



**College of
Sciences**

**Department of Psychology
Ph.D. Program in Clinical Psychology
Clinical Handbook
2020-2021**

Table of Contents

Overview.....	4
Introduction.....	4
Overview of the Scientist-Practitioner Model	5
APA Accreditation.....	5
Overview of Curriculum Goals.....	5
Expectations of Doctoral Students.....	6
Development of Competencies.....	6
Evaluation of Competencies	7
Program Content and Curriculum.....	7
History and Systems of Psychology	8
Multicultural and Diversity Training.....	9
Requirements for Licensure.....	9
Clinical Practicum.....	9
Vision for Clinical Training.....	9
Clinical Training Goals.....	11
Supervision	12
Evaluation	12
Insurance.....	12
Tracking Clinical Experiences.....	12
Degree Requirements.....	13
Doctoral Program in Clinical Psychology Required Courses.....	13
Transfer Credit.....	14
Annual Student Evaluations.....	14
Academic Standards.....	15
Positive Interpersonal Ambience and Grievance and Appeal Procedures.....	16
Switching Research Mentors	17
Residency and Enrollment Requirements.....	18
Academic Honesty and Ethics	18
Internet and Social Networking Policy.....	19
Graduate Research	20
UCF Patent and Invention Policy	20
Master’s Thesis and Doctoral Dissertation.....	21
Master’s Thesis	22

Doctoral Dissertation	23
Qualifying and Comprehensive Examinations	24
Procedures and Time Guidelines for Completing the Qualifying Examination (Clinical case)	25
Procedures and Time Guidelines for Completing the Comprehensive Examination (Research competency).....	26
Predoctoral Internship.....	28
Financial Support.....	30
Work Policy	30
Academic Advising.....	31
Student Development.....	31
Student Representation	31
Professional Standards	32
Student Performance, Evaluation, Feedback, Advisement, Retention	32
Student Remediation Policy.....	34
Self-Care and Shared Professional Responsibility.....	36
Personal Psychotherapy and Psychiatric Treatment	37
Student Support Services	37
Strength in Diversity and Inclusiveness.....	39
Sexual and Gender-based Harassment Policy.....	39
Forms	40
Clinical Psychology Graduate Faculty.....	40
General Information.....	40
Clinical Faculty (full-time, clinical members of the Department of Psychology)	41

Welcome! Together, the Graduate Student Handbook (<https://graduate.ucf.edu/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 the Clinical Psychology doctoral 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 (<https://graduate.ucf.edu/wp-content/uploads/2018/05/Academic-Honesty.pdf>)
- Academic Integrity Training - Open to all graduate students at no cost (<https://graduate.ucf.edu/pathways-to-success/#Academic%20Integrity%20Training>)
- Plagiarism (<https://graduate.ucf.edu/plagiarism/>)

Overview

Introduction

The Ph.D. Program in Clinical Psychology at the University of Central Florida educates graduate students “to generate and integrate scientific and professional knowledge, attitudes, and skills to further psychological science, professional practice, and human welfare. Graduates are capable of functioning as a scientist and a practitioner, and may function as either or both, consistent with the highest standards in psychology” (National Conference on the Education and Training of Scientist-Practitioners for the Professional Practice of Psychology, 1990). Consistent with our departmental mission (<http://sciences.ucf.edu/psychology/about-us/#mission>), we aspire to provide high quality education to include “the dissemination of state-of-the-field theoretical and empirical information, training in the methodological, statistical, and technical skills necessary to conduct psychological research, and practice in the application of psychological knowledge to real-life problems” (National Conference on the Education and Training of Scientist-Practitioners for the Professional Practice of Psychology, 1990). Our Ph.D. program aspires to achieve excellence in research and clinical training and to contribute to and perpetuate science and practice in the field of Clinical Psychology through faculty and graduate student involvement in scholarly and professional activities. We are active contributors to research in Clinical Psychology. We advocate for initiatives that affect the profession of psychology and the welfare of individuals, families, and groups. We also are active members of professional organizations.

Overview of the Scientist-Practitioner Model

The philosophy and mission of the Ph.D. Program in Clinical Psychology at the University of Central Florida are grounded in the scientist-practitioner model, the preeminent approach to education and training in applied psychology. The scientist-practitioner model represents an 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 Ph.D. Program in Clinical Psychology are consistent with the American Psychological Association Ethical Principles of Psychologists. Sensitivity to issues related to cross-cultural, multiethnic, and other individual differences is reflected at all levels of training. Graduates of this program will be capable of functioning as research investigators and as practitioners and may function as either or both, consistent with the highest standards of the profession. The 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 training program is consistent with that of the Mission Statement of the Department, the College of Sciences, the College of Graduate Studies, and the University.

APA Accreditation

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

Overview of Curriculum Goals

The curriculum plan (a) provides a strong grounding and sequential progression in the substantive core areas of psychology, (b) develops a foundation of knowledge relevant to critical thinking, scientific methods, and data analysis, (c) 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, 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, program evaluation, 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 requires graduate students to interact with a variety of faculty members in their clinical practica and research clinics/laboratories. These experiences provide faculty with an opportunity to evaluate graduate students' ability to apply and integrate scientific principles and relevant knowledge in the conceptualization of clinical cases and the analysis of clinically relevant problems. Each faculty member has a research clinic/laboratory wherein graduate students are exposed to projects that blend didactic, scientific, and clinical aspects of their education while supporting the overall mission of the Department and the University.

Expectations of Doctoral Students

It is expected that graduates of the Ph.D. Program in Clinical Psychology will demonstrate specific competencies that will allow them to function independently in a variety of roles and settings relevant to the field. At the completion of the program, students must be able to demonstrate doctoral-level skills in:

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

Development of Competencies

The Ph.D. Program in Clinical Psychology develops the aforementioned competencies by requiring students to (a) complete a comprehensive, pre-established, and sequentially progressive curriculum, (b) engage in a progression of supervised practica under the mentorship of the faculty beginning in their 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 two competency domains (clinical practice and research) to fulfill Qualifying and Comprehensive examination requirements. 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 core and advanced practicum placements. Diversity in caseloads and experiences are monitored closely by practicum supervisors and by all faculty during an annual review of students' performance at practicum placements. The development of skills in supervision are provided through coursework and applied experiences (e.g., supervision practicum) as well. Appreciation of ethical, practical, and legal standards is achieved through didactic course work, engagement in clinical practica, and observation of the behavior of the Clinical Faculty.

