</u> <u>(0 credits)</u>
	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<u>Sixth Year</u>	<u>CLP 6949 Predoctoral</u> <u>Internship</u> <u>(0-1 credit)</u>	<u>CLP 6949 Predoctoral</u> <u>Internship</u> <u>(0-1 credit)</u>	<u>CLP 6949</u> <u>Predoctoral</u> <u>Internship (0-1</u> <u>credit)</u>
	<u>Semester Total:</u> <u>(0-1 credit)</u>	<u>Semester Total:</u> <u>(0-1 credit)</u>	<u>Semester Total:</u> <u>(0-1 credit)</u>

Relevant University Course Enrollment 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.

- As long as it does not affect your full-time status, you can take as little as 1 thesis credit once every three consecutive semesters. You need to obtain at least six thesis credits by the semester that you defend and there is no upper limit on number of thesis credit obtained. As long as you meet these rules and enrolled in one other course, you do **not** need to be enrolled in any thesis credit in the semester you defend. However, you need to be enrolled in at least one credit of any course during the semester you defend (e.g., Practicum, Developmental Psychology).
- 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 to above (i.e., 3 credits of dissertation to be considered full time), approved by the College of Graduate Studies, is for the year of internship, during which 1 credit of "Predoctoral Internship" per semester is considered full time by the university. You have the flexibility to choose 0 credits of Predoctoral Internship for one or more semesters of that year, but you would not be considered full-time in that situation unless you were taking at least 3 dissertation credits in a given semester. While the program will allow less than full time status in the internship year, this may have implications for student loans and other personal issues that vary by student.
- If more credits are needed to fill a particular semester as "full time," courses such as Directed Research (prior to thesis or during first two years if thesis waived), Doctoral Research (after thesis or starting in third year if thesis waived), Practicum, Thesis, or Dissertation can be taken, as appropriate.
 - If the program waives your Master's along the way requirement, you must take at least 6 credits of Directed Research in place of the 6 credits of Thesis in the table above. This should be completed prior to starting the third year of the program.
- You must successfully pass Qualifying & Comprehensive Examinations prior to proposing your dissertation or enrolling in dissertation credits. Passing these exams will qualify you as a Doctoral Candidate if all other pre-dissertation requirements are met and College of Graduate Studies approves that status to start in a given semester (requires that you submit a related form by the stated deadline in the semester prior).

- You must receive Doctoral Candidacy status from the College of Graduate Studies before enrolling in dissertation credits.
- For dissertation credits, as long as it doesn't affect your full-time status, you can take as little as 1 credit once every three consecutive semesters. You need to reach at least 15 dissertation credits by the semester you defend, and there is no upper limit on how many you can register for. As long as you meet these rules, you do **not** need to be enrolled in any dissertation credit in the semester you defend. However, you need to be enrolled in at least one credit of any course during the semester you defend (e.g., Predoctoral Internship).
- 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 51 credit hours, which must consist of all required program coursework in the first and second years (see courses marked with asterisk in Typical Six-Year Plan of Study section above). Note that not all classes (e.g., independent study) count towards the 51 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. As the Orlando VA has several different types of positions and high student demand, one rule is that students cannot repeat the same type of position within the VA after one year in that role, unless there are no additional students applying for that position in the application cycle. Students may have to then interview at the externship site before receiving the official position and thus may need an alternate assignment depending on the post-interview decision from the site. 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 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 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. Students must enroll in Clinical Psychology Externship (a 0-credit course) during each semester in which they are attending externship, including summer semesters. This course will be graded on an S/U basis by the Clinical Faculty, based on feedback from externship supervisors regarding your performance.

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, assessment, and basic clinical skills. In addition, students will be expected to

observe group supervision in the UCF Psychology Clinic during the summer of their first year. As part of their participation in group supervision, they will have the opportunity to view video recordings of more advanced students completing assessments and conducting therapy.

- 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 strongly 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., unofficial 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, 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:

- For dissertation credits, as long as it doesn't affect your full-time status, you can take as little as 1 credit once every three consecutive semesters. You need to reach at least 15 dissertation credits by the semester you defend, and there is no upper limit on how many you can register for. As long as you meet these rules, you do **not** need to be enrolled in any dissertation credit in the semester you defend. However, you need to be enrolled in at least one credit of any course during the semester you defend (e.g., Predoctoral Internship).
- In the summer prior to leaving for internship, there may not be 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 may have to pay out of pocket/via loan for summer tuition that year.
- You do not enroll in any Predoctoral Internship (CLP 6949) hours in the summer that your internship starts/closely follows, and then you enroll in just 0-1 credits for the next three semesters (Fall, Spring, Summer). Choosing 1 credit while

enrolled in the Predoctoral Internship course is considered full time for financial aid, as we made a special agreement with the university to save you money. You have the flexibility to choose 0 credits of Predoctoral Internship for one or more semesters of that year, but you would not be considered full-time in that situation unless you were taking at least 3 dissertation credits in a given semester. While the program will allow less than full time status in the internship year, this may have implications for student loans and other personal issues that vary by student.

