



UNIVERSITY OF CENTRAL FLORIDA

# Graduate Program Handbook - 2024/25

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

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Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the *Clinical Psychology MA: Applied Pre-Licensure/Non-Thesis Track*.

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Jessica Waesche, Ph.D. • Summer 2024 • Department of Psychology

Last updated: 6/6/2024

# Letter of Welcome

On behalf of the program faculty, I am pleased to welcome you to the UCF Clinical Psychology MA, Applied Pre-Licensure/Non-Thesis Track! We are happy that you have decided to join our program and look forward to working with you over the coming years.

Your time in this program will be busy but hopefully also rewarding. I encourage you to take advantage of the opportunities that this program has to offer as you plan for your future career. Program faculty are here to guide you through the program and help you to reach your goals.

Our program has a long history of producing graduates who go on to become Licensed Mental Health Counselors (LMHCs) in the State of Florida. Graduates from our program have also successfully pursued licensure in other states. Some have continued their studies in Psychology doctoral programs and others have pursued careers in fields such as medicine, law, and education. We hope that you will find that this degree offers you a variety of career opportunities in the future.

Once again, welcome, and good luck as you embark on this academic journey!

Sincerely,

A handwritten signature in black ink, appearing to read "Jessica Waesche". The signature is fluid and cursive, with a large initial "J" and "W".

Dr. Jessica Waesche  
Associate Lecturer  
Director, Clinical Psychology MA Program  
Department of Psychology

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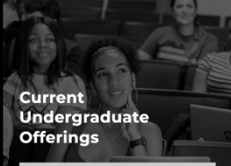
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# Navigating Policy and Resources at the University of Central Florida

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


## ACADEMIC CATALOGS

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




Current Undergraduate Offerings

VISIT CATALOG




Latest Graduate Programs

VISIT CATALOG



Prior Years' Catalogs

VISIT ARCHIVES



## THE GOLDEN RULE STUDENT HANDBOOK

## STUDENT LIFE

ORLANDO, FL | 73°F

### Student Handbook



### Knight Life at UCF

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

Discover your next adventure at UCF.

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

### GRADUATE STUDENT HANDBOOK

#### Understanding Your Graduate Experience



## Pathways to Success

Personal and Professional Development Opportunities

## UCF Regulations



HOME NOTICE ARCHIVES SUBSCRIBE TO NOTIFICATIONS UCF POLICIES

## Chapter 5: Students

## How to Use This Handbook

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.

## Who to Contact for Questions

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

### **Graduate Program Staff**

Each graduate program will have at least one department staff person typically called a Graduate Program Coordinator who serves as a point person for program policy and procedures. Graduate Program Coordinators are well versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook. Our program staff members are MJ Herbert Fuerst and Elizabeth Tummons.

### **Director of Graduate Studies**

Each graduate program has at least one faculty member designated to direct its educational vision and structure. Names and contact information of your Graduate Program Coordinator and Director of Graduate Studies can be found on your program's page in the [Graduate Catalog](#). Simply navigate to the Programs tab in the catalog and then navigate to the program name. Our current Program Director is Dr. Jessica Waesche and our Associate Director of Clinical Training is Dr. Megan Sherod.

### **College of Graduate Studies Services**

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



# Onboarding

## **Program Orientation**

In the week prior to starting classes during your first Fall semester, the program will hold an orientation for all new students. The details of this meeting will be provided during the summer prior to the meeting.

## **General Graduate Student Orientation**

The university offers in-person and online orientation opportunities for all incoming graduate students. Information can be found on the [UCF Graduate Orientation website](#).

## **Peer Mentoring**

As a first-year student in our program, you will also be paired with a student mentor who is in their second year in the program. Your mentor is referred to as your “Big Sib” and will help you throughout your first year in the program. Psy Squared, the student organization for our program, is responsible for making the Big Sib assignments and will contact you over the summer prior to beginning the program to introduce you to your student mentor.

## **Further Information**

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

## Introduction/Overview Section

### Complete Name of Degree

MA in Clinical Psychology, Applied Pre-Licensure/Non-Thesis Track

### College

College of Sciences

### Department

Department of Psychology

### Program Type

Master

### Program Website

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

### Year of Program Inception

The Clinical Psychology MA program began in 1972. The tracks were introduced to the program in 2020.

### Program Overview Narrative

The Clinical Psychology MA Program, Applied Pre-Licensure/Non-Thesis Track 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 year. 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.

The mission of the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track is to train master's level clinicians to provide exemplary evidence-based mental health services in the community. The program, which requires 61 credit hours, follows the guidelines for training students to be eligible for licensure as Licensed Mental Health Counselors (LMHCs) in the State of Florida. Through pedagogy and applied experiences, students are trained to be proficient in empirical assessment, diagnostics, and intervention skills. Further, students are trained to integrate research into clinical practice. Related to the emphasis on the integration of research into clinical practice, the program seeks to provide opportunities for students to engage in research.

The objectives of the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track are as follows:

- To train and prepare master's level clinicians to provide the highest caliber of mental health service delivery in the community, with a particular interest in providing well-trained professionals to serve central Florida.
- To provide training and preparation to conduct effective assessments and psychotherapy with individuals, couples, families, groups, and systems.
- To train clinicians to understand and appreciate diversity and develop competency to serve diverse and underserved groups in the community.
- To cultivate an appreciation of the role of the scientific method in the application of psychology through an emphasis on evidence-based practice.
- To produce graduates who are eligible to become Licensed Mental Health Counselors (LMHCs) in the State of Florida.
- To promote community-based partnerships and community engagement.
- To produce graduates with the commitment and competence to engage in ethical clinical practice.

## Program Accreditation/Certification

The Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track at the University of Central Florida is accredited by the [Masters in Psychology and Counseling Accreditation Council \(MPCAC\)](#) for the period of September, 2023 through September, 2031.