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 a specialized clinic/laboratory, completing Master's Thesis and Doctoral Dissertation projects, completion of the required Comprehensive Examination, and participation at professional conferences.

Evaluation of Competencies

Competency is evaluated by regular programmatic review of graduate student performance and progress. Each graduate student's Clinical Faculty practicum supervisor(s) evaluates clinical competency at the end of each semester. If the graduate student has participated in a community-based clinical externship at any point during the past year, the externship supervisor's ratings are also considered in rating the graduate student's overall clinical performance. The entire Clinical Faculty reviews graduate student performance in research, clinical activity, course work, and professional/ethical behavior annually, and students are provided with a written summary of their annual review.

If a student has received a less than satisfactory rating, more frequent review is conducted as needed. Behavioral goals for the ensuing training period may also be outlined and discussed with the graduate student.

Program Content and Curriculum

The curriculum plan consists of four fundamental components. The first component develops competence in discipline-specific knowledge (i.e., biological, cognitive, affective, social, and developmental bases of behavior). The second component provides comprehensive coverage of the major substantive areas of clinical psychology. Specifically, graduate students complete coursework in psychopathology, psychological measurement and assessment, psychotherapy and intervention, the history of clinical psychology, multicultural psychology, and ethics/professional issues.

The third component entails attainment of requisite clinical skills and practices. Training in this domain involves continuous engagement in clinical training beginning in the

graduate students' first year in the program and culminating with a full-time, 12-month clinical predoctoral internship (ideally completed in the 5th year of training).

The fourth curriculum component entails the continuous involvement in research activities throughout graduate training. During the first two years of the program, graduate students complete coursework in research methods and basic and advanced statistics. They also receive didactic instruction that exposes them to faculty research coupled with fundamental knowledge concerning program requirements (e.g., Master's Thesis, Doctoral Dissertation), preparing submissions for conferences and/or publication, basic data collection, etc. Prior to applying for internship, students must have published and/or presented one scientific product (e.g., manuscript published in a scientific journal, giving a talk at a scientific conference, presenting a poster at a scientific conference, etc.).

Graduate students work under the tutelage of Clinical Faculty and engage in a mentored research experience leading to the proposal of a Master's Thesis, ideally early in their second year in the program. Successful defense of the Master's Thesis is expected by the end of the third year (and must be completed before starting an externship placement). By the time of their Master's Thesis completion, students should be well on their way to developing an independent research focus that leads to the Doctoral Dissertation. Participation in research projects other than the Master's Thesis and Doctoral Dissertation, whether self-initiated and/or faculty sponsored, is encouraged strongly throughout graduate training. In addition, graduate students are encouraged to present their findings at professional conferences and to publish their work in appropriate journal outlets.

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 86 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 of students in fourth year (e.g., supervision of more junior students). Graduate students are expected to complete their Doctoral Dissertations in the fourth year of study and to complete an off-campus internship in the fifth year. The Ph.D. degree will be awarded upon completion of the internship, defense of the Doctoral Dissertation, and completion of all University requirements.

History and Systems of Psychology

All graduate students in the program must complete coursework in History and Systems of Psychology. 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 did not take a course on this topic prior to matriculation will be required to take History and Systems of Psychology (PSY 4604), an undergraduate course offered regularly in the department, prior to leaving for the predoctoral internship.

Multicultural and Diversity Training

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

Requirements for Licensure

The Clinical Psychology doctoral 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 doctoral 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.

Clinical Practicum

Vision for Clinical Training

During the first year of training, students learn about the practice of psychology across multiple courses. They typically observe clinical services being provided by more senior students and will ultimately conduct a mock intake evaluation with an advanced graduate student.

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/or group formats, and complete written

psychosocial histories/reports, case notes, and a clinical activity log. Although the actual number of patients assessed/treated may vary depending upon the goals of the practicum section and the individual student, the requirement for the successful completion of second year practicum is that the student must demonstrate 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 enter the program with prior clinical experiences may begin externship in their third year if approved to do so by the Clinical Faculty and if they have completed their Master's Thesis. The third year also may be a blended year, in which the student spends the first half of the year in on-site clinical practicum and begins externship in the spring semester.

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, hospitals, and specialty substance use programs. These externships are designed to have students engage in assessment and psychotherapy intervention services with patient populations that are not commonly encountered in the Psychology Clinic (e.g., patients with serious mental illness, patients with substance use disorders, veterans, homeless populations) and consistent with the students' advanced level of training.

Clinical training, like research training, is integrated throughout the student's time in the Ph.D. Program in Clinical Psychology. Clinical training includes didactics, clinical practicum, supervision 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 I.** Clinical training begins with courses in psychopathology and assessment. In addition, students learn how to conduct intakes in the "Introduction to Clinical Psychology and Psychotherapy" course. Graduate students also have the opportunity to attend clinical case presentations (i.e., Qualifying Examinations) by senior students and program "Grand Rounds" where clinical techniques and treatments are presented.
- **Year II.** A course in empirically supported treatments occurs this 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 III.** For most students, the third year will be another year of on-site clinical practicum. Students who entered the doctoral program with prior clinical experience may begin externship in their third year if they have completed their

Master's Thesis and are deemed clinically ready for externship by the Clinical Faculty.

- **Externship.** Because externship training requires substantive time and effort and sometimes distance from the UCF campus, students may only begin such training after their Master's Thesis is complete and the Clinical Faculty have deemed them ready for advanced clinical training. Graduate students receive externship training through work in university-community partnership arrangements, such as Advent Health, Nemours Children's Hospital, and the Orlando Veterans Administration Medical Center.

