



UNIVERSITY OF CENTRAL FLORIDA

Clinical Psychology MA Graduate Program Handbook

Last updated March 25, 2015

Table of Contents

Introduction	1
Policies and Procedures	1
Academic Performance	1
Video and Audio Recording Policies	2
Additional Requirements.....	2
Graduation	2
Grievances/Appeals.....	2
Academic Honesty and Ethics	3
Curriculum	3
Timeline for Completion.....	3
1st Year of Graduate Training	3
2nd Year of Graduate Training	4
Examination Requirements	4
Exit Exam.....	4
Thesis Requirements.....	4
University Dissertation Requirements	5
Program Thesis Requirements	6
Clinical Training/Internship	6
Coursework.....	7
Field Experiences	7
Internship	8
Supervision	9
Internship Evaluation	9
Insurance	9
Independent Learning Experiences.....	9
Field Experiences	9
Clinical Case Presentations.....	10
Graduate Research	10
Financial Support.....	10
International Students.....	10
Assistantships and Tuition Waivers.....	10
GTA Training Requirements	11
GTA Performance Assessment	11
Graduate Student Associations	11

Professional Development..... 11
 Student Development 11
 Academic Advising 11
 Student Evaluations..... 12
 Student Representation 12
 Professional Standards..... 12
 Personal Psychotherapy..... 12
 Professional Practice by Trainees 13
 Requirements for Licensure..... 13
Job Search..... 13
Forms..... 14
Useful Links 14
Grad Faculty 15
Contact Info 17

Clinical Psychology MA

Together, the [Graduate Student Handbook](#) and your graduate program handbook should serve as your main guide throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements and guidance for all graduate students. Your program handbook describes the details about graduate study and requirements in your specific program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in your program and in the Graduate College.

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves in accordance with a strict adherence to academic and scholarly integrity. As a graduate student and member of the university community, you are expected to display the highest standards of academic and personal integrity.

Here are some resources to help you better understand your responsibilities:

- [Academic Honesty](#)
- [Academic Integrity Training](#) - Open to all graduate students at no cost
- [Plagiarism](#)

Introduction

The Clinical Psychology MA Program represents an integrated two-year professional training sequence that includes classroom, laboratory, and community-based practicum and internship experiences. From the development of therapeutic foundations and basic skills in the first year, students progress to further theoretical and practical development and completion of the internship during the second. It includes 49 semester hours of course work which is designed to provide both factual and practical knowledge in assessment, therapy, and evaluation and 12 semester hours of internship. This is a non-thesis program with a thesis option. Summer enrollment is required for all students. Successful performance on a written exit exam is required of all students before graduation.

Most entering students will complete the program in two years. Based on unusual circumstances, a leave of absence may be granted at the discretion of the faculty. The student has a maximum of seven years from the date of admission to the MA program to complete the requirements for graduation. No courses taken since the program entry date at UCF may be older than seven years to apply toward completion of the program.

UCF Catalog Description of Courses:

ucf.catalog.acalog.com/content.php?catoid=4&navoid=241

UCF Program Web link:

ucf.edu/degree/clinical-psychology-ma/

Policies and Procedures

Academic Performance

The primary responsibility for monitoring academic performance standards rests with the degree program. However, the college and UCF Graduate Studies will monitor a student's progress and may dismiss any student if performance standards or academic progress as specified by the program, college or university are not maintained. Satisfactory academic performance in a program includes maintaining at least a 3.0 graduate status

GPA in all graduate work taken since admission into the program. Satisfactory performance also involves maintaining the standards of academic progress and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in dismissal of the student from the program.

Video and Audio Recording Policies

Many graduate courses in the Clinical Psychology MA program include video and audio recording assignments. Video or audio recording requirements will be noted on the syllabus when present. Also included on each syllabus will be the instructor's choice of media (i.e. download, CD, or DVD) and file format (i.e. .mp3, .avi, or .wmv) for successful completion of the assignment. When video and audio assignments are submitted, they should be edited and cued up to the relevant location for full course credit. Video and audio tape equipment is the student's responsibility. The technology is rapidly changing and suitable equipment may be currently purchased for under \$200.

When recording student and client interactions the program requires adherence to all HIPPA privacy guidelines. At the very least, signed consent forms must be obtained prior to audio or video tape recording of any interaction between student(s) and client(s). Students have permission to record class lectures unless expressly prohibited by the instructor. Audio or video tape recording of closed door meetings between students and faculty, other students, instructors, supervisors, and/or advisors is explicitly prohibited, unless such recording is expressly consented to by all parties to the conversation.