- Since you are not enrolling in Predoctoral 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. If you have already defended your dissertation prior to this semester, you are able to continue enrolling in dissertation credits for this purpose.
- The goal is to defend your dissertation before leaving for internship, if at all possible, in order to save on tuition cost.
- 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).
- 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 until graduation.

While the program does not endorse any particular insurance, many students use “The Trust.” Verification of liability insurance must be submitted to the 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 (unless waived) 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.

Proseminar in Professional Psychology Course

Students in the program must enroll in CLP 7373 - Proseminar in Professional Psychology (0 credits) each Fall and Spring semester until leaving for internship. The course is not offered during Summer semesters. This course requires periodic in-person meetings in which speakers will present on clinical, research, or professional topics. The schedule for these meetings will be announced early in a given semester. In addition, the course requires that students attend at least two hours of external presentations (outside of the UCF Psychology Department) during the semester and log the details of those hours in the Webcourse for this class. These presentations can be attended either online or in person but must focus on unique demographic and life experience differences that are relevant to clinical practice and/or research. This may include topics such as age (e.g., child or older adult), disability, race and ethnicity, religiosity, gender, sexual orientation, culture, and socioeconomic status, among others. However, you can only choose topics that are not already a focus of your research lab (e.g., a student working in a lab whose research focuses on older adult issues cannot count a talk on older adults). If you have any question on whether a particular talk will count, please email the DCT to clarify. Attendance at talks between May and the end of the Fall semester will count for the Fall proseminar course, while only attendance at talks occurring after the Fall semester ends can be counted for the Spring proseminar course. This course will be graded using S/U system by the DCT based on attendance and obtaining the required external talk hours.

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 clinical psychology professional skills (e.g., psychological counseling, psychotherapy, assessment, trainings on clinical topics) must be approved by Clinical Faculty prior to engaging in activities at that setting. Additionally, 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 20-hour standard department assistantships or existing university fellowships 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.

Students Serving as an Instructor of Record for GTA Assignments

While not required, students on GTA contracts can submit a request to the DCT to be an instructor of record, rather than a teaching assistant, for an upcoming semester. This request must be submitted prior to department course assignments for that semester, which typically occurs several of months prior to the semester start date. The program

will not approve students serving in this role prior to their third year in the program except under unusual circumstances. The process of contacting the DCT to request this role for a given semester is required regardless of whether it is the first time in the role. The Clinical Faculty will discuss these requests at the next scheduled faculty meeting and determine whether the student is permitted to seek this role with the department. As these positions typically require more work than teaching assistant roles, the faculty will consider progress in the program and related factors when making the decision. In all cases, this role requires having a faculty supervisor closely supervising the process. This is typically the major professor(s) of the student but must be arranged and agreed to prior to seeking this role with the department. Among other activities, the supervisor needs to review/edit the syllabus prior to the submission deadline for that semester.

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 (unless waived); 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 87 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 (unless waived), 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 an assigned desk with a computer in the clinic to write this document and are not permitted to use the internet during the exam; students will be video-recorded during the exam. 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 (excluding the student's major advisor(s)) for review. All members of the committee will be Licensed Psychologists, who are either Clinical Faculty members or the training clinic director. 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, which is typically held in the clinic for about an hour, 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 clinical domain exam rubric (see below).

Students must email the DCT with their intention to take the exam at any time prior to the start of the semester in which they would like to schedule it. A student can specify preferred or unavailable days during that semester in the email request. Near the beginning of each semester, the faculty will then organize three-person committees and dates for that semester and notify each student with assigned date/times. The faculty will attempt to meet requests for preferred or unavailable dates but cannot guarantee these. Faculty will also consider requests after the start of a given semester but cannot guarantee that a committee will be available. 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 within 48 business hours following the completion of the 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 faculty will send a recommendation to the College of Graduate Studies that the student be dismissed from the program.