## Student Learning Outcomes/Competencies

It is expected that graduates of the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track will demonstrate specific competencies in the practice of counseling and psychology. At the completion of the program, students must be able to demonstrate masters-level skills in:

- Communication and therapeutic relationship-building
- Conceptualization and intervention
- Appreciation for diversity and multicultural approaches in practice
- Ethics
- Integration of research and evidence-based practice
- Methods of evaluation and assessment

## Student Expectations

The Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track is an intensive two-year experience consisting of 6 semesters of coursework. During fall and spring semesters, students typically take 4 classes and they take 2 classes each summer. In addition, students must complete a 1000-hour clinical placement during their time in the program. Therefore, strong time management skills are essential to successful completion of this program. Additionally, in order to remain in good academic standing, students must earn grades of B or higher in each course taken for the degree.

Clinical Psychology is a profession in which competence and sensitivity in dealing with clients, research participants, colleagues, and supervisees is essential. Students in this 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. These steps may include (but are not limited to) discussing

concerns with the student's advisor, with the program director, with the student's clinical placement supervisor, or seeking personal psychotherapy.

Involvement in research is not required for students in the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track. However, student-faculty collaborative research and related scholarship opportunities are available. Interested students are encouraged to discuss opportunities with faculty.

## Program Professional Conduct/Ethics Statement

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](#) – Note that all graduate students will be automatically enrolled in the webcourse “Pressures to Plagiarize” and will be required to complete it by the end of their first semester in the program.

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.

Students in the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track 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. 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](#).

## Professional Development

Throughout the program, students will be working on developing their knowledge base in the field of clinical psychology as well as the skills necessary to work effectively with clients. Faculty will share information about professional development training opportunities outside the university as appropriate. Students may also wish to take advantage of the workshops provided by the UCF [Pathways to Success](#) program.

## Advising/Mentoring

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members. Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to track your progress and ensure that you have performed at an acceptable level in each of your degree milestones. Other roles of your advisor may include assisting with customizing your experiences in our program to meet your career goals and discussing any concerns that may arise. Both the student and advisor are responsible for making their expectations clear to each other. Be sure to discuss this with your advisor.

Upon joining the program, students are assigned to a faculty advisor based on a combination of faculty availability and overlapping interests. Each student is asked to initiate a meeting with their advisor at least once per semester. Although students have a primary advisor, students are encouraged to seek interaction with other members of the faculty. 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. If you decide that you would prefer working with a different advisor, please first discuss your plans with your current and prospective advisors and then with the Program Director.

## Giving & Receiving Feedback

Advisors will provide feedback to students regarding their progress in the program upon the conclusion of each semester. Please see the below section on Student Evaluations (in the Program and Institutional Policies section) for more details.

Students are welcome to provide feedback to their advisors at any time during the program. Students will also be provided with the opportunity to provide feedback about their practicum and internship sites at the end of their tenure at the site. Students may also provide this feedback to the Program Director or Associate Director of Clinical Training. Additionally, students will be asked to provide feedback on an exit survey prior to graduation.

## Program Costs and Fees

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. At a minimum, policies must have \$1 million/\$3 million limits. New students must provide proof of insurance to the program administrative assistant prior to beginning their Practicum. This insurance must be renewed before it expires the following year. Copies will be kept in the students' academic file. Students are able to purchase this insurance from any provider, but two options and current fees (as of the last update to this handbook) are provided here:

[APA Insurance Trust](#): \$35 annually

[American Professional Agency](#): \$35 annually

Additionally, students in the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track are required to complete a comprehensive exam prior to graduation. The cost to the student may be as much as \$150.00 per administration (the cost is subject to change). More details about this examination can be found in the Examination Section below.

## Organizational Chart

Program Director: Dr. Jessica Waesche

Associate Director of Clinical Training: Dr. Megan Sherod

Psychology Department Chair: Dr. Florian Jentsch

College of Sciences Dean: Dr. Maggy Tomova

College of Sciences Associate Dean: Dr. Kerstin Hamann

## Program Assessment

The Clinical Psychology Master's Program engages in an annual assessment process to promote continuous reflection and improvement. Additionally, the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track is accredited by the Masters in Counseling and Psychology Accreditation Council (MPCAC). As part of this accreditation, annual reports must be provided to MPCAC. As part of these assessment processes, current students and program alumni are occasionally asked to complete surveys. Whenever possible, surveys are collected without identifying data, however, in some instances it may be necessary for us to collect identifying data. Any results that are reported to the University or to other certification or accrediting bodies are provided in aggregate form, without identifying data. Participation in these surveys is voluntary, though your feedback is appreciated.

## How to Get Involved

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

## In Our Discipline

### **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.

### **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.

### **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.



## In Our Program/Department

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

Our campus has its 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 Psi Chi 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 Psy Squared Faculty Advisor for more information on becoming involved.

## On Campus & In the Community

UCF supports the reality that education should influence and improve people’s lives beyond the university classroom. Since its inception, this idea has guided the university’s work. As part of this program, you will complete clinical placements in the community where you will be able to practice the skills you are learning in the classroom and provide valuable mental health services to the local community.

# Curriculum Section

## Admission Requirements

Students must have obtained a baccalaureate (Bachelor's) or higher degree in Psychology prior to the start of the term for which the student is admitted, from a regionally accredited institution or from a recognized foreign institution. Students without a baccalaureate or higher degree from an accredited institution (or equivalent) are not admitted to graduate degree programs, graduate certificate programs, or graduate nondegree status. If the baccalaureate degree does not include a major in Psychology, students must have completed at least 15 credit hours of Psychology courses at the undergraduate level. Completion of courses in abnormal psychology (or psychopathology) and research methods and/or statistics is strongly recommended. Other recommended courses include clinical psychology, developmental psychology, personality theory, physiological psychology, and psychology of diversity.

