

Student Handbook

Counseling Psychology Program

2024-2025

Accredited by the American Psychological Association (APA) since 1954

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Dear Counseling Psychology Student:

Greetings! On behalf of the faculty and students of UF's Counseling Psychology Doctoral Training Program, I am delighted to welcome you to our program community. This Handbook provides students with information needed for successful completion of the program. Included in this Handbook are procedures, policies, guidelines, and regulations of the Program, as well as relevant policies of the Department of Psychology and the University of Florida. The Handbook is intended to (a) assist students in planning each phase of their studies; (b) familiarize students with the Program's policies, expectations, and standards; and (c) assist faculty in advising students in ways that apply the Program's policies systematically and fairly. Students and faculty members frequently refer to the Handbook, especially while and in anticipation of completing important Program milestones. New students should devote considerable time to reading the Handbook carefully.

The Program Handbook is revised periodically. However, generally those changes affect incoming, not current, students. Though rare, exceptions may occur, for example, when curricular changes are instituted in response to critical changes in professional standards or accreditation requirements. The Handbook version in the year students were admitted governs their time in the program. If a policy is implemented after the admission-year version of the Handbook, students will not need to conform to that policy, with rare exceptions noted earlier, but students may *choose* to conform to new policies. Therefore, students should retain a copy of and rely primarily on the Handbook version from the year they were admitted. To be informed of Handbook revisions, students may also want to consult the most recently updated Handbook, which is available on the Program website. Recommendations for clarifications in program policies and procedures, or suggestions for improving this Handbook should be submitted to the Training Director.

Additional information about graduate curriculum or institutional policies and procedures may be obtained from the Department of Psychology Graduate Degree Regulations (also called Graduate Handbook) available on the Psychology Department website (<https://psych.ufl.edu/wp-content/uploads/sites/75/Psychology-Graduate-Regulations-sp2020.pdf>), as well as the University of Florida Graduate Catalog or the University of Florida Graduate Student Handbook both of which are available from the UF Graduate School web site (<http://graduateschool.ufl.edu/>).

The Counseling Psychology Program's faculty members hope this Handbook is useful and that your time in this Program will be both educational and fulfilling. Again, let me welcome you to the Program.

Ryan Duffy, PhD
Professor of Psychology
Director of Counseling Psychology Doctoral Training

Please attest to the fact that you have carefully and completely read the Handbook

Signature Requirement

Student name: _____

Student signature: _____ Date: _____

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Mission Statements

Counseling Psychology Program Mission Statement

The Counseling Psychology Program at the University of Florida is dedicated to advancing psychological science and practice that are informed by each other, emphasize human strengths, and utilize and value individual, developmental, contextual, and multicultural perspectives, and to promoting scholarly inquiry, advancing the field of counseling psychology, and improving the quality of people's lives.

Department of Psychology Mission Statement

The Department of Psychology at the University of Florida is dedicated to the pursuit of excellence in the generation of psychological science and to its application and dissemination.

College of Liberal Arts and Sciences Mission Statement

The College of Liberal Arts and Sciences constitutes the intellectual core of the university. Its principal mission is to lead the academic quest to understand our place in the universe and to help shape our society and environment. More specifically, the College pledges to devote this understanding to the fulfillment of the American Creed by earnest endeavor to ensure equitable access to inclusion and development for all its present and prospective citizens, mindful of reflecting and drawing strength from our rich heritage of racial, ethnic and gender diversity. Through teaching, research and service, the College continually expands our knowledge and practice in the most fundamental questions in the arts, humanities, social sciences, and natural and mathematical sciences.

At the undergraduate level, students acquire an intellectual foundation based on a well-rounded and comprehensive education designed for an increasingly technological and rapidly changing society. At the graduate level, students master a specialized body of knowledge and pursue original research under the guidance of outstanding faculty.

As a public institution, the College serves society through its research programs to advance our knowledge and capabilities, through its teaching to prepare tomorrow's leaders, and through its outreach programs to insure dissemination of the state of the art in areas ranging from aging, child development, and ethics, to environmental science, genetics and high energy physics. The College captures the brightest ideals of intellectual inquiry and human values mirrored in society and remains ever conscious that it must represent and reflect all segments of society to remain the intellectual core of the university.

Introduction

The University of Florida is the oldest and largest university in the State of Florida. It is a member of the Association of American Universities, the organization comprised of the top public and private institutions in North America. The University of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, one of the six regional accrediting bodies recognized by the Council on Post-Secondary Accreditation. Because the University has a broad range of graduate academic programs and professional schools (e.g., medicine, dentistry, veterinary medicine, business administration, education and law), it is the largest university in the Southeast both in terms of number of departments and number of students. Additional information about the University of Florida is available at www.ufl.edu.

The Counseling Psychology Graduate Training Program at the University of Florida is one of five graduate programs offered in the Department of Psychology; the other programs in the Department of Psychology are Behavior Analysis, Behavioral and Cognitive Neuroscience, Developmental, and Social. The Counseling Psychology Program is accredited by the American Psychological Association (APA). The Program's faculty is comprised of faculty members with primary or joint appointments in the Department of Psychology, clinical faculty members with primary appointments in the University's Counseling and Wellness Center, and affiliate faculty in other units, such as Clinical and Health Psychology. For additional information, please visit the following related links.

- Counseling Psychology <http://www.psych.ufl.edu/coun/>
- Department of Psychology www.psych.ufl.edu
- College of Liberal Arts & Sciences www.clas.ufl.edu
- American Psychological Association www.apa.org
- UF Counseling and Wellness Center www.counseling.ufl.edu/cwc/

Philosophy

Following are the six core beliefs that constitute the education and training philosophy of the Counseling Psychology Program:

- There is an inseparable relationship between science and practice in the field of counseling psychology such that science informs practice and practice informs science.
- Training in counseling psychology should include an emphasis on learning to conduct and report scholarly research.
- Training in counseling psychology should include an emphasis on learning to conduct effective interventions, which are facilitated by considering the biological, social, environmental, relational, cultural and other system variables that affect clients' lives.
- The use of a developmental approach provides the context for considering the full range of adjustment issues and psychological disorders that constitute the professional practice of counseling psychology.
- Training in counseling psychology should progress in an organized, gradual, and sequential fashion.
- It is important to promote the professional development of counseling psychology students.

Training Model

The Counseling Psychology Program at the University of Florida adheres to a generalist, scientist-practitioner training model that emphasizes education and training in the integration of theory, scientific thinking, assessment, research, and practice. This training model conceptualizes science and practice as inseparable and thus promotes practice that is science-based and science that is informed by practice. Furthermore, this training model promotes science and practice that consider individual, developmental, multicultural, and contextual perspectives and that emphasize human strengths with attention to aspects of psychopathology. A dedication to psychological science is essential.

Program Commitment to Diversity and Social Justice

The Counseling Psychology Program at the University of Florida is a multicultural and diverse community. As members of the Counseling Psychology community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect. To this end, the program endorses, and our training reflects, the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public (see Appendix A of the Student Handbook). Students in the program are required to read this statement and confirm that they will abide by it, and they are evaluated accordingly.

Our commitment to diversity and social justice means that we strive to attend to issues of power, privilege, and oppression in courses, research, clinical practice, and professional service. In these efforts, we are guided by feminist and multicultural principles summarized by Goodman et al. (2004) as a useful compass for social justice work in counseling psychology. These principles are:

1. Ongoing self-examination, including vigilance regarding power dynamics and the assumptions and values underlying our views, goals, and commitments.
2. Sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups.
3. Amplifying and attending to the voices and experiences of groups and individuals with relatively less power.
4. Consciousness raising by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics.
5. Focusing on people's strengths and engaging these strengths to address challenges, including working toward social change.
6. Promoting self-determination with the people we work with by developing tools that are informed by the needs and experiences of the constituent communities.

