



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2025/26

Clinical Psychology MA: Thesis/Research Track

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

Clinical Psychology MA Faculty o Summer 2025 o Department of Psychology

Last updated: 6/4/2025

Letter of Welcome

On behalf of the program faculty, I am pleased to welcome you to the UCF Clinical Psychology MA, Research/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.

The Clinical Psychology MA Program has a long history at UCF, but the Thesis/Research track is a relatively new addition to our program. However, this track has been successful in providing students with a variety of research experiences and preparing them to go on to doctoral study. While we cannot guarantee your admission to a doctoral program, we believe that this degree will prepare you to be an excellent candidate.

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

Sincerely,

Dr. Raymonde Neal
Associate Lecturer
Director, Clinical Psychology MA Program
Department of Psychology

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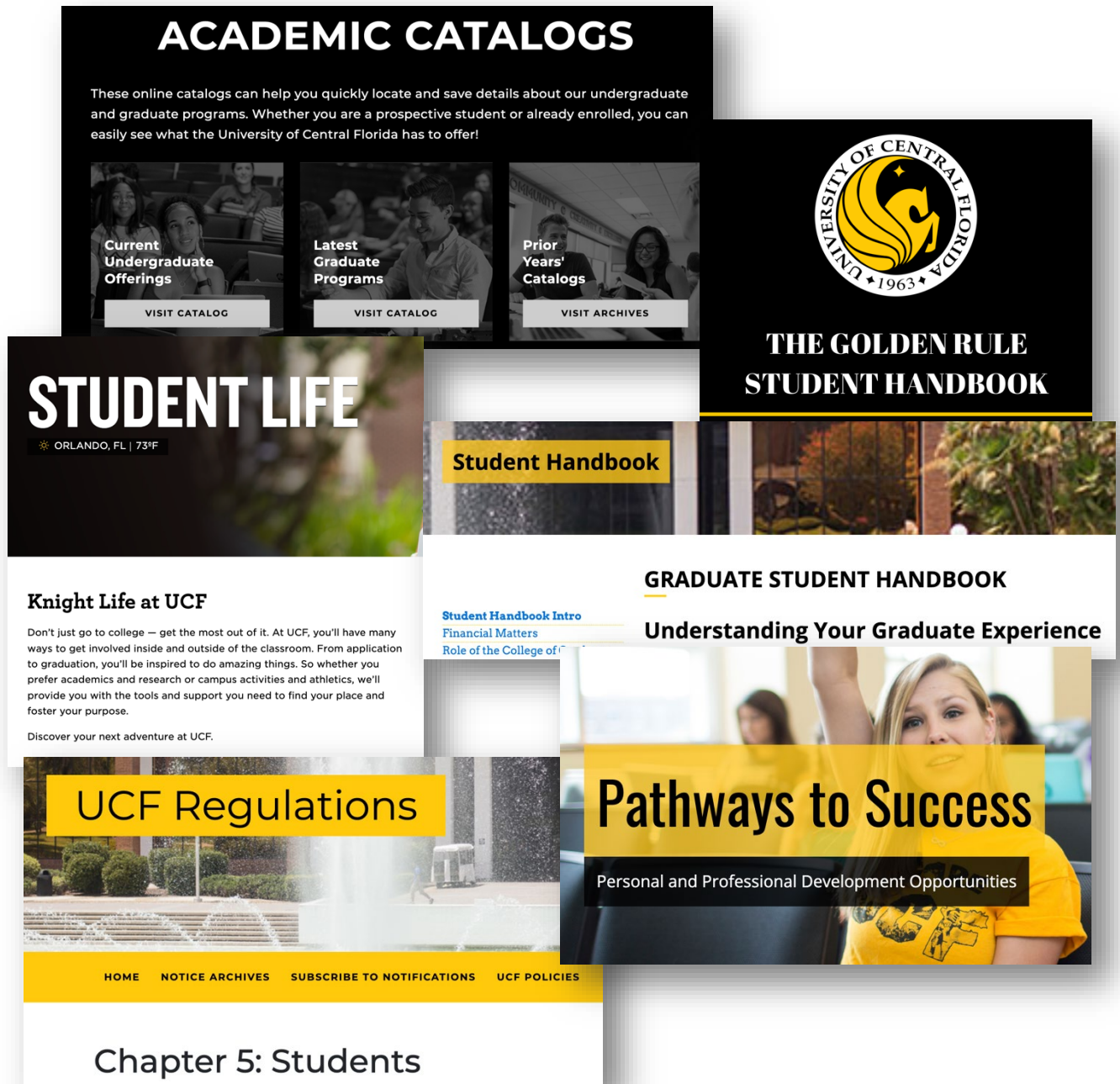
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Navigating Policy and Resources at the University of Central Florida

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.