## Degree Requirements

Grand Total Credits: 61

### Required Courses

49 Total Credits

Complete the following:

- CLP5166 - Advanced Psychopathology (3)
- CLP6181 - Psychological Theories of Substance Abuse Treatment (3)
- CLP6191 - Multicultural Psychotherapy (3)
- CLP6195C - Introduction to Psychotherapy (3)
- CLP6321 - Psychotherapy in Community Settings (3)
- CLP6441C - Individual Psychological Assessment I (3)
- CLP6449C - Career and Lifestyle Assessment (3)
- CLP6457C - Group Psychotherapy (3)
- CLP6459C - Human Sexuality, Marriage, and Sex Therapies (3)
- CLP6460C - Introduction to Child, Adolescent, and Family Therapies (3)
- CLP6461 - Cognitive-Behavioral Therapy (3)
- CLP6932 - Ethical and Professional Issues in Mental Health Practices (3)
- CYP6942 - Practicum in Psychological Counseling (3)
- DEP5057 - Developmental Psychology (3)

PSY6216C - Research Methodology (4)  
PSB5005 - Physiological Psychology (3)

## Internship

12 Total Credits

Complete all of the following:

Earn at least 12 credits from the following: CYP6948C - Psychology Internship (1 - 99)

## Comprehensive Exam and Case Presentation

0 Total Credits

The culminating academic experience for all students in this track is successful completion of a comprehensive exam and case presentation. All students must complete the comprehensive exam no later than their final semester. The exam covers the core professional knowledge required by state licensing agencies. Students also are required to complete a written and oral clinical case presentation. Criteria for passing the exam and presentation are provided in the Examination Section below.

## Internship/Practicum/Clinical Experience

### Clinical Training

The development of clinical skills requires the opportunity to practice these skills in an environment where graduate student clinicians can be observed, and appropriate feedback can be given. A central tenet of the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track is that graduate students should be immersed in the local mental health care system. Thus, graduate students receive practical training through working in university-community partnership arrangements. The practicum and internship experiences provide the graduate 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 with procedures that ensure clients' confidentiality and protect their legal rights.

## Practicum

The first field experience is the practicum placement associated with the Practicum in Psychological Counseling (CYP 6942) course following successful completion of the following didactic courses: Introduction to Psychotherapy (CLP 6195C) and Advanced Psychopathology (CLP 5166). The Practicum in Psychological Counseling (CYP 6942) course, typically taken in the summer of students' first year, is a unique course that combines on-campus classroom training with fieldwork. The practicum totals a minimum of 150 hours of fieldwork. 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 through shadowing and interacting with designated agency employees, e.g. attending staff meetings, record keeping, attending administrative meetings, etc.
- Exposure to agency-run mental health programs that provide direct clinical services to clients, e.g., inpatient, outpatient, school-based, hospital-based, community outreach, 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, 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 supervision (2 students, 1 supervisor) by an agency-designated on site licensed mental health supervisor(s) (either an LMHC, Licensed Psychologist, and/or a Qualified Supervisor in the State of Florida).
- 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.

Site supervisors must be either an LMHC, Licensed Psychologist, and/or a Qualified Supervisor in the State of Florida who has agreed to supervise graduate student intern

activities. Students register for 3 hours of Practicum in Psychological Counseling (CYP 6942), typically in the summer of the first year. Students turn in weekly timesheets signed by their supervisors to the faculty/instructor assigned to teach their section of Practicum in Psychological Counseling. Forms will be provided by the Associate Director of Clinical Training. Practicum and 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 placement that meets professional standards.

## Internship

Students complete a clinical internship experience following successful completion of the following didactic courses: Practicum in Psychological Counseling (CYP 6942), Advanced Psychopathology (CLP 5166), Individual Psychological Assessment I (CLP 6441C), Introduction to Psychotherapy (CLP 6195C), Ethical and Professional Issues (CLP 6932), Cognitive Behavior Therapy (CLP 6461), and Psychotherapy in Community Settings (CLP 6321). Prior to beginning the second year of study, students will meet with their advisors and the Associate Director of Clinical Training to assess their readiness for internship. Students will begin a three-semester enrollment in the didactic course Psychology Internship (CYP 6948C) associated with their clinical internship experience in the fall semester of their second year. Together, the practicum and internship experiences must total at least 1,000 hours.

The clinical 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:

- A minimum of 280 hours of direct service/contact 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 an agency-designated on-site licensed mental health supervisor(s) (either an LMHC, Licensed Psychologist, and/or a Qualified Supervisor in the State of Florida).
- Weekly group supervision provided in the classroom by the program faculty/instructors.
- 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).
- Students may have the opportunity to record audio and/or digital video of their 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 typically made during the first summer 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 factor), student, and program faculty (including the student's faculty advisor, the Associate Director of Clinical Training, and/or the Program Director).

Site supervisors must be either an LMHC, Licensed Psychologist, and/or a Qualified Supervisor in the State of Florida who has agreed to supervise graduate student intern activities. Students register for 4 hours of Psychology Internship (CYP 6948C) in the fall, spring, and summer of the second year. In order to complete the 1000-hour fieldwork experience requirement, students complete 150 hours of practicum, and an average of 20 hours/week during the fall, spring, and summer semesters of the internship year. Students are expected to actively participate in assessment and treatment with increasing responsibilities as the internship progresses. Students turn in weekly timesheets signed by their supervisors to the faculty/instructor assigned to teach their section of Psychology Internship. Forms will be provided by the Associate Director of Clinical Training. 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.

