



UNIVERSITY OF CENTRAL FLORIDA

# **Clinical Psychology MA: Applied Pre-Licensure Non-Thesis Track**

## **Graduate Program Handbook**

---

*Last updated January 2022*

---

# Clinical Psychology MA

## INTRODUCTION

### **Handbook Overview:**

Together, the [Graduate Student Handbook](#) and your graduate program handbook serve as your main guides for understanding University and program policies and procedures. 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 for your specific program. While both handbooks are wonderful resources, know that you are always welcome to speak with faculty and staff in your program and in the Graduate College.

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

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

- [Academic-Honesty.pdf \(ucf.edu\)](#)
- [Academic Integrity Training](#) - Open to all graduate students at no cost
- [Plagiarism](#)

### **Program Overview:**

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

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

Useful program-related links:

- **UCF Catalog Description of Courses:**  
<https://www.ucf.edu/catalog/>
- **UCF Program Web link:**  
[ucf.edu/degree/clinical-psychology-ma/](http://ucf.edu/degree/clinical-psychology-ma/)

# CURRICULUM

## Curriculum Flow by Semester:

---

### 1st Year of Graduate Training

#### Fall

- CLP 6195C: Introduction to Psychotherapy (3)
- CLP 5166: Advanced Abnormal Psychology (3)
- DEP 5057: Developmental Psychology (3)
- PSY 6216C: Research Methodology (4)

Semester Total: 13 credit hours

#### Spring

- CLP6441C: Individual Psychological Assessment (3)
- CLP 6457C: Group Psychotherapy (3)
- CLP 6932: Ethical and Professional Issues (3)
- CYP 6942: Practicum in Psychological Counseling (3)

Semester Total: 12 credit hours

#### Summer

- CLP 6321: Psychotherapy in Community Settings (3)
- CLP 6461: Cognitive Behavior Therapy (3)

Semester Total: 6

### 2nd Year of Graduate Training

#### Fall

- CLP 6181: Psychological Theories of Substance Abuse (3)
- CLP 6191: Multicultural Psychotherapy (3)
- CLP 6460: Introduction to Child, Adolescent and Family Therapies (3)
- CYP 6948C: Psychology Internship (4)

Semester Total: 13 credit hours

#### Spring

- PSB 5005: Physiological Psychology (3)
- CLP 6449C: Career and Lifestyle Assessment (3)
- CYP 6948C: Psychology Internship (4)

Semester Total: 10 credit hours

#### Summer

- CLP 6459C: Human Sexuality, Marital and Sex Therapy (3)
- CYP 6948C: Psychology Internship (4)
- CPCE exam
- Case Presentation Defense

Semester Total: 7

---

Note. Also see graduate catalogue for information about the curriculum:  
<https://www.ucf.edu/catalog/graduate/#/home>

### Course Schedule and Registration

Registration codes are required for students to register for their courses. These codes are provided after the schedule for the semester has been solidified, which is typically in the middle of the preceding semester (e.g., registration codes will likely be available for the Spring 2022 semester around the middle of the Fall 2021 semester). These codes are provided by administrative support staff. In terms of specific schedule, the first-year cohort typically has classes during the day on Mondays and Thursdays, and the second-year cohort typically has classes during the day on Tuesdays and Thursdays. Students can view the specific days and times of course offerings by visiting the following link: [View Schedule of Classes \(ucf.edu\)](#) When visiting this site, make sure to uncheck "open classes only". Student often ask about the specific days and times of courses before the schedule

is released. Although the schedule is subject to change, the schedule from the previous year is typically a very good indicator of the specific days and times in which courses will be offered.

### **Examination Requirements:**

A comprehensive, culminating experience is a College of Graduate Studies requirement of all Master's Programs at UCF. The culminating academic experience in the Clinical Psychology MA Program is made up of two components: (1) a comprehensive written examination, and (2) clinical case presentation with an oral defense.