Evaluation Criteria for the Clinical Domain Exam

The integrated written and the oral components of the exam will be rated by the committee on the dimensions listed below using a pass/fail rating for each. The criteria for a pass decision on each item is: “The student meets acceptable standards for presentation of ideas, hypotheses, and conclusions that are basically correct and scientific. Clinical skills are adequate.”

Foundational Competencies

Ethical-Legal Knowledge

Individual Differences in Demographics and Life Experiences

Professionalism

Scientific Knowledge and Methods of Treatments

Evidence-Based Practice

Functional Competencies

Assessment Interpretation

Assessment Integration into Treatment Plan

Diagnosis

Intervention – Appropriate Treatment Plan

Intervention – Specific Interventions

Case Conceptualization

Scoring: The committee will discuss each dimension, and vote as needed, to reach a consensus rating of pass or fail. This discussion will integrate information the student presented in both the written and oral portions of the exam. **To pass the exam, the student must pass each dimension.**

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(s) 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 a dissertation-style proposal for evaluation to the Clinical Faculty. This can either be the actual planned dissertation proposal or a different idea that would fit the same feasibility criteria in terms of your timeline in the program and resources in your lab. In addition, if

you did not collect original data as part of a Master's thesis and therefore need to for your dissertation (see "Thesis/Dissertation" section below), then this project must similarly propose original data collection. 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 Individual Differences 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 and for the timeline you have remaining in the program. The mentor cannot give specific feedback on any particular study design element and approval of the outline should not be construed as approval of 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 (available on the Teams site), signed by both the student and major professor, to the DCT. 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 and sign 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 title page, abstract (optional), reference list, or traditional appendices) cannot exceed 25 double-spaced pages. If a student exceeds this page limit, the exam may result in an automatic fail decision. 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: Individual Differences 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. If you are choosing to use a research idea that is not your planned dissertation project (as described above), you must still adhere to this Feasibility section and describe the details of the timeline as if it were your actual dissertation project.

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. Note the start and end date of the writing period will be based on each of those dates as listed on the fully signed form. At the end of the eight-week writing period (or earlier, if the student chooses to submit before the deadline), 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. Emails of the document to the DCT must be sent by 11:59 p.m. of the night listed as the end date on the signed form. Late submissions will generally result in a failed exam, but with faculty feedback still available for the second attempt at the exam. If a student has an unanticipated event that occurs during a writing period which leads the student to believe that they may not meet the deadline (for first or revised attempt), the student must contact the DCT as soon as they are aware of the event, to discuss a possible extension, which will be determined by the Clinical Faculty. The Clinical Faculty (excluding the student’s major advisor(s)) 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. Unlike the initial exam, the revised version has no page limit. The revised Exam is due six weeks (inclusive of academic breaks) 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 to the College of Graduate Studies for dismissal from the program.

After the student successfully passes their Research Domain Exam, if they used their planned dissertation project, 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 Criteria and Process for the Research Domain Exam

The written document will be evaluated by individual Clinical Faculty members (excluding the student’s major advisor(s)), based on pass/fail ratings for each of the criteria below. Within each rater, a fail vote on any criterion will result in an overall fail decision from that rater. When the Clinical Faculty then meet to discuss, if there are any individual fail decisions, the group will discuss relevant details. Any faculty member who did not submit a rating can participate in the discussion but cannot vote on the outcome. Raters are permitted to change their initial decision for the vote following this discussion. A majority vote of “pass” following the group discussion is required to pass the exam.

1. Appropriate and timely review of the available literature.
2. Application of critical thinking skills regarding the literature review. This may include correct identification of relevant gaps in the research, untested

- assumptions of existing theoretical frameworks, or a controversy created by seemingly incompatible findings in the empirical literature.
3. Inclusion of study aims based on a formulated rationale, typically including related testable, falsifiable hypotheses.
 4. Inclusion of statements regarding the basic and/or applied impact from the proposed study.
 5. Appropriate sample including considerations for adequate statistical power. Information used for power estimates (published effect sizes in similar studies, for instance) should be provided in the manuscript.
 6. A study design that is free of major conceptual or methodological flaws. For instance, the proposal should address potential threats to internal and external validity, and appropriate reporting of relevant psychometric findings.
 7. 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.
 8. Issues regarding individual differences in demographics and life experiences related to the project, are adequately addressed. Ensuring the external validity of a research project typically demands recruitment of a representative sample. However, this needs to be balanced with the feasibility of recruitment given resources available to the student, which should be discussed if relevant. This information should be in a separate titled section toward the end of document (“Individual Differences”).
 9. Ethical issues are adequately addressed (e.g., IRB approval, obtaining informed consent, protection of confidentiality, other aspects of ethics that are unique to study). This information should be in a separate titled section toward the end of document (“Ethical Issues”).
 10. The proposed project must be feasible with respect to the timeline and available resources. A description of this should be in a separate titled section (“Feasibility”) toward the end of document.
 11. The combined study design, contribution to existing literature, and proposed analyses reflect a doctoral-level of research. For instance, suitable methodological sophistication at this level often involves systematic manipulation of an independent variable (a fully experimental study); quasi-experimental studies in which participants are tracked serially over time, as is common in EMA studies; or use of extensive modern psychometric strategies, such as item response theory (IRT) or measurement invariance.