Externship placements are made by the externship committee who consider students' unique background and training goals. During the Spring semester, the available externship sites for the upcoming academic year are presented in a student meeting. Graduate students will rank order their site preferences and forward this information to the externship committee, who will determine the final placement based on multiple factors (e.g., the appropriateness of the site for the graduate student's level of training, past practica placements, readiness for the type of training provided by the externship site, progress in the program, professional goals).

- **Supervision practicum.** Following completion of the first year of externship, students may enroll in supervision practicum, if deemed clinically ready by the Clinical Faculty. In this course, students engage in didactic discussions about clinical supervision and read literature about clinical supervision. Additionally, students serve as peer supervisors for more junior graduate students conducting clinical work in the on-site Psychology Clinic. Students receive hierarchical supervision by a licensed supervisor who also serves as the licensed supervisor for the junior student.

Clinical Training Goals

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

- integration of a scientific and empirical orientation into clinical practice;
- familiarity with the current literature relevant to clinical activities;
- systematic training to help students develop clinical skills and conceptualize cases;
- regular supervision from on-site and program supervisors;
- ongoing therapy contact with patients;
- an integration of assessment and treatment; and
- on-site clinical and didactic conferences and seminars.

Graduate students participate in on-site practicum for a minimum of one year (typically Fall, Spring, and Summer semesters of their second year), although most graduate students will enroll for more than one year of practicum. Externship provides another

year of supervised clinical training. Together, these training experiences help prepare the students for a successful internship. 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.

Supervision

All clinical activities conducted by students are supervised regularly and directly by clinical program faculty and/or selected professionals 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.

Evaluation

Practicum and externship supervisors evaluate each graduate student enrolled in practicum at the end of each semester using a practicum 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).

Students on externship also evaluate their training experiences and appropriateness of supervision at the externship site. This information is used to monitor the type and quality of externship training experiences and to aid in the future placement of graduate students.

Insurance

All graduate students are required to have liability insurance before they can be involved in any assessment, therapy, or consultation activities. Arrangements for this insurance are made at the start of the program, prior to initiation of activities, and renewed annually. While the program does not endorse any particular insurance, many students use the Trust. Verification of liability insurance must be submitted to the program coordinator at the beginning of the 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 tracking program. Time2Track is used by many clinical students and is a web-based program.

Degree Requirements

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

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

After completion of the requirements for the M.S. degree, candidates for the doctorate degree 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 required coursework, successfully complete the Doctoral Dissertation proposal and oral defense, and successfully complete 2,000 hours at an APA-accredited Predoctoral Internship program.

Doctoral Program in Clinical Psychology Required Courses

TOTAL CREDIT HOURS REQUIRED:

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

REQUIRED COURSES – 65 Credit Hours

Psychology Foundation Courses—15 Credit Hours

- DEP 5057 Developmental Psychology (3 credit hours)
- SOP 5059 Advanced Social Psychology (3 credit hours)
- PSB 6348 The Neuroanatomical Basis of Psychological Function (3 credit hours)
- EXP 6506 Human Cognition and Learning (3 credit hours)
- CLP 7939 Special Topics/Seminar (Integrative course; topics vary; 3 credit hours)

Research Courses—12 Credit Hours

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

Clinical Courses—32 Credit Hours

- CLP 7447C Clinical Psychological Assessment (3 credit hours)
- CLP 7145C Introduction to Clinical Psychology and Psychotherapy (4 credit hours; taken twice at 2 credit hours each time)
- CLP 7125 Lifespan Psychopathology (3 credit hours)

CLP 7623 Ethical and Professional Issues in Clinical Psychology (3 credit hours)
CLP 7494 Empirically Supported Treatments (3 credit hours)
CLP 6191 Multicultural Psychotherapy (3 credit hours)
CLP 7943C Clinical Practicum (taken 3 times at 3 hours; 9 credit hours)
CLP 6949 Predoctoral Internship (taken 3 times at 1 credit hour; 3 credit hours)
CLP 7942L Supervision Practicum (1 credit hour)

Electives—6 Credit Hours

Any graduate-level course as approved by the Director of Clinical Training

REQUIRED RESEARCH—21 credit hours

PSY 6971 Thesis (6 credit hours)
PSY 7980 Doctoral Dissertation (15 hours)

Transfer Credit

Graduate students may be eligible to waive or transfer up to 30 credit hours for credits earned from a completed Master's degree from an accredited institution (no more than 50% of the program requirements). Each graduate student's request of transfer credits is considered individually by the Clinical Faculty. Graduate students should submit a request to the Director of Clinical Training and provide a course catalog description, course syllabus, and other relevant information to enable the Clinical Faculty to make a determination of equivalence with a course in the Ph.D. curriculum. The waived hours must come from graduate-level course work (e.g., numbered 5000 and above in the Florida SUS). No courses with grades less than "B" will be considered for waiver.

Graduate students who did not complete an empirical Master's Thesis as part of their required training at another accredited institution must complete an empirical Master's Thesis prior to 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 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.

Annual Student Evaluations

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

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

Prior to the evaluation, each student must complete the annual self-assessment report (available in the CLINICAL PhD GRADUATE STUDENT FORMS folder in PSY Public on the S:drive). Graduate students receive annual written feedback on their achievement of program requirements and performance expectations. Students who are performing at or above the program standards receive a letter reflecting their good standing. For students who are not meeting program standards, the annual letter provides: a) timely, written notification of all problems that have been noted and the opportunity to discuss them with members of the Clinical Faculty; and b) guidance regarding steps to remediate all problems (if remediable).

Academic Standards

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

A graduate student may earn a maximum total of six (6) semester hours of "C" grades in non-clinical core courses while in the Ph.D. Program in Clinical Psychology (i.e., only "B-" grades or higher are acceptable for clinical core courses). The final transcript may not contain unresolved "I" grades. This requirement does not imply that a course in which a graduate student has received these grades cannot be repeated to provide a better

grade. Both grades will be used in computing the GPA. There is no forgiveness policy on graduate grades. Exceeding six (6) semester hours of “C” or unresolved “I” grades is reason for dismissal from the program.

