FLORIDA TECH

Psy.D. Program Addendum
to the
2024-2025
School of Psychology
Graduate Student Handbook

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Administrative Structure of the Clinical Psy.D. Program

Vida L. Tyc, Ph.D., Program Chair & Director of Clinical Training (DCT)
Patrick Aragon, Psy.D., Assistant DCT

Program Chair (Academic Issues)
   (1) Represents program to the Dean
   (2) Chairs Clinical Faculty meetings
   (3) Oversees course scheduling and staffing
   (4) Authors APA annual reports
   (5) Prepares for and oversees APA Accreditation process
   (6) Oversees student recruitment and admissions
   (7) Coordinates applicant evaluation and interviews
   (8) Oversees Clinical Proficiency Exams
   (9) Oversees Comprehensive Exams
   (10) Coordinates annual student evaluations
   (11) Oversees students' academic program concerns

Director of Clinical Training and Assistant DCT (Clinical Training Issues)
   (1) Supervises Pre-Practicum and Shadowing
   (2) Consultation for sites with Master's level supervisor
   (3) Supervises clinical practicum
   (4) Supervises Internship certification and monitoring
   (5) Oversees students' practicum training concerns

Whenever possible, direct questions to the faculty member whose responsibilities include the area of your question, as that individual will be most able to directly answer your question and address specific concerns. If you are unsure where to direct your question, please feel free to ask any of us. You will also find that Lori Sorum, Administrative Assistant and Clinical Psychology Program Coordinator, can answer many of your procedural questions.

Psy.D. Clinical Psychology Core Faculty

   Patrick Aragon, Psy.D., Assistant Professor; Nova Southeastern University

   Julie Costopoulos, Ph.D., Associate Professor, New York University

   Mary Caitlin Fertitta, Psy.D., Assistant Professor, Florida Institute of Technology

   Brian Fisak, Ph.D., Associate Professor, University of Central Florida

   Scott Gustafson, Ph.D., ABPP, Professor, University of Mississippi

   Mariana M. Juras, Ph.D., Assistant Professor, University of Brasilia

   Radhika Krishnamurthy, Psy.D., ABAP, Professor; Virginia Consortium for Professional Psychology

   Vida L. Tyc, Ph.D., Professor; State University of New York at Binghamton (currently known as Binghamton University)

Faculty Advisor. All students will be assigned a faculty advisor at matriculation. The advisor is available to consult on academic/curricular matters, extracurricular volunteer professional activities, professional development directions, and other relevant questions or concerns. The student can change advisors by first talking with their current advisor, talking with the faculty they hope will be their advisor, and after both agree, securing the approval of the Program Chair.

OVERVIEW, GOALS, AND OBJECTIVES

Overview

The degree of Doctor of Psychology (Psy.D.) is a clinically oriented degree emphasizing clinical competencies and the scientific and empirical foundations for all domains of psychological practice. The program prepares students for a wide variety of careers in the field of psychology. The program leading to the Psy.D. is based on a practitioner-scholar model and is committed to the Vail model of training and the training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). Florida Tech was the first university in the southeast to offer the Psy.D. and the model of training that it represents. In addition to classes and seminars, the training program in clinical psychology includes supervised experience in psychological testing, diagnosis, therapy, and research projects related to areas of interest. Before completing the doctorate, students complete one year of supervised internship training. Graduates are licensed throughout the United States and hold positions of responsibility in mental health clinics, hospitals, medical centers, and independent practices.

Education in Health Service Psychology, which includes Clinical Psychology, involves developing foundational, broad and general knowledge of discipline-specific competencies and attaining profession-wide competencies. Training is focused on acquiring skill and knowledge from existing and evolving bodies of knowledge in the psychological literature. The importance of developing entry-level knowledge and skills in the profession is emphasized in both coursework and practicum experiences. Students are expected to be aware of a range of theories of psychological functioning and various treatment modalities, with an emphasis on evidence-based methods. Students are trained to assess and diagnose psychological problems, select appropriate interventions, to determine the effectiveness of the procedures and, if necessary, to select alternate procedures. Every effort is made to emphasize the value and dignity of all persons. The importance of a problem-solving approach, as well as knowledge of the results of scientific investigations in psychology and the other behavioral sciences, is stressed.

The university's program in Clinical Psychology subscribes to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. The program advocates for diversity, respect, and inclusion in all of our work. We consider diversity to be a strength and value work that is beneficial to all peoples. Through the efforts of the Diversity Committee of the School of Psychology, we bring attention to social justice issues affecting marginalized communities, such as sexual and gender minorities, women, ethnic minorities, and individuals with disabilities. The value of inclusion is relevant across all program areas: course work, clinical work, and conduct in interactions with faculty, students, and staff. Our goal is to prepare students to become culturally competent psychologists who will practice in socially responsive ways in a diverse society.

Licensing/certification laws vary for the various states. Although the curriculum is based on recommendations of the Board of Educational Affairs of the American Psychological Association, and the accreditation guidelines of the American Psychological Association's Office of Program Consultation and Accreditation (750 First Street, NE, Washington DC 20002-4242; tel: 202-336-5979 http://www.apa.org/ed/accreditation/index.aspx), completion of any program does not ensure admission to the licensing/certification examinations of any state. The applicant or admitted student should obtain and study the laws and regulations pertinent to licensing/certification in the state or states in which they plan to practice and should consider jurisdictional regulations and educational demands on choosing both elective work and internship positions.

Program Goals and Objectives

The overarching goal of the Psy.D. program is to prepare qualified Clinical Psychology graduate students for entry level practice as health service psychologists. To accomplish this, the program has the following three sub-goals, along with their corresponding specific objectives:

> 1. Goal #1 - The preparation of graduates with strong and continually developing clinical competencies.
>> Objectives - The development of clinical competencies in the domains of:
>>> a. Relationship
>>> b. Assessment

     c.   Intervention
     d.   Research and evaluation
     e.   Supervision, Consultation, and Administration

2. Goal #2 – Discipline-specific knowledge: The preparation of graduates whose clinical competencies are informed by, and in turn inform, the scientific and theoretical knowledge base of the discipline of psychology.
    Objectives - The development of knowledge bases in the domains of:
      a.   Biological Bases of Behavior
      b.   Cognitive/ Bases of Behavior
      c.   Affective Bases of Behavior.
      d.   Social and Cultural Bases of Behavior
      e.   Developmental Aspects of Behavior
      f.   History and Systems of Psychology
      g.   Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

3. Goal #3 - The preparation of graduates who will respect and value cultural and individual differences and whose work will be guided by the highest of ethical and professional principles and standards.
    Objectives -
      a.   Development of a strong knowledge base and sensitivity to cultural and individual differences; Integration of diversity into all learning and clinical activities.
      b.   Attainment of the knowledge, skills, and attitudes necessary for entry-level practice with the highest standards of both professional and ethical behavior.

ACADEMIC REQUIREMENTS

Admission: All students entering with a BA/BS degree must have a minimum GPA of 3.0 and those with a Master's Degree must enter with a graduate GPA of 3.2, consistent with graduate school policy. All student applicants are generally required to take the GRE. However, this may be modified subject to university policy.

A minimum of 123 semester hours of credit is required in order to earn the Doctor of Psychology Degree. Four academic years of full-time study in residence are required, plus one year (2000 clock hours) of internship. Students entering with previous graduate credits in psychology may be permitted to transfer up to 18 semester hours of course credit toward their degree (see the Florida Tech Catalog for details).

The specific requirements for the degree are listed in the Florida Tech Catalog. Students must fulfill all of these requirements in order to graduate. Most students are able to do this within the allotted 123 semester hours required for graduation. Faculty advisors provide advice on course registration and ensure that the student has completed all required courses, research, practica, forms, and program milestones. Students have the ultimate responsibility for knowing and completing these requirements. The Chair and the Assistant DCT are available for advice and consultation on all program matters.

All doctoral students in the School of Psychology are expected to be full time and in residence until they have completed the four-year residency requirement as stated in the catalog. Nine semester hours of credit is the minimum full-time load. Any deviation from this requirement for Fall, Spring, or Summer (excluding SU 4th year) semesters must have the prior written approval of the Program Chair and Dean.

Each semester has a 13-credit cap limit, and tuition is paid on a flat rate basis. After the first semester of enrollment, students may exceed the 13-credit limit in any semester by taking only a one or two credit non-required course. The course can either be taken for credit (and paid at the graduate level credit rate) or audited (and paid at the audit rate).

TRANSFER CREDIT AND EXEMPTION FROM REQUIRED COURSES

Students who enter Florida Tech after doing graduate work at other institutions (whether or not an advanced degree has been obtained) may have taken courses that are equivalent to some of the required and elective courses in the graduate

programs of the School of Psychology. Transfer credit may be granted for a maximum of 12 semester hours of previous course work for the Master's degree, and 18 semester hours of previous course work for the Psy.D. or Ph.D. degree. The 18 semester hours that may be transferred toward the Psy.D. includes any credit transferred toward the Master's. degree. Core clinical courses (please see list below), ethical and professional issues courses, and practica may not be transferred or exempted. All transfers are made on a course-by-course basis. Students should be aware that the content of exempted coursework will appear on the Comprehensive exam and Clinical Proficiency Exam (CPE) and should independently prepare accordingly if they elect not to take the class.

The following is a list of classes that cannot be transferred:

> PSY5002 Pre-practicum
> PSY5116 Cognitive/Affective Bases of Behavior
> PSY5521 Assessment of Intelligence
> PSY5522 Lab in Assessment of Intelligence
> PSY5524 Lab in Assessment of Personality
> PSY5527 Objective Personality Assessment
> PSY5528 Projective Personality Assessment
> PSY5595 Practicum
> PSY6521 Psychodiagnostics
> PSY5541 Clinical Skills and Techniques 1
> PSY5542 Clinical Skills and Techniques 2
> PSY5501 Personality and Psychotherapy
> PSY5591 Seminar in Professional Standards and Ethical Principals in Psychology 1
> PSY5592 Seminar in Professional Standards and Ethical Principals in Psychology 2
> PSY5593 Seminar in Professional Standards and Ethical Principals in Psychology 3

Written requests for transfer credit must be made to the student's Program Chair and must be supported by documentation, including course name, catalog description and/or syllabus, official transcript indicating grade received (passing the course with a grade of B or better), number of credit hours, and the Florida Tech course offering believed to be equivalent. Faculty will review the materials to determine equivalence.

GPA

To receive a doctoral degree, a student must have at least a 3.2 grade point average. Graduate School policy states that in graduate courses, grades of D and F are failing grades and must be repeated at the earliest opportunity if they are required classes. An elective course in which a D or F is received must either be repeated, or an additional course taken with approval of the program chair. Any student receiving a grade of C in a required course may be required to repeat the course, at the discretion of the course instructor, and receive a grade of B or better. If the course is not repeated, students in the PsyD Clinical program must remediate any grade of C in a required area of study or complete other remediation of the grade as directed by the course instructor. In accord with the rules of the graduate school, all grades received are used in computing the grade point average, but only the last set of credit hours for the course count toward graduation. Therefore, when a course is repeated the C (or lower) grade from the initial course is included in the overall average but does not provide credits toward graduation.