We acknowledge that the vision and principles articulated above are not achieved completely by any individual or training experience. Rather, this vision and the principles guide our shared responsibility for ongoing efforts to enact our commitment to diversity and social justice in our professional work.

For further detail, see Goodman, Liang, Helms, Latta, Sparks, & Weintraub (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist*, 32, 793-837.

Relevant APA Guidelines, Codes, & Policies

The following are ethical codes and guidelines adopted as policy by the American Psychological Association. As an APA-accredited program, we require our students to abide by these codes and guidelines.

- Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/index.aspx>);
- APA Guidelines for Assessment of and Intervention with Persons with Disabilities (<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>);
- APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (<http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>);
- APA Guidelines for Psychological Practice with Girls and Women (<https://www.apa.org/about/policy/psychological-practice-girls-women.pdf>);
- APA Guidelines for Psychological Practice with Older Adults (<http://www.apa.org/practice/guidelines/older-adults.pdf>);
- APA Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients (<http://www.apa.org/pi/lgbt/resources/guidelines.aspx>). These standards and guidelines apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, classroom behavior, research, consultation, and collegial relations.

Training Goals

The Program has three major goals, all of which are consistent with its mission, philosophy, and training model. These goals are as follows:

- To prepare students to become generalist counseling psychologists who (a) have a broad knowledge of scientific psychology, (b) engage in science-based conceptualization, assessment, and treatment of human problems utilizing individual, developmental, contextual, and multicultural perspectives, and (c) emphasize human strengths and appreciate the full range of human potential and vulnerability in their work.
- To prepare students to be counseling psychologists who can evaluate the efficacy of their interventions and who can conduct, evaluate, synthesize and report culturally sensitive and scholarly psychological research that informs and is informed by the practice of counseling psychology.
- To prepare students to be counseling psychologists who engage in professional problem solving, leadership, and professional activities that advance the field of counseling psychology.

Counseling Psychology Faculty

Core Faculty

Roberto Abreu, Ph.D. (University of Kentucky, 2018).

Assistant Professor of Psychology

Interests: Impact of systemic oppression on the well-being of Black, Indigenous, and People of Color (BIPOC) and queer communities. Unpacking how Latinx communities use cultural values, beliefs, and historical events to affirm queer people. Culturally-affirming interventions to promote *bienestar colectivo* (collective well-being).

Ryan Duffy, Ph.D. (University of Maryland, College Park, 2009)

Professor of Psychology

Interests: Vocational psychology, calling and its impact on academic/work/well-being outcomes, work volition and constraints, the psychology of working.

Taewon Kim, Ph.D. (University of Houston, 2023)

Assistant Professor of Psychology

Interests: The impacts of economic, racial, and linguistic marginalization on work and well-being experiences, social class-based identity/capital/worldviews, social mobility, non-US based therapy, and international clinicians and supervision.

Bonnie Moradi, Ph.D. (University of Akron, 2001)

Professor of Psychology

Interests: Minority stressors (e.g., experiences of discrimination) and collective identity, their associations with health and well-being for women, racial/ethnic minority, sexual minority, and other minority populations, and the intersections of multiple forms of minority stressors and identities.

Yuki Shigemoto, Ph.D. (Texas Tech University, 2018)

Assistant Professor of Psychology

Interests: Health disparities as they relate to inequities in access to resources and opportunities, community and individual resilience, and posttraumatic growth following traumatic and stressful events.

Anne Zhou, Ph.D.

Assistant Professor of Psychology

Interests: Minority/marginalized health disparities particularly regarding mental health service use, mental health service gap, barriers to mental health treatment, mental health stigma, mental health literacy

Emeritus and Former Faculty

Dorothy L. Espelage, Ph.D. (University of Indiana, 1997), Professor, UNC-Chapel Hill

Martin Heesacker, Ph.D. (University of Missouri, Columbia, 1983), Professor Emeritus

Sarah McConnell, PhD (Louisiana Tech University, 2018).

Laurie Mintz, Ph.D. (The Ohio State University, 1987), Professor Emerita

Della Mosley, Ph.D. (University of Kentucky, 2018)

Gregory J. Neimeyer, Ph.D. (University of Notre Dame, 1981), Professor Emeritus

Kenneth G. Rice, Ph.D. (University of Notre Dame, 1990), Professor, Georgia State University

Carolyn M. Tucker, Ph.D. (State University of New York at Stony Brook, 1976), Professor Emerita

Clinical and Affiliate Faculty

Julie Abrams-Bernier, Ph.D.*

Patricia Ashton, Ph.D.

Felicia Brown, Ph.D.*

Charles Byrd, Ph.D.

Ernesto Escoto, Ph.D.*

Julie Graber, Ph.D.

Dylan Harrell, Ph.D.*

Alvin Lawrence, Ph.D.*

Carol Lewis, Ph.D.

Michael Marsiske, Ph.D.

Ali Martinez, Ph.D.

Natasha Maynard-Pemba, Ph.D.*

Melanie Nelson, Ph.D.

Joseph P. McNamera, Ph.D.

Lisa J. Merlo, Ph.D.

James Probert, Ph.D.*

Zully Rivera-Ramos, Ph.D.*

Brian Shaw, Ph.D.*

Jennifer Stuart, Ph.D.*

Carolyn M. Tucker, Ph.D.

*Clinical Faculty in the Department of Psychology with primary appointments in the University of Florida Counseling and Wellness Center.

Academic Advising and Related Information

Advisor

Each student is assigned a faculty advisor who is responsible for facilitating initial registration and who serves as a resource person until the student's supervisory committee is formed and approved.

Supervisory Committees

Students should form their Master's and Doctoral Supervisory Committees in consultation with their advisor. Depending on the student's pursuit of a Master's Degree or a Master's Equivalency (described later in this handbook), a Master's or Doctoral Supervisory Committee must be formed no later than the end of the student's second semester in the Program and before completing 12 or more credits.

Master's Committee Composition

1. At least three committee members
2. At least two members of the Counseling Psychology core area faculty
3. One member from another department OR a member from Psychology but not Counseling Psychology
4. Chairperson, a member of the Counseling Psychology core area faculty, who is generally the students' advisor
5. At least one member who has a full-time appointment budgeted in the Department of Psychology
6. All members should have Graduate Faculty status. Students can petition the Graduate Dean for an exception to this requirement by requesting a Special Appointment for the member without Graduate Faculty status.

Doctoral Committee Composition

1. At least four committee members
2. Chairperson, and at least one additional member in Counseling Psychology. The Chairperson or the additional member must be from the core area Counseling Psychology faculty.
3. At least one member from another department to serve as the "external" member. Faculty members holding affiliate or clinical appointments in Psychology may not serve as the "external" member
4. At least one member from Psychology but not Counseling Psychology core area faculty
5. At least one member must hold a full-time appointment budgeted in the Department of Psychology
6. All four members should have Graduate Faculty status. However, except for the "external" committee member, students can petition the Graduate Dean for an exception to this requirement by requesting a Special Appointment for the member without Graduate Faculty status.

Committee Approval and Changes

Committees must be approved by the Counseling Psychology Area/Training Director, the Graduate Coordinator, and the Department Chair. Changes in committee membership will usually be approved by the Graduate Coordinator only with the prior approval of members of the original committee. Changes in committee membership are not permitted during the semester of graduation, except by petition.