Additional Details Regarding the Minimal Doctoral-Level of Research for Specific Types of Studies

Qualitative Research Proposals: Minimal Doctoral-Level of Research

For students pursuing qualitative research in their Research Domain Exam, the proposal must demonstrate methodological rigor consistent with doctoral-level scholarship. At a minimum, the proposal should include the following components:

- Clearly state focused research questions and specify a guiding theoretical or conceptual framework.
- Justify the use of a qualitative approach based on the research question. Clearly identify the qualitative methodology (e.g., grounded theory, phenomenology) and explain why it aligns with your study aims.
- Describe and justify the data collection methods (e.g., semi-structured interviews, focus groups), and outline a sampling strategy that fits the chosen methodology and research question.
- Provide a rationale for the proposed sample size based on methodological considerations (e.g., data saturation), recognizing that traditional power analysis is typically not appropriate for qualitative designs.
- Outline a systematic and well-justified plan for data analysis that is consistent with the chosen methodology. For example, thematic analysis might involve coding, theme development, and refinement across multiple rounds. Describe the steps to be taken, who will be involved, and how rigor will be established (e.g., triangulation, member checking).
- Address ethical considerations and the relevance of the research to clinical psychology.

For additional guidance, students are encouraged to consult the COREQ (COnsolidated criteria for REporting Qualitative research) Checklist when designing qualitative research projects, developed from:

Tong A, Sainsbury P, Craig J. Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*. 2007. Volume 19, Number 6: pp. 349 – 357

Quantitative Research Proposals with Secondary Data: Minimal Doctoral Level of Research

For students pursuing quantitative analysis of secondary data in their Research Domain Exam, the proposal must demonstrate methodological rigor consistent with doctoral-level scholarship. At a minimum, the proposal should include the following components:

1. A characterization of target data specific enough that a researcher familiar with relevant sources may precisely replicate proposed procedures.
 - a. Secondary data: This should include a description of the dataset structure (example: longitudinal panel study with biennial waves) and constitution.
 - i. Example: Data were gathered through a prior RCT examining effectiveness of exposure therapy for post-traumatic stress

- disorder, and included participants were uniformly seeking treatment for that disorder between 2023 and 2025. This study included only those participants reporting an index trauma involving sexual predation. Participants were excluded on the basis of severe mental illness, substance use diagnoses, and homelessness at the time of study enrollment.
- ii. Example: Primary hypotheses will be examined using data from the Health and Retirement Study, waves 5 (year 2000) through 10 (year 2010). Included participants will be, at wave 5, over 64 years of age, female, and self-describe as being married or otherwise partnered. Participants will be excluded on the basis of self-reported diagnosis of Alzheimer's disease, or a score below 11 on the Telephone Interview for Cognitive Status.
 - b. Meta-analysis of existing studies: A characterization of proposed search criteria and search methods used to isolate a population of studies.
 - i. Example: A systematic search will be undertaken in CINAHL, EMBASE, PubMed, and PsycINFO comprising search terms relating to the following search terms: severe mental illness (SMI); theory of mind; social cognition; social skills; affect regulation. Resulting search results will be screened, and retained studies will include those in which theory of mind was a dependent variable in a study enrolling individuals with SMI.
2. Description of ethical considerations employed by others in the collection or publication of available data.
 - a. Secondary data example: The Health and Retirement Study (HRS), a longitudinal panel study conducted by the University of Michigan's Institute for Social Research, gathers data from a representative sample of approximately 20,000 people in the United States. The HRS receives funding from the National Institute on Aging (NIA) and the Social Security Administration. To access the HRS data, researchers must obtain Institutional Review Board (IRB) approval from their home institution.
 - b. Meta-analysis example: All incorporated studies must have been completed under IRB review in accordance with the Helsinki Accord.
 3. Description of measures to be used in an analysis of secondary data, or a characterization of likely measures to be used, in the instance of a meta-analysis.
 4. A power analysis based on prior findings using similar measures and comparisons.
 5. A proposed strategy for systematic identification of relevant control variables.
 - a. Example: Secondary data - Analyses of secondary data often use zero-order analyses to identify critical covariates.
 - b. Example: Meta-analysis - Methodological rigor will be coded based on use of experimental design, use of with-subjects comparisons, blinded data collection, and clinical verification of symptoms by a qualified clinician.
 6. A proposed strategy for assessment and characterization of missing data, and suitable strategy for handling missing data (full information maximum likelihood;