DOCTORAL RESEARCH PROJECT (DRP) REQUIREMENTS

The Doctoral Research Project (DRP) is required of candidates for Florida Tech's Doctor of Psychology (Psy.D.) degree serves as one of the culminating educational experiences toward the doctoral degree. The trend in our field is for psychologists to be accountable in their work, have an evidence-based practice involving collecting data on their practice (whether seeing clients, giving workshops, teaching, consulting, or doing administrative work), and to utilize the results to demonstrate and improve their practice. This often entails sharing their knowledge in written form with others. The DRP is a research project that involves an empirical investigation of a specific area within the field of clinical psychology. A range of topics and approaches are suitable as DRPs. Among these are systematic evaluation of community needs for services; the design, implementation, and evaluation of services; studies of the technical properties of assessment procedures; studies of the process of assessment or intervention; studies of specified client populations or client variables influencing psychological outcomes. The DRP consists of original research that may entail replication/extension of previous research. Strategies of inquiry will vary to suit the topics chosen. However, in all cases the inquiry must be conducted following the most rigorous and disciplined procedures the subject matter and practical circumstances allow,

and should be consistent with or rationally build upon prior research procedures in the area of inquiry. The expectation common to all DRPs include addressing a meaningful question in the field via empirical investigation, expanding the student's understanding of the knowledge base of psychology, and demonstrating the student's scholarly competence and knowledge of research design and statistical analysis, data interpretation, and ability to express ideas and conclusions effectively in written form.

Overview of the DRP process

1. The DRP prospectus and initial proposal results from one-on-one collaboration with a Core Psy.D. faculty member as the DRP chair. The DRP will be conducted under the direction of a committee composed of a minimum of three members of the Graduate Faculty of Florida Institute of Technology. One other member must be from the faculty of the School of Psychology, and a minimum of one member must be selected from outside of the School of Psychology. Final choice of committee members rests with the chair. The DRP chair will provide a syllabus for the DRP, outlining general expectations and parameters of research work supervised by the Chair. The student's DRP performance is evaluated in each term of registration and grades of S-Satisfactory or U-Unsatisfactory are assigned. I-Incomplete grades are rarely used and require approval of the Program Chair. If the student earns two grades of U for DRP during the pre-internship component of the program it is grounds for academic dismissal.

One month prior to registering for the first semester of DRP, request for an exception to have a non-core clinical faculty member chair the DRP may be considered it there are no available Psy.D. faculty available to chair. It is the responsibility of the student to submit a written proposal requesting the exception with appropriate supporting documentation to the Program Chair. Designation of a non-core clinical faculty member must be approved by the Program Chair in consultation with the clinical faculty.

In general, the DRP process involves ten steps: (1) The student requests a faculty member to serve as Chair and the two agree on a topic of research (2) the DRP proposal, which is a written document that contains an extensive literature review and a research plan. The proposal contains a title page, introduction, literature review, purpose of the study and hypotheses, proposed method (participants, instruments, procedure, data analysis), references, and appendices. This is submitted to committee members at least two weeks prior to the proposal meeting to allow them to review and provide feedback to the student; (3) the proposal meeting with the DRP committee and approval of the proposal (faculty will complete the Doctoral Research Project Proposal Rating Form); A "pass" on the DRP Proposal is indicated by 2 of 3 faculty members rating the Proposal as "*meeting expectations*" (i.e. a 3 or better), based on the overall mean ratings across all rated domains (rounded up to the nearest whole number) on the DRP Proposal Rating Form; the DRP Proposal Approval to Proceed Form must also be signed by all DRP Committee members (4) approval by Florida Tech's Institutional Review Board; (5) the actual implementation of the research including data collection or analysis of archival data; (6) Submission of the proposed meeting date to the Office of Clinical Training for university announcement (7) completed DRP manuscript (including results, discussion, tables and figures) written in APA manuscript style and provided to committee members at least two weeks prior to the oral defense; (8) the DRP oral defense meeting with the committee and approval of the completed DRP; the Doctoral Research Project Final Defense Rating Form and the Graduate School required forms will be completed at the final defense of the DRP; A "pass" on the DRP Final Defense is indicated by a consensus (3 of 3 faculty members) rating the product as "*meeting expectations*" (i.e. a 3 or better) based on the overall mean ratings across all rated domains (rounded up to the nearest whole number) on the DRP Final Defense Form; all DRP Committee members must sign the DRP exam report indicating a "Pass" of the DRP (9) acceptance of the final DRP manuscript by the Graduate School. The final DRP manuscript will include all revisions requested by the committee and all relevant appendices. (10) The DRP will be presented in a poster session at the final colloquium in the Spring. In addition, students are encouraged to revise and submit their DRPs for presentation at professional meetings as well as for journal publication.

The DRP committee will certify to the Dean of the College of Psychology and Liberal Arts (COPLA) and the Graduate School that the committee has accepted the DRP. The student must have an oral defense of the DRP at a designated time and place, open to all members of the Graduate Faculty of the University. Two weeks notification to the Graduate School is required before a defense can be held. Students should confer closely with their DRP chair and committee members concerning the scheduling of the defense and other deadlines relevant to completing the DRP. Scheduling a defense during the summer months may require special care since some faculty may not be available. The final DRP manuscript will be submitted to the Graduate School for review. See the graduate school webpage for instructions on preparation of the final manuscript: https://www.fit.edu/office-of-graduate-programs/thesis-and-dissertation-process/.

Registration for DRP and Grading Standards

All Psy.D. students must be continually registered for DRP credit from the time they begin their project (i.e., Summer of the second year) through the term in which the DRP is successfully defended and accepted by the Graduate School.

As Stated in Policy 3.2.3 of the Graduate Policies Manual, students involved in DRP work "must register for at least three hours of doctoral research project each semester until it is successfully defended and the doctoral research project manuscript is accepted by the office of Graduate Programs" (See Policy 4.10 for special instructions regarding final semester registration for fewer than normal minimum three hours). An interruption in registration is permissible only if the student is not making any use of university facilities or personnel and must be approved in advance by the Dean of COPLA. For each DRP course registration, the student receives either an S (Satisfactory Progress) or U (Unsatisfactory Progress) grade. Grades of U may not be changed and will remain in the transcript; however, they will not be used in computing the student's cumulative average. If insufficient progress is made in any semester, a grade of U will be given unless, in the judgment of the DRP chair, circumstances beyond the student's control prevented progress toward the DRP. When the DRP is completed, an appropriate number of S grades will be changed to Pass or Fail grades, not to exceed twelve (12) semester hours. Grades of S that have not been changed will remain on the transcripts but will not be used in computing the student's cumulative grade point average. The DRP committee shall assign final DRP grades upon completion of the oral DRP defense. Standards for evaluating the DRP are based upon 5 principal criteria:

1. Difficulty and level of sophistication of the DRP topic judged against the prevailing standards of the discipline.

2. The degree of success with which the goals of the DRP/research project were met.

3. The competence, level of effort, and ingenuity displayed in designing and carrying out the project.

4. The quality of the DRP judged as a research document.

5. The capability of the student displayed in the oral examination of the DRP.

DRP Completion Requirements

The DRP must be disseminated to the DRP Committee by October 15 and defended by October 31 of the Fall Semester of the 4th year in order for a student to apply for internship. Failure to do so will result in rescission of certification of academic preparedness for the internship by the Office of Clinical Training. If there is a cogent reason why the DRP has not been completed by this time, the reason must be provided in writing by the student along with appropriate documentation and attested to in writing by the DRP chair. These documents must be submitted to the Psy.D. Program Chair, and decisions on exceptions will be made by the Psy.D. Program Chair in consultation with the faculty of the Psy.D. program.

Additional details regarding the DRP are found in the Graduate Student Handbook of the School of Psychology; https://www.fit.edu/media/site-specific/wwwfitedu/college-of-psychology-and-liberal-arts/clinical/documents/2023-2024-SOP-Grad-Handbook.pdf; https://www.fit.edu/policies/graduate-policies-and-supporting-information/phd-policies/.

 Refer to those documents for information on all aspects of this requirement. The DRP supervisor and the DCT will also provide necessary guidance in this process.

Third Year DRP Timeline*		
Semester	Deadlines	Targeted DRP Goals
Summer (2nd Year)	Begin preparation of the DRP proposal	Literature Review
Fall (3rd Year)	Finalization of the written DRP product	Design/Methodology; Completed written DRP product
Spring (3rd Year)	Oral presentation of the DRP Proposal must be completed and passed with Committee Approval prior to the Comprehensive Examination; Proposal must be disseminated to committee at least 2 weeks prior to the proposal meeting date. If the DRP has not yet been proposed, the deadline for Establishment of Committee Form is-60 days prior to the Comprehensive Examination.	Oral presentation at the Proposal meeting & Committee Approval; Data Collection & Analysis
Summer (3rd Year)	Finalization of the DRP	Complete analysis; Final Write-up of Results & Discussion
Fall (4th Year)	If oral defense of the Completed Final DRP has not already been completed and passed, students must orally defend and pass no later than October 31 in order to apply to internship. October 15 is the deadline for completed Final DRP manuscript to be disseminated to the Committee	Students who have not defended their Completed Final DRP by October 31 will not be permitted to apply for internship

*Program Course Layout allocates 4-semesters NOT 5-semesters to the DRP
* Not to exceed 12-semester hours

PRACTICUM REQUIREMENTS

The program's practicum training follows the standards of the American Psychological Associations Office of Program Consultation and Accreditation (750 First Street, NE, Washington DC 20002-4242; tel: 202-336-5979) http://www.apa.org/ed/accreditation/index.aspx

All first-year students will register for 1 credit of PSY5002 Pre-Practicum for the third semester of their first year in the program.

Students who want clinical experience prior to completing the first two rotations of the Community Psychological Services (CPS) practicum may register for PSY5596 Supervised Clinical Experience, to engage in training/ experience with the Sports Concussion Management Program (CMP) and/or Memory Disorder Clinic (MDC), for activities associated with the PsyD program. These can be taken in Year 1 or 2 of the program under the supervision of core clinical faculty. However, it is strongly advised that students consult with their advisor before taking on extra clinical duties. It can count as practicum hours in your internship application **IF** you formally register for the course **AND** complete a supervised clinical experience contract that should be turned in to the Office of Clinical Training. Students **cannot** register for PSY5596 to engage in other clinical experiences external to the ones listed above. In addition, students should consult with their faculty advisor before taking on additional clinical responsibilities. No other program may be utilized as SCE, nor count as clinical practicum or experience prior to external practicum. Students should also consider research opportunities.

All students follow a practicum sequence plan, which closely corresponds to their standing in the program and their level of academic preparedness. Each 1 credit of practicum reflects 50 hours of practicum work per semester. Practicum begins at Community Psychological Services (CPS), where each student will take three credits for two consecutive semesters, for a total of 300 hours. The faculty may determine that a third practicum be completed at the Scott Center if there are areas of remediation indicated. From there, the student will move on to other sites as determined by the DCT. All students are required to take a minimum of 18 credits of advanced practicum. The minimum practicum requirement calls for 1200 total hours of supervised work. In practice, many students may accumulate more hours of supervised practica by the time of internship.

All students registered for pre-practicum (PSY5002) and practicum (PSY5595) must provide written proof of liability insurance. Failure to comply with this requirement may result in removal from the assigned practicum site. Further information on obtaining liability insurance is available from the FIT Office of Clinical Training.