Positive Interpersonal Ambience and Grievance and Appeal Procedures

It is the policy of the Ph.D. Program in Clinical Psychology to provide a safe, comfortable, and positive environment for graduate students, faculty, and staff. The Ph.D. Program will not tolerate any discrimination or harassment based on race, color, ethnicity, national origin, religion or non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran status, or any other factor. Interactions between and among graduate students, faculty, and/or staff are expected to occur in a professional and responsible manner consistent with APA ethical guidelines and established social etiquette.

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

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

Grievances may include, but are not limited to, the following areas: academic provisional status; training assignments; practica; evaluation (including grades, training assignment, professional attitudes, and ethics); departmental policies; Master's Thesis and Doctoral Dissertation; and quality of teaching. It is hoped that grievances will rarely arise and that, when they do occur, they can be resolved satisfactorily during the initial steps of the procedures. The Clinical Faculty will initiate procedures to address issues raised by graduate students. In some cases, a review committee of three faculty members selected by the DCT and approved by the student who filed the grievance will meet to resolve the situation. In addition, formal grievance procedures are available through the Department Governance Guidelines, the University Prohibition of Discrimination, Harassment and Related Interpersonal Violence, and the Academic Grievance Procedures in the Office of Student Affairs. Retribution based on graduate student complaints or grievances will not be tolerated in accord with established University policy.

Switching Research Mentors

Students are accepted into the Clinical 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 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.

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 graduate students find 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 (illness, sabbatical, institutional, or grant obligations, etc.). When a graduate student or mentor believes the training, goals are best met by switching mentors, they should follow the process detailed below:

Process

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

- 3) If appropriate, the student should seek a new research mentor (must be Clinical Program Ph.D. Faculty [Core, Associate, or Other] and willing and able to accept the student).
- 4) The student will discuss switching with the previous mentor to establish a timeline for switching, document unfinished work, and establish due dates for completion.

Other issues to consider

- 1) Arrangements must be made to fulfill obligations to the previous faculty mentor.
- 2) 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.
- 3) The student's role in ongoing projects with a faculty member may be discontinued when the student switches to a new mentor.
- 4) The student's previous mentor may, or may not, be willing to provide the student with future professional recommendations.
- 5) 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.
- 6) Our program does not tolerate retaliation of any kind.

Residency and Enrollment Requirements

The program requires a minimum of four years of full-time in-residence study plus completion of a predoctoral internship for a total of 86 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.

The College of Graduate Studies' policy also states that graduate students taking Master's Thesis or Doctoral Dissertation hours are required to be enrolled continuously until the Master's Thesis or Doctoral Dissertation is completed. University-wide minimums of at least six (6) hours of Master's Thesis hours and 15 hours of Doctoral Dissertation hours total are required for all graduate programs that involve Master's Theses and Doctoral Dissertations.

Academic Honesty and Ethics

Graduate students shall abide by the APA Ethical Principles of Psychologists and Code of Conduct and the UCF Golden Rule. Ethical conduct issues include responsibility to the public, conduct of research, dissemination of information, confidentiality, patient welfare and professional relationships, and academic honesty. Prior to being involved in any clinical work and accessing the on-site Psychology Clinic, students must familiarize themselves with clinic privacy and security policies; they also must comply with all privacy and security training requirements (see the Psychology Clinic handbook, which is

available on the Psychology Clinic Webcourses page). 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 Master's Theses and 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. Any breach of any part of these principles is grounds for dismissal from the program without further qualification regardless of course work, research or other academic achievement.

Internet and Social Networking Policy

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

Using the internet in clinical practice includes but is not limited to using any internet search engine or website (e.g., Google) or social networking website (e.g., Facebook, Instagram, Twitter) to search for information regarding a patient, patient's family, or other individual with whom they interact in any clinical, teaching, or research setting. Doctoral students should never engage in these behaviors without the individual's prior consent, and only in the case of a clinical emergency, such as concerns for the individual's safety. Additionally, no search should begin until the student has obtained the consent of the clinical supervisor or the Director of Clinical Training. Personal curiosity is not a clinically appropriate justification for conducting an internet search.

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

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

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

Graduate Research

Research is a critical component of training for the Ph.D. Program in Clinical Psychology. Graduate students are expected to begin research activities early in their graduate training and to continue research involvement throughout their graduate career. 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.

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 is available at https://regulations.ucf.edu/chapter2/documents/2.029PatentsTrademarksSecretsNov11FINAL_000.pdf.

Master's Thesis and Doctoral Dissertation

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 presentation of the Master's Thesis/Doctoral Dissertation proposal must be made to the Master's Thesis/Doctoral Dissertation Committee for approval prior to starting the research. The proposal generally includes the following: (a) title; (b) introduction to the problem; (c) comprehensive review of relevant literature; (d) establishing the uniqueness of the study; (e) theoretical background and hypotheses; (f) planned methodology; and (g) planned data analytic approach. Clinical Faculty have the option of having their graduate students write their Master's Thesis and Doctoral Dissertation in a brief publication style. An appendix to the Master's Thesis and/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.

At least two weeks after submitting a written proposal to the Master's Thesis/Doctoral Dissertation Committee, the committee meets with the graduate student to discuss and evaluate the proposal. The approval of the proposal by a majority of committee members indicates that the committee members find the research to be original and appropriate, the literature review to be accurate and appropriately comprehensive, and the research design/planned data analytic strategy to be appropriate for the study. After receiving committee approval for the Master's Thesis/Doctoral Dissertation, all graduate students must receive approval from the University's Institutional Review Board (IRB) before data may be collected from human participants. Prior to submitting a study for IRB approval, graduate students must complete the designated online course concerning the use of human participants in research; students can register for the training via the IRB's website (<https://www.research.ucf.edu/Compliance/irb.html>).