### Practicum and Internship Site Procurement

The UCF Clinical Psychology MA program maintains a robust selection of practicum and internship sites with whom we have current affiliation agreements. A mandatory student meeting with the Associate Director of Clinical Training typically takes place at the beginning of the semester prior to the one in which they will complete Practicum in Psychological Counseling (CYP 6942). During this meeting, the list of all practicum and internship sites with whom the UCF Clinical Psychology MA program maintains an affiliation agreement is reviewed. Students are provided with the opportunity to ask questions about the sites, and current second-year students who are at/have been at those sites are invited to attend the meeting to provide additional information. Practicum and internship students are provided with the list of sites and contact information for the site placement liaisons at the beginning of the semester prior to when they will begin their practicum and internship placements (typically the beginning of the first spring semester for practicum, and the beginning of the first summer semester for internship). Practicum and Internship sites are designated by the site as "Practicum only," "Internship only," or "both Practicum and Internship" and students apply to each site

accordingly. Students seeking a practicum placement must provide the Associate Director of Clinical Training with a written list of at least four (4) sites to which the student will apply for practicum. As many students on practicum tend to remain at their site for internship, students that have successfully completed practicum who are seeking a new site for internship are not required to provide the Associate Director of Clinical Training with a list and there is no minimum number of sites to which the student seeking an internship placement must apply. Students will email the practicum/internship site liaison directly with 1) a letter of intent to apply for a practicum/internship position at the site and 2) their CV/resume, for review. Based upon the review of the student's letter and CV/resume, the site liaison will determine if the student will be invited to interview for a practicum/internship position. The offer of a practicum/internship position is solely determined by the site and an offer of such a position will come directly from the site. Program faculty have no input as to student selection for practicum and internship positions.

There may be times where a graduate student is seeking a practicum or internship placement at a site with whom the UCF Clinical Psychology MA Program does not have a current affiliation agreement. In that case, the graduate student will provide the Associate Director of Clinical Training with the name, location, and contact information for a site liaison that the student has sought on their own. The Associate Director of Clinical Training, or the Program Director, will meet with the site liaison and/or anticipated site supervisor to determine if the site meets program standards and guidelines (see appendices). If after a lengthy interview, the site and anticipated site supervisor are determined to meet the program guidelines and criteria requirements, the Associate Director of Clinical Training, or Program Director, will instruct the program assistant to initiate a University of Central Florida Affiliation Agreement. The department chair is also notified in writing of the initiation of all new affiliation agreements. Once the Affiliation Agreement is signed by the agent/site liaison for the practicum/internship site, the signed affiliation is approved and signed at multiple levels of the university administration and is facilitated by the endorsement of the department chair.

### Monitoring Practicum and Internship Progress

Graduate student progress is monitored via electronic and paper timesheets, as well as via a mid-semester "check in" with the site supervisor and a formal end of semester evaluation. Sites are also monitored via student feedback during group supervision and a formal end of tenure survey. Students are also encouraged to speak with the Associate Director of Clinical Training should any issues with their site supervisors emerge so that the Associate Director of Clinical Training can monitor and manage any challenging situations.

On the rare occasion when the Associate Director of Clinical Training must intervene in an issue with either a graduate student or a site supervisor, the Associate Director of Clinical Training or the Program Director will meet with both the student and the site supervisor individually to gather information relevant to each perspective. The Associate Director of Clinical Training or Program Director will engage in dialogue with both parties to attempt to resolve the issue. If an acceptable resolution is not deemed to be possible, then the student may be moved to a different practicum/internship site placement. If the issue is determined to be a training or behavioral issue associated with the student, then the Associate Director of Clinical Training will alert the Program Director who will meet with the student and the student's graduate advisor to discuss remediation. If the issue is determined to be a supervisory and/or ethical issue with the site supervisor, then the Associate Director of Clinical Training will alert the Program Director. A remediation plan will be discussed with the site supervisor/site liaison; however, failure to meet remediation requirements could lead to the cancellation of the affiliation agreement with the site amongst other actions.

## Supervision

All internship and practicum students receive regular and direct supervision from selected licensed mental health professionals from their sites/agencies who meet criteria established by the Department (see appendices). The format of the supervision may vary across supervisors, but one-hour per week contact with each student through weekly individual and/or triadic (2 students and one supervisor) supervision is required. Students also receive supervision from the program faculty who teach their Psychology Internship and Practicum in Psychological Counseling 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 agency-determined site supervisors.

All students are required to submit weekly signed practicum and internship timesheets. The procedures, paperwork, and policies regarding submission of documentation will be described in detail during the first supervision class. Student cooperation with practicum and 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. If the site supervisor does not confirm that feedback has been provided to the student, the Associate Director of Clinical Training will review the evaluation with the student. In addition, students will evaluate their respective training site at the end of their tenure at that site (typically at the end of the practicum and during the last semester of internship). 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 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. Additional information about obtaining liability insurance can be found in the Program Costs and Fees section of this handbook.

## Independent Study

There are several independent learning experiences built into this degree that help to individualize the training program. Students work with the Associate Director of Clinical Training and their academic advisor to select specific practicum and internship placements. During practicum and internship, students will have the opportunity to present cases that incorporate an integration of assessment data and its interpretation, theoretical conceptualization, treatment planning, course of therapy, and available outcome data. This is done ensuring client confidentiality and the highest ethical standards. Although not required for this track, students in this track do have the opportunity to engage in collaborative research with program faculty.

## Culminating/Capstone Experience

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, Applied Pre-Licensure/Non-Thesis Track is made up of two components: (1) a comprehensive written examination, and (2) a clinical case presentation with an oral defense. A detailed description of these components can be found below in the Examination Section.

## Certificate Program Linkages

The Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track is an intensive two-year experience consisting of 61 credit hours and the completion of a 1000-hour clinical placement. For this reason, students are typically unable to complete additional graduate certificate programs while completing this degree.