For a more complete discussion of the practicum requirement, the student is advised to carefully read Practicum Document #1 and Practicum Document #2 which can be accessed here https://www.fit.edu/psychology-and-liberal-arts/schools/psychology/academics-and-learning/clinical-psychology/practicum-catalog/

ETHICAL BEHAVIOR

Students who are admitted into the School of Psychology program are subject to the ethics, professional standards, and laws relating to psychologists and the practice of Psychology. Students are expected to conform to the letter and the spirit of the APA Ethical Principles of Psychology and Code of Conduct. The highest expectations for professional conduct will also include a global respect for all persons conveyed in a strict adherence to culturally diverse-, equitable-, and inclusive- promoting behaviors. The program faculty reminds any students working in mental health settings that they are professionally obligated to only perform tasks that are commensurate with their level of training and experience, and with proper on-site supervision. Any ethical or legal violation will result in referral to the Student Special Review Committee (SSRC). Academic dismissal may be an option.

FLORIDA TECH PSYD PROGRAM STUDENT SPECIAL REVIEW COMMITTEE (SSRC)

The purpose of establishing this committee is to: (a) achieve early identification of, and intervention for, students with difficulty/misconduct in the program; (b) strengthen due process and provide an opportunity for remediation for these students before difficulties escalate; (c) apply the review process uniformly in the program.

Reasons for referral to the Student Special Review Committee (SSRC):
The committee considers a broad range of student difficulties in the program including, but not limited to, insufficient academic performance and/or progress (such as failing the Clinical Comprehensive Exam., faculty concerns expressed on Annual Review, CPE, or GPA below 3.2), lack of suitability for the profession, unethical, illegal or inappropriate behavior in courses or field placements/internships, and reported violations of the FIT Academic Code of Conduct or assisting others in violating the code. Specific examples of student problems referred to the SSRC include but are not limited to: problematic functioning in a practicum or internship placement; marginal or weak academic performance; poor attendance; unprofessional behavior with faculty and/or other students, disruption of academic activity; plagiarism; cheating; unauthorized research; alteration or misuse of academic documents; reusing previously submitted work; unauthorized collaboration; falsifying data; ethical, personal/ interpersonal, and/or professional functioning problems; student impairment (e.g. substance abuse); and any other violations or difficulties defined by a faculty member as requiring program-level attention. The SSRC is not involved when a faculty member has identified a minor student problem and is addressing it directly as needed. The SSRC is only involved when program-level intervention is needed.

The PsyD program/SSRC works in concert with the School of Psychology policies on the Professional Behavior and Conduct of Students (found in the SOP Graduate Student Handbook). The PsyD program and its faculty are the appropriate first venue for the investigation and resolution of student problems.

Procedures:

1.   A faculty member initiates a referral to the SSRC when a student problem is identified in academic or practicum contexts and will provide accompanying written documentation.

2.   The SSRC will notify all clinical faculty by email and will seek further information and recommendations in writing from them within a specified information-gathering period (two weeks).

3.   The SSRC will collate and review the submitted information, summarize it in an email letter to the student and ask him or her to respond in writing within one week. The SSRC may also ask to meet with the student at any time in the process to clarify issues. The student response gives the student the opportunity to provide his/her explanation of the issue.   The student may also be asked to have a meeting with the SSRC. The SSRC reviews all the documentation and

provides a letter regarding their determination of recommended consequences to the Program Chair and all clinical faculty.

4.   The Program Chair will discuss the issue with the clinical faculty, approve or modify the recommendations, and inform the student and the clinical faculty of the final plan or decision. The final copy of the recommendations will be placed in the student's file and may be accessed by the clinical faculty.

5. The student will provide written updates to the SSRC as recommended in the remediation plan. The academic advisor may also be included in this process. The SSRC will provide clear guidelines for remediation, however they may also suggest termination from the program. If termination is suggested, the matter will be referred to the entire clinical faculty for final determination of the case.

6.   When the SSRC determines that the student has met requirements of the review/remediation, it will notify the Program Chair and the clinical faculty of the outcome of the process. Following review by the clinical faculty, the SSRC will advise the Chair on whether or not the student can be removed from SSRC oversight. The Chair will determine when termination from SSRC oversight is appropriate.

ACADEMIC DISMISSAL

We never anticipate that students will be dismissed. However, certain circumstances can result in dismissal. These are listed in the catalog and are summarized below. Some of the circumstances apply to all programs while others are specific to the Doctor of Psychology Program. See Graduate School Policy https://policy.fit.edu/policy/5386 and SOP Handbook.

GENERALLY APPLICABLE
1. *Two or more grades of D or F are earned in graduate level courses.*
2. *The student's grade point average does not meet the standard for the total credit hours attempted.*
3. *The academic faculty judges that the student is not making satisfactory academic progress.*
4. *The student fails to abide by the standards of professional conduct required by the program.*
5. *The presence of the student hampers the academic efforts of other students.*
6. *Dismissal for Misconduct: Student conduct which violates the legal or ethical standards of the University may result in mandatory withdrawal from all classes and denial of permission to register in future terms, for either a definite or indefinite period of time. Examples of misconduct that could result in these actions include cheating, plagiarism, knowingly furnishing false information to the University, or forging, altering, or misusing University documents or academic credentials.*

ADDITIONAL DISMISSAL CRITERIA APPLICABLE TO PSY.D. PROGRAM
7. *The student's cumulative grade point average falls below 3.0 at the conclusion of any semester. (Dismissal may occur if the average is below 3.2 for two successive semesters.)*
8. *The student is not admitted to doctoral candidacy.*
9.   *3 Failures on the Clinical Proficiency Examination (CPE).*
10. *3 failures on the Comprehensive exam*
11. *Receiving 2 grades of a "U" for DRP*
12. *The student receives an unsatisfactory grade for one semester (nine credit hours) of internship.*
13. *Violation of professional and/or ethical guidelines and including legal regulations.*

POLICY ON CLINICAL SERVICE ACTIVITIES BY STUDENTS

Clinical services that are part of Florida Tech's School of Psychology, Psy.D. program's experience fall within the following venues:

Shadowing: The Assistant DCT may assign students to sites for shadowing, based on students elected interests. Shadowing students will not be paid for their experiences. Shadowing opportunities are contingent upon availability of site(s) for any given year. Shadowing at CPS, however, will be mandatory for all students, in preparation for beginning their first practicum at the location during the second year of the program.

Practicum: Practicum placements are settings approved by the DCT and Assistant DCT. All

students in any practicum placement must be registered for at least one hour of practicum. Four credit hours of practicum are the maximum per semester. A student wishing to take more credits/hours of practica must request permission from the office of clinical training. Practica may be paid or unpaid.

Supervised Clinical Experience: Graduate students who have not completed 2 consecutive semesters of practicum at CPS may take a zero credit-hour for clinical work under a Florida Tech service grant or contract. Students may receive an hourly wage or a stipend for the term via Florida Tech.

Florida Tech Grant/Contract Employment: Graduate students may work under a Florida Tech service grant or contract. Students are paid an hourly wage or a stipend for the term via Florida Tech

The following venues are not part of the Florida Tech School of Psychology Psy.D. program experience:

Outside Clinical and Non-Clinical Services: This includes clinical services provided through employment by any health service provider (individual or agency) performed outside of shadowing, practicum, supervised clinical experience, or grant/contract employment. There is no requirement to report clinical or non-clinical service employment that is outside of shadowing, practicum, supervised clinical experience, or Florida Tech grant/contract employment. **Students should be aware that student liability insurance does not cover their employment activities outside of Florida Tech training venues. Students should also be mindful that training and programmatic activities are a priority and should take precedence over outside activities.**

Outside employment with Florida Tech full-time and adjunct faculty members is subject to additional conditions due to the potential for conflicts of interest. The conditions are noted in the Policy for Outside Employment with Full Time & Adjunct Faculty in the School of Psychology Graduate Student Handbook at https://www.fit.edu/media/site-specific/wwwfitedu/college-of-psychology-and-liberal-arts/clinical/documents/2023-2024-SOP-Grad-Handbook.pdf. If the student is having academic difficulties, the advisor may review the number of outside hours being worked and advise whether the student's workload is contributing to problems in coursework.

The DCT and Assistant DCT will advise students on which hours are allowed to count for APPIC internship hours.

ANNUAL STUDENT REVIEWS

As part of the overall evaluation process, annual reviews of all students will be conducted. Expectations for each year in the program are based on expected levels of performance for the specific year of training. Annual reviews of students are comparable evaluations in which a student's performance in a given year is based on progress from the previous year's review. The evaluation of all students will assess student discipline-specific knowledge, profession-wide clinical competencies, and research. These evaluations will be consistent with the expectations of the APA Commission on Accreditation. Students are required to complete a document explaining all activities for the previous year, including DRP progress when applicable. All faculty have the opportunity to assess each student in the program, however, if the faculty member has not had contact with the student in the year currently being evaluated, he/she may decline to comment. Faculty evaluates students in the following areas: interpersonal skills, coping skills, readiness for professional activities, responsibility/integrity, academic performance, research skills/DRP progress, involvement with program, and openness to feedback. The evaluation assesses whether the student has met a minimum level of competency in each area. A two-person faculty team will write the evaluation for each cohort. Students will receive the evaluation from a faculty member with discussion and explanations as necessary. Feedback meetings are scheduled during Spring semester for 4th year students and during the Fall semester for years 1-3. Any faculty may refer a student to the SSRC for remediation if the evaluation reveals significant deficits in performance. If the student does not go on internship in the 4th year, there will be continued annual evaluations. Special consideration will be given to the reasons for the students staying for additional time.

Successful completion of the second-year review is one of the criteria for admission to doctoral candidacy. In order to pass the second-year review, the majority of the faculty must rate the student's overall mean performance across all rated domains (rounded up to the nearest whole number) as meeting expectations for this level of training with a rating of "3" or better. Students who do not pass the second-year review will be referred to the full core clinical faculty for a decision regarding academic dismissal or provisional pass with remediation. The faculty may elect referral of the student to the SSRC for necessary remediation. Academic dismissal is determined by a majority vote of the core clinical

faculty.

COMPREHENSIVE EXAMINATION

A. Purpose
The exam is intended to serve as a measure of the discipline-wide competencies that are the foundations of the field of psychology. It is intended to serve as a measure of the psychological knowledge acquired during the first three years of the program. The Exam will focus on various areas in clinical psychology as the core knowledge domains in the field of psychology inform them.

B. Format
The exam will include multiple choice items test that assesses core areas of competency.

The structure of the Comprehensive Exam will be as follows: An on-site administration of the exam will occur in a six-hour block of time (e.g., 8:00 a.m. to 2:00 p.m.) during the first three weeks of the Summer Semester of the third year. The exam will be administered via computer and necessary data to connect to the exam site will be provided. Students will sign a statement acknowledging that they will not access the Internet or files on the computer other that the one used during the examination. The FIT honor code statement will also be signed. Areas covered include:
    a. History and Systems of Psychology
    b. Biological Foundations of Behavior
    c. Cognitive/Affective Bases of Behavior
    d. Social/Cultural Bases of Behavior
    e. Statistics/Research
    f. Ethics/Professional Standards
    g. Developmental Aspects of Behavior
    h. Assessment.
    i. Psychopathology
    j. Intervention – Psychotherapy Models

C. Time Frame / Retakes
The exam will be administered during the first three weeks of the summer semester of the third year of study. Students who fail the exam will retake the entire exam in the first month of the following Fall semester.