Student-Advisor Match, Research Collaborations, and Changing Advisors

The student-advisor match is made based upon information gathered through the admissions process and typically reflects a match in the research and professional interests of the student and the advisor. Often (but not always), these matches endure throughout the student's program of study such that the initial advisor serves as the Chair of the student's Master's and Dissertation Supervisory Committees and collaborates with the student beyond these roles as well.

The student-advisor match is an important source of mentoring and training for students, but additional mentoring and collaborative relationships with other faculty and students are encouraged as well. Specifically, students are encouraged to pursue research and professional collaborations with both their advisors and their research teams, and with other faculty, students, and research teams. Please consult the faculty directory on the Department of Psychology Website (<http://www.psych.ufl.edu>) for an up-to-date description of faculty research programs.

Student-advisor changes are often an appropriate part of graduate training and development. Student-advisor changes can occur for a variety of reasons (e.g., changes in the interests, goals, or needs of the student; divergence in style, organization, or other approaches; faculty member moves, retirement, or other role changes). When the desire or need for student-advisor transition arises, the Program is committed to facilitating the student-advisor transition and will make an advisor available to each student. The proceeding steps are used to facilitate student-advisor transitions:

Note: In all of the proceeding steps, if the area/training director's advisees wish to transition to another faculty advisor, the students shall contact a designated Program faculty member for this purpose. For the academic year 2024-2025, the designated faculty member is Dr. Ryan Duffy.

1. Identifying a new student-advisor match
 - a. If the student already has a collaborative relationship with a faculty member who has agreed to serve as the student's new advisor, the student can move to step 2.
 - b. If a student prefers assistance with identifying a new advisor, the student can inform the area/training director of this request in writing. At this stage, it is also helpful to inform the area/training director of the new advisor possibilities that the student is interested in exploring, and any preparatory steps the student has taken to explore new advisor matches (e.g., researched faculty interests, inquired about other graduate students' experiences with their advisors). The area/training director will then contact the area faculty to identify one or more options for a new advisor and subsequently will present the option(s) to the student. The student then pursues discussions with potential advisors about professional interests, goals, and styles to identify an optimal match among the possible options.
 - c. In the event that the need for an advisor transition arises from a faculty member moving or changing roles, that faculty member and the area/training director will work together to initiate the aforementioned process; the student may also initiate this process in such circumstances.
2. Facilitating and implementing the transition with the current advisor
 - a. Once a new student-advisor match is identified and agreed upon by the student and new advisor, the student and new advisor inform the area/training director. The area/training director then arranges a "transition facilitation meeting" that will include the current advisor, new advisor, and area/training director. The student may also choose to attend this

meeting. The purposes of this meeting are to assess (a) the student's needs in implementing the transition, (b) develop a plan for the completion of projects and responsibilities between the current advisor and student, and (c) transfer any relevant information and resources to the new advisor. In the event that the student does not attend this meeting, the area/training director and the new advisor will follow-up with the student regarding these points.

- b. The area/training director will notify the area faculty of this meeting.
- c. The student will submit the appropriate forms for establishing or changing the supervisory committee.

Supervisory Committee Appointment Form

Department of Psychology
College of Liberal Arts & Sciences at The University of Florida

NOTE: Use this form to establish or make changes to your Supervisory Committee for either a Master's or Ph.D. degree.

STUDENT INFORMATION

Name: _____

UFID: _____ - _____

Area of Study: _____

Anticipated Graduation: _____

Degree: Master of Science Ph.D.

This is for a: new committee committee change

Master's degree options (select one): Thesis

Non-Thesis Thesis Equivalency

COMMITTEE INFORMATION

The Supervisory Committee is the official committee of Graduate Faculty designed to plan a student's program, guide and evaluated the student's progress, and direct their research. To form a committee, the student selects a member of the Psychology Graduate Studies Faculty who agrees to serve as the Chair of the student's Committee. Together, the Chair and student recommend other members to the appropriate Training Director and the Graduate Coordinator, who normally approve the recommendation for the Department.

Master of Science: In general, a student's Supervisory Committee should be established before the student completes 12 credits. Thesis and non-thesis committees should consist of at least two members of the Psychology Graduate Studies Faculty and either a faculty member from another department or a Psychology faculty member whose research area is different than that of the student. Thesis Equivalency committees must meet member guidelines for the Ph.D. committee.

Ph.D.: This committee must be appointed the semester following completion of the M.S. program or within two semesters after entering the Ph.D. program with an M.S. degree. Committees should consist of three Psychology Graduate Studies Faculty members and an external member. The Chair and at least one other committee member should be in the student's specialization area and one member should be from an area different than that of the student. Faculty members and an external member. The Chair and at least one other committee member should be in the student's specialization area and one member should be from an area different from that of the student.

| | Name | UFID | Department |
|---------------------------|------|------|------------|
| Committee Chair: | | | |
| Co-Chair (if applicable): | | | |
| Member: | | | |
| Member: | | | |
| Member: | | | |
| External Member: | | | |

APPOINTMENT AUTHORIZATION

Area Director Signature

Date

Faculty Advisor Signature

Date

Revised 5/13/2011

Evaluation Policies and Procedures

Next is a description of the three areas students are evaluated on annually: interpersonal competencies, profession-wide competencies, and discipline-specific knowledge. Satisfactory performance in all three areas is required to graduate from the program.

Interpersonal Competencies

The following policy is from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) on December 4, 2003 and is the governing policy for the UF Counseling Psychology training program's evaluation of student interpersonal competencies

Students in psychology training programs (at the masters, doctoral, internship, and postdoctoral level) should know – at the outset of their training – that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology training programs strive to not “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- (a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public)*
- (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).*
- (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and*
- (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).*

Please note that the four evaluative areas listed above overlap with the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public. As detailed below, student evaluations will take into account both adherence to the APA Board of Educational Affairs Statement and these four evaluative areas listed above. Thus, annual progress reviews for

students in the counseling psychology program include not only consideration of academic performance and the meeting of program milestones, but also reviews of personal attributes that reflect upon students' ability to function effectively and ethically as professional counseling psychologists. Such comprehensive evaluation is implemented in the Counseling Psychology Doctoral Training Program through a number of specific mechanisms, occurring at various points in a student's training, which are described below.

Profession-Wide Competencies

Note: Course passed = grade better than C+; Qualifying question passed = Total score of 9 or higher

1. Research

Competencies

Trainees are expected to:

- a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base;
- b. Conduct research or other scholarly activities; and
- c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
- d. FOR INTERNS: Demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Minimum Thresholds for Achievement

By End of Program

- a. PCO 6931 - Counseling Psychology History and Contemporary Issues course passed. This course exposes students to research in counseling psychology. Students also complete a research proposal in this course designed to help students learn about the entire research process.
 - b. Masters thesis/equivalency defended
 - c. Research Qualifying Exam question passed
 - d. Dissertation Defended
 - e. Submitted journal article
- OR**
- f. Presented 1 conference paper
 - g. Presented 2nd conference paper (or more)

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluations meet competency – Research/Science
- b. Satisfactory evaluation by program faculty

2. Ethics and legal standards

Competencies

Trainees are expected to be knowledgeable of and act in accordance with each of the following:

- a. The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
- b. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels;
- c. Relevant professional standards and guidelines;
- d. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas; and
- e. Conduct self in an ethical manner in all professional activities.