Additional Requirements

Successful completion of the Clinical MA program requires demonstration of academic and clinical excellence. Students who receive grades lower than B (including B- and grades of U in courses graded satisfactory/unsatisfactory) in six semester hours or more will be dismissed from the program. It is a program requirement that all course work with a grade lower than B be retaken and completed successfully, although both grades are still calculated in the GPA.

Graduation

Students who intend to graduate must complete the online Intent to Graduate Form by logging into myUCF and navigating to the Student Center – Academics > Undergraduate and Graduate Careers > Intent to Graduate: Apply.

Once the online form is completed, students will receive e-mail communications from the College of Graduate Studies at various stages of the review process. Students can also log in to myUCF and check the status of their Intent to Graduate at any time by navigating to the Student Center - Intent to Graduate: Status.

Grievances/Appeals

All students have the right to petition any departmental decision. Procedures for resolution of student's grievances exist at the departmental, college, and university levels. As a first step, students should take a grievance/appeal directly to the individual involved. If unresolved, the student can take the grievance/appeal to the Clinical Graduate Program Committee by making a petition. All grievances must then go through the Psychology Department grievance procedure before they can go through the College of Sciences procedure. Grievances must have gone through the Department and College grievance committee before going through the Graduate School grievance committee. Grievances may include, but are not limited to, the following areas: academic provisional status, training assignments, practicum, evaluation (including grades, training assignment, professional attitudes and ethics), departmental policies, thesis and dissertation, and quality of teaching. It is

hoped that grievances will rarely arise and that when they do occur, they can satisfactorily resolved during the initial steps of the procedures. The Golden Rule: goldenrule.sdes.ucf.edu/.

Academic Honesty and Ethics

Students in Clinical Psychology shall abide not only by the APA Ethical Principles of Mental health counselors and Code of Conduct, but also by the UCF Student Conduct Code. Ethical conduct issues include responsibility to the public, conduct of research, dissemination of information, confidentiality, client welfare and professional relationships, and academic honesty.

Due to regulations and ethical principles concerning research and the use of human and/or animal subjects, any and all research must be approved by the Internal Review Board (research.ucf.edu/Compliance/irb.html) prior to beginning any research investigation. Students are expected to familiarize themselves with UCF and APA guidelines regarding the conduct of research, the dissemination of results, etc.

Students are advised that it is prudent to discuss and have agreements regarding roles, responsibilities and publication credit prior to engaging in collaborative research. The authorship of thesis and dissertations should reflect the student's primary responsibility for the project, i.e., students should be the first author. However, 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.

Curriculum

Please visit the [Graduate Catalog](#) to see the current curriculum for our program.

Timeline for Completion

1st Year of Graduate Training

Fall	Spring	Summer
<ul style="list-style-type: none">• CLP 6441C: Individual Psychological Assessment I (3)• DEP 5057: Development Psychology (3)• CLP 6195C: Introduction to Psychotherapy (3)• PSY 6216C: Research Methodology I (4)	<ul style="list-style-type: none">• CYP 6942: Practicum in Psychological Counseling (3)• CLP 6457C: Group Psychotherapy (3)• CLP 5166: Advanced Abnormal Psychology (3)• MHS 6430: Family Counseling I (3)	<ul style="list-style-type: none">• CLP 6321: Psychotherapy in Community Settings (3)• CLP 6461: Cognitive Behavior Therapy (3)
Semester Total: 13 credit hours	Semester Total: 12 credit hours	Semester Total: 6

2nd Year of Graduate Training

Fall	Spring	Summer
<ul style="list-style-type: none">• CLP 6191: Cross-Cultural Psychotherapy (3)• CLP 6181: Substance Abuse Treatment (3)• CLP 6460: Introduction to Child, Adolescent and Family Therapies (3)	<ul style="list-style-type: none">• CLP 6459C: Human Sexuality, Marriage, Sex Therapies (3)• CLP 6932: Ethical and Professional Issues (3)• CLP 6449C: Career and Lifestyle Assessment (3)• CYP 6948C: Psychology Internship (4)	<ul style="list-style-type: none">• CYP 6948C: Psychology Internship (4)
Semester Total: 9 credit hours	Semester Total: 10 credit hours	Semester Total: 4

Examination Requirements

Exit Exam

A comprehensive culminating experience is a College of Graduate Studies requirement of all Master's Programs at UCF. The culminating academic experience in the Clinical Psychology MA Program is made up of two components: A written objective examination and a Clinical Case Presentation and Oral Defense.