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 Eun Park.

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. Raymonde Neal and our Associate Director of Clinical Training is Dr. Steven Berman.

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, Research/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, Research/Thesis Track is designed for students who wish to focus on clinical research and/or are interested in pursuing entry into a doctoral program following the completion of their Master's degree. Successful completion of the Research/Thesis Track includes successful completion of coursework and a thesis.

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, Research/Thesis Track is to allow students to focus on clinical research and pursue entry into a doctoral program following the completion of their Master's degree. The program requires a minimum of 38 credit hours beyond the bachelor's degree, including 32 credit hours of required didactic coursework and 6 thesis hours. The curriculum emphasizes the development of research experience and skills. Students in this track work closely with a faculty mentor. Further, the curriculum is designed to be flexible, with numerous elective courses to help the student pursue specific clinical interests and to work towards specific goals.

The objectives of the Master's in Clinical Psychology Program, Research/Thesis Track are as follows:

- To train and prepare master's level students to reason scientifically and use statistics to critically assess and conduct psychological research.
- To train and prepare master's level students to write APA style scientific papers, and how to present their research at conferences.
- To provide training and preparation in writing a master's thesis including developing a proposal based on prior literature and original critical thinking, effectively collecting and analyzing data, accurately interpreting results, writing and defending the final thesis in a professional manner.
- To train students to understand and appreciate diversity and develop competency in conducting research with diverse and underserved groups.
- 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 with the commitment and competence to engage in ethical clinical research.

Program Accreditation/Certification

The Master's in Clinical Psychology Program, Research/Thesis Track is not eligible for accreditation by the Masters in Psychology and Counseling Accreditation Council (MPCAC) because it does not meet educational eligibility requirements for Licensed Mental Health Counselor (LMHC) licensure.

Student Learning Outcomes/Competencies

It is expected that graduates of the Master's in Clinical Psychology Program, Research/Thesis Track will demonstrate specific competencies in the practice of clinical research. At the completion of the program, students must be able to demonstrate masters-level skills in:

- Conducting scientific research
- Statistical analysis
- Dissemination of research results
- Competency in conducting research with diverse populations
- Ethical practice of research
- Integration of research and evidence-based practice

Student Expectations

The Master's in Clinical Psychology Program, Research/Thesis Track is an intensive two-year experience consisting of 32 credit hours of required didactic coursework and the completion of a Master's Thesis. Students typically engage in additional research projects beyond the Master's Thesis as well. Students in this track also have the option of completing a one-semester clinical placement (Practicum). 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 program class.

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 (if applicable), or seeking personal psychotherapy.

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 will not be tolerated. More information is provided through the Office of Nondiscrimination and Accommodations Compliance: <https://onac.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, Research/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 [College of Graduate Studies](#).

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 who complete a practicum will also be provided with the opportunity to provide feedback about their practicum site 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

If students in this track elect to engage in a clinical placement (Practicum), they 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. 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

Organizational Chart

Program Director: Dr. Raymonde Neal

Associate Director of Clinical Training: Dr. Steven Berman

Psychology Department Chair: Dr. Mark Neider

College of Sciences Dean: Dr. Joshua Colwell

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. As part of this assessment process, 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: 38-39

Required Courses

9 Total Credits

Complete the following:

CLP5166 - Advanced Psychopathology (3)

CLP6195C - Introduction to Psychotherapy (3)

CLP6932 - Ethical and Professional Issues in Mental Health Practices (3)

General Clinical Elective Courses

15-16 Total Credits

Complete the following:

In addition to the requirements associated with the Clinical Psychology Core, select 5 additional courses (advisor permission required):

CLP6181 - Psychological Theories of Substance Abuse Treatment (3)

CLP6191 - Multicultural 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)
CYP6942 - Practicum in Psychological Counseling (3)
DEP5057 - Developmental Psychology (3)
PSB5005 - Physiological Psychology (3)
COP6529 – Measurement, Research Design, and Statistical Analysis in Clinical Psychology III (4)

Research Courses

14 Total Credits

Complete all of the following:

CLP6527C - Measurement, Research Design, and Statistical Analysis in Clinical Psychology I (4)
CLP6528C - Measurement, Research Design, and Statistical Analysis in Clinical Psychology II (4)

Earn at least 6 credits from the following:

PSY6971 - Thesis (1-99)

Internship/Practicum/Clinical Experience

Practicum as an Elective

Students in the Master's in Clinical Psychology Program, Research/Thesis Track have the option of selecting Practicum (CYP6942) as an elective. The following policies and procedures apply to students who decide to take Practicum as an elective.