Minimum Thresholds for Achievement

By End of Program

- a. PCO 7217 - Professional Ethics and Skills (Pre-Practicum) course passed. This course exposes students to the current ethics code and incorporates exercises where they work through ethical dilemmas using decision making models.
- b. Ethics Qualifying Exam question passed

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluations meet competency – Ethical and Legal standards
- b. Satisfactory evaluation by program faculty

3. Individual and cultural diversity

Competencies

Trainees are expected to:

- a. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
- b. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- c. Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with

- individuals whose group membership, demographic characteristics, or worldviews create conflict with their own; and
- d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
 - e. **FOR INTERNS:** Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Minimum Thresholds for Achievement

By End of program

- a. PCO 6278 - Multiculturalism and Diversity in Counseling Psychology course passed. This course exposes students to the latest literature in multicultural diversity and social justice topics and uses discussion to facilitate student exploration and reflection on their own identities.
- b. Social Justice Course passed

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluation meets competency – Individual and Cultural Diversity
- b. Satisfactory evaluation by program faculty

4. Professional values, attitudes, and behavior

Competencies

Trainees are expected to:

- a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others;
- b. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness;
- c. Actively seek and demonstrate openness and responsiveness to feedback and supervision; and
- d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Minimum Thresholds for Achievement

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluations meet competency – Professional values, attitudes, and behavior
- b. Satisfactory evaluation by program faculty

5. Communication and interpersonal skills

Competencies

Trainees are expected to:

- a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services;
- b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; and
- c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Minimum Threshold for Achievement

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluations meet competency – Communication and interpersonal skills
- b. Satisfactory evaluation by program faculty

6. Assessment

Competencies

Trainees are expected to demonstrate the following competencies:

- a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient;
- b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and
- c. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Minimum Thresholds for Achievement

By End of Program

- a. CLP6430 Clinical Psychological Assessment course passed. In this course, students learn the science and research behind cognitive and intellectual assessments as well as how to administer and score these assessments.

Yearly Evaluation

- a. Practicum/Advanced Practicum evaluations meet competency – Assessment
- b. Satisfactory evaluation by program faculty (if applicable)

7. Intervention

Competencies

Trainees are expected to demonstrate the ability to:

- a. Establish and maintain effective relationships with the recipients of psychological services;
- b. Develop evidence-based intervention plans specific to the service delivery goals;
- c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables;
- d. Demonstrate the ability to apply the relevant research literature to clinical decision making;
- e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking; and
- f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Minimum Thresholds for Achievement

By End of Program

- a. PCO 6057 - Counseling Theories & Research & Their Implications for Practice course passed. This course exposes students to key counseling theories and facilitates students beginning the development of their own theoretical orientation.
- b. CLP 6169 - Deviant Behavior (note this will be re-titled Diagnosis and Treatment Planning starting Spring, 2023) course passed. This course exposes students to diagnosis and utilizing empirically supported treatment in counselling.
- c. PCO 7217 - Professional Ethics and Skills (Pre-Practicum) course passed. This course help students integration ethical principles in counseling practice.
- d. PCO 7944 - Practicum in Counseling Psychology course passed. This course is a two semester sequence where students see clients, receive group supervision, and further develop their theoretical orientation.
- e. PCO 7945 - Advanced Practicum in Counseling Psychology course passed. This course occurs is for students in their third year and beyond. Students see clients in a variety of different sites around Gainesville, further developing their intervention skills.
- f. Theory Qualifying exam question passed.
- g. APA accredited internship completed.

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluations meet competency – Intervention Skills
- b. Satisfactory evaluation by program faculty (if applicable)

8. Supervision

Competencies

Trainees are expected to:

- a. Demonstrate knowledge of supervision models and practices.
- b. FOR INTERNS: Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Minimum Thresholds of Achievement

By End of Program

- a. PCO 6939 - Consultation and Supervision course passed. This course exposes students counseling supervision research and theories.
- b. Direct or simulated supervision practice with trainees or other health professional conducted

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluations meet competency – Supervision
- b. Satisfactory evaluation by program faculty (if applicable)

9. Consultation and interprofessional/interdisciplinary skills

Competencies

Trainees are expected to:

- a. Demonstrate knowledge and respect for the roles and perspectives of other professions; and
- b. Demonstrate knowledge of consultation models and practices.
- c. FOR INTERNS: Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to: role-played consultation with others, peer consultation, provision of consultation to other trainees.

Minimum Thresholds for Achievement

By End of Program

- a. PCO 6939 - Consultation and Supervision course passed. This course exposes students to consultation research and theories.
- b. Successfully complete consultation project

Yearly Evaluation

- a. Practicum/Advanced Practicum(s) evaluations meet competency – Consultation
- b. Satisfactory evaluation by program faculty (if applicable)

Discipline-Specific Knowledge

Note: Course passed = grade better than C+; Qualifying question passed = Total score of 9 or higher

1. History and Systems of Psychology

- PCO 6931: Counseling Psychology History & Contemporary Issues course passed
- PSY 6608: History of Psychology course passed
- Theme Qualifying Exam question passed

2. Basic content areas

- a. SOP 6099: Survey of Social Psychology course passed
- b. DEP 6099: Survey of Developmental Psychology course passed
- c. PSB 6099: Survey of Physiological & Comparative Psychology course passed
- d. CLP 7934: Cognitive and Affective Bases of Behavior course passed

3. Advanced integrative knowledge of basic discipline-specific content areas

- a. CLP 7934: Cognitive and Affective Bases of Behavior course passed

4. Research methods

- Research project passed in PCO 6931: Counseling Psychology History & Contemporary Issues course
- CLP 6527: Measurement, research design, and statistical analyses Part I passed
- CLP 6528: Measurement, research design, and statistical analyses Part II passed
- Masters thesis/equivalency defended
- Research Qualifying Exam question passed
- Dissertation Defended

5. Data Analysis

- CLP 6527: Measurement, research design, and statistical analyses Part I passed
- CLP 6528: Measurement, research design, and statistical analyses Part II passed
- b. Qualitative Research Methods or graduate level data analysis course
- c. Research Qualifying Exam question passed

6. Psychometrics

- d. CLP630: Clinical Psychological Assessment passed.

Yearly Evaluation

In April of each year the counseling psychology faculty will meet and assess each student's progress and performance in meeting interpersonal competencies, profession-wide competencies, discipline-specific knowledge, coursework, seminars, scholarship/research, assistantships, teaching, practicum and internship placements, and the meeting of other program milestones such as master's thesis/equivalency (successfully defended prior to beginning the third year in the program), qualifying exams, and dissertation. Please see profession-wide competencies and discipline specific knowledge outlined below. Additional information and regulations pertaining to academic progress and milestones can be found in the Department of Psychology Graduate Degree Regulations (<https://psych.ufl.edu/wp-content/uploads/sites/75/Psychology-Graduate-Regulations-sp2020.pdf>).

At this April meeting each year, students will also be evaluated for their degree of adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and the four evaluative areas outlined above. Evaluation of students are based on input from their academic advisor, clinical supervisors, assistantship supervisors, course instructors, and other departmental and area faculty. Written evaluations from teaching and practicum/internship supervisors will also be consulted in the evaluation process.

Students will be informed of their progress by their academic advisors and the Area/Training Director, who provide this feedback via the Annual Student Progress Report Forms, which each student is required to sign.