## Sample Plan of Study/Course Sequence/Completion Timeline

<p><b>Fall First Year</b></p> <ul style="list-style-type: none"><li>• CLP5166 Advanced Psychopathology (3 credit hours)</li><li>• CLP6195C Introduction to Psychotherapy (3 credit hours)</li><li>• DEP5057 Developmental Psychology (3 credit hours)</li><li>• PSY6216C Research Methodology (4 credit hours)</li></ul> <p><i>Total credit hours: 13</i></p>
<p><b>Spring First Year</b></p> <ul style="list-style-type: none"><li>• CLP6441C Individual Psychological Assessment I (3 credit hours)</li><li>• CLP6457C Group Psychotherapy (3 credit hours)</li><li>• CLP6932 Ethical and Professional Issues in Mental Health Practices (3 credit hours)</li><li>• CLP6461 Cognitive Behavioral Therapy (3 credit hours)</li></ul> <p><i>Total credit hours: 12</i></p>
<p><b>Summer First Year</b></p> <ul style="list-style-type: none"><li>• CLP6321 Psychotherapy in Community Settings (3 credit hours)</li><li>• CYP6942 Practicum in Psychological Counseling (3 credit hours)</li></ul>
<p><b>Fall Second Year</b></p> <ul style="list-style-type: none"><li>• CLP6181 Psychological Theories of Substance Abuse Treatment (3 credit hours)</li><li>• CLP6191 Multicultural Psychotherapy (3 credit hours)</li><li>• CYP6948C Psychology Internship (4 credit hours)</li></ul> <p><i>Total credit hours: 10</i></p>
<p><b>Spring Second Year</b></p> <ul style="list-style-type: none"><li>• CLP6449C Career and Lifestyle Assessment (3 credit hours)</li><li>• CLP6460C Introduction to Child, Adolescent, and Family Therapies (3 credit hours)</li></ul>

- CYP6948C Psychology Internship (4 credit hours)
- PSB5005 Physiological Psychology (3 credit hours)

*Total Credit hours: 13*

**Summer Second Year**

- CLP6459C Human Sexuality, Marriage, and Sex Therapies (3 credit hours)
- CYP6948C Psychology Internship (4 credit hours)
- Comprehensive Exam
- Clinical Case Presentation and Defense

*Total Credit hours: 7*

Note: This is the typical sequence of course offerings, however, courses may be moved from one semester to another to accommodate staffing needs.

## Statement of Graduate Research

The Clinical Psychology MA Program is based in the scientist-practitioner model. This model represents an integration of science and practice, whereby clinical research informs the practice of clinical work and clinical work informs clinical research questions. While students in the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track are not required to participate in research, they are expected to become effective consumers of psychological research and develop the ability to use clinical research to inform their clinical practice throughout their careers. Students who are interested in conducting clinical research are encouraged to meet with research active faculty members to discuss becoming involved in research projects.

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 [Institutional Review Board](#) 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 a thesis 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.

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. A copy of this policy and related policies is available on the [Technology Transfer website](#).

# Examination Section

## Exam Introduction

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, Applied Pre-Licensure/Non-Thesis Track is made up of two components. The first is a comprehensive, nationally normed examination. The second is a capstone project consisting of a clinical case presentation with an oral defense. Both of these components are completed during the summer semester of the second year, immediately prior to graduation.

## 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 Licensed Mental Health Counselor course content requirements for the State of Florida. Students are permitted to retake the exam in an effort 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 may be as much as \$150.00 per administration (the cost is subject to change). In addition to individual student scores, the CCE provides class and national statistics to the program. Student scores are typically reported to the program within approximately 4 weeks after exam completion. The comprehensive examination is typically administered in the final summer semester.

## Scheduling of Exams

During the semester prior to the comprehensive examination (typically spring semester of the second year), students will be given instructions on how to register for the examination.

## Capstone Narrative

### Clinical Case Presentation and Oral Defense

The second component of the culminating academic experience is the Clinical Case Presentation with Oral Defense. This capstone project requires students to successfully produce a comprehensive written and oral presentation of a de-identified clinical case and answer questions pertaining to clinical choices and decisions made over the course of assessment and/or therapy. One or more faculty members 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. Feedback regarding the written report and oral defense is provided immediately upon the conclusion of the oral defense. The Clinical Case Presentation and Oral Defense will be scheduled during the final summer semester, after the comprehensive examination.

## **Thesis and Dissertation Section**

### **Master's Thesis - Overview**

Completion of a Master's Thesis is not required for the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track.

# Program and Institutional Policies

## Absences

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

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

## Academic Standards/Conduct/Integrity

Students in the Master's in Clinical Psychology Program, Applied Pre-Licensure/Non-Thesis Track 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. 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](#).

## Accommodations

This program admits a diverse graduate student population. Some of those students may need an accommodation (or a variety of accommodations) to help them be successful in the program. Prior to requesting accommodation(s) for courses, students



should first contact [Student Accessibility Services \(SAS\)](#). Program faculty will work with students and SAS individually to set up appropriate accommodations as needed.

## Appeals/Grievances

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 Psychology MA 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. Further details about the grievance process can be found in the [Academic Grievance](#) section under General Graduate Policies in the graduate catalog.

## Communication

Students are encouraged to have regular meetings with their faculty advisor (at least once per semester). Students are also encouraged to seek guidance from program faculty whenever questions or concerns arise. The majority of communication from the program to students will be distributed through UCF email.

### **Student Responsibility for University Communication**

UCF uses email as the official means of notifying students of important university business and academic information concerning registration, deadlines, financial assistance, scholarships, student accounts (including tuition and fees), academic progress and problems, and many other critical items for satisfactory completion of a UCF degree program. The university sends all business-related and academic messages to a student's campus email address to ensure that there is one repository for that information. Every student must register for and maintain a campus email account [here](#) and check it regularly to avoid missing important and critical information from the university. Any difficulty with establishing an account or with accessing an established account must be resolved through the [UCF Computer Services Service Desk](#) so that a student receives all important messages.

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

It is critical that students maintain and regularly check their email account for official announcements and notifications. Communications sent to the campus email address on record will be deemed adequate notice for all university communication, including issues related to academics, finances, registration, parking, and all other matters. The University does not accept responsibility if official communication fails to reach a student who has not registered for, or maintained and checked on a regular basis, their email account. Please ensure that this information is current and that any changes in contact information are made online through the [myUCF portal](#).

## Continuous Enrollment

All graduate students are required to enroll in at least one class over the span of the Academic year. Failure to enroll in 3 consecutive terms results in dismissal from the program. Further details can be found in the [Continuous Enrollment and Active Student Status](#) section under General Graduate Policies in the graduate catalog.

## Disability Statement

### **ACCESS matters.**

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

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

## Diversity Statement

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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

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

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

- Title IX – OIE <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

## Dress Code

While at clinical placement sites, students are expected to follow any dress code standards set forth by the site where they are working.