- latent slopes model, mixed modeling, fail safe N; database search of theses and dissertations, etc.).
7. A proposed strategy for analyses of cogent falsifiable hypotheses.
 8. Adequacy of data:
 - a. If using secondary data, preliminary analyses (example: correlation table; frequencies, considerate that non-overlapping patterns of missingness may erode effective sample size) should be generated to ensure an adequate sample size exists to complete planned analyses.
 - b. If proposing a meta-analysis, preliminary work should establish that a nominal number of published studies exist on which a meta-analysis might be based.
 9. Assessment of the relative contribution of the proposed literature: Secondary data and published studies for meta-analytic review are widely available, and many relevant ideas for their analysis have already been disseminated. Thus, the literature review must establish an unmet need or gap in the literature based on a thorough review of similar studies in the past.
 10. A well-developed acknowledgement of the limitations of the intended data for the proposed study.

Qualifying Exam

The Qualifying Exam can be taken after completion of the Master's degree requirements. For students waived from the Master's degree within our program, the Qualifying Exam can be taken after completion of the same coursework (with six credits of Directed Research in place of six credits of Thesis). Successful completion of the Qualifying Exam is expected by the end of the Spring semester in the fourth year in the program. This deadline must be met to maintain expected progress in the program. 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 by the end of the summer in the fourth year in the program and must be completed before proposing the Doctoral Dissertation. This deadline must be met to maintain expected progress in the program. 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. In addition, ethical issues and issues related to individual differences in demographics and life experiences as it pertains to the project must be addressed in the proposal document, preferably as separate sections at the end. 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 (CITI training); students can register for the training via the [IRB's website](#).

Thesis

Unless approved to waive the required Master's along the way degree, graduate students work under the tutelage of Clinical Faculty and engage in a mentored research experience. This leads to a proposal of a Master's Thesis, which must be successfully completed by the end of the Fall semester of the second year in order to maintain expected progress in the program. Successful defense of the Master's Thesis must be completed by the end (i.e., Summer semester) of the third year to maintain expected progress in the program. Failure to meet either the Master's proposal or defense deadline will result in written feedback in the student's annual performance review and a remediation plan or other disciplinary action. Graduate students must complete a minimum of six Master's Thesis credit hours to meet broader requirements for the program's M.S. degree. The College of Graduate Studies requires that at least one credit be taken once every three consecutive semesters until complete. Students are not required to be enrolled in Thesis during the semesters they propose and defend as long as they meet other requirements described in earlier sections above.

The grading rubric below is used to provide an assessment of the student's proposal and defense, based on consensus ratings from the committee members for each dimension on the rubric. The ratings are based on an integration of the written and oral components. The rubric uses a rating scale of pass, pass with revisions, or fail for each item on the rubric. If any item is rated as pass with revisions, the overall decision is pass with revisions. If any item is rated as fail, the overall decision is fail. After completion, the committee chair will "print" a PDF of the rating form with comments from the committee regarding any required or recommended revisions and send it to the student with the DCT and program staff member CC'd.

Master's Thesis Committee

A Master's Thesis committee is comprised of at least three members, including at least two faculty members from the Clinical Psychology Ph.D. Program. One of the Clinical Faculty members must be designated as the Master's Thesis chair (or as a Co-Chair). If

a student would like to add a member to the 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. Students are permitted to add additional committee members as long as the above requirements are met.

University Thesis Requirements

Master's thesis students must be enrolled in at least one credit of Thesis during one semester of every three consecutive semesters in order to maintain active student status. Graduate policy states students have seven years from their initial term of admission to earn a master's degree.

The College of Graduate Studies [Thesis and Dissertation page](#) contains information on the university's requirements for thesis formatting, format review, defenses, final submission, and more.

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 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
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)
- Submit signed approval form by final submission deadline
- Submit final thesis document by final submission deadline

Students must format their thesis according to the standards outlined in Thesis and Dissertation [Webcourse](#).