Graduate students should refer to the *College of Graduate Studies Thesis and Dissertation Manual* which describes UCF's formatting requirements for Theses/Dissertations and outlines the steps graduate students must follow to submit their Theses/Dissertations to Graduate Studies. Graduate students can purchase the manual in the UCF Bookstore, use the copies on reserve at the Reference Services Desk in the UCF

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

Master's Thesis

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

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

Doctoral Dissertation

The Doctoral Dissertation is viewed as a learning experience that enhances the development of the scientist-practitioner and serves to demonstrate that the graduate student is competent to complete an original, independent scientific investigation that furthers psychological knowledge. Graduate student Doctoral Dissertation research begins only after successful completion of the Qualifying and Comprehensive Examinations. Graduate students may form a Doctoral Dissertation Committee once the Comprehensive Exam is passed and they have been advanced to candidacy. The Committee will consist of a minimum of four faculty members (three must be from the Psychology Department - two must be Clinical Faculty members, and the fourth member must be from outside the psychology department). All committee members must be approved members of the Graduate Faculty or Graduate Faculty Scholars and one of the Clinical Faculty members must be designated as the Doctoral Dissertation chair (or as a Co-Chair). Graduate students will complete a minimum of 15 Doctoral Dissertation credit hours to meet the requirements for graduation. Students must be registered for Doctoral Dissertation credits during the semester of the oral defense.

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

University Dissertation Requirements

The College of Graduate Studies Thesis and Dissertation page (<https://graduate.ucf.edu/thesis-and-dissertation/>) 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 (https://ww2.graduate.ucf.edu/ETD_Student_Services/).

All university deadlines are listed in the Academic Calendar (<https://calendar.ucf.edu/>). 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 (<https://graduate.ucf.edu/pathways-to-success/>) 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.

Qualifying and Comprehensive Examinations

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

The qualifying examination exercise 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 qualifying examination requires successful completion of both written and oral components. By contrast, the comprehensive examination 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.

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

Procedures and Time Guidelines for Completing the Qualifying Examination (Clinical case)

The Qualifying exam assesses the clinical competency of graduate students in the Clinical Psychology doctoral program. Students are eligible to begin work on the Qualifying Examination prior to the completion of the Master's degree but only after consultation with, and agreement by, their major professor. However, the Qualifying Exam cannot be submitted to the Clinical Faculty until all Master's degree requirements are completed successfully. Successful completion of the Qualifying Examination is expected within one year of completing the Master's degree requirements.

The Qualifying Examination requires graduate students to prepare a comprehensive written clinical case report and an oral presentation. The written clinical case report should include the following: (1) brief literature review; (2) description of the measures/assessment instruments used; (3) rationale for treatment chosen; (4) evidence base for the treatment selected; (5) description of the implementation of the treatment; (6) treatment outcome and recommendations; (7) attention to ethical issues; and (8) diversity considerations. The written case report is submitted to the Clinical Faculty who review and evaluate the written document before the oral presentation. At a subsequent meeting during the semester, students present their clinical case to the clinical students and faculty.

Submission of the Qualifying Examination and Review Timeline

At the end of the semester, the scheduled dates for the oral defense of the Qualifying Examinations for the subsequent semester will be announced (e.g., dates for Fall will be announced at the end of Summer). Students who wish to complete their Qualifying Examination will contact the Director of Clinical Training to request their preferred date(s); dates will be filled on a first-come basis.

Students must submit the written clinical case report a minimum of **six weeks** prior to the scheduled date of the oral presentation. Once the document is submitted to the faculty for review, the student may not edit the report. The faculty will review the written report within three weeks of submission by the student and if there are no objections, the oral presentation will proceed on the scheduled date.

On the scheduled date, students make a formal presentation to Clinical Faculty and students, leaving time for questions at the end. At the end of the oral presentation, the Clinical Faculty will complete rating forms assessing the eight areas described below and

vote pass or fail on both the written and oral portions of the clinical case. A majority of the Clinical Faculty need to vote to “pass” for the graduate student to have passed the examination. The major professor does not vote on the examination. The Director of Clinical Training will notify the student in writing of the outcome of the Qualifying Examination.

If a graduate student fails the Qualifying Examination, the student will be given one opportunity to re-do the failed examination and re-submit it to the Clinical Faculty. If a graduate student fails the examination the second time, the student will be dismissed from the program.

Evaluation Criteria for the Qualifying Examination

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

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

Procedures and Time Guidelines for Completing the Comprehensive Examination (Research competency)

The Comprehensive Examination assess the research competency of Graduate students in the Clinical Psychology doctoral program. Students are eligible to begin working on ideas for their Comprehensive Examination at any point in their course of study after securing agreement from their major professor. They cannot, however, submit the form to begin the official writing period for the Comprehensive Examination until they have successfully passed the Qualifying Examination (see above). Successful completion of the Comprehensive Examination criteria is expected within three years after completing the Qualifying Examination requirements and must be completed before proposing the Doctoral Dissertation.

The Comprehensive Examination requires that each student submit the first full draft of their Doctoral Dissertation proposal for evaluation to the Clinical Faculty. This submitted draft must be written independently by the student without edits or direct assistance from another individual. 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 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). You may include further subsections (e.g., inclusion/exclusion criteria, separate subsections for different types of analyses). It should be noted that if the student chooses to include specific details about study design (e.g., what statistical analyses will be used or what measures will be used), the mentor cannot give specific feedback on any particular study design elements and approval of the outline should not be construed as approval of these specific elements. The outline should also note a plan to discuss clinical implications of the results.

The Research Comprehensive Exam

After revising the outline based on 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 Comprehensive Exam Proposal Form, signed by both the student and major professor, to the Director of Clinical Training (available in the CLINICAL PhD GRADUATE STUDENT FORMS folder in PSY Public on the S:drive). 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 cannot exceed 25 double-spaced pages and the entire document must be formatted using APA style and should follow the reporting recommendations by Appelbaum, Cooper, Kline, Mayo-Wilson, Nezu, and Rao (2018). After conclusion and evaluation of the research comp, is suggested (though not required) that the student submit the final product as a pre-registered report in anticipation of publishing the final dissertation product.

Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research psychology: The APA Publications and Communications Board Force report. *American Psychologist*, 73, 3-25. doi: 10.1037/amp0000191

Submission of the Comprehensive Examination and Review Timeline

Appropriate signature forms for the Comprehensive Examination may be found in the CLINICAL PhD GRADUATE STUDENT FORMS folder in PSY Public on the S:drive. It is the responsibility of each graduate student to obtain the appropriate signatures and submit all required documents to the Director of Clinical Training. Once the student submits a form and outline to begin the eight-week writing period, no revisions are permitted. At the end of the eight-week writing period, the student will submit the Comprehensive Examination electronically to the Director of Clinical Training, who will distribute it to all Clinical Faculty. The Clinical Faculty will review the document **within**

four weeks of submission, excluding academic breaks. 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 Comprehensive Examination.

If the student does not pass the examination, they will be allowed to use feedback provided by the Clinical Faculty to submit one revised version, again without assistance from others. A revised draft is due **six weeks** after the majority vote of “fail,” and the revised draft will be re-evaluated based on the quality of the changes to the document in relation to the feedback provided by the 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 dismissed from the program.

After the student successfully passes their Comprehensive Examination, 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 defense.

Grading Guidelines for the Comprehensive Examination

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

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

Predoctoral Internship

Graduate students in Clinical Psychology must complete a Predoctoral Internship, ideally during the fifth year of the program. Graduate students are encouraged to complete their

Doctoral Dissertations by the end of the fourth year of training and prior to leaving to complete their off-campus Predoctoral Internship.

Graduate students must propose their Doctoral Dissertation successfully by October 1st to be eligible to apply for clinical internship, and the Clinical Faculty encourage students to complete data collection prior to their departure for internship. Graduate students interested in pursuing their Predoctoral Internship must submit a *Petition for Internship* form to the Director of Clinical Training by October 6th (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 the Doctoral Dissertation proposal form with committee member signatures
2. a copy of the updated APPIC form 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 Time2Track hours

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 application for Predoctoral Internship. Requests for this letter must be made at least three weeks before the earliest internship application is due.

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 Director of Clinical Training 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 requirements are completed. The graduate student is responsible, in consultation with their major professor, for obtaining an internship assignment. Students are only permitted to apply to APA-accredited internship sites unless the Director of Clinical Training, in consultation with the Clinical Faculty, has approved an exception.

Financial Support

The Department of Psychology makes every effort to obtain financial support for graduate students, to the extent that funds are available. Sources of funds include: departmental teaching assistantships; fellowships; research grants; and, 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.

In addition to a stipend, graduate students receive health insurance and tuition waivers. Tuition waiver monies are used to assist graduate students to progress toward their degrees.

In addition to assistantships, graduate students may be eligible for fellowships, awards, loans, and work/study programs. Students should consult the Graduate Catalog and/or online resources, such as <http://www.finaid.ucf.edu>, for descriptions and requirements of graduate financial support. The Director of Clinical Training also distributes information via e-mail as it becomes available.

Work Policy

Graduate students only engage in professional clinical psychology activities under immediate supervision in a graduate course in which they are registered formally or under the direct supervision of a qualified person designated by the Director of Clinical Training. Any activity involving psychological counseling, psychotherapy, assessment, or other clinical psychology professional skills must be approved by Clinical Faculty prior to engaging in activities at that setting. Graduate students must also get Clinical Faculty permission prior to working “extra hours” at an external practicum site that the program sanctions.

Funded graduate students should avoid seeking additional employment during the academic year. The typical 9 credit academic course load per semester plus a 15 to 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 Ph.D. Program in Clinical Psychology, 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 “Psychology Trainee” or “Doctoral Student Trainee.” In contrast, if a graduate student chooses to engage in professional employment or professional activities that are not a component of the training program, the graduate student must use the job title designated by the employer (e.g., “Psychosocial Rehabilitation Worker”). Only a Licensed Psychologist can use the title “Psychologist” (i.e., the title is protected by law in Florida). Moreover, graduate students must be particularly careful not to represent themselves as graduate students of the Clinical Psychology Ph.D. Program at UCF when the professional activities are not sanctioned by the program.

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

Academic Advising

The graduate student’s major professor also serves as their academic advisor. Graduate students are free to change advisors at any time and/or to be affiliated with more than one Clinical Faculty member but should do so after consultation with their current major professor and the Director of Clinical Training. Graduate students are expected to consult on a regular basis with their major professor. The Director of Clinical Training always remains a resource in the planning process.

Student Development

Student Representation

All graduate students are encouraged to be involved actively in the Department and the Ph.D. Program in Clinical Psychology. Graduate students may or may not choose to participate in the Ph.D. Program’s graduate student organization, Psi-DOCs. The organization provides graduate students with a formal voice in the operation of the

program and is a means for collaboration and open communication between Clinical Faculty and graduate students. Psi-DOCs also is recognized as a valid student organization by the Student Government at the University of Central Florida and competes for monetary support for purposes of funding student travel to conference, supplies, honorarium for guest speakers, and other professional activities.

Professional Standards

Clinical Psychology is a people-oriented profession in which competence and sensitivity in dealing with clients/patients, research participants, colleagues, and supervisees is essential. Study of Clinical Psychology is unique in that graduate students are required to uphold the APA Ethical Principles of Psychologists and Code of Conduct as well as the UCF Code of Conduct. Graduate students in Clinical Psychology have a personal responsibility to monitor and evaluate behaviors that may compromise their ability to function as Psychologists-in-training and to take steps to address any problems that arise. Similarly, faculty in Clinical Psychology have a professional responsibility to monitor graduate student development in areas that go beyond performance on examinations or other traditional academic measures (e.g., clinical skill development during Practicum). Such monitoring includes but is not limited to: personal impediments that may hinder professionalism; appropriate relations with students, clinical and other faculty, and office personnel; ethical and professional conduct; and competent and sensitive work with patients, research participants, and students whom you are teaching.