If a student is deemed not to be making satisfactory progress, he or she may be assigned a pre-probationary status or placed on probation. Pre-probationary status is used for issues of concern that don't require probation but must be addressed and if not successfully addressed, will likely result in probation. If pre-probationary status is recommended, the Annual Student Progress Report letter, written by the Advisor and co-signed by the Area/Training Director, will detail the specific performance/behaviors that are problematic, actions required to reach a level of satisfactory progress, a time-table for achieving these steps, and specification of future consequences for not achieving these steps, which is generally, but not always, that of probationary status.

A student may be placed directly on probation without having been placed in pre-probationary status. Probationary status requires a 2/3 majority vote of the Counseling Psychology core area faculty. If a student is placed on probationary status, the student will be provided a written letter from the Training Director detailing the specific performance/behaviors that are problematic, actions required to reach a level of satisfactory progress, a time-table for achieving these steps, and specification of future consequences for not achieving these steps (e.g., continued probationary status or unsatisfactory progress resulting in discontinuation in the Program).

A student may be placed on probation related to problems noted in the four evaluative areas and/or adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public with a 2/3 majority vote of the Counseling Psychology core area faculty. As noted above, the student will be provided a letter detailing the actions needed to be taken off probation¹.

¹ For this probation and all other probations referred to in this document, the faculty may recommend personal counseling as part of the conditions of probation, and may also, as appropriate, ask for a release of information so that communication with the therapist may occur.

If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). After the meeting in which the student presents his or her plan, the faculty will take the student's presentation into account, and then outline the exact conditions of probation, which will subsequently be provided to the student in writing.

Ongoing Evaluation

For the purposes of ongoing evaluation, the decisions and actions outlined in the section above under **Yearly Evaluation** (e.g., placing a student on pre-probation or probationary status due to concerns with performance and progress in coursework, seminars, scholarship, comprehensive examinations, related program requirements, adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and the four evaluative areas outlined above) may also be initiated by the faculty at any time during the academic year. In other words, such actions and decisions are not confined to the yearly meeting.

Evaluation for Readiness to Enter Practicum

Practicum (7944) at Counseling and Wellness Center:

The consent of the Counseling Faculty is required for enrollment in this course. Such consent will be granted at a special meeting for this purpose in April of each year. The attendance of the instructor of PCO 7217 is required at this meeting. Admission to practicum will be made based on an evaluation of a trainee's performance in PCO 7217 and other coursework, adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and the four evaluative areas outlined above. Additionally, the faculty will consider whether the student has met the relevant Competency Benchmark's in Professional Psychology at the level of readiness to enter practicum (see <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx> for more information, and also see Benchmarks document Practicum and Advanced Practicum Manual of this Handbook).

At this meeting, faculty may either grant admission to practicum, or may deny admission. Decisions to deny enrollment into practicum requires a 2/3 majority vote of Counseling Psychology core area faculty. If the faculty denies a student admission to PCO 7944 the Counseling Psychology Area/Training Director shall, at the first denial, provide in writing to the student the reasons why, which can include poor performance in PCO 7217, lack of adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and/or concerns regarding the four areas of competency outlined above. The student will also be placed on probation. The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). After the meeting in which the student presents his or her plan, the faculty will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to practicum), which will subsequently be provided to the student in writing.

When a denied student seeks entry to practicum again, he or she must describe what has been done to resolve the previously identified problem or issue. In this case, a second denial into practicum will result in the student no longer being allowed to continue in the program.

Evaluation of Readiness for Internship

Evaluation of readiness for internship is an ongoing process that occurs in multiple ways: a) admission to doctoral candidacy; b) dissertation proposal defense requirement; c) certification of internship eligibility and readiness on APPIC application; and d) ongoing monitoring and evaluation of readiness.

The Program has endorsed the following Expectations for Internship Eligibility, adopted on February 9, 2013 by the Council of Counseling Psychology Training Programs (CCPTP):

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program's comprehensive or qualifying exams (or equivalent).
4. Trainee's dissertation proposal has been accepted at the time of application to internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 450 face-to-face, program-sanctioned, doctoral practicum hours of assessment/intervention by the deadline of your first internship application, that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee's work. The program will include assessment/intervention hours that includes evidence-based practice supervised by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction) accrued in a terminal Master's program as part of these hours totals, with proper documentation from the previous institution and validation by the training director. Note, many internship sites evaluate candidates only on hours accrued specifically in the doctoral program, so make sure to check their specific requirement for necessary hours (which may be different from program requirements).
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
 - a. Submitting a manuscript (e.g., journal article, book chapter) as an author or co-author, or
 - b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilized evaluations obtained from different faculty and supervisors and covered the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

As per the policy of the Council of Counseling Psychology Training Programs, once a student has submitted a rank ordered list by the APPIC deadline, the program faculty will not prevent a student

from going on internship unless a gross ethical violation has occurred and the internship site is notified.

Dissertation proposal defense requirement

In order to apply for internship, students must have been admitted to doctoral candidacy and successfully proposed the dissertation.

APPIC Application:

The APPIC Application for Psychology Internship (AAPI) Part 2 (Academic Program's Verification of Internship Eligibility and Readiness) contains an item which states, "The faculty agrees that this student is ready to apply for internship. Yes or No."

The faculty will decide a student's readiness for application to internship based on an evaluation of the trainee's successful completion of all pre-requisite courses and requirements, adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and the four evaluative areas outlined above. Additionally, the faculty will consider whether the student has met the relevant Competency Benchmarks in Professional Psychology at the level of readiness for internship (for more information see <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>, and also see Benchmarks document in the Practicum and Advanced Practicum Manual of this Handbook).

In the Spring Semester, students will be asked if they intend to apply for internship the following Fall Semester. Those students who indicate they intend to apply for internship will be evaluated for readiness at a special meeting for this purpose. At this meeting, the Counseling Psychology core area faculty may either grant or deny permission to apply for internship (i.e., may either deem a student ready to apply for internship or not). The decision that a student is not ready to apply for internship will be determined by a 2/3 majority vote of the Counseling Psychology core area faculty.

If the faculty denies application to internship, they shall, at the first denial, provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites (including the dissertation proposal defense requirement outlined above), lack of adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and/or concerns about the four areas of competency outlined above. The student will also be placed on probation. The student will be provided a letter detailing the actions needed to be removed from probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). After the meeting in which the student presents his or her plan, the faculty will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, they must describe what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Ongoing Monitoring and Evaluation of Readiness for Internship

The faculty will engage in ongoing monitoring and evaluation of readiness for internship throughout the time between when they deem a student ready to apply for internship (see above) and the time the student submits his or her internship rank-order to APPIC. Thus, if any concerns surface during this time period regarding whether the student has met academic standards or pre-requisites, lack of adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and/or regarding the four areas of competency outlined above, the faculty may revoke approval to apply for or go on internship.

If the faculty revoke approval to apply for or go on internship, they shall provide in writing to the student the reasons why, which can include failure to meet academic standards or pre-requisites, lack of adherence to the APA Board of Educational Affairs Statement on Preparing Professional Psychologists to Serve a Diverse Public, and/or concerns about the four areas of competency outlined above. The student will also be placed on probation. The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). After the meeting in which the student presents his or her plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

When a denied student seeks approval to apply for internship again, he or she must describe what has been done to resolve the previously identified problem or issue. In this case, a second denial to apply for internship will result in the student no longer being allowed to continue in the program.