The Counselor Preparation Comprehensive Exam (CPCE) is a nationally normed multiple choice examination that assesses students' knowledge of counseling. The exam covers the following content areas: Theories and Practice of Psychotherapy; Human Growth and Development; Diagnosis and Treatment of Psychopathology; Human Sexuality; Group Theories and Practice; Individual Evaluation and Assessment; Career and Lifestyle Assessment; Research and Program Evaluation; Social and Cultural Foundations; Psychology in Community Settings; and Substance Abuse. Each of these areas corresponds to the Mental Health Licensure course content requirements for the State of Florida. Students are allowed two attempts at each part of the exam in order to reach the minimum satisfactory score. The CPCE is employed by approximately 300 master's programs as an exit exam to ensure minimum competence in the counseling field. The exam will be provided and scored by the Center for Credentialing and Education (CCE). The cost to the student is \$45.00 (the cost is subject to change; students must bring a check or money order for the required amount at the time of testing). In addition to individual student scores, the CCE provides class and national statistics. The CPCE is administered early in the final summer semester.

The second component, the Clinical Case Presentation and Oral Defense, will require students to individually present a comprehensive presentation of a client (see Clinical Case Presentations above) and answer questions pertaining to clinical choices and decisions made over the course of therapy. A committee of three faculty members will evaluate the case presentation and determine if it meets criteria to "pass." If the presentation does not meet minimum expectations, the student will be given feedback and offered the opportunity to present a second time. The Clinical Case Presentation and Oral Defense will be scheduled early in the final summer semester, approximately two weeks after the CPCE.

Thesis Requirements

Provide information, requirements and policies related to the dissertation requirements for your program. Include information on dissertation topics, committee formation and composition, any proposal or prospectus requirements, the defense and any specific formatting or resource information that is relevant for your students. Consider linking to the College of Graduate Studies [Thesis and Dissertation \(ETD\)](#) webpage for

information about general graduate policies, deadlines, processes, formatting resources, workshops and campus resources, copyright, binding vendors, and a final semester checklist.

University Dissertation Requirements

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

All university deadlines are listed in the [Academic Calendar](#). Your program or college may have other earlier deadlines; please check with your program and college staff for additional 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 well before the defense
- 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](#). Formatting questions or issues can be submitted to the Format Help page in the [Thesis and Dissertation Services](#) site. Format reviews and final submission must be completed in the [Thesis and Dissertation Services](#) site. The Dissertation Approval Form is also available in the Thesis and Dissertation Services site.

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.

Some students may wish to complete an optional thesis, particularly those interested in going on to doctoral studies. While this is a program option, the following points should be kept in mind:

A thesis is in addition to all other listed program requirements. (While a student may petition for thesis credits to replace certain other courses, the final decision as to whether or which courses could be replaced will be made by program faculty on a case by case basis.)

Completing a thesis will not guarantee admission into a doctoral program.

Students can gain research experience on a voluntary basis within this program without doing a thesis.

Undertaking a thesis involves a significant commitment of time and effort and should not be undertaken lightly.

The thesis project should be underway by the beginning of the second year of training in order to have a reasonable likelihood for successful completion by the end of the program.

Most importantly, there is no guarantee that a student wanting to complete the thesis option will have the opportunity. It is the student's responsibility to identify a program faculty member willing to serve as thesis chair, and faculty members are not required to chair or serve on a particular thesis committee. This is an optional activity for faculty as well. Examples of factors that faculty consider in making their decision are the student's academic standing, interest in the proposed area of research, and their current research supervision load.

Program Thesis Requirements

All theses must involve the collection and analysis of original data. The use of an archival data set may be accepted through petition to the Thesis Committee. Oral presentation of the thesis prospectus must be made to the Thesis Committee for approval prior to starting the research. This Thesis 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. Students are encouraged to submit their completed research to relevant professional journals in the field.

After submitting a written proposal to the Thesis Committee with sufficient time for them to review the document, the committee meets with the student to provide advice, discuss, and evaluate the project. The approval of the Thesis 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 Proposal, all students must receive approval from the University's Institutional Review Board (IRB) before data can be collected from human participants. Prior to submitting a study for IRB approval, students must complete the designated on-line course concerning the use of human subjects in research projects. Under normal circumstances the Thesis Proposal meeting and the Oral Defense cannot be completed in the same semester.