Student Performance, Evaluation, Feedback, Advisement, Retention

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

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

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

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

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

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

Student Remediation Policy

During the course of their graduate training, all students will make at least one mistake or error. Mistakes should be considered an opportunity to receive corrective feedback. The kind of feedback students receive will be determined by the type of error, their training needs, and the context of these issues. Mistakes may range from problems with grades in classes, with research performance, with clinical skill development, professional/ethical behavior, and/or to concerns regarding personal issues that affect program performance. Therefore, remediation plans will be implemented on a case-by-case basis. 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:
 - a. **Formal feedback:** This option entails a meeting between the graduate student and any Clinical Faculty that the program deems as helpful to the situation. During this meeting, the Clinical Faculty will address the problematic issue(s) with the graduate student, allow the graduate student to respond, and outline specific steps to address the problem(s). However, the graduate student is not placed on “probation” (detailed below). This option also involves a detailed dated documentation of the incident(s) and the steps that the graduate student needs to take to address the problem. This document will be signed by both the Director of Clinical Training and graduate student and placed in the graduate student’s program file. A copy of this document will be provided to

the graduate student. Note: This process also can be initiated during the routine annual evaluation of the graduate student and, in either case, will result in a program standing of “Unsatisfactory” or “Satisfactory with Concerns.” The Clinical Faculty will re-review the graduate student’s progress on the issue(s) within one semester following the dated document that was issued to the graduate student. If the issues have not been corrected sufficiently, the graduate student may be moved to “Probation” status, following the steps listed below.

- b. Probation: This option entails a meeting between the graduate student and any Clinical Faculty that the program deems as helpful to the situation. During this meeting, the Clinical Faculty will address the problematic issue(s) with the graduate student, allow the graduate student to respond, and outline specific steps to address the problem(s). The graduate student is placed on formal “Probation” in the program, and this determination is communicated clearly to the graduate student in this meeting. The Clinical Faculty will produce a dated document that details the issue(s) involved and the specific steps that the graduate student needs to follow in order to address the issue. This document will be signed by both the Director of Clinical Training and the graduate student and placed in the graduate student’s program file. This document will state clearly that the graduate student is on probation. This document also will state that the program will re-review the case within one semester (or a shorter timeframe) and will state clearly that if the graduate student does not make sufficient progress on addressing the problem(s) within the stated time frame that the graduate student then will be considered for immediate termination from the program (see below). A copy of this document will be provided to the graduate student.
 - It should be noted that, while a graduate student is on probation, they will not be eligible for funding from the Department, for externship placement, or for placement at any externship clinical placements. Note: This process also can be initiated during the routine annual evaluation of the graduate student and result in a program standing of “Probation.” Further, if a graduate student does not successfully remediate problems as a result of formal feedback, the Clinical Faculty may vote to change the graduate student’s status to probation.
 - In addition, if a graduate student is placed on Probation and does not address adequately the issues within the stated timeframe, the graduate student will be considered for termination.
- c. Immediate Termination from Program: This option is usually reserved as the last measure taken *after* receiving formal feedback and being placed on probation have been enacted. However, if a graduate student commits an egregious behavior, such as an extreme violation of professional/ethical behavior, this option may be used immediately without placing a student on probation first.
 - Termination of a graduate student is a serious issue that will only occur after careful deliberation by the Clinical Faculty. This deliberation will include a chance for the graduate student to present their opinion/case on

the matter to a group of at least three Clinical Faculty, who will inform the graduate student (in that meeting) that they are being considered currently for immediate termination from the program and provide the graduate student with an opportunity to respond. The entire Clinical Faculty then will meet (following this meeting) and discuss all the available information and the history of the case. The Clinical Faculty then will vote to determine if the graduate student should be terminated immediately.

- The decision to terminate is by majority vote of the Clinical Faculty. If the vote is to immediately terminate the graduate student, the Director of Clinical Training (and possibly other Clinical Faculty) will meet with the graduate student as soon as possible to communicate this decision. At this meeting, the Director of Clinical Training will provide the graduate student with a document that communicates the decision and the reasons for the decision. This document will be signed by all Clinical Faculty and placed in the graduate student's file. The Director of Clinical Training then will immediately communicate this decision to the Department Chair, the Dean's office, and the College of Graduate Studies. The graduate student will be asked to remove their belongings that are in campus buildings by a specified date. The graduate student's keys and/or digital lock access then will be collected/terminated. The graduate student will be told that they will soon receive an official letter from the College of Graduate Studies confirming their termination from the program. The graduate student may appeal this decision by following the steps outlined and publicly posted by the College of Graduate Studies.

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

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

Self-Care and Shared Professional Responsibility

While stimulating and exciting, graduate school presents many challenges. On occasion, balancing the many demands may lead students to neglect their self-care. Students are reminded that becoming a professional psychologist requires effective self-care behavior (i.e., getting enough sleep, obtaining health and mental health care when needed, maintaining a healthy lifestyle, etc.). 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 students in Clinical Psychology occasionally seek personal therapy and/or psychiatric treatment for concerns that may or may not be related to their professional development. To the extent possible, Clinical Faculty wish to avoid dual roles and to be sensitive to potentially uncomfortable and confidentiality-compromising situations. A no-cost option for personal therapy is available on campus at the University Counseling and Psychological Services Center (<http://caps.sdes.ucf.edu/services>). If you elect to receive services on campus, you should contact the University Counseling and Psychological Services Center, who will attempt to address any specific confidentiality concerns that may arise (e.g., files could be kept locked in the Director's office, those with whom you have other professional contacts would not be informed of your patient status). Students can receive psychiatric treatment at Student Health Services (<https://studenthealth.ucf.edu/services/specialty-care/>). Alternatively, graduate students in Clinical Psychology may contact a private-practice mental health provider or physician at the regular payment schedule provided by their individual health insurance.