## Eligibility for Certification and Licensure

Students completing the Clinical Psychology MA Program, Applied Pre-Licensure/Non-Thesis Track should meet all current educational requirements for licensure in the State of Florida as a Licensed Mental Health Counselor (LMHC). After graduation, 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 Therapy and Mental Health Counseling.
- Submit a letter of verification from the Program Director, which documents the completion of supervised clinical field work (Practicum/Internship).
- Complete an additional two years of post-master's supervised clinical experience as a "Registered Mental Health Intern".
- Receive a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE) or State equivalent.
- A detailed description of licensure requirements can be found on the following Department of Health Website: <https://floridasmentalhealthprofessions.gov/>

## Enrollment in Thesis/Dissertation Hours

Students in the Clinical Psychology MA Program, Applied Pre-Licensure/Non-Thesis Track do not enroll in Thesis or Dissertation hours.

## Full-time and Part-time Requirements

Students are admitted to the Clinical Psychology MA Program, Applied Pre-Licensure/Non-Thesis Track on a full-time basis. Should circumstances arise that would require students to seek part-time student status, they should discuss this with their faculty advisor and Program Director.

## Golden Rule

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

## Grading and Grading Procedures

Successful completion of classes in the Clinical Psychology MA Program requires earning a grade of B or better in all classes (or S in classes graded satisfactory/unsatisfactory). Students who wish to withdraw from a course should discuss this with the course instructor and their faculty advisor. Information about Incomplete Grades can be found in the Incomplete Grades Section within [Academic Progress and Performance Policy](#) under General Graduate Policies in the graduate catalog.

## Harassment

The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, veterans status, sexual orientation, or genetic information is prohibited.

Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature including any of these three situations.

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual.
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the OIE Coordinator. The Director of the Office of Institutional Equity Programs is the campus Equity Coordinator responsible for concerns in all areas of discrimination. The office is located on the main campus, in Barbara Ying CMMS Building 81, Suite 101. The phone number is (407) 823-1336. Policies and guidelines are available online at <http://www.eeo.ucf.edu>.

## International Students

Due to restrictions based on visa-type, international students may have some limitations on the sites where they are able to complete clinical placements. In order to facilitate the process of selecting and obtaining a clinical placement site, international students should discuss these concerns with the Associate Director of Clinical Training immediately upon beginning the program in addition to their UCF Global Advisor.

## Plagiarism

Understanding plagiarism is essential to the academic integrity of both programs and the institution. All graduate students are enrolled in the Webcourse “Pressures to Plagiarize” during the first week of classes of their first semester in the program. This course is offered through the Pathways to Success program and is required for all incoming graduate students. Students are required to complete it before the end of their first semester but we encourage you to complete the course as soon as possible. Students may also go to the College of Graduate Studies website for information on the requirement and topic: <https://graduate.ucf.edu/plagiarism/>.

If you question whether an action could be considered plagiarism, ask the instructor of your course (for course assignments), your research mentor (for research projects), or your faculty advisor or the Program Director. Ignorance of what constitutes plagiarism is not an excuse. Instances of plagiarism may result in a variety of consequences including but not limited to referral to the Office of Student Conduct and Academic Integrity, a failing grade on the assignment or in the course, or dismissal from the program.

## Privacy

At their clinical placement sites, students will have access to protected or confidential information or data related to clients and their care. Students are expected to uphold client confidentiality and privacy as outlined in the current APA code of Ethics, ACA Ethical Code, Florida State Rules and Regulations, and the Health Insurance Portability and Accountability Act (HIPAA). Students will also be required to complete HIPAA training to demonstrate their understanding of these requirements.

## Satisfactory Progress

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, Discipline, and Dismissals

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, satisfactory with concerns, or unsatisfactory. Evaluations are based on academic performance, clinical proficiency, ethical and professional conduct, response to supervision, interpersonal behavior, and intrapersonal functioning. Specific examples of satisfactory 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.

Students who receive an unsatisfactory rating will be asked to complete a remediation plan, as determined by the faculty. If students receive a second unsatisfactory rating, this will result in dismissal from the program. Remediation can include, but is not limited to, the following: retaking courses in which the student received a failing grade, working on 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 (typically the student's advisor) 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 the remediation plan. Adequate progress is defined by criteria established by the faculty. When the prescribed period for the written remediation plan has been completed, a recommendation will be made. Examples for recommendations include: satisfactory completion, continuation of remediation plan, or termination from the program.

Students who do not meet the academic and performance standards of the program may be placed on a probationary status while completing their remediation plan. Additional information regarding probationary status and minimum university GPA requirements can be found in the [Academic Progress and Performance Policy](#) under General Graduate Policies in the graduate catalog.

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](#).

## Time Limits to Degree Completion

The Clinical Psychology MA Program, Applied Pre-Licensure/Non-Thesis Track follows a cohort model where students complete the course sequence as outlined in the



Curriculum Section over a two-year period (six consecutive semesters, including summers). However, the student has seven years from the date of admission to the program to complete the degree.

## Transfer Credit

Students who have completed post-baccalaureate work at another institution may request transfer credit for up to 9 credit hours of coursework. Students who have begun but not completed a different graduate degree program at UCF may also request to transfer up to 50% of the degree requirements in this program. The transfer credit request must be submitted to the Program Director by the end of the semester following the student's admit term. The process for review and approval of transfer credit will follow the [Transfer of Credit Policy](#) in the General Graduate Policies of the graduate catalog.

## Other Relevant Program/Institutional Policies

### 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 suggested by the Clinical Psychology MA program as a condition of remediation or continued enrollment for a professional or academic deficit. If psychotherapy is suggested 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.

## Additional Program Details

### Financial Aid Funding

The Clinical Psychology MA Program 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 program funding 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 Program Director, in collaboration with the program faculty, 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.

In addition to assistantships, graduate students may be eligible for fellowships, awards, loans, and work/study programs. Students should consult the [College of Graduate Studies Funding Website](#) or the [Financial Aid Office](#) for additional details regarding graduate financial support.