### **Comprehensive Exam: Counselor Preparation Comprehensive Exam (CPCE) or Equivalent**

A comprehensive exam such as the Counselor Preparation Comprehensive Exam (CPCE) is required. The CPCE is a nationally normed multiple-choice examination that assesses students' knowledge of counseling. The exam covers the following content areas: Human Growth and Development; Social and Cultural Diversity; Helping Relationships; Group Work; Career Development; Assessment; Research and Program Evaluation; and Professional Orientation and Ethical Practice. Each of these areas corresponds to the Mental Health Licensure course content requirements for the State of Florida. Students are allowed two attempts at the exam to reach the minimum satisfactory score (scores at or above the national average are typically considered satisfactory). The CPCE is utilized by numerous master's programs as an exit exam to ensure minimum competence in the counseling field. The exam will be provided and scored by the Center for Credentialing and Education (CCE). The cost to the student is \$75.00 (the cost is subject to change). In addition to individual student scores, the CCE provides class and national statistics. The comprehensive examination is administered in the final summer semester.

### **Clinical Case Presentation and Oral Defense**

The second component, the Clinical Case Presentation with Oral Defense, requires students to successfully produce a comprehensive presentation of a de-identified clinical case and answer questions pertaining to clinical choices and decisions made over the course of therapy. A faculty member will evaluate the written case report and oral presentation and determine if the student's conceptualization, written report, presentation, and treatment plan meet criteria to "pass." If the written report and/or oral presentation do not meet minimum expectations, the student will be given feedback and offered the opportunity to resubmit the report or present a second time. The Clinical Case Presentation and Oral Defense will be scheduled early in the final summer semester, approximately two weeks after the comprehensive examination.

### **Clinical Training**

The development of clinical skills requires the opportunity to practice these skills in an environment where behavior can be observed and appropriate feedback can be given. A central tenet of the UCF Clinical Psychology MA program is that the students should be immersed in the local mental health care system. Thus, students receive practical training through working in university-community partnership arrangements. The practicum and internship experiences provide the student with opportunities to further develop their skills while working in a community setting. All clinical placements are supervised by licensed mental health care providers. Community partners vary in mission, population, and location.

The training goals reflect the MA program's emphasis on developing competent Mental Health Counselors. These goals include:

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

- Ongoing therapy contact with clients
- An integration of assessment and treatment
- On-site clinical and didactic conferences and seminars

The clinical instruction environment includes settings with observational and/or other interactive supervision capabilities, and settings in which procedures that ensure that clients' confidentiality and legal rights are protected.

## **Practicum**

The first field experience is the practicum. The practicum course, taken in the spring of students' first year, is a unique course that combines on-campus classroom training with fieldwork. The practicum totals a minimum of 150 hours. This experience provides students with their initial exposure to mental health agencies and provides them with an appreciation for the complexity of agency administration and the scope of agency work. The following are typically included in the practicum experience:

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

## **Internship**

Students complete a 1000-hour clinical internship experience following successful completion of the Practicum in Psychological Counseling (CYP 6942) and the following didactic courses: Advanced Abnormal Psychology (CLP 5166), Psychotherapy in Community Settings (CLP 6321), Individual Psychological Assessment I (CLP 6441), Introduction to Psychotherapy (CLP 6195C), and Cognitive Behavior Therapy (CLP 6461). Prior to the second year of study, students will meet with their advisors and the Internship Coordinator to assess their readiness for internship. Students typically begin their internship during the fall semester of their second year; however, some students begin internship in the summer of their first year.

The internship experience provides an opportunity for the student to engage in a range of psychotherapy/counseling activities under supervision. The typical internship will include the following:

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

- The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.

Internship site selections are made during the first spring semester and are based on collaborative decision-making. This decision-making typically involves the selection process used by the internship site (perhaps the primary deciding factory), student, and program faculty (including the student's faculty advisor, the internship coordinator, and/or the program director).

Site advisors are required to be licensed mental health providers who have agreed to supervise graduate student activities. Students register for 4 hours of Internship (CYP 6948) in the fall, spring, and summer of the second year. In order to complete the 1000-hour internship requirement, students complete an average of 20 hours/week during the fall and spring semesters and 30 hours/week during the summer. Students are expected to actively participate in assessment and treatment with increasing responsibilities as the internship progresses. Students turn in weekly timesheets to the Internship Coordinator that have been signed by their supervisors each week. Forms will be provided by the program's Internship Coordinator. Internship sites are required to sign and accept a University of Central Florida Affiliation Agreement that specifies the responsibilities of each party to ensure a successful internship that meets professional standards.