Students should select a Thesis Committee of at least three members, including at least two program faculty members, and at least one member from a different department or discipline. One of the program faculty members is designated the chair or thesis director. Students will complete a minimum of 6 thesis credit hours to meet the requirements for graduation with thesis, and should be registered for at least one thesis credit each semester that thesis work is conducted. Students must register for at least one thesis credit during the semester of the oral defense.

Students should refer to the UCF Thesis Links below for all required forms and the Graduate Studies Thesis and Dissertation Manual which describes UCF's formatting requirements for theses and outlines the steps graduate students must follow to submit their theses to Graduate Studies. Except as modified by UCF formatting requirements, APA publication guidelines should be followed in the preparation of thesis and dissertation manuscripts.

The Oral Defense must be publically announced in advance through University channels. The final draft of the Thesis should be submitted to the Thesis Committee with sufficient time for them to review the document before the Oral Defense. The Oral Defense is approved by a simple majority of committee members indicating approval. The Thesis Committee may also recommend approval contingent on additional actions. Students who wish to complete their degree requirements in a given semester must hold their oral defense and submit their final electronic copies to the Thesis and Publications Editor in Graduate Studies by the dates shown in the Academic Calendar.

Each semester, the UCF College of Graduate Studies present workshops to inform graduate students about procedures, deadlines, and requirements associated with preparing a thesis and dissertation. Students who are participating in graduate-level research are encouraged to attend a workshop. All theses are required to be submitted and checked through iThenticate.com by the thesis committee chair prior to final submission.

Clinical Training/Internship

The development of clinical skills requires the opportunity to practice these skills in an environment where behavior can be observed and appropriate feedback can be given. A central tenet of the UCF Clinical Psychology MA program is that the students should be immersed in the local mental health care system. Thus, the program incorporates a "clinic without walls" concept to provide advanced practicum training. This unique model dictates

that students will receive practical training through working in university-community partnership arrangements. Community partners vary in mission, population, and location.

The practicum training goals reflect the MA program's emphasis on developing competent Mental Health Counselors. 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
- Regular supervision from on-site and program supervisors
- Ongoing therapy contact with clients
- An integration of assessment and treatment
- On-site clinical and didactic conferences and seminars

Students are introduced to clinical experiences throughout the program. Most courses will provide a blend of didactic foundation and clinical experience. Prior to the second year of study students will meet with their advisors and the Internship Coordinator to assess their readiness for internship, the centerpiece of clinical training. Internship site selections are made during the first spring session and are based on collaborative decision-making between students, the Program Director and Internship Coordinator who, in turn, will consult with the students' advisors. At this time students will have the opportunity to visit various internship sites, talk to current interns, and hear presentations by community agency representatives. Students register for 4 hours of Internship (CYP 6948) in the fall, spring, and summer of the second year. In order to complete the 1000 hour internship requirement, students complete an average of 20 hours/week during the fall and spring semesters and 30 hours/week during the summer. Students are expected to actively participate in assessment and treatment with increasing responsibilities as the internship progresses. A more detailed description of the program internship philosophy and requirements may be found in the following section.

Coursework

Students begin their clinical training in the first semester of the program. Many classes offer a blend of didactic foundation and hands-on practice. Through role playing and analogue exercises, students begin the development of their clinical skills in these classes.

Field Experiences

The practicum and internship provide the student with the opportunity to further develop their skills while working in a community setting. Placements will be in a clinical instruction environment, on or off-campus, that is conducive to modeling, demonstrating, and training of clinical skills. The clinical instruction environment includes all of the following:

- Settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);
- Settings for small-group work with assured privacy and sufficient space for appropriate equipment;
- Necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;
- Settings with observational and/or other interactive supervision capabilities; and
- Procedures that ensure that the client's confidentiality and legal rights are protected.
- Community Field Placement

The first practicum course taken in the spring of students first year is a unique course that combines on-campus class room training with fieldwork.