Students will not be able to participate in the internship match process if the exam is not passed on the second attempt. Those students who fail the retake can take the exam a third time during the next regular administration of the exam (i.e., during the first three weeks of the summer semester of the next academic year) and following a period of remediation which will be coordinated by the SSRC. A third attempt will necessitate adding a year to the program. Those who do not pass the exam on the third administration will be denied candidacy and will be dismissed.

D. Evaluation

Seventy percent is the minimum passing score. If the exam is not passed, the entire exam must be re-taken.

ADMISSION TO CANDIDACY

A. Purpose
To comprehensively assess student academic and clinical progress through the program and to verify that the student is performing at the appropriate level of doctoral training.

B. Format
Admission to Candidacy will depend upon the successful completion of the following four components:
1.   Passing the Clinical Proficiency Examination (CPE).
2.   Passing the Second Year Student Review.

3. Maintaining Satisfactory Academic Performance (a GPA of 3.2 or greater).
4. Passing the Comprehensive Examination.

C. Time Frame
All relevant components must be completed by the end of the Fall semester preceding the internship year.

D. Evaluation
Each component has its own method of evaluation (described below).

CLINICAL PROFICIENCY EXAM

A. Purpose: to serve as a measure of psychological knowledge and basic competency in clinical skills acquired during the first two years of the program and the ability to articulately communicate this knowledge in written and oral format. Skill competencies in intervention via videotaped session are also demonstrated. The Exam will focus on various domains of psychological practice as informed by the scientific literature with an emphasis on evidence-based methods.

B. Format

The CPE will be composed of the following elements:
1. A written psychological evaluation and case conceptualization/treatment report of an adolescent (aged $\geq$ 14 years of age) or adult client seen at the student's practicum site (with all identifying data removed). Students who choose a client for their CPE who has been previously selected for a CPE must seek approval from the Clinical Director.

The CPE psychological evaluation should include, but not be limited to:
   a. A thorough and well-organized intake and history
   b. A standardized measure of intelligence
   c. A self-report measure of personality/psychopathology
   d. A performance-based measure of personality, with which you demonstrate use of a scoring and interpretive strategy
   e. The OQ 45.2
   f. Other measures determined to be suitable to the referral question and the case
   g. Computerized interpretations of test results are not allowed for the CPE

Submitted CPE reports should utilize the following headings:

   a. Demographic Data
   b. Data Sources
   c. Reason for Referral/Presenting Problem(s)/Identified Problem(s)
   d. Problem History
   e. Developmental/Family History
   f. Current Life Situation
   g. Medical & Mental Health History
   h. Legal History
   i. Diversity Considerations
   j. Behavioral Observations & Mental Status
   k. Resources/Limitations.
   l. Assessment Findings
   m. Diagnoses
   n. Case Conceptualization
   o. Treatment Plan
   p. Copies of all Assessment Raw Data (de-identified)

All raw data are to be included with the evaluation.
All reports are evaluated for completeness and an incomplete document is grounds for failing the exam. (Clinical Faculty Minutes 4-15-16)

The written work sample must be completed and turned in by the time designated by the clinical faculty. Late submissions will result in failure. The intent of the format and of this component of the CPE is to provide an integrated document regarding an individual case, based upon multiple data sources. In the assessment findings section, you should organize your results in terms of Intellectual Functioning and Personality Functioning subheadings, and the results should be organized into meaningful, thematically developed paragraphs. The assessment findings should include a complete interpretation of intelligence test findings as taught in the Assessment of Intelligence course. Personality test results should include the patient's overall level of functioning, principal problems and symptoms, thought processes, affect/mood, identity, conflicts, defense mechanisms, coping strategies, and behavior, and should reflect cumulative learning from the Personality Assessment and Psychodiagnostics courses. All scoring information necessary for evaluation of the exam must be included.

The case conceptualization and treatment plan should follow directly after the assessment findings and diagnosis.

The case conceptualization should be grounded in the theory/model used and should include in narrative form the following headings and components:
- a.   Problems: A description of the primary problems and symptoms
- b.   Development of Problems Over Time: A description of how and why the problems developed over time. That is, how does the theory/model account for the etiology of the presenting problems, symptoms, issues, and deficits.
- c.   Maintenance of Problems: A description of how the theory/model accounts for the maintenance of the principal problems, including person and situational variables.
- d.   Patient Adaptation to Problems: A description of how your client has adapted to the primary problem, and the effects of the adaptation on overall functioning.
- e.   Treatment Implications: A description of the treatment implications from the perspective of the theory/model, to include client's suitability for treatment, and client assets and limitations that influence treatment.

The treatment plan should include the following components:
- a.   Long-term goals.
- b.   Short-term goals (objectives) by problem or problem area. Set a time frame for each short-term goal, along with its corresponding planned intervention.
- c.   In an Appendix, you may also wish to describe the empirical basis for your treatment, with references citing the outcome research justifying the treatment you have selected.

2.   Along with the psychological evaluation/case conceptualization, each student will submit a videotape/digital recording of a session with a client seen in treatment. Whenever possible, the client should be the one on which the psychological evaluation was done. The videotape should be of a session held toward the middle of treatment. The videotape/digital recording must show the therapist and client, must be audible, and must cover the entire session. You must review your tape to ensure that these three components are present. If problems arise with your ability to provide an adequate videotape/digital recording, then you must bring this to the attention of the CPS director and practicum supervisor. If a tape from a client different from the one tested, a case summary must be included for that case.

3.   Along with the videotape/digital recording, the student will also present a written description of the recorded session to include the following information:
- a.   A brief background history of the client and his/her presenting problem (this is not needed if the battery was performed on the recorded patient).
- b.   A conceptualization of the client and the presenting problem (this is not needed if the battery was performed on the recorded client).
- c.   The treatment plan developed for the client and the timing of the recorded session with respect to the course of treatment.

d.   The model of treatment adopted.

In general, your written description of the recorded session should present a brief summary of the session, including what interventions were utilized in the session and how the interventions are related to your treatment plan. You should critique your digital recording and indicate perceived areas of strengths or weaknesses.

Please note that it is an ethical violation to have your client's identity revealed in any manner in the CPE work sample. This may result in a failure of the exam.

4.   A brief oral presentation of the case. This presentation will include a discussion and overview of the evaluation of the patient, the treatment plan and course of treatment, and the theoretical rationale for the treatment selected. The student should be prepared to justify evaluation and treatment decisions, address relationship and interpersonal issues, and address general questions about the case.

Structure of the CPE meeting:
The oral exam will be scheduled for one hour.
The elements are:
a)   Student formal presentation of case – approximately 15 minutes, which may be interrupted with questions from the examining team
b)   Questions and answers -- approximately 30 minutes of questioning and student response covering a) Evaluation & Assessment, b) Case Conceptualization and Treatment Plan, c) Treatment Implementation (video) and student self-evaluation of session.
c)   Faculty deliberation and feedback to student – approximately 15 minutes.

Students must submit three copies (with the completed CPE Checklist in each copy (page 13 of this addendum) of all required materials to the Office of Clinical Training. Only one copy of the videotaped/recorded session is required and will be available in the Scott Center confidential Box site.

C. Time Frame

For the Fall and Spring semesters, all CPE materials (including the evaluation, case conceptualization and treatment plan, video of the treatment session, and summary of the taped session) will be due by the Wednesday of the eleventh week of the semester (by 12:00 pm), and the oral presentations will be scheduled during the thirteenth & fourteenth week of classes. Oral presentations may be scheduled later, but by the end of exam week, if the student is not graduating at the Master's level that term.

In the summer semester, all CPE materials will be due by the Wednesday of the eleventh week of the semester (by 12:00pm), and the oral presentations will be scheduled within the first 4 weeks of classes in the Fall term.

The student may move on to the oral examination even if it is not clear that the evaluation component is a pass. The CPE committee judges the psychological evaluation component and decides if the student will move on to the video and oral examination components.

D. Failure and Appeal

A "pass" on the CPE is indicated by 2 of 3 faculty members rating the product as "*meeting expectations*" (i.e. a 3 or better), based on the overall mean ratings across all rated domains (rounded up to the nearest whole number) for each component of the exam (psychological assessment, video, and oral component). Students who fail one of the first two sections of the examination (the psychological assessment and the video section) will repeat only those sections of the examination they failed. However, there will also be an oral exam associated with the section of the CPE that is not passed. If the student fails only the oral component of the exam, they must complete a written psychological assessment, using a new client, and will be re-evaluated on the oral component of the CPE only. All re-examinations will be completed using a new client. Students have three attempts to pass the exam. No other consequences will be applied unless they are necessary for the student to complete the CPE process.

Students who have concerns about the fairness or the accuracy of the judgments or processes related

to their CPE may appeal to the Program Chair.

E. Community Psychological Services (CPS) Client Evaluations for CPE

CPS clients who are considered for CPEs will be informed of the nature of the additional evaluation. Following completion of the CPE and revisions of the document by the clinical supervisor, the report will become a part of the client's clinical file. A specific and separate informed consent form will be used for this purpose. Text of the consent form will include: "This evaluation will be conducted by a clinical psychology doctoral trainee and is subject to academic and supervisory review. Your consent to this evaluation acknowledges your understanding that feedback to you from this evaluation, and release of any related records to authorized third parties, will be available only after the academic/supervisory review has been completed."

Second Year Student Review

A. Purpose

To evaluate the academic, personal, and interpersonal characteristics and traits necessary for successful completion of the program and for competence in the practice of psychology following graduation.

B. Format

The same variables that are assessed in the first-year student review process will be evaluated here. This will allow for comparison of ratings across the two years.

Faculty evaluate the student across profession-wide and discipline-specific competencies expected at the end of the second year of the program.

C. Time Frame

Faculty will complete the second-year review at the conclusion of the Summer semester.

D. Evaluation

In order to pass the second-year review, the majority of the faculty who provide ratings must rate the student's overall performance (rounded to the nearest whole number) as meeting expectations for this level of training with a rating of "3" or better. Students who do not receive the necessary passing scores will have their results discussed by the full core clinical faculty, who will either endorse: 1) the initiation of dismissal proceedings, or 2) a conditional passing of the second-year review contingent upon meeting the requirements of a remediation plan. The SSRC may be involved in developing the remediation plan.

In addition to the requirements for Admission to Candidacy, the Psy.D. program requirements include successful completion of the requisite academic requirements stated earlier, the Comprehensive Examination, and the Doctoral Research Project. Guidelines for completion of the Doctoral Research Project and Maintenance of Satisfactory Academic Performance can be found in the Graduate Student Handbook and an appendix to this document.

INTERNSHIP

All requirements for the master's degree must be completed before beginning the application process for internship. The student must seek approval from the Program Chair/DCT to apply for internship before beginning the application process to ensure that all requirements are in place. This approval is contingent upon a completed program plan (the Clinical Specialization-Program of Study form) with a DRP defense date on or before October 31 and dissemination of the DRP product to the DRP Committee by October 15. The internship is the final training experience of the student's program. It is the opportunity to develop skills to a professional level, while still under supervision. Before beginning an internship, the student must complete all of the required didactic courses of the program. Students must also have completed a minimum of 1200 clock hours of practicum [300 hours of PSY 5594 (practicum at Community Psychological Services) plus 900 hours of PSY 5595 (advanced practicum)] in the program, no matter how much practical clinical experience or practicum hours they bring with them. All Florida Tech practicum credits will appear on the student's transcript and may be

documented in the vita, along with other clinical experience. Finally, the DRP requirement must be completed before applying for internship. If there are issues with the DRP timeline, the student, faculty DRP chair, and DCT must confer regarding final decisions about application prior to the student submitting any internship applications.