Violations of Ethical Conduct

As per Department of Psychology regulations, violations of ethical conduct by graduate students will be evaluated by the Departmental Graduate Studies Committee. If, in the judgment of the committee, unethical behavior of a sufficiently serious nature as to compromise a graduate student's promise as a psychologist, that student will be dropped from the program. Examples of such serious violations include but are not limited to felony convictions or gross violations of the APA ethical code or Federal guidelines. The appeals process is the same as in the case of failure to meet minimum standards of scholarship. Students found responsible for violation of the UF Student Conduct Code or Honor Code may be subject to the program's Ethical Conduct Process as well. The UF Student Conduct Code and Honor Code are university processes that will take precedence. The program's Ethical Conduct Process may progress simultaneously but does not replace the University processes.

If the unethical behavior pertains to a violation of the APA ethical code and if the Graduate Studies Committee determines that the student should be retained in the program, the Counseling Psychology faculty will then meet to discuss the ethical violation and to determine if further remediation is necessary to avoid such violations in the future. If it is determined to be appropriate to the situation, and pending a 2/3 vote of the Counseling Psychology core area faculty, the student may be placed on probation. The student will be provided a letter detailing the actions needed to be taken off probation. If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the

deficits have been remedied?). After the meeting in which the student presents his or her plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation (and related re-application to internship), which will subsequently be provided to the student in writing.

Situations and Course Grades that Trigger Consideration of Probation² or Dismissal

1. If, in accordance with the University of Florida CWC Practicum Training Manual, a student is terminated from PCO 7944, they will be placed on probation. Similarly, if they are terminated from any PCO 7945 site, they will be placed on probation. However, if the reason for termination involved a violation of the APA Ethics code, department policy will first be followed (see *Violation of Ethical Conduct* above).
 - a. If, in accordance with the University of Florida CWC Practicum Training Manual, a student is placed on probation or temporary suspension, the area faculty will meet with the CWC Training Committee to ascertain details. The Counseling Faculty may choose, with a 2/3 majority vote of the Counseling Psychology core area faculty, to place the student on probation or to await the result of the CWC procedures to conclude.
2. If a supervisor of students enrolled in PCO 7944 (Practicum at the UF CWC) or PCO 7945 (Advanced Practicum) raises a concern about a student's competency, initiates their own internal remediation procedures, or recommends a grade other than "A," the area faculty will be promptly apprised of the situation by the Area/Training Director. The faculty may also choose to request a meeting with the PCO 7944 or PCO 7945 supervisor, practicum coordinator, or any other relevant training staff. The counseling faculty may choose, with a 2/3 majority vote of the Counseling Psychology core area faculty, to place the student on probation or to await the results of any internal procedures in place at the Practicum site. Note, however, that the assignment of a grade of "Fail" for PCO 7944 or PCO 7945 will automatically result in the student being placed on probation.
3. If the internship site/supervisors of students enrolled in PCO 7946 (Internship) raise concerns about a student's competency or initiate their own internal remediation procedures, the area faculty will be promptly apprised of the situation by the Area/Training Director. The counseling faculty may choose, with a 2/3 majority vote of the Counseling Psychology core area faculty, to place the student on probation or to await the results of any internal procedures in place at the Internship site. Note, however, that any student not passing his or her Internship will be terminated from the program.
4. As per department and graduate school policy outlined elsewhere in this Handbook, students with two unsatisfactory grades (a grade of C+ or lower, or an "I" that remains on the record for more than one term) will have their records referred to the Graduate Studies Committee which will determine whether those students should be allowed to continue in the program. Should the committee rule that a student be dropped from the program, the decision may be appealed to the Policy and Planning Committee of the Department. Under no circumstances will students be permitted to continue with three unsatisfactory grades. (Note: Any grade of C+ or lower in a required course must be replaced by presenting satisfactory evidence that B level competency has been acquired).

² Probation will be handled according to the same procedures outlined in the final paragraph under "Yearly Evaluations" above.

5. If a student does not meet the programmatic expectation of successfully defending the Master's Degree or Equivalency requirement prior to beginning the third year in the program, the student will be placed on probation.

Important Note:

If a student does not agree with any faculty feedback provided on Annual Progress Report Forms, or any decisions regarding probation or dismissal outlined above, she/he can choose to communicate such disagreement to the core program faculty in writing. The core program faculty considers the student's concerns/requests and provides a written response from the core program faculty. The student can appeal the feedback in accordance with Department of Psychology grievance and due process procedures that protect students' rights, which are contained in the Grievance Procedure section of this handbook.

Counseling Psychology Student Progress Report Form

Department of Psychology, University of Florida

This form is due at the end of each Spring term. Please file signed form in the student file.

Note: Overall progress across time in program will be tracked by training director

| | | |
|----------------------|------------------|----------|
| Student Name: | Year in program: | Advisor: |
|----------------------|------------------|----------|

| Courses & Grades | | |
|---|---------------|----|
| Number of Incompletes (I): | Number of Cs: | |
| Student is on track for year level in terms of courses? | Yes | No |
| If no, please comment: | | |

| Assistantship (leave areas blank of not applicable) | | |
|--|--------------|----------------|
| Position and Supervisor Summer, 2024: | | |
| Quality of Work: | Satisfactory | Unsatisfactory |
| Please comment (required if unsatisfactory): | | |
| Position and Supervisor Fall, 2024: | | |
| Quality of Work: | Satisfactory | Unsatisfactory |
| Please comment (required if unsatisfactory): | | |
| Position and Supervisor Spring, 2025: | | |
| Quality of Work: | Satisfactory | Unsatisfactory |
| Please comment (required if unsatisfactory): | | |

| Defenses and Exams | | |
|---|------------|-----------------------|
| Master's Degree or Equivalency completed? | Yes, date: | No, anticipated date: |
| Qualifying Exam passed? | Yes, date: | No, anticipated date: |
| Dissertation proposal defended? | Yes, date: | No, anticipated date: |
| Dissertation defended? | Yes, date: | No, anticipated date: |

| Contribution to Scientific Knowledge |
|--|
| List in APA format, manuscripts (journal articles or book chapters) published (note not in press or online first) from 5/1/2024 to 4/30/2025: |
| List in APA format, manuscripts (journal articles or book chapters) submitted, but not yet published to date (including in press and online first), from 5/1/2024 to 4/31/2025: |
| List in APA format, papers, posters, workshops presented or co-presented at local, regional, national, or international conferences delivered from 5/1/2024 to 4/30/2025: |

| Practicum and Internship (leave areas blank of not applicable) | | |
|---|--------------|----------------------------|
| Practicum this year? | Yes | No |
| Summer, 2024 | | |
| Site #1: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Site #2: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Site #3: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Fall, 2024 | | |
| Site #1: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Site #2: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Site #3: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Spring, 2025 | | |
| Site #1: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Site #2: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Site #3: | | |
| Evaluation by supervisors indicate that work is: | Satisfactory | Unsatisfactory |
| Grade: | | |
| Please comment (required if unsatisfactory on any practicums): | | |
| | | |
| On internship this year? | Yes | No, anticipated date: |
| If on internship, name of site: | | |
| Accreditation: | APA/CPA | APPIC member (non-APA/CPA) |
| Evaluation by Internship site indicates that work is | Satisfactory | Unsatisfactory |
| Please comment (required if unsatisfactory): | | |