The Practicum in Psychological Counseling (CYP 6942) course may be taken 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 is a unique course that combines on-campus classroom training with fieldwork. The practicum totals a minimum of 100 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 in the Master's in Clinical Psychology Program, Research/Thesis Track may register for 3 hours of Practicum in Psychological Counseling (CYP 6942) during either year in the program. Students submit weekly digital timesheets signed by their supervisors to program staff. A mechanism for completing and submitting timesheets online will be provided. 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.

Practicum Site Procurement

The UCF Clinical Psychology MA program maintains a robust selection of practicum and internship sites with whom we have current affiliation agreements. During the semester prior to the one in which students will complete Practicum in Psychological Counseling (CYP 6942), faculty will provide information and guidance regarding searching for a placement. Specifically, the list of all practicum and internship sites with whom the UCF Clinical Psychology MA program maintains an affiliation agreement will be shared. 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 in the Master's in Clinical Psychology Program, Research/Thesis Track do not complete an Internship, so they may only apply to sites that are "Practicum only" or "both Practicum and Internship". Students seeking a practicum placement are recommended to identify at least four (4) sites to which the student will apply for practicum. Students are encouraged to discuss the site options with program faculty, including their individual advisors, and also to speak to current second-year students who are at/have been at those sites. After determining which sites to apply to, 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 position. The offer of a practicum 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 positions.

There may be times where a graduate student is seeking a practicum 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 Program Director or Associate Director with the name, location, and contact information for a site liaison that the student has sought on their own. The Program Director or Associate 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 Program Director or Associate 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 Progress

Graduate student progress is monitored via digital 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 Program Director or Associate Director should any issues with their site supervisors emerge so that the program leadership can monitor and manage any challenging situations.

On the rare occasion when the Program Director or Associate Director must intervene in an issue with either a graduate student or a site supervisor, the Program Director or Associate Director will meet with both the student and the site supervisor individually to gather information relevant to each perspective. The Program Director or Associate 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 Program Director or Associate 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 Program Director and Associate Director will discuss whether a remediation plan may be appropriate. If it is determined to be appropriate, 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 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 Practicum in Psychological Counseling section. 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 timesheets. The procedures, paperwork, and policies regarding submission of documentation will be described in detail during the first supervision class. Student cooperation with practicum paperwork requirements is essential and considered an issue of professionalism.

Practicum Evaluation

A formal evaluation of the student's performance during the practicum experience is conducted by the site supervisor. More specifically, at the end of the practicum each trainee is evaluated by their on-site supervisor(s), using the appropriate practicum evaluation form provided by the program. This form provides 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 Program Director or Associate Director 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). 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 who take Practicum 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. 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 the Clinical Psychology MA Program, Research/Thesis Track that help to individualize the training program. Students engage in independent learning through the design and implementation of original research in collaboration with faculty. They will work closely with a faculty mentor in relation to research and selection of electives. Further, although not required, students have the opportunity to take a clinical practicum to gain clinical experience.

Culminating/Capstone Experience

The culminating or capstone experience in the Clinical Psychology MA Program, Research/Thesis Track is the Master's Thesis, described in the Thesis Section below.

Certificate Program Linkages

Students who wish to pursue a Graduate Certificate while completing this degree should review the list of [Graduate Certificate offerings and application requirements](#). Additionally, they should discuss their interest in a Graduate Certificate with their faculty advisor.