## **Supervision**

All internship and practicum students receive regular and direct supervision from selected licensed professionals from their sites/agencies who meet criteria established by the Department. The format of the supervision may vary across supervisors, but one-hour per week contact with each student through weekly individual meetings with students, and weekly small-group meetings, are representative of the formats that are used. Students also receive supervision from the program faculty who teach their internship and practicum sections. The purpose of this supervision is to maintain close contact between program faculty and students in a clinical context, to encourage the adoption of a scientist-practitioner model in clinical practice, and to facilitate the development of clinical skills. Note that primary supervision is provided by site supervisors.

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

## **Internship & Practicum Evaluation**

A formal evaluation of the student's performance during the practicum and internship experiences is conducted by the site supervisor. More specifically, at the end of each semester, each trainee is evaluated by their on-site supervisor(s), using the appropriate practicum or internship evaluation form provided by the program. These forms provide feedback to the students about their progress in the program and are used in student evaluations. Further, site supervisors are asked to provide direct feedback to the student and to confirm that direct feedback has been provided. In addition, at the end of each semester, students evaluate their respective training site. This information is used to monitor the type and quality of training experiences and to aid in the future placement of students.

## **Liability Insurance**

All students in this track are required to procure and maintain liability insurance before they can be involved in any assessment, therapy, or consultation activities in the community. New students must provide proof of insurance to the program administrative assistant in the first semester and before engaging in clinical activities in the community. This insurance must be renewed before it expires the following year. Copies will be kept in the students' academic file.

# PROCEDURES, PROFESSIONAL DEVELOPMENT, & EXPECTATIONS

## **Working and Learning Environment**

It is the intent of the UCF Psychology Department to provide safe, comfortable, and positive learning and working environments for students, faculty, and staff. Any discrimination or harassment based on gender/gender identity, race and culture, ethnicity, sexual orientation, religious preference, disability, or age, will not be tolerated. More information is provided through the Office of Institutional Equity: <https://www.oie.ucf.edu/>. Additionally, interactions amongst students, faculty, and staff should occur in a professionally responsible manner and be consistent with ethical guidelines.

## **Academic Honesty and Ethics**

Students in Clinical Psychology shall abide by the APA Ethical Principles of Psychologists and Code of Conduct, the American Counseling Association Code of Ethics, UCF Student Conduct Code, and Florida State Laws and Ethical Regulations for Mental Health Providers. Ethical conduct issues include responsibility to the public, conduct of research, dissemination of information, confidentiality, client welfare and professional relationships, and academic honesty.

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

Students are advised that it is prudent to discuss and reach agreements regarding roles, responsibilities and publication credit prior to engaging in collaborative research. The authorship of thesis and dissertations should reflect the student's primary responsibility for the project, i.e., students should be the first author. However, students may choose to relinquish their right to first authorship. For example, they may decide not to publish their findings in a timely manner, yet make arrangements with a collaborator to do so. In any case, publication credit is assigned to those who have contributed to a publication in proportion to their professional contribution.

## **Academic Performance**

Successful completion of the Clinical MA program requires demonstration of academic and clinical excellence. The primary responsibility for monitoring academic performance standards rests with the degree program. However, the college and UCF Graduate Studies will monitor a student's progress and may dismiss any student if performance standards or academic progress, as specified by the program, college or university, are not maintained. Satisfactory academic performance in a program includes maintaining at least a 3.0 graduate status GPA in all graduate work taken since admission into the program. Satisfactory performance also involves maintaining the standards of academic progress and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in dismissal of the student from the program. Students who earn grades lower than B (including B- and grades of U in courses graded satisfactory/unsatisfactory) in six semester hours or more will be dismissed from the program. It is a program requirement that all course work with a grade lower than B be retaken and completed successfully, although both grades are still calculated in the GPA.