### Graduate Assistantship Details

For complete information about university assistantship and tuition waivers, please see the [College of Graduate Studies Assistantships website](#). 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 in the Psychology Department

Students are eligible for Psychology Department graduate teaching assistantships (GTAs) upon admission to the program. This includes all admitted and currently enrolled students. To select students for graduate teaching assistantships, a faculty meeting is held where we review overall academic performance and demonstrated track record of ethical behavior, responsibility, and professionalism. We work to have an

equitable distribution of support across cohorts and tracks. We rank order candidates according to the above criteria and make offers based on availability of assistantships. Assistantships are not guaranteed and are based on department-allotted funding.

If the student is hired in a GTA position, there are training requirements that must be met in order for the contract to be processed. Additionally, international students who will be hired in GTA positions must be proficient with the English language. This is determined by receiving a passing score on the Versant English Speaking Test. More information about required trainings and other GTA policies is provided on the [Graduate Teaching website](#).

Students with Psychology Department GTA positions will be assigned to assist one or more faculty members with teaching-related duties. Assistantship assignments are determined based upon departmental and faculty need. At the completion of each semester the student is employed as a GTA, the student's performance will be evaluated by the faculty supervisor(s). These assessments will be used to review strengths and weaknesses in the student's performance in preparation for future employment.

### Graduate Assistantships Outside the Psychology Department

The university offers graduate teaching assistantships (GTAs) and graduate assistantships (GAs) in a variety of departments and offices throughout the university. These positions are typically advertised through the [Handshake](#) system. Each position has its own procedure for interviewing and selecting candidates.

Other local colleges and universities such as Rollins College occasionally offer GA positions as well. As faculty become aware of these positions, they will share them with students.

### Professional Membership

Membership in professional organizations is not required in the Clinical Psychology MA Program, Applied Pre-Licensure/Non-Thesis Track.

### Graduation Requirements

Students typically graduate at the end of summer semester two years following their entrance in the program. During the semester prior to graduation, students must complete the online Intent to Graduate Form in myUCF. 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. Additional details about graduation can be found on the [Commencement website](#).

## Job Search and Career Pathways

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.

## Student Associations

Students in this program may wish to join our campus chapter of Psi Chi or Psi Squared, the club exclusively for students in the Clinical Psychology MA Program. Additional UCF organizations can be found on the [Student Involvement](#) website.

## Graduate Student Center

UCF is fortunate to have its own [Graduate Student Center](#) on main campus. It is a great place to relax, practice a presentation in one of the conference rooms, and to meet other graduate students.

On the Sanford/Lake Mary campus, room 3104 is a Graduate Student Lounge specifically for students in the Clinical Psychology MA Program. This lounge has a refrigerator and microwave and is a great place for students to relax, socialize, or work together.

## Student Research Week/Student Scholar Symposium

UCF hosts an annual poster forum called the Student Scholar Symposium (SSS) to provide a conference setting for our students to showcase their work with poster presentations. Scholarships are awarded to top projects. SSS is part of [Student Research Week](#), a week-long celebration of student research at UCF. Students who are engaged in research are encouraged to consider participating in SSS.

## Forms

There are many different forms associated with being in this program and a graduate student at UCF. This is the administrative side of completing a degree. The College of

Graduate Studies [Forms and References](#) page provides most of the forms students will need. Any additional necessary forms will be provided by program faculty and staff.

## Useful Links/Resources

- [Bookstore](#)
- [Campus Map](#)
- [Graduate Catalog](#)
- [Library](#)
- [Parking Services](#)
- [Shuttles](#)
- [Recreation Center](#)
- [Housing](#)
- [Counseling Center](#)
- [Writing Center](#)
- [Academic Calendar](#)

## Graduate Faculty

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

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/person/berman-steven-l/>

Phone: 407-708-2827

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

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/person/mottarella-karen/>

Phone: 321-632-5598

### **Raymonde Neal, Psy.D., Lecturer**

Research and Clinical interests include working with children and adolescents, Caribbean community, therapy and assessments for neurodivergent disorders, and building a diverse and inclusive environment within the field of psychology (multiculturalism).

Email: [raymonde.neal@ucf.edu](mailto:raymonde.neal@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/person/raymonde-neal/>

Phone: 407-823-5861

**Kimberly Renk, Ph.D., Professor**

Research and Clinical interests include attachment, parent-young child interactions, trauma in young children, Early Childhood Court, preschool expulsion, and infant/early childhood mental health.

Email: [kimberly.renk@ucf.edu](mailto:kimberly.renk@ucf.edu)

Webpage: <https://sciences.ucf.edu/psychology/person/kimberly-renk/>

Phone: 407-823-2218

**Megan Sherod, Ph.D., Clinical Professor, Associate Director of Clinical Training**

Clinical interests include 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.

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

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

Phone: 407-708-2834

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

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

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

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

Phone: 407-708-2851

## Description of Core Courses

**CLP5166 - Advanced Psychopathology**

Consideration of classification, causation, management and treatment of emotional disorders. Review of theories and research in the field.

**CLP6181 - Psychological Theories of Substance Abuse Treatment**

Focuses on the mechanisms responsible for, and the treatment of, substance tolerance and dependence.

**CLP6191 - Multicultural Psychotherapy**

The theories, issues, and techniques of counseling within a multicultural environment.

**CLP6195C - Introduction to Psychotherapy**

Counseling theory with experiential lab component including practice in specific techniques in counseling.

**CLP6321 - Psychotherapy in Community Settings**

Theoretical concepts, research methods, and current areas of exploration in the field of community psychology and its impact on the community mental health system.

**CLP6441C - Individual Psychological Assessment I**

Theory and techniques of psychological assessment with emphasis on intake interviewing, cognitive and personality assessment, and report writing.

**CLP6449C - Career and Lifestyle Assessment**

Application and theory of obtaining, integrating, and utilizing career, vocational, and lifestyle assessment in clinical settings such as rehabilitation centers, mental health centers, and hospitals.