Sample Plan of Study/Course Sequence/Completion Timeline

Fall First Year • CLP5166 Advanced Psychopathology (3 credit hours) • CLP6195C Introduction to Psychotherapy (3 credit hours) • CLP6527C Measurement, Research Design, and Statistical Analysis in Clinical Psychology (4 credit hours) <i>Total credit hours: 10</i>
Spring First Year • CLP6932 Ethical and Professional Issues in Mental Health Practices (3 credit hours) • CLP6528C Measurement, Research Design, and Statistical Analysis in Clinical Psychology II (4 credit hours) • Elective (3 credit hours) <i>Total credit hours: 10</i>
Summer First Year (optional) Summer courses are optional the thesis track. If interested in summer coursework, please discuss with academic advisor.
Fall Second Year • PSY6971 Thesis I (3 credit hours) • Elective (3 credit hours) • Elective (3 credit hours) <i>Total credit hours: 9</i>
Spring Second Year • PSY6971 Thesis II (3 credit hours) • Elective (3 credit hours) • Elective (3 credit hours) <i>Total Credit hours: 9</i>
Summer Second Year (optional) Summer semester is necessary only if thesis is not completed by the end of the second spring semester in the program. Students who have not completed their thesis in the spring will be required to take at least one credit hour of PSY 6971 during the summer semester and every subsequent semester until thesis is completed.

Note: Students will work with their academic advisor to select electives for this track.

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. Students in the Master's in Clinical Psychology Program, Research/Thesis Track are expected to become actively involved in research projects and complete a research based Master's Thesis.

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

No examinations are required as part of the Master's in Clinical Psychology Program, Research/Thesis Track.

Thesis and Dissertation Section

Master's Thesis - Overview

The College of Graduate Studies describes the thesis as the culminating or comprehensive experience for those who conduct an original research study as part of a thesis-option program. The thesis consists of a common theme with an introduction and literature review, details of the study, and results and conclusions. Since the work is original, it is very important that care is taken in properly citing ideas and quotations of others. Academic dishonesty in a thesis, research report and dissertation work may result in termination from the degree program.

Students in the Master's in Clinical Psychology Program, Research/Thesis Track conduct a project relevant to the field of clinical psychology. This project is an immersive research experience in which students provide a unique contribution to the research literature. Throughout the project the student is asked to work in close collaboration with a research mentor, who will serve as the chair of the student's thesis committee. Although the program has specific requirements for the thesis, the program defers to graduate studies policy. Students are expected to familiarize themselves with these policies and to abide by these policies (see the graduate catalogue).

Students are to pay close attention to deadlines and to formatting requirements. Near the beginning of their first semester, it is recommended that students complete the Thesis and Dissertation webcourse, provided by Graduate Studies. This is a free, non-credit webcourse intended for students planning to complete a thesis or dissertation. Enrollment information is on the [College of Graduate Studies Thesis and Dissertation website](#).

A general timeline is provided below. In considering a timeline for a thesis, a few points are important to consider. Thesis projects often take longer than anticipated, and it is important to note that timelines will vary based on the nature of the study and sometimes based on unanticipated factors. As a result the below timeline should be considered a reflection of the latest dates to be on track for a timely graduation, and it is recommended that, when possible, students should try to reach thesis milestones as early as possible. Related to this point, it is not required, but students may benefit from working on thesis projects during their first summer semester in the program.

Recommended Thesis Timeline

First Fall Semester	Select mentor, begin discussing formulating thesis ideas. Become familiar with College of Graduate Studies thesis policies and procedures. Review Graduate Studies Thesis/Dissertation webpage, enroll in Thesis and Dissertation webcourse.
First Spring Semester	Begin formulating thesis ideas, thesis proposal, and IRB submission. Consider forming Thesis Committee. In order to enroll in PSY6971 Thesis during upcoming semesters, the Thesis Committee form must be submitted to the College of Graduate Studies in advance of the deadlines specified in the Academic Calendar.
First Summer	Although it is not required for students to enroll in thesis credit hours during the summer semester, it is recommended that students utilize the summer months to continue to make progress on their thesis to maximize the probability of timely graduation.
Second Fall Semester	For timely graduation, thesis proposal and submission of the project to the IRB is recommended by the beginning of the fall semester. Note IRB submissions may take several weeks (possibly months) for approval.
Second Spring Semester	Complete data collection, complete written thesis, complete oral defense. Electronic submission of thesis is required prior to graduation. Also, remember to be aware of deadlines in your final semester. There are specific deadlines for format review, defense, and final submission: Academic Calendar
Second Summer	For those who have not completed thesis, additional thesis hours will be required.