Applications to internship sites must begin in the Fall semester of the year before the student wishes to start the internship. Internships in Clinical Psychology require a minimum of 2000 hours of supervised experience during one calendar year. Students may only apply to internship sites that are accredited by the American Psychological Association (APA) unless given written permission by the Clinical Training Office. The DCT must approve any non-accredited internship sites before the student can apply for internship.

Students on internship must register for nine hours of credit (PSY6595) for each of three semesters, as they are considered full-time students of the program during the internship year.

Disability Resources

In accordance with federal law, students with documented disabilities are entitled to reasonable and appropriate educational accommodations. Florida Tech is committed to equal opportunity for persons with disabilities in the participation of activities operated and sponsored by the university. The Office of Disability Services (ODS) is designated to register and assist any student with a "qualified" learning, physical, and/or psychological disability. https://www.fit.edu/disability-services/

FIT and PsyD Policies

Title IX Statement: The university's Title IX policy is available at https://www.fit.edu/policies/title-ix/
Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. Florida Institute of Technology policy also prohibits discrimination on the basis of sex. Florida Tech faculty are committed to helping create a safe learning environment for all students that is free from all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you, or someone you know, have experienced or is experiencing any of these behaviors, know that help and support are available. Florida Tech strongly encourages all members of the community to take action, seek support, and report any incident of sexual harassment or gender discrimination to Dennis Kwarteng, Title IX Coordinator at 321-309-3068 or dkwarteng@fit.edu. Please note that faculty are required to report any incidents to the Title IX Coordinator. If you wish to speak to an employee who does not have this reporting responsibility, please contact the Student Counseling Center at 321-674-8050.

Academic Accommodations: Florida Tech is committed to equal opportunity for persons with disabilities in the participation of activities operated/sponsored by the university. Therefore, students with documented disabilities are entitled to reasonable educational accommodations. The Office of Accessibility Resources (OAR) supports students by assisting with accommodations, providing recommended interventions, and engaging in case management services. It is the student's responsibility to make a request to OAR before any accommodations can be approved/implemented. Also, students with approved accommodations are encouraged to speak with the course instructor to discuss any arrangements and/or concerns relating to their accommodations for the class. Office of Accessibility Resources (OAR): Telephone: 321-674-8285 / Email: accessibilityresources@fit.edu Website: https://www.fit.edu/accessibility-resources

Sexual Harassment Policy: Students who believe they have been harassed may obtain redress via the established informal and formal procedures of the university. Complaints about harassment will be responded to promptly and equitably. The right to confidentiality of all members of the university community will be respected in both formal and informal procedures insofar as possible. Formal procedures will not be initiated without a written signed complaint. Retaliation against individuals for bringing complaints of harassment will not be permitted. The university's policy against retaliation cannot of course impair the right of any individual to secure legal redress in the courts.

Formal complaints by any students, including graduate students and teaching/research assistants, against another student must be submitted to the dean of students. Those complaints against faculty members must be submitted to the appropriate academic unit head, executive vice president/chief operating officer or director of human resources. Those

against a staff person, professional employee or university vendor must be submitted to the appropriate vice president, senior administrator or the director of human resources.

Please refer to Florida Tech's policy on Sexual Harassment:
https://www.fit.edu/policies/faculty/policies/fh-211-sexual-harassment/

Non-Discrimination Policy and Complaint Procedures:
Florida Tech prohibits students, employees, contractors, volunteers, and visitors (collectively, "community members") from engaging in discrimination and harassment based on any individual's race, color, creed, national or ethnic origin, gender, gender identity or expression, religion, disability, age, sexual orientation, genetic information, marital status, citizenship status, veteran status, and any other legally protected characteristic. This prohibition applies to all of the University's educational programs and activities-including admissions- as well as employment actions, including but not limited to recruiting, hiring, promotion, demotion, compensation, and benefits. Florida Tech will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of prohibited discrimination, harassment, or retaliation and remedy its effects.

The university publishes its non-discrimination policy at:

https://www.fit.edu/policies/human-resources-policies/discipline-and-rules/nondiscrimination-policy-and-complaint-procedure/

Due Process and Grievance:
Students should refer to the university's Student Complaint Policy and Resolution Process which outlines formal and informal complaint resolution processes for all students at Florida Tech:

https://www.fit.edu/policies/student-focused-policies/standards-and-policies/student-complaint-policy-and-resolution-process/

More information on the appeal of grades or instructor conduct is located in the Graduate Student Handbook at:
https://www.fit.edu/media/site-specific/wwwfitedu/college-of-psychology-and-liberal-arts/clinical/documents/2023-2024-SOP-Grad-Handbook.pdf

Student Records. Student Performance Files are confidentially maintained in a locked file cabinet within the Office of Clinical Training. A hard copy file is created for each current student that includes the documents listed on the Student File Documents Form. Clinical practicum evaluations are maintained electronically on the shared program drive, with oversight by the Office of Clinical Training. Student performance files and practicum evaluations may be accessed by the clinical faculty. The Registrar's Office maintains official transcripts that are part of the student's permanent record. The Program Coordinator is tasked with maintaining and updating student records. When the student has graduated, the student's hard copy files are scanned and uploaded for digital storage.

Documentation regarding formal complaints and grievances is stored separately from student performance files in a locked file cabinet that is located in the Office of Clinical Training. Only the Program Chair/DCT, Assistant DCT, and Program Coordinator have access to these files.

Florida Tech complies with the Family Educational Rights and Privacy Act (FERPA) which affords eligible students certain rights with respect to their education records. The university policy is published at:
https://www.fit.edu/registrar/release-of-student-information/

PSY.D. PROGRAM PLAN FOR STUDENTS RECEIVING VETERAN BENEFITS

Students receiving Veterans Affairs benefits are required to complete a Doctoral Studies Program Plan similar to the Master of Science Program Plan described above. This should be coordinated through the Veterans Affairs Office.

Clinical Proficiency Exam Checklist
Please include one of these in the front of each of your 3 CPE binders and ensure that you have each item in the binder before checking it off

_____ Psychological Evaluation

      _____ Demographic Data

      _____ Presenting Problem

      _____ Data Sources

      _____ Background Information

      _____ Behavioral Observations

      _____ Assessment Findings

            _____ Standard Measure of Intelligence – Raw Data
                  (include all hand scoring/computer printouts)

            _____ A Self-report questionnaire measure of Personality/Psychopathology
                  (include all hand scoring/computer printouts)

            _____ A Performance-based measure of Personality/Psychopathology
                  (demonstrated use of a scoring and interpretive strategy)

            _____ The OQ 45.2

            _____ Other measures determined to be suitable to the referral question and the case

      _____ Case Conceptualization

      _____ Diagnostic Hypotheses

      _____ Summary and Recommendations

      _____ Treatment Plan

_____ Video (Axis Camera) – CPE (Semester) – (Student Last Name)- DO NOT ERASE

_____ Video Description

_____ Appendices (Optional)

Clinical Proficiency Exam Rating Form

Student Name: _____   Date: _____

Rater Name: _____

Psychological Assessment

		Deficient	Below Average	Average	Above Average	Excellent
1.	Comprehensiveness/relevance of client history & background.	1	2	3	4	5
2.	Appropriate test selection, administration, scoring.	1	2	3	4	5
3.	Accurate interpretation of assessment data (with meaningful integration of findings).	1	2	3	4	5
4.	Basic knowledge of formulating diagnoses (including differential diagnoses).	1	2	3	4	5
5.	Case conceptualization (with inclusion of the chosen model's specific theoretical concepts & use of assessment findings).	1	2	3	4	5
6.	Appropriate treatment plan with measurable goals building on assessment & case conceptualization.	1	2	3	4	5
7.	Writing skills (basic construction & expression, grammar/syntax & diction, overall organization & coherence).	1	2	3	4	5
8.	Adherence to ethics & professional standards.	1	2	3	4	5
9.	Demonstrated sensitivity to diversity.	1	2	3	4	5
	Overall MEAN rating (average of scores rounded up to nearest whole number).	**1**	**2**	**3**	**4**	**5**

A "Pass" is indicated by at least 2 of 3 faculty members providing an Overall Mean rating of Average (3) or higher.

Comments (provide specific details to justify ratings above):

Therapy Session (video & written)

		Deficient	Below Average	Average	Above Average	Excellent
1.	Essential relationship skills (empathy, rapport) and communication skills/style in session.	1	2	3	4	5
2.	Demonstrated use of prior assessment findings (e.g., intake testing) in intervention.	1	2	3	4	5
3.	Implementation of intervention consistent with the model identified in the active treatment plan (as described in the written session overview).	1	2	3	4	5
4.	Facilitation of session direction.	1	2	3	4	5
5.	Demonstration of psychotherapy technique (was it done accurately).	1	2	3	4	5
6.	Reflective practice (self-awareness, problem-solving in session) evidenced in session & written session description. Includes accurate session overview.	1	2	3	4	5
7.	Adherence to ethics & professional standards.	1	2	3	4	5
8.	Demonstrated sensitivity to diversity.	1	2	3	4	5
	Overall MEAN rating (average of scores rounded up to nearest whole number).	**1**	**2**	**3**	**4**	**5**

A "Pass" is indicated by at least 2 of 3 faculty members providing an Overall Mean rating of Average (3) or higher.

Comments (provide specific details to justify ratings above):

Oral Exam

		Deficient	Below Average	Average	Above Average	Excellent
1.	Presentation skills (focus, conciseness, explanation of key points, appropriate limited use of visual aids).	1	2	3	4	5
2.	Understanding & articulation of bases of formulations (diagnostic/interpretive, conceptualization, treatment) and evidence-based practices.	1	2	3	4	5
3.	Shows understanding of the theoretical basis of the intervention approach.	1	2	3	4	5
4.	Demonstrates basic knowledge & use of methods to examine treatment outcomes.	1	2	3	4	5
5.	Shows critical thinking in answering questions.	1	2	3	4	5
6.	Shows openness & responsiveness to feedback.	1	2	3	4	5
7.	Accurate verbal self-assessment of strengths and weaknesses of the psychological evaluation & treatment session + writeup	1	2	3	4	5
8.	Sensitivity and adherence to ethics & professional standards.	1	2	3	4	5
9.	Ability to discuss diversity sensitivity.	1	2	3	4	5
	Overall MEAN rating (average of scores rounded up to nearest whole number).	**1**	**2**	**3**	**4**	**5**

A "Pass" is indicated by at least 2 of 3 faculty members providing an Overall Mean rating of Average (3) or higher.