**CLP6457C - Group Psychotherapy**

Group counseling: theory and practice. Experiential group laboratory.

**CLP6459C - Human Sexuality, Marriage, and Sex Therapies**

Human sexuality, theory and practice of specific techniques of marriage and sex therapy.

**CLP6460C - Introduction to Child, Adolescent, and Family Therapies**

Theories and practices of child, adolescent and family therapies. Includes practice in specific techniques.

**CLP6461 - Cognitive-Behavioral Therapy**

Covers theory, outcomes, and methods of cognitive-behavioral therapy. Includes discussion of variations of CBT, as targeted to particular psychiatric disorders.

**CLP6932 - Ethical and Professional Issues in Mental Health Practices**

Examination of codes of ethics, laws, and professional standards in the mental health field.

**CYP6942 - Practicum in Psychological Counseling**

Training in psychotherapy skills in a community setting under faculty supervision.

**CYP6948C - Psychology Internship**

Supervised placement in community setting for 10-30 hours per week.



**DEP5057 - Developmental Psychology**

Psychological aspects of development including intellectual, social, and personality factors.

**PSY6216C - Research Methodology**

Logic and procedures of psychological research and evaluation; application of experimental and non-experimental techniques in analyzing psychological variables; review of relevant psychological research.

**PSB5005 - Physiological Psychology**

An advanced survey of the physiological basis of behavior, emphasizing the relationship between the nervous system and behavior.

## Appendices

Appendix A: Practicum Guidelines

Appendix B: Internship Guidelines

# Appendix A: Practicum Guidelines

## UCF Clinical Psychology MA Program Practicum Guidelines (2024-2025)

We are required by the Florida State Legislature (Florida Statute Chapter 491 Educational Requirements for Mental Health Counseling) to ensure that the following practicum standards are met:

1. A site supervisor has/is
  - a. Required to be a Licensed Mental Health Counselor (LMHC), a Licensed Psychologist in the State of Florida, and/or a Qualified Supervisor in the State of Florida who has agreed to supervise graduate student intern activities.
  - b. A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction (a portion of supervision may be provided by a registered intern receiving supervision training, but the primary supervision is always provided by a seasoned clinician); and
  - c. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
2. Site supervisors are available for consultation with program faculty.
3. Students' work with the agency will include
  - a. One semester
  - b. 10 hours per week, for a total of 150 hours
  - c. an average of 1 hour per week of individual supervision (1:1 or 2:1) with site supervisor
4. Student learning opportunities may include
  - a. agency administrative hierarchy and procedures
  - b. familiarity with overall goals and programs of the agency
  - c. treatment philosophy of the agency
  - d. shadowing of agency service providers (live and/or taped) as they work with agency clients providing
    - i. in-take interviews
    - ii. group therapy
    - iii. individual therapy
    - iv. crisis intervention

- v. client staffings
  - e. ongoing and frequent interaction with supervisor(s)
  - f. co-facilitation of therapy sessions; i.e., group, family, couples, individual sessions
- 5. Our expectation is that practicum students will assist the agency therapists with their caseloads. Independent work by the practicum student may be considered; however, consultation with the program faculty, site supervisor and student is necessary to ensure that the student is ready for independent work with clients.
- 6. Student's supervisor will assess the student's skills continuously during the placement and provide a formal evaluation of the student at the end of the experience.
- 7. Students are required to submit to the University a weekly time sheet signed by the supervisor.
- 8. Students formally evaluate their learning experience at the end of their practicum.
- 9. The Clinical Psychology MA program requires students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.
- 10. Our professional liability insurance requires that a licensed mental health care provider be on site while the student intern is providing client care or could be asked to provide care in an urgent situation.

Classroom responsibilities remain the primary focus of the student. Every effort will be made to meet the needs of the agency but practicum activities should not interfere with class schedules. This practicum experience is a course requirement of the Clinical Psychology MA program. The students' obligations to practicum generally coincide with the beginning and end of the semester.

## Appendix B: Internship Guidelines

### UCF Clinical Psychology MA Program Internship Guidelines (2024-2025)

We are required by the Florida State Legislature (Florida Statute Chapter 491 Educational Requirements for Mental Health Counseling) to ensure that the following internship standards are met:

1. A site supervisor has/is
  - a. Required to be a Licensed Mental Health Counselor (LMHC), a Licensed Psychologist in the State of Florida, and/or a Qualified Supervisor in the State of Florida who has agreed to supervise graduate student intern activities.
  - b. A minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction (a portion of supervision may be provided by a registered intern receiving supervision training, but the primary supervision is always provided by a seasoned clinician); and
  - c. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
2. Site supervisors are available for consultation with program faculty.
3. Students' work with the agency will include
  - a. One academic year (beginning any time between May and August, ending in July of the following year)
  - b. A grand total of 1000 hours. At least 280 of those hours must be in Direct Service to clients (individual, couples, family, or group).
  - c. Direct Service Hours are defined as:
    - i. Assessment of clients
    - ii. Counseling/Therapy with clients
    - iii. Psychoeducation with clients
  - d. An average of 1 hour per week of supervision with site supervisor, this supervision must be individual or triadic (two students, one supervisor).
4. Our expectation is that internship students will engage in independent work with clients. Work with clients includes
  - a. Interviews and assessments
  - b. Individual therapy
  - c. Group therapy

- d. Crisis intervention
  - e. Client staffings
5. Student's supervisor will assess the student's skills continuously during the placement and provide a formal evaluation of the student at the end of each semester (November, April, and July).
  6. Students are required to submit to the University a weekly time sheet signed by the supervisor.
  7. Students formally evaluate their learning experience at the end of their internship.
  8. The Clinical Psychology MA program requires students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.
  9. Our professional liability insurance requires that a licensed mental health care provider be on site while the student intern is providing client care, or could be asked to provide care in an urgent situation.

Classroom responsibilities remain the primary focus of the student. Every effort will be made to meet the needs of the agency but internship activities **should not** interfere with class schedules. This internship experience is a core requirement of the Clinical Psychology MA program.