Classroom training: See the graduate catalogue for a description of the classroom training.
catalog.ucf.edu/content.php?catoid=4&navoid=241

Fieldwork: Students complete a supervised community practicum that totals a minimum of 150 hours. The community practicum provides students with their initial exposure to mental health agencies and provides them with an appreciation for the complexity of agency administration and the scope of agency work. The community practicum includes all of the following:

- Broad exposure to agency work beyond that of the licensed mental health counselor through shadowing and interacting with designated agency employees, e.g. attending staff meetings, records keeping, attending administrative meetings, etc.
- Opportunity to participate in the tasks of the department, staff or individual where appropriate.
- Exposure to several, if possible, agency run mental health programs conducting direct clinical services to clients, e.g., inpatient, outpatient, school-based, community out-reach, etc. through shadowing and interacting with designated agency employees.
- Opportunity to minimally participate in the direct services of the program, e.g. shadowing appropriate service providers, i.e. MHC's MFT's and SW's, co-facilitating individual, couple, or group therapy, conducting intake interviews, etc.
- Weekly interaction with an average of one (1) hour per week of individual and/or triadic (2 students, 1 supervisor) by agency designated supervisor(s).
- Weekly group supervision provided by the program appointed faculty member or adjunct conducting class room training.
- Evaluation of student's performance by both an agency designated supervisor and classroom instructor throughout the practicum including a formal evaluation at the completion of the field placement.

Internship

Clinical Psychology MA students complete a 1000-hour clinical internship after successful completion of the Practicum in Psychological Counseling (CYP 6942) and the following didactic courses: Advanced Abnormal Psychology (CLP 5166), Family Counseling I (MHS 6430), Psychotherapy in Community Settings (CLP 6321), Individual Psychological Assessment I (CLP 6441), Introduction to Psychotherapy (CLP 6195), and Cognitive Behavior Therapy (CLP 6461). Full time students will begin their internship during the fall semester of their second year. During this year, students spend 20-30 hours/week at their internship site. The internship is an opportunity for the student to engage in a range of psychotherapy/counseling activities under supervision. The typical internship will include all of the following:

- 400 hours of direct service with clients.
- Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision (two interns and one supervisor), throughout the internship, performed by the on-site supervisor.
- An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, performed by a program faculty member.
- The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings).
- The opportunity for the student to develop audio and/or videotapes of the student's interactions with clients for use in supervision.
- The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.

A formal evaluation of the student's performance during the internship by the site supervisor and with the supervisor's signature indicating direct feedback has been provided to the student.

Students turn in weekly hour sheets signed by their supervisors prior to the start of supervision each week. (See the Clinical Psychology MA Program Webcourses site for the form).

Internship sites and the University of Central Florida complete an Affiliation Agreement (see the Clinical Psychology MA Program Webcourses site for the template) that specifies the responsibilities of each party in order to ensure a successful internship that meets professional standards.

Students turn in weekly hour sheets signed by their supervisors prior to the start of supervision each week. (See the Clinical Psychology MA Program Webcourses site for the form).

Supervision

All internship students receive regular and direct supervision from: 1) Clinical Faculty; and 2) selected professionals from the agencies who meet criteria established by the Department. The format of the supervision may vary across supervisors but one-hour per week contact with each student through weekly individual meetings with students and weekly small-group meetings are representative of the formats that are used. The purposes of this supervision are to maintain close contact between program faculty and 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.

All students are required to submit weekly internship timesheets both electronically and in hard copy. The procedures, paperwork, and policies regarding submission of documentation will be described in detail during the first supervision class. Student cooperation with internship paperwork requirements is essential and considered an issue of professionalism.

Internship Evaluation

At the end of each semester, each trainee is evaluated by on-site internship supervisors, using an internship evaluation form (see the Clinical Psychology MA Program Webcourses site for the form). These forms provide feedback to the students about their progress in the program and are used in yearly student evaluations. In addition, at the end of each semester, students evaluate their respective internship site (see the Clinical Psychology MA Program Webcourses site for the form). This information is used to monitor the type and quality of internship training experiences and to aid in the future placement of students.

Insurance

All students are required to have liability insurance before they can be involved in any assessment, therapy, or consultation activities in the community. New students must provide proof of insurance to the Program Director within two weeks from the first day of class, and this insurance must be renewed before it expires the following year. Copies will be kept in the student's academic file.

Independent Learning Experiences

There are several independent learning experiences built into the plan of study which help to individualize the training program. These include field experiences and the clinical case presentation.

Field Experiences

As discussed above (see section IV Field Experiences), students in consultation with the field placement supervisor and participating agencies, will select practicum and internship placements which will give them an

opportunity to hone their clinical skills with supervision in an agency where they can work with specific populations of their choosing.

Clinical Case Presentations

Clinical case presentations are required throughout practicum and internship training. This entails student presentation of cases that incorporate an integration of assessment data and interpretation, theoretical conceptualization, treatment planning, course of therapy, and available outcome data. This is done ensuring client confidentiality and the highest ethical standards.