Comments (provide specific details to justify ratings above):

Doctoral Research Project Proposal Rating Form

Student Name:_____   **Date**:_____

Doctoral Research Project (DRP) Title: _____

_____

Rater Name: _____

	Deficient	Needs Improvement	Meets Expectations	Exceeds Expectations	Markedly Exceeds Expectations
Comprehensiveness Integrated review of the current Theoretical and Empirical Literature	1	2	3	4	5
Demonstrate the substantially independent ability to formulate research through a sound methodological design.	1	2	3	4	5
Writing skills.	1	2	3	4	5
Openness and responsiveness to questions and feedback.	1	2	3	4	5
Oral presentation skill.	1	2	3	4	5
Overall MEAN rating.	1	2	3	4	5

A "*pass*" on the DRP Proposal Rating Form is indicated by 2 out 3 committee members rating the product as *"meeting expectations"* (i.e. 3 or better), based on the overall mean ratings across all rated domains (rounded up to the nearest whole number).

General Comments (provide specific details to justify ratings above):

_____   _____
Rater (Signature)   Date

<u>Doctoral Research Project Proposal Approval to Proceed Form</u>

Student Name:_____   **Date**:_____

We the undersigned committee, having examined the proposed Doctoral Research Project (DRP) entitled:

_____

_____

_____

do hereby indicate it's unanimous
approval to proceed with the project as proposed

_____   _____
Committee Chair (Signature)   Date

_____
Printed Name Committee Chair/Academic Unit

_____   _____
Committee Member (Signature)   Date

_____
Printed Name Committee Member/Academic Unit

_____   _____
Outside Committee Member (Signature)   Date

_____
Printed Name Outside Committee Member/Academic Unit

Doctoral Research Project Final Defense Rating Form

Student Name:_____**Date**:_____
Doctoral Research Project (DRP) Title: _____

_____

Rater Name: _____

	Deficient	Needs Improvement	Meets Expectations	Exceeds Expectations	Markedly Exceeds Expectations
Conduct a scholarly project on a meaningful topic by systematically acquiring, organizing, and interpreting literature and data	1	2	3	4	5
Demonstrate the independent ability to analyze and interpret data using appropriate statistics, such as, but not limited to descriptive, inferential, univariate, and multivariate	1	2	3	4	5
Writing skills	1	2	3	4	5
Openness and responsiveness to questions and feedback	1	2	3	4	5
Oral presentation skills	1	2	3	4	5
Overall MEAN rating	1	2	3	4	5

A "*pass*" on Final Defense rating form is indicated by 3 out 3 committee members rating the product as *"meeting expectations"* (i.e. 3 or better), based on the overall mean ratings across all rated domains (rounded up to the nearest whole number).

General Comments (provide specific details to justify ratings above):

_____
Rater (Signature)   Date

Annual Evaluation Student Information Form

(Please save the file Last Name, First Name, Year: E.g., **Smith, John, 3ʳᵈ)**
In order to assist faculty in better understanding student successes and accomplishments, please complete this form and submit to the office of clinical training (Lori) by the date supplied in the email. Annual evaluation meetings will be scheduled at a later date.

Please note, all information below should be related to the previous year only (i.e., Summer Year through Spring Year). Therefore, do not include work done previously or that which has not yet been started.

Course Grades

Please list all course taken this year and your grade:	
Course	**Grade**

Practicum/Clinical Experience

Please list all practica experiences this year, including Supervised clinical experiences (if none, please write "N/A"). In the left column, write a *brief* summary of your experience (1-2 sentences max).

Site (s):	**Responsibilities**

Research Activity (DRP Status)

Please provide a brief summary of your research experience from this year. This should include the status of your DRP. Length should not extend 3-5 sentences.

DRP:

Other:

Programmatic Involvement/Leadership Activities

Please describe your professional development involvement this year. This may include leadership involvement, professional affiliations, presentations, teaching of classes (teaching assistantships), etc. Provide *only* 1-2 sentences description for each.(N/A if no involvement)	
Activity	**Description**

First Year Review

DOMAIN	MEAN RATING
Interpersonal Skills (Ability to get along with others, Ability to facilitate the work of others, Awareness of stimulus value - i.e., is the student aware of his/her impact on others.)	
Coping Skills (Frustration tolerance/ Ability to handle stress, Ability to problem solve, Overall quality of decisions and choices made (i.e., judgment)	
Readiness for Professional Activities (Overall maturity level, Personal presentation, Level of motivation)	
Responsibility/Integrity (Level of self-directedness, Dependability, Sensitivity to ethical issues)	
Academic Performance (Coursework performance, commitment to learning outside of the classroom)	
Research Skills* (demonstrates critical thinking, good scholarly writing skills, ability to critically review research literature – be a good research consumer; Uses research to support arguments and/or develop research topics in scholarly papers and research activities; participates in research labs.)	
Involvement with Program (Overall visibility - i.e., How well do you know this student? Willingness to initiate contact with faculty, Level of respect held by other students)	
Openness to Feedback (Willingness to seek out feedback, Willingness to look at self, Willingness to give feedback)	
Overall Mean Rating	

Key:
1 – Deficient
2 – Needs Improvement
3 – Meets Expectations
4 – Exceeds Expectations
5 – Markedly Exceeds Expectations

	Student
Overall Rating	

NARRATIVE SUMMARY

By signing this evaluation, I acknowledge that I have received a copy of it. My signature does not signify that I necessarily agree with the evaluation.

_____   _____
Signature   Date

*Faculty may refer to the following anchors for assessing students research competencies on the 5-point scale ranging from deficient to markedly exceeds expectations for the 1st year evaluation.

1st year Research domain:		
Research* (demonstrates critical thinking, good writing skills in reviewing and critiquing research literature; Uses research to support arguments and cultivate subsequent research topics in scholarly papers and research activities.)		
1	Deficient	No demonstration of using research to support arguments; deficits in critiquing research literature, and poor writing skills in scholarly papers and presentations.
2	Needs Improvement	Some demonstration of research skills mentioned in the descriptor, but improvement in writing skills is warranted
3	Meets Expectations	Adequate critical thinking and sound writing skills in reviewing and critiquing research literature in scholarly papers
4	Exceeds Expectations	Possesses good writing abilities; uses research to support arguments, demonstrates good critical thinking skills, develop research topics in scholarly papers and research activities, active engagement in research labs.
5	Markedly Exceeds Expectations	Demonstrates excellent critical thinking and writing skills in reviewing research literature; uses research literature to support arguments to cultivate research topics; engaged in additional shadowing research and dissemination activities.

Second Year Review

DOMAIN	MEAN RATING	NARRATIVE SUMMARY
Interpersonal Skills (Ability to get along with others, Ability to facilitate the work of others, Awareness of stimulus value - i.e., is the student aware of his/her impact on others.)		
Coping Skills (Frustration tolerance/ Ability to handle stress, Ability to problem solve, Overall quality of decisions and choices made (i.e., judgment)		
Readiness for Professional Activities (Overall maturity level, Personal presentation, Level of motivation)		
Responsibility/Integrity (Level of self-directedness, Dependability, Sensitivity to ethical issues)		
Academic Performance (Coursework performance, commitment to learning outside of the classroom)		
Research (actively working with DRP chair to cultivate DRP topic; demonstrates good critical thinking and scholarly writing skills in reviewing research literature – i.e. be a good research consumer; uses the research literature to support the design and methodology of a proposed study; participates in research labs outside of DRP).		
Involvement with Program (Overall visibility – i.e., How well do you know this student? Willingness to initiate contact with faculty, Level of respect held by other students)		
Openness to Feedback (Willingness to seek out feedback, Willingness to look at self, Willingness to give feedback)		
Overall Rating		

Key:
1 - Deficient
2 – Needs Improvement
3 – Meets Expectations
4 – Exceeds Expectations
5 – Markedly Exceeds Expectations

By signing this evaluation, I acknowledge that I have received a copy of it. My signature does not signify that I necessarily agree with the evaluation.

_____   _____
Signature   Date

*Instructions: Faculty may refer to the following anchors for assessing students' competencies on the 5-point scale ranging from *"deficient"* to *"markedly exceeds expectations"* for the 2nd year evaluation.

2nd year Research domain:		
Research* (actively working with DRP chair to cultivate DRP topic and complete literature review; demonstrated good critical thinking and writing skills in reviewing research literature; using the research literature to support the design and methodology of a proposed study)		
1	Deficient	No demonstration of using research to support arguments or deficits in critiquing the research literature in scholarly papers, and poor writing skills; Has not located a DRP Chair nor commenced the DRP process.
2	Needs Improvement	Has secured a DRP chair, however, has deficits in using research to support arguments and critiquing the research literature; has poor writing skills
3	Meets Expectations	Has located a DRP chair; commenced the literature review and selected an area of research for DRP topic
4	Exceeds Expectations	Actively engaged in the DRP process; demonstrated good critical thinking and writing skills in reviewing research literature; able to cultivate a study design and methodology; Or actively involved in other research with faculty.
5	Markedly Exceeds Expectations	Has completed their initial draft of the DRP proposal consistent with items mentioned in "Exceeds Expectations"; possibly engaged in some additional research and dissemination activities

Third Year Student Review

1: Deficient: Functions at a level substantially below that expected of students at this level of training. Performance is unsatisfactory and requires remediation.

2: Needs Improvement: Functions at a level somewhat below that expected of students at this level of training. Close supervision is required.

3: Meets Expectations: Functions at a level which is minimally appropriate for the year in training.

4: Exceeds Expectations: Functions at a level clearly exceeding the minimal expectations for level of training.

5: Markedly Exceeds Expectations: Functions significantly beyond what is expected for this level of training.

Third Year Student Review

GOAL	OBJECTIVES	COMPETENCIES
I. RELATIONSHIP SKILLS.	1. Students will acquire the capacity to develop and maintain a constructive working alliance with clients.	1. Demonstrate good listening skills. 2. Convey empathy and positive regard. 3. Show attitudes of open-mindedness, respect for others, belief in the capacity for change.
	2. Students will acquire the capacity to collaborate with others such as peers, colleagues, supervisors, members of other disciplines, and consumers of service and community organizations.	1. Apply psychological knowledge and research in multiple situations. 2. Show interpersonal sensitivity and skill in all interactions. 3. Show attitudes of intellectual curiosity and flexibility.
Objectives/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
II. ASSESSMENT SKILLS.	1. Student will be able to describe, conceptualize, characterize, and predict relevant aspects of the client.	1. Knows the principles of test measurement, validity, and reliability. 2. Administer and interpret tests of intellectual functioning. 3. Administer and interpret objective personality tests. 4. Administer and interpret projective personality tests. 5. Conduct clinical interviews. 6. Diagnose psychological conditions. 7. Perform comprehensive assessments using multi-method, multi-theory approaches that describe both dysfunctions and competencies.
Objectives/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