Relevant Links

- [Master's Program Policies \(includes thesis information\)](#)
- [Thesis Information \(including information on Electronic Theses & Dissertations \(ETDs\) submission\)](#)
- [Guide for mentors](#)
- [Student training opportunities](#)

Master's Thesis – Committees

Thesis students, in conjunction with their mentors, form a thesis advisory committee. Per Graduate Studies, the committee consists of at least three members who are approved members of the Graduate Faculty. This committee will provide continual guidance for the student and will be the principal mechanism for the evaluation of the student's thesis and performance in any general examinations. At least two members of the Thesis Advisory Committee must be Graduate Faculty, one of whom must serve as the chair of the committee. Graduate Faculty Scholars may serve as a member or co-chair of a thesis advisory committee but may not serve as the chair. Master's Program Thesis Requirements can be found in the [Thesis Requirements](#) section of the Master's Program Policies in the graduate catalog.

Program-specific committee requirements:

- Students select a mentor who serves as a thesis chair and an advisory committee.
- The chair of the committee must be a member of the UCF Department of Psychology Faculty, designated as Graduate Faculty by the College of Graduate Studies, and have been granted permission from Graduate Studies to chair thesis projects. Co-chairs are permissible; however, at least one of the two co-chairs must meet the previously mentioned criterion.
- At least one member of the thesis committee must be a member of the Master's in Clinical Psychology Program at UCF.
- At least two of the members of the committee must be graduate faculty in the psychology department and have been designated as graduate faculty by graduate studies.
- The thesis committee may include one member outside of the psychology faculty at UCF (i.e., a department at UCF other than psychology or member from outside of the university). This individual will need approval from graduate studies. It is acceptable for all committee members to be faculty in the Psychology Department at the University of Central Florida.
- The committee must be approved by the program director and by graduate studies.

Master's Thesis – IRB

All theses that use research involving human subjects, including surveys, must obtain approval from an independent board, the [Institutional Review Board \(IRB\)](#) prior to starting the research. Graduate students and the faculty that supervise them are required to attend training on IRB policies, so this needs to start well in advance of the research start date. All students and faculty researchers must be trained and certified in conducting ethical human subject research by taking and passing the online CITI Training Course. Information on the CITI Training Course can be found here: [CITI Training](#). Researchers will need to complete: "**Human Subjects Research-Group 2 Social/Behavioral Research**".

It is imperative that proper procedures are followed when using human subjects in research projects. Information about this process can be found in the Investigator Manual on the IRB website. In addition, should the nature of the research or the faculty supervision change since the IRB approval was obtained, then new IRB approval must be sought. Failure to obtain this prior approval could jeopardize receipt of the student's degree.

Master's Thesis – Defense

Per College of Graduate Studies, an oral defense of the thesis is required. The approved thesis must be written and prepared in accordance with the program, college, and university requirements. [Thesis and Dissertation \(ETD\)](#) describes university requirements and formatting instructions for theses and outlines the steps that graduate students must follow to submit their theses electronically to the UCF College of Graduate Studies.

Additionally, the Thesis and Dissertation Office offers workshops to inform graduate students about procedures, deadlines, and requirements associated with preparing a thesis.

Master's Thesis – Submission Procedures

Thesis students are required to submit their thesis electronically. Electronic thesis/dissertation (ETD) submissions are archived by the UCF library in digital format that is widely accessible. The electronic thesis may include video and audio clips as well as other formats that are appropriate for the field of study.

The College of Graduate Studies coordinates the format review and final submission process for ETDs, establishes the university's thesis and dissertation deadlines, and

administers thesis and dissertation related policies. Students should familiarize themselves with the [formatting requirements](#).

University Thesis Requirements

Master's thesis students must be enrolled continuously (including summers). Exceptions to the continuous enrollment policy may be appealed to Graduate Studies. Graduate policy states students have seven years from beginning the program to complete the degree.

The College of Graduate Studies [Thesis and Dissertation page](#) contains information on the university's requirements for thesis formatting, format review, defenses, final submission, and more. Students must format their thesis according to the standards outlined in Thesis and Dissertation [Webcourse](#).

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

The following requirements must be met by thesis students in their final term:

- Submit a properly formatted file for initial format review by the format review deadline
- Submit the Thesis and Dissertation Release Option form
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)
- Submit signed approval form by final submission deadline
- Submit final thesis document by final submission deadline

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

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

Program and Institutional Policies

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, Research/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.

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, Research/Thesis Track will not be eligible for licensure as Licensed Mental Health Counselors (LMHCs) in the State of Florida following graduation.

Enrollment in Thesis Hours

Students in the Clinical Psychology MA Program, Research/Thesis Track must complete at least 6 credit hours of PSY6971 Thesis. Students cannot enroll in PSY6971 until their Thesis Committee form has been approved by the College of Graduate Studies.