## **Student Evaluations**

Student progress will be evaluated at the end of each semester by the program faculty. Evaluations are based on academic performance, clinical proficiency, ethical and professional conduct, response to supervision,

interpersonal behavior, and intrapersonal functioning. Specific examples of exceptional performance standards in these areas are as follows:

- **Academics:** Uniformly outstanding academic achievement in coursework
- **Progress:** Timely progress toward the completion of a degree
- **Clinical Work:** Demonstrated excellence in clinical skills in assessment, diagnosis, therapy and/or consultation as reflected through practicum and internship experiences
- **Professionalism:** Positive professional demeanor and presentation in interpersonal relations and professional activities with faculty, supervisors, clients, peers, and colleagues
- **Adjustment:** Positive personal and professional behaviors such as self-confidence, maturity, sensitivity, responsibility, cooperation, etc.
- **Ethics:** Personal behaviors that reflect adherence to American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, American Counseling Association (ACA) Code of Ethics which governs the field of Mental Health Counseling, and Florida state rules, regulations, and ethical standards for mental health providers.

At the end of each semester, students will receive written feedback from the faculty on the extent to which they are meeting the program requirements and performance expectations. Student progress will be rated as satisfactory or unsatisfactory. Students who receive an unsatisfactory rating will be asked to complete remedial assignments, as determined by the faculty. Remediation can include, but is not limited to, the following: retaking courses in which the student received a failing grade, psychotherapeutic intervention to address issues related to functioning that may impede performance as clinician, a recommendation for academic probation submitted to Graduate Studies, and/or a referral to Student Conduct. Students review the plan with the program director and/or program advisor.

Once a remediation plan is developed, at least one member of the program faculty will meet with the student regularly to determine if the student is following the plan, and to determine if the student is making adequate progress. The student will be required to provide documentation of compliance with any remedial assignments. Adequate progress is defined by criteria established by the faculty. Progress is formally evaluated during the following student evaluation cycle. Students who do not make adequate progress, do not adequately remedy the concern raised by faculty, or who do not comply with the remediation plan will receive a second unsatisfactory, which will result in dismissal from the program.

The faculty reserve the right to recommend immediate dismissal for students, who exhibit severe violations of ethical standards and behaviors, based on ethical codes and state rules and regulations, or violate university rules of academic conduct. University expectations of student conduct are summarized in the Golden Rule Handbook: <https://goldenrule.sdes.ucf.edu/>

## **Grievances/Appeals**

All students have the right to petition program decisions. As a first step, students should take a grievance/appeal directly to the individual involved. If unresolved, the student can take the grievance/appeal to the Clinical Graduate Program Committee. All grievances must then go through the Psychology Department grievance procedure before they can go through the College of Sciences procedure. Grievances must have gone through the Department and College grievance before going to the Graduate School grievance committee. Grievances may include, but are not limited to, the following areas: academic provisional status, training assignments, practicum, evaluation, departmental policies, thesis, and quality of teaching. It is hoped that grievances will rarely arise and that when they do occur, they can be satisfactorily resolved during the initial steps of the procedures. The Student Golden Rule Handbook Provides information about University appeal procedures: <https://goldenrule.sdes.ucf.edu/>



## **Academic Advising**

Students are assigned to an advisor, who is a member of the program faculty. Each student is asked to meet at least once per month with his or her advisor to discuss progress through the program, professional development, and other training-relevant activities and concerns. Students are free to request a change of advisors if their research and clinical interests change to resemble more closely those of another faculty member. Although students have a primary advisor, students are encouraged to seek interaction with other members of the faculty.

## **Student Representation**

All students are encouraged to be involved in the decision-making clinical program, when feasible. Related to this point, each class is encouraged to select a representative who will attend the monthly program faculty meetings. This provides students in each cohort with a voice in the operation of the clinical graduate programs and is a means for collaboration and open communication between professors and students that will foster a spirit of collegiality.