Nine Evaluative Areas - Completed thus far in the program unless otherwise noted

Note: Course passed = grade better than C+ ; Qualifying question passed = Total score of 9 or higher

| | Yes | No | N/A | U/I |
|---|-----|----|-----|-----|
| 1. Research | | | | |
| • Counseling Psychology History and Contemporary Issues course passed | | | | |
| • Masters thesis/equivalency defended | | | | |
| • Research Qualifying Exam question passed | | | | |
| • Dissertation Defended | | | | |
| • Submitted journal article | | | | |
| • Presented 1 conference paper | | | | |
| • Presented 2 nd conference paper (or more) | | | | |
| • Summer Practicum/Advanced Practicum meets competency - Research/Science (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum meets competency - Research/Science (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum meets competency - Research/Science (this last year only) | | | | |
| • Satisfactory evaluation by program faculty | | | | |
| 2. Ethics and legal standards | | | | |
| • Professional Ethics Course Passed (1 st -4 th years)/Pre-Prac passed (5 th years and up) | | | | |
| • Ethics Qualifying Exam question passed | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency - Ethical, Legal Standards, Policy (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency - Ethical, Legal Standards, Policy (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency - Ethical, Legal Standards, Policy (this last year only) | | | | |
| • Satisfactory evaluation by program faculty | | | | |
| 3. Individual and cultural diversity | | | | |
| • Multiculturalism and Diversity in Counseling Psychology course passed | | | | |
| • Social Justice Course passed | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency - Individual and Cultural Diversity (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency - Individual and Cultural Diversity (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency - Individual and Cultural Diversity (this last year only) | | | | |
| • Satisfactory evaluation by program faculty | | | | |
| 4. Professional values, attitudes, and behavior | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency - Professionalism (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency - Professionalism (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency - Professionalism (this last year only) | | | | |
| • Satisfactory evaluation by program faculty | | | | |

| | | | | |
|--|--|--|--|--|
| 5. Communication and interpersonal skills | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency – Relationships (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency – Relationships (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency – Relationships (this last year only) | | | | |
| • Satisfactory evaluation by program faculty | | | | |
| 6. Assessment | | | | |
| • Clinical Psychological Assessment course passed | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency – Assessment (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency – Assessment (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency – Assessment (this last year only) | | | | |
| • Satisfactory evaluation by program faculty (if applicable) | | | | |
| 7. Intervention | | | | |
| • Counseling Theories & Research & Their Implications for Practice course passed | | | | |
| • Professional Ethics and Skills (Pre-Prac) course passed | | | | |
| • Deviant Behavior course passed | | | | |
| • Practicum in Counseling Psychology course passed | | | | |
| • Advanced Practicum in Counseling Psychology course passed | | | | |
| • Theory Qualifying exam question passed | | | | |
| • APA Accredited Internship completed | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency – Intervention Skills (this last year only, overall competence reached at all sites) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency – Intervention Skills (this last year only, overall competence reached at all sites) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency – Intervention Skills (this last year only, overall competence reached at all sites) | | | | |
| • Satisfactory evaluation by program faculty (if applicable) | | | | |
| 8. Supervision | | | | |
| • Supervision course passed | | | | |
| • Direct or simulated supervision practice with trainees or other health professional conducted | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency – Supervision (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency – Supervision (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency – Supervision (this last year only) | | | | |
| • Satisfactory evaluation by program faculty (if applicable) | | | | |
| 9. Consultation and interprofessional/interdisciplinary skills | | | | |
| • Consultation course passed | | | | |

| | | | | |
|---|--|--|--|--|
| • Successfully complete consultation project | | | | |
| • Summer Practicum/Advanced Practicum evaluation meets competency – Consultation (this last year only) | | | | |
| • Fall Practicum/Advanced Practicum evaluation meets competency – Consultation (this last year only) | | | | |
| • Spring Practicum/Advanced Practicum evaluation meets competency – Consultation (this last year only) | | | | |
| • Satisfactory evaluation by program faculty (if applicable) | | | | |

| Discipline-Specific Knowledge - Completed thus far in the program | | |
|--|------------|-----------|
| Note: Course passed = grade better than C+; Qualifying question passed = Total score of 9 or higher | | |
| | <u>Yes</u> | <u>No</u> |
| 1. History and systems of psychology | | |
| • Counseling Psychology History & Contemporary Issues course passed | | |
| • History of Psychology course passed | | |
| • Theme Qualifying Exam question passed | | |
| 2. Basic content areas | | |
| • Survey of Social Psychology course passed | | |
| • Survey of Developmental Psychology course passed | | |
| • Survey of Physiological & Comparative Psychology course passed | | |
| • Cognitive/Affective Bases of Behavior course passed | | |
| 3. Advanced integrative knowledge of basic discipline-specific content areas | | |
| • Integrative course passed (Cognitive/Affective Bases of Behavior) | | |
| 4. Research methods | | |
| • Research project passed in Counseling Psychology History & Contemporary Issues course | | |
| • Measurement, research design, and statistical analyses Part I passed | | |
| • Measurement, research design, and statistical analyses Part II passed | | |
| • Masters thesis/equivalency defended | | |
| • Research Qualifying Exam question passed | | |
| • Dissertation Defended | | |
| 5. Data Analysis | | |
| • Measurement, research design, and statistical analyses Part I passed | | |
| • Measurement, research design, and statistical analyses Part II passed | | |
| • Qualitative Research Methods in Psychology passed | | |
| • Research Qualifying Exam question passed | | |
| 6. Psychometrics | | |
| • Clinical Psychological Assessment course passed | | |

Faculty's Overall Evaluation of Student Progress

| | |
|-----------------------|---|
| | Satisfactory progress: insert narrative evaluation per instructions below |
| | Areas needing specific attention to continue in good standing (pre-probationary status): insert narrative evaluation per instructions below |
| | Probationary status: insert notice that letter of probation is forthcoming |
| | Recommend dismissal: insert notice that letter of dismissal is forthcoming |
| Narrative evaluation: | |

Advisor or Chair Signature

Student Signature

Area/Training Director Signature

General Information:

1. Graduate School Ruling: Students have five years after passing the Doctoral Qualifying Exam to complete Doctoral Degree requirements. The Dean of the Graduate School makes decisions for extensions based on individual situations.
2. Department of Psychology Ruling: Students are allowed only one unacceptable grade (C+ or lower). They must appear before the Graduate Studies Committee if they have more than one or if they do not complete an Incomplete grade by the deadline the following term. After this deadline an incomplete becomes a failing grade--E.
3. Counseling Psychology Ruling: Before applying for an internship, a student must be admitted to candidacy for the doctorate and must successfully propose the dissertation.

Drops and Incompletes: Students wishing to drop courses and not pay for them must do so during the first week of classes. Students may drop courses before the term is one-third completed and not receive grades for these courses; however, payment is forfeited.

Students dropping courses after more than one-third of the term must make such arrangements with the instructor. Two such drops are permitted by the Counseling Psychology Program. Any further such drops must be approved by the student's advisor or committee.

Incomplete grades are given in courses that students fail to complete prior to the formal course deadline. Completion of all such courses must be arranged with the instructors of these courses. Incomplete grades become "E"s if the work is not completed by the end of the subsequent term. Each "E" grade is changed to passing grade only after the necessary coursework is completed and a change of grade request form is submitted to the Registrar's Office by the instructor for the course in which the "E" grade was given.

Curriculum

Credits, Courses, and Other Requirements

Total Credit Requirements and Credit Transfers

A minimum of ninety (90) credits are required by the Graduate School for graduation. These 90 credits include required courses, credits associated with the master's and dissertation requirements, credits associated with practica and internship, and elective credits. Minimum registration is required in PSY 7980, Research for Doctoral Dissertation, in the student's final term. Specifically, final term minimum registration for either the Fall or Spring semesters is 3 credits (Fall or Spring) or 2 credits (Summer). For additional information regarding final term registration please consult the Graduate Catalog at <http://gradschool.rgp.ufl.edu/>. Should you defend your dissertation prior to going on internship or during your internship, work with your advisor or the training director on how to register for courses and prevent the university from expecting you to graduate the semester you defend.