Third Year Student Review

GOAL	OBJECTIVES	COMPETENCIES
III. INTERVENTION SKILLS.	1. Students will be able to design and implement activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients.	1. Use relevant findings from psychotherapy research to guide the selection of interventions. 2. Conceptualize and develop treatment plans for clients based on assessment results, personality and psychotherapy theory, and the relevant research literature.
	2. Students will know and be able to implement a range of preventative, developmental, and remedial services for clients.	1. Know at least two major psychotherapy theories and interventions. 2. Know developmental theories in psychology and how to prepare clients for new developmental stages. 3. Prepare interventions that prevent at- risk populations from developing mental health conditions.
	3. Students will be able to intervene effectively with clients with a variety of presenting problems and from diverse backgrounds.	1. Work with clients from different types of agencies and practice settings. 2. Work with clients of different age groups, gender, religions, sexual orientations, and abilities. 3. Work with clients from different ethnic, racial, cultural, and national backgrounds.
Objectives/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
IV. RESEARCH AND EVALUATION SKILLS.	1. Students will be able to systematically acquire, organize and critique information about psychological phenomena.	1. Design and critique approaches to systematic inquiry. 2. Analyze data using statistics, both descriptive and inferential, univariate and multivariate.
	2. Students will be able to engage in the practice of science.	1. Conduct a scholarly project on a meaningful topic typically associated with professional practice. 2. Choose and conduct a strategy of disciplined inquiry that is appropriate to a problem. 3. Approach all problems with an ingrained scientific outlook, seeking and weighing evidence from various sources.
Objectives/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
V. KNOWLEDGE OF THE SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY.	1. Students will acquire the knowledge that is foundational to psychology and the practice of psychology	1. Gain an understanding of the knowledge, theories, and research of the: a) Biological Bases of Behavior. b) Cognitive/Affective Bases of Behavior. c) Social Bases of Behavior. d) Individual Differences.
Objectives/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
VI. DEVELOPING ETHICAL AND COMPETENT PSYCHOLOGISTS FOR A CHANGING WORLD.	1. Students will adhere to high ethical and professional standards in the practice of psychology.	1. Know the ethical principles of psychology and the standards of good practice. 2. Know the proper steps to take when faced with ethical dilemmas.
	2. Students will be able to practice some of the new roles for psychologists.	1. Know how to engage in consultation and education with other professionals and paraprofessionals and community groups. 2. Know the fundamentals of being a supervisor and have experience in the role as a supervisor. 3. Know other roles for psychologists and the ways to practice them, such as an administrator, program evaluator, or consultant.
	3. Students will be able to practice the full range of professional skills in different practice settings and with diverse presenting problems and diverse clients.	1. Practice in a variety of practice settings. 2. Benefit from high quality supervision at practice settings.
Objectives/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
VII. PROFESSIONAL BEHAVIOR.	1. Students will acquire effective coping skills.	1. Ability to handle stress, problem solve, and demonstrate a good quality of decisions.
	2. Students will develop a good level of responsibility/integrity.	1. Demonstrate dependability, self-directedness, maturity, and high level of motivation and participation in program.
	3. Students will develop an openness to feedback.	1. Demonstrate willingness to seek out feedback, look at self, and give feedback.
Objectives/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

Summary Comments:

Overall Mean Rating	Student	Class Average	Class Range
Objectives/Competencies Met:			

BY SIGNING THIS EVALUATION, I ACKNOWLEDGE THAT I HAVE RECEIVED THE FEEDBACK. MY SIGNATURE DOES NOT SIGNIFY THAT I NECESSARILY AGREE WITH THE EVALUATION.

_____   _____
SIGNATURE   DATE

Fourth Year Student Review

1: Deficient: Functions at a level substantially below that expected of students at this level of training. Performance is unsatisfactory and requires remediation.

2: Needs Improvement: Functions at a level somewhat below that expected of students at this level of training. Close supervision is required.

3: Meets Expectations: Functions at a level which is minimally appropriate for the year in training.

4: Exceeds Expectations: Functions at a level clearly exceeding the minimal expectations for level of training.

5: Markedly Exceeds Expectations: Functions significantly beyond what is expected for this level of training.

Fourth Year Student Review

GOAL	OBJECTIVES	COMPETENCIES
I. RELATIONSHIP SKILLS.	1. Students will acquire the capacity to develop and maintain a constructive working alliance with clients.	1. Demonstrate good listening skills. 2. Convey empathy and positive regard. 3. Show attitudes of open-mindedness, respect for others, belief in the capacity for change.
	2. Students will acquire the capacity to collaborate with others such as peers, colleagues, supervisors, members of other disciplines, and consumers of service and community organizations.	1. Apply psychological knowledge and research in multiple situations. 2. Show interpersonal sensitivity and skill in all interactions. 3. Show attitudes of intellectual curiosity and flexibility.
Objective/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
II. ASSESSMENT SKILLS.	1. Student will be able to describe, conceptualize, characterize, and predict relevant aspects of the client.	1. Knows the principles of test measurement, validity, and reliability. 2. Administer and interpret tests of intellectual functioning. 3. Administer and interpret objective personality tests. 4. Administer and interpret projective personality tests. 5. Conduct clinical interviews. 6. Diagnose psychological conditions. 7. Perform comprehensive assessments using multi-method, multi-theory approaches that describe both dysfunctions and competencies.
Objective/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

Fourth Year Student Review

GOAL	OBJECTIVES	COMPETENCIES
III. INTERVENTION SKILLS.	1. Students will be able to design and implement activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in clients.	1. Use relevant findings from psychotherapy research to guide the selection of interventions. 2. Conceptualize and develop treatment plans for clients based on assessment results, personality and psychotherapy theory, and the relevant research literature.
	2. Students will know and be able to implement a range of preventative, developmental, and remedial services for clients.	1. Know at least two major psychotherapy theories and interventions. 2. Know developmental theories in psychology and how to prepare clients for new developmental stages. 3. Prepare interventions that prevent at- risk populations from developing mental health conditions.
	3. Students will be able to intervene effectively with clients with a variety of presenting problems and from diverse backgrounds.	1. Work with clients from different types of agencies and practice settings. 2. Work with clients of different age groups, gender, religions, sexual orientations, and abilities. 3. Work with clients from different ethnic, racial, cultural, and national backgrounds.

Objective/Competencies Met:

Narrative comments (description of capabilities, recommendations for corrective action):

Fourth Year Student Review

GOAL	OBJECTIVES	COMPETENCIES
IV. RESEARCH AND EVALUATION SKILLS.	1. Students will be able to systematically acquire, organize and critique information about psychological phenomena.	1. Design and critique approaches to systematic inquiry. 2. Analyze data using statistics, both descriptive and inferential, univariate and multivariate.
	2. Students will be able to engage in the practice of science.	1. Conduct a scholarly project on a meaningful topic typically associated with professional practice. 2. Choose and conduct a strategy of disciplined inquiry that is appropriate to a problem. 3. Approach all problems with an ingrained scientific outlook, seeking and weighing evidence from various sources.
Objective/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
V. KNOWLEDGE OF THE SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY.	1. Students will acquire the knowledge that is foundational to psychology and the practice of psychology	1. Gain an understanding of the knowledge, theories, and research of the: a) Biological Bases of Behavior. b) Cognitive/Affective Bases of Behavior. c) Social Bases of Behavior. d) Individual Differences.
Objective/Competencies Met: Narrative comments (description of capabilities, recommendations for corrective action):		

GOAL	OBJECTIVES	COMPETENCIES
VI. DEVELOPING ETHICAL AND COMPETENT PSYCHOLOGISTS FOR A CHANGING WORLD.	1. Students will adhere to high ethical and professional standards in the practice of psychology.	1. Know the ethical principles of psychology and the standards of good practice. 2. Know the proper steps to take when faced with ethical dilemmas.
	2. Students will be able to practice some of the new roles for psychologists.	1. Know how to engage in consultation and education with other professionals and paraprofessionals and community groups. 2. Know the fundamentals of being a supervisor and have experience in the role as a supervisor. 3. Know other roles for psychologists and the ways to practice them, such as an administrator, program evaluator, or consultant.
	3. Students will be able to practice the full range of professional skills in different practice settings and with diverse presenting problems and diverse clients.	1. Practice in a variety of practice settings. 2. Benefit from high quality supervision at practice settings.

Objective/Competencies Met:

Narrative comments (description of capabilities, recommendations for corrective action):

GOAL	OBJECTIVES	COMPETENCIES
VII. PROFESSIONAL BEHAVIOR.	1. Students will acquire effective coping skills.	1. Ability to handle stress, problem solve, and demonstrate a good quality of decisions.
	2. Students will develop a good level of responsibility/integrity.	1. Demonstrate dependability, self-directedness, maturity, and high level of motivation and participation in program.
	3. Students will develop an openness to feedback.	1. Demonstrate willingness to seek out feedback, look at self, and give feedback.

Objective/Competencies Met:

Narrative comments (description of capabilities, recommendations for corrective action):

Summary Comments:

VIII. GOALS AND DIRECTIONS FOR INTERNSHIP (developed jointly by student and faculty representative):

Overall Mean Rating	Student	Class Range
Objectives/Competencies Met		

BY SIGNING THIS EVALUATION, I ACKNOWLEDGE THAT I HAVE RECEIVED THE FEEDBACK. MY SIGNATURE DOES NOT SIGNIFY THAT I NECESSARILY AGREE WITH THE EVALUATION.

_____   _____
SIGNATURE   DATE

MASTER'S DEGREE PROGRAM PLAN

NAME_____   STUDENT NUMBER_____

MAILING ADDRESS_____

DEGREE PROGRAM MS Psychology 8141   DEPARTMENT Psychology_____

REQUIRED

Florida Tech Course Number	Florida Tech Course Title	Semester Credits	Grade
PSY 5101	Statistical Research Methods 1	3	
PSY 5102	Statistical Research Methods 2	3	
PSY 5105	Biological Foundations of Behavior	3	
PSY 5121	Culture and Social Psychology	3	
PSY 5200	Clinical Research Methods	2	
PSY 5501	Personality and Psychotherapy	3	
PSY 5502	Psychopathology	3	
PSY 5521	Assessment of Intelligence	3	
PSY 5522	Laboratory in Assessment of Intelligence	1	
PSY 5524	Laboratory in Assessment of Personality	1	
PSY 5527	Objective Personality Assessment	3	
PSY 5528	Projective Personality Assessment	3	
PSY 5541	Clinical Skills and Techniques 1	3	
PSY 5542	Clinical Skills and Techniques 2	3	
PSY 5591	Seminar in Professional Standards and Ethical Principles in Psychology	1	

_____   _____
Student Signature   Date   Department Head Signature   Date

_____
Faculty Advisor Signature   Date

Last Name	First Name		DATES:
Year of Admission:			**MS Degree:**
Advisor:	**Student #**		**Psy.D. Degree**

Hours Req'd for Degree:	GPA:		DATES:
Cumulative Hours:		**Admitted to Candidacy:**	
Transfer Hours:		**Comprehensive Exam:**	

Doctoral Research Project: **Major Advisor:**
Member #2:
Member #3:
Title: **Member #4:**

Date Proposal Accepted:
Date of Defense:

Internship Site: **Director of Training:**

Address:

Date Begun:
Date Complete:

COURSES	SEM	GR	CR	COURSES	SEM	GR	CR
PSY5105 BIO FOUNDATIONS				PSY5521 ASSMT\INTELLIGENCE			
PSY5511 PSYCHOPHARM				PSY5522 LAB\INTELLIGENCE			
PSY5116 COG/AFFECT BASES				PSY5524 LAB\PERSONALITY			
				PSY5527 OBJECTIVE PERONALITY ASSES			
PSY5121 CULTURE/SOCIAL PSYCH				PSY5528 PROJECTIVE PERSON ASSESS			
PSY5570 MULTICULTURAL PSYCH				PSY6521 PSYCHODIAGNOSTICS			
PSY5502 PSYCHOPATHOLOGY							
PSY5106 LIFE SPAN				PSY5541 SKILLS\TECHQS 1			
PSY5115 HISTORY & SYSTEMS				PSY5542 SKILLS\TECHQS 2			
PSY5200 CLINICAL RESEARCH				PSY5501 PERSONALITY AND PSYCHOTHER			
PSY5101 STAT RESEARCH METH 1							
PSY5102 STAT RESEARCH METH 2							
PSY6998 DOCTORAL RESEARCH				PSY6560 SUPERVISION IN CLINICAL TRAIN			
				PSY6562 CONSULTATION & ADMIN			
PSY5591 STANDARDS\ETHICS							
PSY5592 STANDARDS\ETHICS							
PSY5593 STANDARDS\ETHICS							

Last Name   **First Name**

Intervention	GR	CR	Psychology Electives	GR	CR

PSY5002 PRE PRACTICUM   **PSY5594 CPS PRATICUM/PSY5595 PRACTICUM**   **INTERNSHIP**

CLINICAL PROFICIENCY EXAMINATION

PSYCHOLOGICAL EVAL ☐   **VIDEO TAPE/WRITE-UP EVAL** ☐   **ORAL PRESENTATION** ☐

COMMENTS

PROGRAM CHAIR SIGNATURE: **DATE:**

_____   _____

APPLICATION TO DOCTORAL CANDIDACY

Please fill in all information above the dotted line.