Student Support Services

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

- The *Student Health Center* provides medical services for the diagnosis and treatment of most illnesses and injuries.
- The *Recreation and Wellness Center* offers cardiovascular training equipment, weight circuits, free weights, and a group aerobics room. Additional student facilities include an outdoor pool, sand volleyball courts, a disc golf course, softball fields, the Lake Claire recreation area (picnic facilities, watercraft, nature trail) and a variety of multipurpose fields.
- The office of *Student Legal Services* provides qualified students with legal counseling and court representation in certain cases. Staff attorneys interview each patient individually to advise in the areas of law that concern the student. Cases not

covered by the program are referred to appropriate agencies or private attorneys through a lawyer referral service.

- The *Office of Student Rights and Responsibilities* provide mediation services to students to facilitate a workable solution that benefits all participants (e.g., roommates, couples, classmates, student-faculty, student-staff, student co-workers).
- The *Student Academic Resource Center* provides students with resources related to succeeding at the University such as workshops concerning study skills.
- The *UCF Writing Center* is a peer service that provides students with consultation regarding writing.
- The *Graduate Student Center* provides a space for graduate students to gather for professional development, workshops, rehearsal of presentations, final defenses of their thesis or dissertation research, guest lectures and colloquia series, student, and collaborate.
- *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.
- The *Multicultural Academic and Support Services* provides comprehensive and academic support, cultural enrichment, consultation, and referral services that promote the recruitment, admission, retention, and graduation of ethnic minority 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 fctl.ucf.edu/index.php.
- Coordinated by the College of Graduate Studies, the *Pathways to Success program* 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 graduate.ucf.edu/pathways-to-success/.

Student Program Records

All students have an individual training record that is maintained in a protected file on the S drive. Access to that file is highly restricted. Student's program records are retained for 10 years post-graduation. This record includes evaluations, contracts, and program milestones achieved during the student's tenure in the program. It does not include sensitive information such as health care records used to verify immunizations for externships and/or internships (These are maintained, but stored separately).

Strength in Diversity and Inclusiveness

Increasing diversity and inclusiveness is one of the central goals of UCF. The university is particularly proud of an aggressive ethnic minority recruitment plan, and approximately a quarter of the faculty identify as belonging to a racial or ethnic minority group. UCF is also a Hispanic serving institution, with 26% of our students identifying as Hispanic or Latinx. Eleven percent of students identify as African-American and 6% identify as Asian. Multiracial students and international students each account for 4% of the population.

The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of an individual's race, color, ethnicity, national origin, religion or non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law is prohibited.

Sexual and Gender-based Harassment Policy

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, nonverbal, graphic, physical, or otherwise, when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment are present. Sexual harassment also may include inappropriate touching, acts of sexual violence, suggestive comments, and public display of pornographic or suggestive calendars, posters, or signs when such images are not connected to any academic purpose. A single incident of sexual assault may be sufficiently severe to constitute a hostile environment.

Gender-based harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment are present.

Sexual and gender-based harassment are strictly prohibited. Occurrences will be dealt with in accordance with University rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the Director of the Office of Institutional Equity. The Director of the Office of Institutional Equity is the campus official responsible for concerns in all areas of discrimination. The office is located on the main campus, in Barbara Ying CMMS Building #81, 12701 Scholarship Dr., Suite 101, Orlando, FL 32816-0030. The phone number is 407-UCF-1EE0 (407-823-1336). Policies and guidelines are available online at <http://www.eeo.ucf.edu/>. The UCF policy on Prohibition of Discrimination, Harassment and Related Interpersonal Violence is available at <http://policies.ucf.edu/documents/2-004.1ProhibitionOfDiscriminationHarassmentAndRelatedInterpersonalViolence.pdf>

Forms

- College of Graduate Studies Forms and References (<https://graduate.ucf.edu/forms-and-references/>)
A complete listing of general forms and references for graduate students, with direct links, may be found here.
 - Graduate Petition Form (https://graduate.ucf.edu/wp-content/uploads/2018/01/GraduatePetitionForm_Online-6.pdf)
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 their program adviser to begin the petition process.
 - Traveling Scholar Form (https://graduate.ucf.edu/wp-content/uploads/2018/01/Traveling-Scholar-Request-Form_Online-1.pdf)
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.
-

Clinical Psychology Graduate Faculty

General Information

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

UCF Clinical Faculty have diverse academic backgrounds and research interests and provide theoretically integrative training with applied-empirical, family systems, modern behavioral, biopsychosocial, and cognitive-behavioral orientations. In addition to

teaching and research, the Clinical Faculty provide service to the community, including assessment and therapy, program evaluation, external grant activity, and agency consultation. Many Clinical Faculty also serve on editorial boards and are active in professional organizations.

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

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

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

Jeffrey S. Bedwell (Ph.D., University of Georgia). Associate Professor. Research interests: Mood disorders, transdiagnostic symptoms of anhedonia and avolition, personality disorders and traits.

Deborah C. Beidel (Ph.D., University of Pittsburgh). Pegasus Professor. Research interests: Anxiety, trauma, and posttraumatic stress disorder of veterans and first responders.

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. Health Psychology. Research interests: Psychophysiology, Health psychology, Pain rehabilitation, Professional training, and Cultural diversity in psychology.

Michael E. Dunn (Ph.D., University of South Florida). Associate Professor. 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.

Vikki T. Gaskin-Butler (Ph.D., University of Florida; M.Div., Emory University). Associate Clinical Professor and Clinic Director. Research interests: Multicultural psychology, religion, and spirituality.

Lidia Meshesha (Ph.D., University of Memphis). Assistant Professor. 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). Assistant Professor. Research interests: Anxiety and health risk, risk factors for trauma, sexual trauma, social anxiety, and substance use.

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

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

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

David Rozek (Ph.D., University of Notre Dame). Assistant Professor. Research interests: Cognitive and behavioral interventions for posttraumatic stress disorder (PTSD), suicidal thoughts and behaviors, and depression.

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