Full-time and Part-time Requirements

Students are admitted to the Clinical Psychology MA Program, Research/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/. 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](#) under General Graduate Policies in the graduate catalog.

Harassment

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 ONAC Coordinator. The Director of the Office of Nondiscrimination & Accommodations Compliance 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 <https://onac.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 who wish to complete a Practicum should discuss these concerns with the Program Director or Associate Director immediately upon beginning the program in addition to their UCF Global Advisor.

Nondiscrimination & Accommodations Compliance

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at <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 or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact [Student Accessibility Services](#).

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

- Title IX – ONAC <https://onac.ucf.edu/> & onac@ucf.edu
- Disability Accommodation – Student Accessibility Services – <https://sas.sswb.ucf.edu/> & sas@ucf.edu
- Student Complaints and Appeals– <https://www.sdes.ucf.edu/student-complaints-and-appeals/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

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 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).

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 excellent academic achievement in coursework.
- **Progress:** Timely progress toward the completion of a degree, both in terms of coursework and Thesis completion.
- **Clinical Work:** Demonstrated excellence in clinical skills in assessment, diagnosis, therapy and/or consultation as reflected through practicum experience (if a student elects to complete a practicum).
- **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, Research/Thesis Track is designed to be completed over a two-year period as outlined in the Curriculum Section. 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 during the student's first semester of enrollment. 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.

Review for Original Work (iThenticate)

The university requires all students submitting a thesis as part of their graduate degree requirements to first have their electronic documents submitted through iThenticate for advisement purposes and for review of originality. The thesis chair is responsible for

scheduling this submission to iThenticate and for reviewing the results from iThenticate with the student's advisory committee. The advisory committee uses the results appropriately to assist the student in the preparation of their thesis.

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 program websites and/or 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, Research/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. Graduates of this track typically continue their education in doctoral programs.

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 our 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](#)
- [Recreation Center](#)
- [Housing](#)
- [Counseling Center](#)
- [Writing Center](#)
- [Academic Calendar](#)

Graduate Faculty

Steven Berman, Ph.D., Associate Professor, Associate Director

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

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Karen Mottarella, Psy.D., Senior Lecturer

Research interests include teaching of psychology, advising and mentoring college students.

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Raymonde Neal, Psy.D., Associate Lecturer, Program Director

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).

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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.

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Megan Sherod, Ph.D., Clinical Professor

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

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Jessica Waesche, Ph.D., Senior Lecturer

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

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Description of Core and Elective 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.

CLP6527C – Measurement, Research Design, and Statistical Analysis in Clinical Psychology I

This course provides an overview of approaches to research design, statistical analysis, and measurement in the field of clinical psychology.

CLP6528C – Measurement, Research Design, and Statistical Analysis in Clinical Psychology II

A continuation of CLP6527C. CLP6527C is a prerequisite. Topics covered include research design, statistical analysis, and measurement in the field of clinical psychology.

CLP6528 – Measurement, Research Design, and Statistical Analysis in Clinical Psychology III

A continuation of CLP6527C and CLP 6528C. CLP6527C and CLP6528C are prerequisites. Topics covered include research design, statistical analysis, and measurement in the field of clinical psychology.

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.

DEP5057 - Developmental Psychology

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

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

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UCF Clinical Psychology MA Program
Practicum Guidelines (updated May 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) or a Licensed Psychologist in the State of Florida who has agreed to supervise graduate student intern activities OR a Qualified Supervisor in the State of Florida
 - 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. Summer semester
 - b. 10 hours per week (for the 10-week Summer D Semester), for a total of 100 hours
 - c. an average of 1 hour per week of individual supervision (1 student to 1 supervisor or 2 students to 1 supervisor) 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. intake 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 an electronic weekly time sheet digitally 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 supervisor be on site while the practicum student is providing client care or could be asked to provide care in an urgent situation.
11. Our program accreditation council, Masters in Psychology and Counseling Accreditation Council (MPCAC), states that "competent training for the practice of counseling and psychological services requires that students completing their field placements be observed and provided with written feedback to ensure that they are developing effective and appropriate skills. This feedback may be through direct observation, or observation through a video recording or through an audio recording and is typically conducted by the field placement site supervisor." Therefore, in order for our students to remain at the practicum site, direct observation of clinical skills and/or review of audio/video recordings with feedback from the site supervisor is required.

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 Summer D semester (typically mid-May to mid/late July).