Graduate Research

For information specific to graduate students in the psychology discipline, visit the [Research webpage](#) on the [Psychology Department website](#).

Financial Support

The Department of Psychology makes every effort to obtain financial support for graduate students to the extent that funds are available. The primary source of funds is the departmental assistantship. As funds are often limited, financial support cannot be guaranteed to all students, regardless of year in the program or excellence of performance. The Graduate Director in collaboration with the Graduate Committee examines the availability of assistantships and other sources of financial support (e.g., fellowships) each year. Full-time graduate assistants may be eligible to receive tuition waivers for part of their tuition costs. Tuition waivers are monies used to assist graduate students to progress toward their degrees. Both in-state and out-of-state waivers are possible.

Students with assistantships may be assigned to assist a faculty member with teaching- or research-related duties. Assistantship assignments are determined based upon departmental and faculty need.

In addition to assistantships, graduate students may be eligible for fellowships, awards, loans, and work/study programs. Students should consult the graduate catalog (catalog.ucf.edu/index.php?catoid=4) or the financial aid office (finaid.ucf.edu/) for descriptions and requirements of graduate financial support.

International Students

Several types of employment are available to international students, including on-campus employment. For more information about the types of employment available to international students, and the requirements and restrictions based in visa-type, please see the International Services Center's website global.ucf.edu/ > Current Students > Employment.

Assistantships and Tuition Waivers

For complete information about university assistantship and tuition waivers, please see the UCF Graduate Catalogue: catalog.ucf.edu/index.php?catoid=4 > Financial Information.

To be employed and to maintain employment in a graduate position, the student must be enrolled full time and meet all of the training requirements and/or conditions of employment.

To be awarded and continue receipt of a tuition waiver, the student must be enrolled full time and either employed in a graduate position (GTA, GRA, GA), receiving a University fellowship, or (if employed off-campus) employed in a position where payment is processed through Graduate Studies.

Masters students can be offered tuition support for a maximum of four semesters. Assistantship and tuition waiver support is not normally available during the summer semester between the first and second years and is not available during the final summer semester. Assistantship and tuition support is typically not offered to students who are enrolled on a half-time basis.

GTA Training Requirements

If the student is hired in the position of Graduate Teaching Associate, Assistant or Graders there are training requirements that must be met in order for the contract to be processed. Associates and Assistants must complete a minimum two-day training and an online legal module. Associates must also have completed at least 18 hours of graduate courses in the discipline they will be teaching. Students who are employed as Graders are required to complete the online legal module. These services are offered by the Faculty Center for Teaching and Learning (FCTL) and more information can be found at the following website: fctl.ucf.edu/ > Events > GTA Programs.

International students who will be hired in GTA positions must be proficient at speaking English. This is determined by successfully passing the SPEAK test with a score of 55 or better. This test (also known as the Oral Proficiency Exam) is administered during the GTA orientation by the Center for Multicultural and Multilingual Services (CMMS). For international student to register for or inquire about the SPEAK examination, please contact Myrna Creasman at CMMS: (407) 823-5515.

GTA Performance Assessment

At the completion of each semester the student is employed as a GTA, the student's performance will be evaluated by the faculty supervisor. These assessments will be used to review strengths and weaknesses in the student's performance in preparation for future employment.

Graduate Student Associations

For a listing and information regarding student organizations for graduate psychology students visit the [Organizations webpage](#) on the [Psychology Department website](#).

Professional Development

Student Development

It is the intent of the UCF Psychology Department to provide safe, comfortable, and positive learning and working environments for students, faculty, and staff. Any discrimination or harassment based on gender, race, ethnicity, sexual orientation, religious preference, disability or age will not be tolerated. Additionally, interactions between and about students, faculty, and staff should occur in a professionally responsible manner and be consistent with APA ethical guidelines.

Academic Advising

Students are assigned to an advisor at the time of admission. Students are free to change advisors if their research and clinical interests change to resemble more closely those of another faculty member. Each student is required to meet at least once per month with his or her advisor to discuss progress through the program, professional development, and other training-relevant activities and concerns. Students are encouraged to affiliate with more than one faculty member.