## **Professional Standards**

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

## **Personal Psychotherapy**

Clinical psychology graduate students often seek psychotherapy for concerns that may or may not be related to their professional development. Many clinical psychology and counseling training programs highly recommend psychotherapy for all their students. This recommendation is based on the view that psychotherapy can remove barriers to personal and professional growth and that it provides a student with invaluable insight into the client's perspective of therapy. When a graduate student seeks psychotherapy, the Clinical Psychology MA program recommends that it be undertaken with credentialed and licensed mental health service providers.

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

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

## **Professional Practice by Trainees**

A student must not engage in professional practice except under immediate supervision in a graduate course in which he or she is formally registered, or under the direct supervision of a qualified person designated by the program. Any activity, paid or otherwise, involving psychological counseling, psychotherapy or other graduate-level professional skills must receive prior approval from the faculty.

## **Requirements for Licensure**

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

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

## **Graduation**

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

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

# **ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

## **Graduate Student Associations**

For a listing and information regarding student organizations for graduate psychology students visit the following links:

- Student Organizations Website:  
[Organizations webpage](#)
- Psychology Department Website:  
[Psychology Department website](#).

## **Other Organizations**

Students are eligible and encouraged to join the following organizations to enhance their professional development:

### **Psi Chi, The International Honor Society in Psychology**

Our campus has their own Chapter of Psi Chi. Graduate students in psychology must have completed 9 semester hours with at least a 3.5 GPA, and no grades less than a "B" to be eligible for membership. See the Faculty Advisor for application materials.

### **Psy Squared**

Membership in this club is restricted to current students in our Clinical Psychology M.A. program. It is the mission of this organization to provide leadership and educational opportunities for its members and to promote student interest and involvement in sponsored events and conferences. See the Faculty Advisor for more information on becoming involved.

### **Southeastern Psychological Association (SEPA)**

SEPA is a regional division of the American Psychological Association. It hosts an annual conference in the spring semester, which is a prime outlet for our students to present their research and attend clinically related seminars. They offer discounted membership and conference registration for graduate students. For more information, visit their website: <http://sepaonline.com/>

### **American Psychological Association (APA)**

APA is the leading scientific and professional organization representing psychology in the United States. They offer discounted membership and conference registration for graduate students. For more information, visit their website: <https://www.apa.org/>

### **American Counseling Association (ACA)**

ACA is the leading national scientific and professional organization representing counseling in the United States. A discounted membership fee is offered for students and discounts are also offered for the annual conference and resources consistent with counselor education, training and practice. For more information, visit their website: <https://www.counseling.org>

## **Student/Faculty Research**

Involvement in research is not required for completion of the Pre-Licensure Track. However, student-faculty collaborative research and related scholarship opportunities are available. Interested students are encouraged to discuss opportunities with faculty.

## **Job Search**

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

## **FINANCIAL SUPPORT**

The Department of Psychology makes every effort to obtain financial support for graduate students to the extent that funds are available. However, funding is limited. The primary source of funds is the departmental

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

Students with assistantships may be assigned to assist a faculty member with teaching- or research-related duties. Assistantship assignments are determined based upon departmental and faculty need. In addition to assistantships, graduate students may be eligible for fellowships, awards, loans, and work/study programs. Students should consult the graduate catalog (<https://www.ucf.edu/catalog/>) or the financial aid office ([finaid.ucf.edu/](https://finaid.ucf.edu/)) for descriptions and requirements of graduate financial support.

### **International Students**

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

### **Assistantships and Tuition Waivers**

For complete information about university assistantship and tuition waivers, please see the UCF Graduate Catalogue: <https://www.ucf.edu/catalog/> > Financial Information. To be employed and to maintain employment in a graduate position, the student must be enrolled full-time and meet all of the training requirements and/or conditions of employment.