The College of Graduate Studies offers several thesis and dissertation Workshops each term. Students are highly encouraged to attend these workshops early in the dissertation process to fully understand the above policies and procedures.

The College of Graduate Studies thesis and dissertation office is best reached by email at editor@ucf.edu.

Grading Rubric Used for Thesis and Dissertation Proposals and Defenses

Skill	Pass	Pass with Revisions	Fail
Development of Research Question	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.
Thoroughness of Literature Review	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.
Incorporation of Existing Theories	Current theories provide a strong framework for the research. Gaps in research identified by the theories are 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.
Methodological Sophistication Sufficient to Address Questions	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 methods 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.

Adequately Measures the Constructs of Interest	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.
Clarity of Writing and Scholarly Presentation of Ideas	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.
Ethical Concerns Adequately Addressed	General ethical issues (fairness, risks/benefits) are discussed/considered.	Limited consideration of basic ethical issues	One or more relevant ethical issues not considered.
Consideration of Relevant Issues of Individual Differences in Demographics and Life Experiences	Provides general analysis of individual differences considerations and scope adequate for project.	Identifies relevant issues, but lacking in depth as indicated by project.	Fails to address key individual differences issues that are relevant to the project.
[For defenses only] Detailed Analysis, Interpretation, and Discussion is Provided. Conclusions are Well Reasoned and Appropriate for Quality of Results.	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

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. The formation of the dissertation committee and enrollment in Dissertation course credit hours occurs after successful completion of the Qualifying and Comprehensive Examinations and obtaining doctoral candidacy status from the College of Graduate Studies. Graduate students must complete a minimum of 15 Dissertation course credit hours to meet the requirements for graduation. The College of Graduate Studies requires that at least one credit of Dissertation be taken once every three consecutive semesters until complete. Students are not required to be enrolled in Dissertation course credits during the semesters they propose and defend as long as they meet other requirements described in earlier sections above.

The Dissertation rubric utilizes the same grading rubric as the thesis (see above). Similar to the thesis, rubric ratings are based on consensus ratings from the committee members for each dimension on the rubric. The ratings are based on an integration of the written and oral components. The rubric uses a rating scale of pass, pass with revisions, or fail for each item on the rubric. If any item is rated as pass with revisions, the overall decision is pass with revisions. If any item is rated as fail, the overall decision is fail. After completion, the committee chair will “print” a PDF of the rating form with comments from the committee regarding any required or recommended revisions and send it to the student with the DCT and program staff member CC’d.

Dissertation Committee Members

Graduate students may form a Doctoral Dissertation Committee once the Comprehensive Exam is passed and they have been advanced to doctoral candidacy. The Committee will consist of a minimum of four faculty members (three must be from the Psychology Department, two of which must be faculty members of the Clinical Psychology Ph.D. Program, 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). If a student would like to add a member to the 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. Students are permitted to add additional committee members as long as the above requirements are met.

University Dissertation Requirements

Students wishing to take dissertation credit hours must have successfully entered candidacy. That is, they have completed all course work required for that status (have only one more regular required course remaining, along with allowed internship credit hours), taken and passed all qualifying exams, completed all university mandated academic integrity (responsible conduct of research) training, and have all associated documents submitted and approved by the related deadlines on the academic calendar. Students will work with their graduate advisor to enroll in the relevant dissertation course. Students may not enroll in more than nine credits in any given semester. Graduate policy states students have seven years from their initial term of admission to earn a doctoral 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.

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

The following requirements must be met by 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
- 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 dissertation according to the standards outlined in Thesis and Dissertation [Webcourse](#).

The College of Graduate Studies offers several thesis and dissertation workshops each term. Students are highly encouraged to attend these workshops early in the dissertation process to fully understand the above policies and procedures.

The College of Graduate Studies thesis and dissertation office is best reached by email at editor@ucf.edu.

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 a Special Leave of Absence. Specifically, students who are taking courses or enrolled in thesis / dissertation should apply for a Special Leave of Absence when they cannot enroll in more than two consecutive semesters to maintain active student status.

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 Special Leave of Absence request must be indicated by the student as part of the Special Leave of Absence request. 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 recommended for dismissal from the program (filed with the College of Graduate Studies). If a graduate student wishes to appeal a change in status, an appeal may be filed with the DCT.