Student Evaluations

Master's students progress will be evaluated at the end of each semester by the clinical faculty. Evaluations are based on academic performance, clinical proficiency, ethical and professional conduct, response to supervision, interpersonal behavior, and intrapersonal functioning. Specific examples of exceptional performance standards in these areas are as follows:

- **Academics:** Uniformly outstanding academic achievement in coursework
- **Progress:** Timely progress toward the completion of a degree
- **Clinical Work:** Excellence in clinical skills in assessment, diagnosis, therapy and/or consultation is reflected through practicum and internship experiences
- **Professionalism:** Positive professional demeanor and presentation in interpersonal relations and professional activities with faculty, peers, and colleagues
- **Adjustment:** Positive personal and professional behaviors such as self-confidence, maturity, sensitivity, responsibility, cooperation, etc.
- **Ethics:** Personal behaviors that reflect adherence to APA Code of Ethics

At the end of each semester, students will receive written feedback from the faculty on the extent to which they are meeting the programs requirements and performance expectations. Student progress will be rated as satisfactory or unsatisfactory. Students who receive an unsatisfactory rating will be asked to complete remedial assignments as determined by the faculty which may include requiring the student to undergo personal psychotherapy. The student will be required to provide documentation of compliance with any remedial assignments. If the identified problems are not remedied and/or a second unsatisfactory rating is received, the student will be dismissed from the university.

Student Representation

All students are encouraged to be actively involved in the decision-making of the Psychology Department and the clinical program. Each class is encouraged to select a representative who will attend the monthly program faculty meetings. This provides you with a voice in the operation of the clinical graduate programs, and is a means for collaboration and open communication between professors and students that will foster a spirit of collegiality.

Professional Standards

Clinical Psychology is a people-oriented profession in which competence and sensitivity in dealing with clients, research participants, colleagues, and supervisees is essential. Students in the Clinical Psychology MA program are expected to uphold the ethical principles of conduct and practice as outlined in APA code of Ethics and the UCF Code of Conduct. Students in clinical psychology have a personal responsibility to monitor and evaluate behaviors that may compromise their ability to function as mental health counselors-in-training and to take steps to address any problems that arise. Similarly, clinical psychology faculty members have a professional responsibility to monitor student development in areas that go beyond performance on examinations or other traditional academic measures. Such monitoring includes but is not limited to: personal impediments which may hinder professionalism; appropriate relations with co-workers; and/or competent and sensitive work with clients, research participants, and students.

Personal Psychotherapy

Clinical psychology graduate students often seek psychotherapy for concerns that may or may not be related to their professional development. Many clinical psychology and counseling training programs highly recommend psychotherapy for all their students. This recommendation is based on the view that psychotherapy can remove barriers to personal and professional growth and that it provides a student with invaluable insight into the client's

perspective of therapy. When a graduate student seeks psychotherapy, the Clinical Psychology MA program recommends that it be undertaken with credentialed and licensed mental health service providers.

Personal psychotherapy undertaken in these circumstances requires that everyone associated with the Clinical Psychology MA program be sensitive to potentially confidentiality-compromising situations. Therefore, the Clinical Psychology MA Program faculty must avoid multiple roles, and thus they do not conduct personal psychotherapy with program trainees. Having said this, members of the Clinical Psychology MA program faculty are a good resource to help trainees identify highly qualified and low-cost licensed therapists in the area. Students will be provided a list of providers at their request.

Psychotherapy is sometimes required by the Clinical Psychology MA program as a condition of remediation or continued enrollment for a professional or academic deficit. If psychotherapy is mandated by the training program, the student may be required to provide documentation of compliance. However, when a graduate student initiates psychotherapy, it is their prerogative whether to discuss it with their advisors and/or classmates.

Professional Practice by Trainees

A student must not engage in professional practice except under immediate supervision in a graduate course in which he or she is formally registered or under the direct supervision of a qualified person designated by the Program Director. Any activity, paid or otherwise, involving psychological counseling, psychotherapy or other professional skills must be approved beforehand by the Program Director.

Requirements for Licensure

Students completing the Clinical Psychology MA program should meet all current educational requirements for licensure in the State of Florida as a Mental Health Counselor (LMHC). Students who apply for licensure may be required to:

- Submit course syllabi to the State of Florida Board of Clinical Social Work, Marriage, and Family Counseling and Mental Health Counseling.
- Submit a letter of verification from the Program Director which documents the completion of 1000 hours of supervised clinical field work (Practicum/Internship).
- Register as an “intern” with the State of Florida Board of Clinical Social Work. Upon graduation from the Clinical Psychology MA program, alumni will need to complete an additional two years of clinical experience (3000 hours which includes 1500 hours in direct client contact), as a “Registered Mental Health Intern” (see http://www.doh.state.fl.us/mqa/491/ap_intern-regis.pdf). During this period students will need to be supervised by a board-approved licensed Mental Health Counselor or licensed Clinical Psychologist.
- Students must also receive a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE) or State equivalent. The board has recently permitted licensure applicants to sit for the NCMHCE prior to the completion of the registered internship. Call the board office (850-245-4474) for further information and/or see www.floridahealth.gov/licensing-and-regulation/index.html for a detailed description of licensure requirements.