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

### **Graduate Teaching Assistantships**

#### **GTA Training Requirements**

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

International students who will be hired in GTA positions must be proficient at speaking English. This is determined by receiving a passing score on the Versant English Speaking Test. More information about this policy and other GTA policies is provided on the graduate studies website: <https://graduate.ucf.edu/graduate-teaching/>

#### **GTA Performance Assessment**

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

## FORMS & USEFUL LINKS

- [College of Graduate Studies Forms and References](#)  
A complete listing of general forms and references for graduate students, with direct links, may be found here.
- [Graduate Petition Form](#)  
When unusual situations arise, petitions for exceptions to policy may be requested by the student. Depending on the type of appeal, the student should contact his/her program adviser to begin the petition process.
- [Traveling Scholar Form](#)  
If a student would like to take advantage of special resources available on another campus but not available on the home campus; for example, special course offerings, research opportunities, unique laboratories and library collections, this form must be completed and approved.
- [Clinical Psychology MA](#)
- [College of Sciences](#)
- [College of Graduate Studies](#)
- [Academic Calendar](#)
- [Bookstore](#)
- [Campus Map](#)
- [Counseling Center](#)
- [Financial Assistance](#)
- [Golden Rule Student Handbook](#)
- [Graduate Catalog](#)
- [Graduate Research Forum](#)
- [Graduate Student Association](#)
- [Graduate Student Center](#)
- [Housing and Residence Life](#)
- [Housing, off campus](#)
- [Knights Email](#)
- [Library](#)
- [NID Help](#)
- [Pathways to Success](#)
- [Recreation and Wellness Center](#)
- [Shuttles Parking Services](#)
- [Student Associations and Student Support Groups](#)
- [Student Health Services](#)
- [UCF CARES](#)
- [Thesis and Dissertation \(ETD\)](#)
- [UCF Global](#)
- [UCF IT](#)
- [University Writing Center](#)

## PROGRAM FACULTY

### **Steven Berman, Ph.D., Associate Professor**

Program Courses: Developmental Psychology; Professional Ethics.

Research and Clinical interests include identity development, identity distress, existential anxiety, adolescent development, and interventions aimed at positive youth development.

Email: [steven.berman@ucf.edu](mailto:steven.berman@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/people/berman-steven-l/>

Phone: 407-708-2827

### **Brian Fisak, Ph.D. Associate Professor, Program Director.**

Program Courses: Psychology Internship, Cognitive-Behavioral Therapy, Research Methods.

Research and Clinical interest include anxiety disorders, worry prevention, evidence-based interventions, child clinical psychology.

Email: [brian.fisak@ucf.edu](mailto:brian.fisak@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/people/fisak-brian/>

Phone: 407-708-2822

### **Monique Levermore, Ph.D., Associate Lecturer**

Program Courses: Introduction to Psychotherapy; Multicultural Psychotherapy; Group Psychotherapy; Psychology Internship; Psychotherapy in Community Settings; Human Sexuality, Marriage, and Sex Therapy.

Clinical interests include Private Practice, Consulting, Multicultural Competence.

Email: [monique.levermore@ucf.edu](mailto:monique.levermore@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/people/levermore-monique/>

Phone: 407-708-2825

### **Karen Mottarella, Psy.D., Senior Lecturer**

Program Course: Career and Lifestyle Assessment.

Research interests include Teaching of Psychology, Advising and Mentoring College students

Email: [karen.mottarella@ucf.edu](mailto:karen.mottarella@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/people/mottarella-karen/>

Phone: 321-632-5598

### **Megan Sherod, Ph.D., Clinical Associate Professor**

Program Courses: Physiological Psychology; Practicum in Psychology; Psychology Internship.

Clinical interests: stroke, traumatic brain injury, and neurogenerative disorders. Dr. Sherod is the founder of the UCF Adaptive Community, which focuses on adaptive performing arts and social/recreational activities. Graduate students are invited to work with Dr. Sherod seeing neuroatypical populations at the UCF Communication Sciences and Disorders Clinic.

Email: [megan.sherod@ucf.edu](mailto:megan.sherod@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/people/sherod-megan/>

Phone: 407-708-2834

**Jessica Waesche, Ph.D., Associate Lecturer**

Program Courses: Advanced Abnormal Psychology, Psychological Theories of Substance Abuse Treatment; Individual Psychological Assessment I; Psychology Internship.

Clinical interests include adult assessment and diagnosis as well as treatment of mood and anxiety disorders.

Email: [jessica.waesche@ucf.edu](mailto:jessica.waesche@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/people/waesche-jessica/>

Phone: 407-708-2851