Name_____Student Number _____

Department/Program School of Psychology/Psy.D. Clinical Psychology 9144

Address _____

_____

In accordance with Graduate School catalog requirements, I have fulfilled all the requirements and do, therefore, petition for admission to Doctoral Candidacy.

Signature_____

Date_____

....

The student has successfully completed the following requirements for admission to Doctoral Candidacy.

√_____Passed CPE

√_____Passed the Second Year Review

√_____Maintains Satisfactory Academic Performance

√_____Passed Comprehensive Examination: _____

Request admission in the ❑ Sp ❑ Su ❑Fa semester of ❑ 2024 ❑ 2025 ❑ 2026

Comments: _____

_____

_____
Psy.D. Program Chair   Date

_____
Dean, College of Psychology and Liberal Arts   Date

_____
Director of Graduate Programs   Date

School of Psychology

Florida Institute of Technology

150 W. University Blvd.
Melbourne, FL 32901-6975

321-674-8104

321-674-7105 Fax

floridatech.edu/psych

Doctor of Psychology (Psy.D.) 5-Year Program Plan

Year 1

Fall	Spring	Summer
PSY5000 Colloquium (0)	PSY5000 Colloquium (0)	PSY5002 Pre-practicum (1)
PSY5501 Personality & Psychotherapy (3)	PSY5105 Biological Foundations (3)	PSY5116 Cognitive/Affective Bases (3)
PSY5521 Assessment of Intelligence (3)	PSY5502 Psychopathology (3)	PSY5524 Lab in Assessment of Personality (1)
PSY5522 Lab in Assessment of Intelligence (1)	PSY5527 Objective Personality Assessment (3)	PSY5528 Projective Personality Assessment (3)
PSY5541 Clinical Skills & Techniques 1 (3)	PSY5542 Clinical Skills & Techniques 2 (3)	PSYXXXX Psychotherapy Models (3)
PSY5591 Ethics 1 (1)		

11 Credits

12 Credits

11 Credits
First Year Review

Year 2

Fall	Spring	Summer
PSY5000 Colloquium (0)	PSY5000 Colloquium (0)	PSY5200 Clinical Research Methods (2)
PSY5101 Statistical Research Methods 1 (3)	PSY5102 Statistical Research Methods 2 (3)	PSY5115 History & Systems (2)
PSY5121 Cultural and Social Psychology (3)	PSY5592 Ethics 2 (1)	PSY5594 CPS Practicum (3) or PSY5595 Practicum (SCPS Groups 2&3) (3)
PSY5594 CPS Practicum (SCPS Group 1) (3) **or** PSYXXXX Psychotherapy Models (3)	PSY5570 Multicultural Psychotherapy (3)	PSY6998 Doctoral Research Project (3)
PSY6521 Psychodiagnostics (3) ***May be taken FA or SP (you will be informed which semester)**	PSY5594 CPS Practicum (SCPS Groups 1&2) (3)	PSYXXXX Elective (3)
	PSY6521 Psychodiagnostics (3) ***May be taken FA or SP (you will be informed which semester)**	

12 Credits

10-13 Credits
CPE Due Group 1

13 Credits
CPE Due Group 2
Second Year Review

Year 3

Fall	Spring	Summer
PSY5000 Colloquium (0)	PSY5000 Colloquium (0)	PSY5595 Practicum (3)
PSY5106 Life Span Development (3)	PSY5595 Practicum (6)	PSY6998 Doctoral Research Project (3)
PSY5594 CPS Practicum (3) or PSY5595 Practicum (SCPS Group 3) (3)	PSY6998 Doctoral Research Project (3)	PSYXXXX Elective (3)
PSY6998 Doctoral Research Project (3)	PSYXXXX Elective (3)	
PSYXXXX Elective (3)		

12 Credits
CPE Due Group 3

12 Credits

9 Credits
Comprehensive Examination
Third Year Review*

Year 4

Fall	Spring
PSY5000 Colloquium (0)	PSY5000 Colloquium (0)
PSY5511 Clinical Psychopharmacology (3)	PSY5593 Ethics 3 (1)
PSY5595 Practicum (3)	PSY5595 Practicum or PSYXXXX Elective (6)
PSY6560 Supervision in Clinical Training (3)	PSY6563 Consultation and Administration in Professional Psychological Services (3)
PSYXXXX Elective (3)	

12 Credits
Fourth Year Review

10 Credits

Year 5
PSY6595 Internship (9 credit per semester, 27 credits total)

Advanced Courses in the Clinical Psychology Program

Family/Child Psychology

Coursework   Credits

PSY5556 Psychotherapy Models: Family Approaches	**3**
PSY5565 Child Disorders and Therapy	**3**
PSY6550 Couples and Sex Therapy	**3**
PSY5595 Practicum in Family/Child Psychology	**3**

Total Hours   **12**

Neuropsychology/Clinical Health Psychology

Coursework   Credits

PSY5108 Health Psychology	**3**
PSY6527 Fundamental of Clinical Neuropsychology	**3**
PSY6522 Neuropsychological Assessment	**3**
PSY5595 Practicum in Neuropsychology/Clinical Health Psychology	**3**

Total Hours   **12**

Forensic Psychology

Coursework   Credits

PSY6104 Fundamental of Forensic Psychology	**2**
PSY6105 Clinical Forensic Assessment	**3**
PSY6102 Forensic Psychology (Psychology & the Law)	**2**
PSY5192 Seminar in Psychology (Forensic)	**1**
PSY5192 Seminar in Psychology (Forensic)	**1**
PSY5595 Practicum in Forensic Psychology	**3**

Total Hours   **12**

Integrated Behavioral Healthcare

Coursework   Credits

PSY5108 Health Psychology	**3**
PSY5511 Psychopharmacology	**3**
PSY6570 Clinical Applications Behavioral Healthcare	**3**
PSY5595 Practicum in Behavioral Healthcare	**3**

Total Hours   **12**

All Psy.D. students are required to take 2 of the 4 Psychotherapy Models Course listed below

PSY5553 Psychotherapy Models: Cognitive Behavioral	**3**
PSY5554 Psychotherapy Models: Psychodynamic	**3**
PSY5555 Psychotherapy Models: Humanistic/Existential	**3**
PSY5556 Psychotherapy Models: Family Approaches	**3**

FLORIDA TECH

STUDENT NAME _____ ID NO._____

Last   *First*

PROGRAM NAME _____

DATE COMPLETED   REQUIREMENT

1. _____ ☐ Admitted to doctoral study (Policy 3.1)

2. _____ ☐ Program of study submitted during 1st term (Policy 3.2.1). Submit required Permission to Take Undergraduate Course form prior to registering for each 4000-level course on program of study (Policy 2.2.2, item 2). Submit transfer credit request, if applicable (Policy 3.3).

3. _____ ☐ Doctoral committee established and approved **in writing** by major advisor, academic unit head, and Office of Graduate Programs (OGP) no later than 60 days prior to comprehensive exam (Policy 3.2.3):

NAME	DEPARTMENT	NAME	DEPARTMENT
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. _____ ☐ Clinical Proficiency Exam (CPE) (Policies 3.2.2 and 3.2.4)

5. _____ ☐ Second year student review (Policy 3.2.4)

6. _____ ☐ Comprehensive exam (usually summer of 3rd year) (Policy 3.2 and 3.2.2)

7. _____ ☐ Admission to doctoral candidacy (Policy 3.2.4)

8. _____ ☐ DRP proposal (**not** a defense) approved by established committee (Policy 2.6.1)

9. _____ ☐ DRP registration (at least 3 credit hours every semester except the last semester per deadlines in Policy 4.10) required every semester beginning with summer semester of 2nd year **and** every semester thereafter (including summer) until OGP accepts approved DRP (Policy 3.2.3). Minimum of 12 semester credit hours of PSY 6998 Dissertation Research Project (Policy 3.2):

SEMESTER	CREDITS	SEMESTER	CREDITS	SEMESTER	CREDITS
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

10. _____ ☐ Apply for APA-approved internship (not graduate policy). Seek assistance from clinical training office.

11. _____ ☐ Print and bring several sample pages from each section of DRP to OGP for initial format/layout check (sample title page; signature page; table of contents; pages with tables, figures, photos; references; appendices).

12. _____ ☐ Go to https://www.fit.edu/office-of-graduate-programs/forms-and-documents/ to access and complete ETD Access form (requires advisor signature). Information about the scholarship repository: http://libguides.lib.fit.edu/etd, or specific questions, contact Nancy Garmer at ngarmer@fit.edu.

13. _____ ☐ DRP distributed to committee for review at least one month prior to defense (Policy 2.6.4). OGP full format check.

14. _____ ☐ DRP defense announcement submitted to OGP at least two weeks prior to defense date. Unannounced defenses are illegal and must be held again (Policy 2.6.4).

15. _____ ☐ DRP defense (Policy 2.6.4)

16. _____ ☐ DRP poster presentation at PsyD awards ceremony (not graduate policy)

17. _____ ☐ Bring entire DRP to OGP to check compliance with requirements **prior** to making copies or uploading to ETD submission site.

18. _____ ☐ Submit archival copy of dissertation to Evans Library for inclusion in scholarship repository (required): pdf/A file of **final** DRP with **unsigned** signature page. File name must include your name and graduation year (example: JONES-DRP-YEAR). Submit pdf/A to ETD at http://etd.lib.fit.edu.

19. _____ ☐ Submit to OGP per announced deadline (Policy 4.10): **Signed** signature page; completed ETD Access form (see item 12 above).

DRP ACCEPTANCE BY OGP BY ANNOUNCED TURN-IN DATE IS REQUIRED FOR GRADUATION

20. _____ ☐ DRP requirement satisfied prior to internship match.

21. _____ ☐ Coursework completed (minimum 123 semester credit hours [Policy 3.2])

22. _____ ☐ Residency satisfied (4 year minimum registration at Florida Tech [Policy 3.2])

23. _____ ☐ Petition to Graduate submitted to Registrar at least 21 weeks prior to graduation date. Confirm submission deadline in Academic Calendar. Late fee if petition is submitted past the deadline.

24. _____ ☐ Internship (2,000 clock hours [Policy 3.2])