Job Search

UCF’s Career Services department offers a wide range of programs and services designed to assist graduate students. These services include evaluation and exploration of career goals, preparation for the job search and job search resources. To learn more, visit their website at career.ucf.edu/.

Forms

- [College of Graduate Studies Forms and References](#)
A complete listing of general forms and references for graduate students, with direct links, may be found here.
- [Graduate Petition Form](#)
When unusual situations arise, petitions for exceptions to policy may be requested by the student. Depending on the type of appeal, the student should contact his/her program adviser to begin the petition process.
- [Psi-DOCS Forms](#)
A listing of program forms for graduate students in the psychology programs.
- [Traveling Scholar Form](#)
If a student would like to take advantage of special resources available on another campus but not available on the home campus; for example, special course offerings, research opportunities, unique laboratories and library collections, this form must be completed and approved.

Useful Links

- [Clinical Psychology MA](#)
- [College of Sciences](#)
- [College of Graduate Studies](#)
- [Academic Calendar](#)
- [Bookstore](#)
- [Campus Map](#)
- [Counseling Center](#)
- [Financial Assistance](#)
- [Golden Rule Student Handbook](#)
- [Graduate Catalog](#)
- [Graduate Research Forum](#)
- [Graduate Student Association](#)
- [Graduate Student Center](#)
- [Housing and Residence Life](#)
- [Housing, off campus](#)
- [Knights Email](#)
- [Library](#)
- [NID Help](#)
- [Pathways to Success](#)
- [Recreation and Wellness Center](#)
- [Shuttles Parking Services](#)
- [Student Associations and Student Support Groups](#)
- [Student Health Services](#)
- [Thesis and Dissertation \(ETD\)](#)
- [UCF Global](#)
- [UCF IT](#)
- [University Writing Center](#)

Grad Faculty

Asterisk = has previous committee experience, which qualifies the person to serve as chair, co-chair or vice chair.

Alexander, Kristi *

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Contact Info: Kristi.Alexander@ucf.edu

Beidel, Deborah *

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Research interests: The Etiology and Treatment of Anxiety Disorders in Adults and Children
Contact Info: deborah.beidel@ucf.edu
Websites: <http://anxietyclinic.cos.ucf.edu/>

Blaney, Cerissa

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Contact Info: Cerissa.Blaney@ucf.edu

Cassisi, Jeffrey *

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Contact Info: jcassisi@knights.ucf.edu

Dangiolo, Mariana

College: College of Sciences
Disciplinary affiliation: Clinical Psychology
Contact Info: mariana.dangiolo@ucf.edu

Dunn, Michael *

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Contact Info: Michael.Dunn@ucf.edu

Dunn, Stacey *

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Contact Info: Stacey.Dunn@ucf.edu

Fisak, Brian *

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Contact Info: Brian.Fisak@ucf.edu

Fouty, Ed *

College: College of Sciences
Disciplinary affiliations: Clinical Psychology
Contact Info: Ed.Fouty@ucf.edu

Hall, Thomas

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: Thomas.Hall@ucf.edu

Jensen, Bernard *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: Bernard.Jensen@ucf.edu

Kennerley, Margaret *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: mkennerl@ucf.edu

Klonoff, Elizabeth *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: Elizabeth.Klonoff@ucf.edu

Mazza, Angela

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: angela.mazza@ucf.edu

McGuire, John *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: jack.mcguire@ucf.edu

Neer, Sandra

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: sandra.neer@ucf.edu

Paulson, Daniel

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: daniel.paulson2@ucf.edu

Rapport, Mark *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Research interests: Children with ADHD, Working Memory Learning in Children

Contact Info: mrapport@ucf.edu

Renk, Kimberly *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: kimberly.renk@ucf.edu

Salas, Eduardo *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: esalas@ist.ucf.edu

Sherod, Megan *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: Megan.Sherod@ucf.edu

Sims, Valerie *

College: College of Sciences

Disciplinary affiliations: Clinical Psychology

Contact Info: vsims@ucf.edu

Contact Info

- **Brian Fisak, PhD**
Associate Clinical Professor
Email: brian.fisak@ucf.edu
Phone: 407-708-2822