Clinical core courses are those identified as Clinical Courses and Integrated Course in the Degree Requirements section above. No clinical core courses with a grade lower than "S" (Satisfactory) or "B-" are acceptable in the Ph.D. program. If a student obtains a "U" or a grade lower than "B-" in one of these courses, they must repeat the course in the next semester in which it is offered and obtain a grade of "S" or at least "B-." Failure to achieve a grade of "S" or at least a "B-" after one repeat attempt, or obtaining a grade less than "S" or "B-" on more than one initial attempt for clinical core courses, may result in recommendation for dismissal from the program (filed with the College of Graduate Studies).

Non-clinical core courses are defined in the Degree Requirements section above from subsections of Psychology Foundation Courses, Research Courses, Dissertation, and Electives. A graduate student may earn a maximum total of six credits of "U" or "C" (including "C+" and "C-") grades in non-clinical core courses while in the Ph.D. Program in Clinical Psychology. If a student obtains more than six credits of "C" (or C+/-) grades or obtains a grade of "U" or less than "C-" in any course, they must repeat the course in the next semester it is offered and obtain a grade of at least a "C-" or "S." Failure to achieve a grade of "S" or at least a "C-" after one repeat attempt, or obtaining a grade of "U" or less than a "C-" on more than six credits of initial attempts for non-clinical core

courses, may result in recommendation for dismissal from the program (filed with the College of Graduate Studies).

Obtaining more than two initial grades less than an “S” or “B-” across the two categories listed above may also result in recommendation for dismissal from the program. When repeating any course, both grades will be used in computing the GPA. There is no forgiveness policy on graduate grades. Any “I” (Incomplete) grades must be resolved into a final grade using the conditions and due date defined by the instructor of that course.

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, and the public, which includes appropriate consideration of individual differences in demographics and life experiences; (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, and the public); (c) openness to processes of supervision (e.g., the ability and willingness to explore performance issues raised by the supervisor).

Student Responsibility for University and Program 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, including the program, 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](#) 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 from the university, department, and program. 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/>.

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 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](#). 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

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.

Academic Integrity (RCR) Training Requirements

All students admitted to doctoral programs must complete training designed to instill an awareness and understanding of the fundamental issues of academic integrity and the responsible conduct of research (RCR) in a manner consistent with federal regulations. Students will not be able to enroll in dissertation hours or be admitted to candidacy until all academic integrity requirements are met.

To achieve this objective, doctoral students must complete required training. Please see [Academic Integrity website](#) for details.

Grad Launch: Required Graduate Orientation Modules

The College of Graduate Studies (CGS) requires all incoming graduate students to complete the Grad Launch orientation modules. You will gain access approximately one week after accepting your offer of admission and must complete them before the end of

your first term. The modules take approximately 45–60 minutes to complete. A \$35 Orientation fee is applied to all incoming students in degree seeking programs. A hold will be placed on your student account until completion of the modules and payment of the fee, at which point it will be automatically removed within 48 hours.

If you completed the Grad Launch modules for a graduate degree at the same degree level and have been actively enrolled in that program within the last three terms, you may be exempt from this requirement. For questions or help accessing the modules, visit the [Grad Launch website](#) or contact the College of Graduate Studies Grad Launch team at Gradorientation@ucf.edu.

Disability Statement

Some students may need particular accommodations to help them be successful in the program. Students with these needs should contact [Student Accessibility Services](#). 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.

Prior to the evaluation, which is typically conducted in May of each year, the DCT will email students with a request to 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).

Each graduate student's 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 expectations" will receive a letter emailed to them by the DCT with that categorical

rating, reflecting their good standing. For students who are not meeting program standards, the annual letter notes “below expectations” and 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. Retribution based on graduate student complaints or grievances will not be tolerated in accord with established University policy.

University Policy 4-412: Student Academic Appeals

University Policy 4-412 Student Academic Appeals is the university's policy regarding grade appeals (not including thesis and dissertation) and academic program appeals for graduate and undergraduate students. Information concerning University Policy 4-412, including how to start the process, can be found at [Policies website](#) in the Academic Affairs section.

Continuous Enrollment

All graduate students are required to enroll in at least one class over the span of a given academic year. After a student achieves doctoral candidacy status, they are required to enroll in at least one dissertation hour at least once every three consecutive semesters until the dissertation is successfully defended. During the year of internship, students must enroll in 0 to 1 credits of the Predoctoral Internship 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](#) policies for more information. Our program has a special exception approved by the College of Graduate Studies that one credit of predoctoral internship in a given semester 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 87 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 Program-Level 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 “Academic Probation” with the College of Graduate Studies (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 the final signed 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 a timeframe stated in the document. If the issues have not been corrected sufficiently, the graduate student may be moved to “Academic Probation” or “Recommendation for Immediate Dismissal” status, following the steps listed below:

Academic Probation: This level of remediation can be initiated by the program at any time, based on the severity of issues involved. 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 recommended for “Academic Probation” with the College of Graduate Studies (CGS), 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, with input from CGS. This information will be entered into an Academic Probation form issued by CGS, which will be signed by CGS, the Director of Clinical Training, and the graduate student, and then stored by both CGS and the program. A copy of the final signed document will be provided to the graduate student. The form will state that the program will re-review the case within a defined 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 by CGS.

Note: While a graduate student is on Academic Probation, they may not be eligible for funding from the Department, placement at clinical externships, or permitted to apply for internship. Decisions on these consequences are made on a case-by-case basis by both the program and/or department, depending on the nature of the reasons for academic probation and details of the remediation plan.

Recommendation for Immediate Dismissal 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 first placing a student on academic probation. Dismissal of a graduate student is a serious issue that will only be recommended to the College of Graduate Studies (CGS) 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 comprised of the DCT and at least two other Clinical Faculty, who will inform the graduate student (in that meeting) that they are being considered for immediate dismissal from the program, along with the reasons why, and provide the graduate student with an opportunity to respond. If the student does not respond to the meeting request, or is not available to meet within a week after the meeting request, the program’s vote may proceed without the meeting. The entire Clinical Faculty then will meet and discuss all the available information and the history of the case. The Clinical Faculty then will vote, with a majority required, to determine if the graduate student should be immediately recommended for dismissal to CGS. In the case of egregious behavior, faculty will provide two votes, each 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 recommend dismissal from the program. If the faculty vote to recommend immediate dismissal, the student will be informed of this decision within two business days by the DCT. The DCT then files a recommendation for dismissal form with CGS, which includes the detailed reasons for the dismissal recommendation. The DCT will provide the student with a copy of this form. CGS then makes an independent decision on the case and will email that decision in a letter to the DCT and the student.

If the College of Graduate Studies communicates a dismissal outcome to the student, the student then has 48 business hours to remove personal belongings from campus buildings. The graduate student's keys and/or digital lock access, email, and access to campus/program software and databases then will be collected/discontinued.

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.

Nondiscrimination & Accommodations Compliance

The University of Central Florida considers its students, faculty, and staff to be a strength and critical to its educational mission. UCF and the Clinical Psychology PhD Program expect every member of the university community to contribute to a respectful culture for all in its classrooms, work environments, and at campus events.

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 [Let's Be Clear](#) and [Student Care Services](#).

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

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

- Title IX – [Office of Nondiscrimination & Accommodations Compliance](#) & [ONAC email](#)
- [Student Accessibility Services](#) & [SAS email](#)
- [Student Complaints and Appeals](#)

- [University Compliance and Ethics](#) & [Compliance and Ethics email](#)
- [Ombuds Office](#)

Golden Rule

The [Golden Rule](#) is a compilation of policies and procedures from different university areas intended to define the rights and responsibilities afforded to students. Information concerning.

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 directory in the Psychology Department's OneDrive folder and the Clinical Psychology Ph.D. Program DCT files. Access to these files is highly restricted. This record includes evaluations, contracts, and program milestones achieved during the student's tenure in the program.

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 department and university funds (which fluctuate each year) 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 DCT also distributes information via email 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.
- UCF is fortunate to have its own [Graduate Student Center](#). The Graduate Student Center offers free black and white printing (bring your own paper), reservable study, conference and presentation rooms, as well as a kitchen area with free coffee, a microwave and fridge. It is your space on campus to be a graduate student. This space also hosts many Graduate Student Life social and professional development events throughout the year.]
- 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 the inclusion of individual differences in demographics and life experiences. Individual differences, as defined here, involves consideration and sensitivity to religion, gender, national origin, age, disability status, sexual orientation, and racial background.

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, avolition and constricted affect; personality disorders and traits; cognitive performance

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 and Licensed Psychologist. Research interests: Anxiety and health risk, risk factors for trauma, sexual trauma, social anxiety, and substance use.

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. 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.

Associate Member of the Clinical Psychology Ph.D. Program

Lindsay Taliaferro (Ph.D., University of Florida). Associate Professor in the Department of Population Sciences. Research Interests: suicide prevention among adolescents and emerging adults, health of SGM youth, strengths-based mixed-methods research.