As many as 30 credits may be transferred into the Program from other institutions. If you are entering the program with a master's degree from another institution, submit a letter to the graduate secretary that requests the transfer of up to 30 credits (as a block) based on your previous graduate coursework (all with grades of A or B). Include a copy of the transcript for the credits involved and a statement regarding the relevance of the course work to the degree. This letter should be signed by your advisor (on behalf of your full supervisory committee and with that committee's approval), as well as by the Area/Training Director and the Graduate Coordinator. The graduate secretary will submit a Transfer of Credit form requesting the transfer. This transfer must be requested within the first year as a UF student.

If you want to waive specific program courses, request letters from UF professors who teach the course(s) you wish to waive. You should give these professors copies of relevant syllabi to assist their decision-making. When a decision is made by a professor to waive a course, ask her/him to state this decision in writing. Give a copy of this letter to your advisor and two copies to the Graduate Secretary for your departmental student file (she will also place a copy in your program student file). Keep a copy for your own files.

Credits earned in other University of Florida graduate programs are not considered to be transfer credits, and therefore there is no limit to the number which may be applied to the degree. Acceptance of such courses as exemptions to Counseling Psychology required courses must be approved by the student's doctoral committee. Furthermore, all course exemptions must be approved by a student's doctoral committee.

Students may not be exempted from Multiculturalism and Diversity in Counseling Psychology (PCO 6278), or Pre-Practicum.

Progress Towards Degree - Credit Requirements

It is expected that students will progress full-time towards their degrees. Full-time means a minimum of 9 credits a semester. This is a general expectation, however, rather than a firm requirement.

There are firm parameters on the course load of students receiving fellowships or assistantships. These are:

| Appointment Type | Minimum Credit Load | Maximum Credit Load |
|-------------------------|----------------------------|----------------------------|
| Fellowship | 12 | 18 |
| 1/4-time Assistantship | 9 | 15 |
| 1/3-time Assistantship | 9 | 15 |
| 1/2-time Assistantship | 9 | 15 |
| 3/4-time Assistantship | 6 | 9 |
| Full-time Assistantship | 3 | 6 |

There may also be minimum credit requirements for recipients of student loans. Students should make themselves aware of such requirements by contacting the UF Office for Student Financial Affairs at <http://www.sfa.ufl.edu/> or relevant lending institutions.

While work across an academic semester may vary and is not always consistent week-to-week, in accordance with the agreement between the Graduate Assistants United and the UF Board of Trustees, no research assistant shall be assigned employment responsibilities during semester that exceed an average of ten (10) hours per week for one-fourth time (.25 FTE); thirteen and one third (13.3) hours per week for one-third time (.33 FTE); twenty (20) hours per week for a one half time appointment (.50 FTE); or thirty (30) hours per week for a three-quarter time appointment (.75 FTE).

Continuous Enrollment

Students must be enrolled in at least two of three semesters per academic year (i.e., fall, spring, summer), including the internship year. Minimum enrollment requirement for fall and spring semesters is 3 credits and minimum enrollment requirement for summer semester is 2 credits. However, a student may request a leave of absence for a period lasting no more than one year. These requests, which must be approved by the Area/Training Director and the Graduate Coordinator, are usually granted if the student is in good standing and has good and sufficient reasons for the leave of absence.

Residency

The program requires a minimum of 3 full-time academic years of graduate study (or the equivalent) plus internship prior to receiving the doctoral degree; b) at least 2 of the 3 academic training years (or the equivalent) must be at the program from which the doctoral degree is granted; and c) at least 1 year must be in full-time residence at the program. Students will not be allowed to graduate if these residency requirements are not met.

Course Order

Generally, courses may be taken in any order, with a few exceptions. Students must participate in the weekly departmental Seminar on Psychological Science during the first year. The Seminar is not a graded course and is not offered for formal course credit, but attendance is mandatory. The required core counseling courses PCO 6057 (Counseling Theories & Research & Their Implications for Practice), PCO 6931 (Counseling Psychology History and Contemporary Issues), and PCO 6278

(Multiculturalism and Diversity in Counseling Psychology) must be taken during the first two years in the Program. PCO 7247 (Seminar in Group Counseling) may not be taken the first year except by students with prior counseling experience and the appropriate theoretical background and who have permission of the instructor.

Proseminar (Basic Science Courses in Psychology)

The proseminar courses are five separate courses. Counseling Psychology students must take the following courses for three credit hours: PSB 6099 (Survey of Physiological & Comparative Psychology); CLP 7934 (Cognitive Bases of Behavior); SOP 6099 (Survey of Social Psychology); DEP 6099 (Survey of Developmental Psychology), and PSY 6608 (History of Psychology).

Order of Requirements

The Seminar on Psychological Science must be completed in the first year. Three core counseling psychology courses PCO 6057 (Counseling Theories & Research & Their Implications for Practice), PCO 6931 (Counseling Psychology History and Contemporary Issues), and PCO 6278 (Multiculturalism and Diversity in Counseling Psychology), and the master's Thesis or master's equivalency must be completed prior to the Doctoral Qualifying Exam (DQE). The written and oral components of the DQE must be passed before students may take dissertation credits. Students must also successfully propose the dissertation before applying for internship. Students cannot graduate until the internship and dissertation are completed and documentation of this is received.

Research Hours

Students obtaining a master's degree must take 6 hours of PSY 6971 (Master's Thesis). For the dissertation, students must take 12 credits of PSY 7980 (Doctoral Dissertation).

Additional research hours (e.g., PSY 6905, PSY 6910, PSY 7979) may be taken in accord with the guidelines outlined in the Department of Psychology Graduate Degree Regulations (<https://psych.ufl.edu/wp-content/uploads/sites/75/Psychology-Graduate-Regulations-sp2020.pdf>).

Social Justice Course Requirement

Students will take one 3 credit social justice course prior to graduation. Any social justice-oriented course approved by the student's supervisory committee at the 6000-level or higher taught at the University of Florida, satisfies our program's social justice course requirement.

Required Courses, Practica, and Internship

Required Basic Scientific Psychology Core [15 hours required]

- (3) CLP 7934 Cognitive Bases of Behavior
- (3) PSB 6099 Survey of Physiological & Comparative Psychology
- (3) PSY 6608 History of Psychology
- (3) SOP 6099 Survey of Social Psychology
- (3) DEP 6099 Survey of Developmental Psychology

Required Basic Counseling Psychology Core [24 hours required]

- (3) PCO 6057 Counseling Theories & Research & Their Implications for Practice
- (3) PCO 6931 Counseling Psychology History & Contemporary Issues
- (3) PCO 6278 Multiculturalism and Diversity in Counseling Psychology
- (3) PCO 7537 Vocational Psychology
- (3) PCO 7217 Professional Ethics and Skills: Pre-Practicum
- (3) CLP 6169 Diagnosis and Treatment Planning
- (3) PCO 6939 Consultation and Supervision
- (3) PSY 6930 Professional Ethics

Required Assessment Core [3 hours required]

- (3) CLP6430 Clinical Psychological Assessment

Required Social Justice Course

- (3) TBD Graduate level course approved by supervisory committee and taught at UF

Required Statistics and Research Courses [27 hours required]

- (3) CLP 6527 Measurement, Research Design, and Statistical Analyses – Part I
- (3) CLP 6528 Measurement, Research Design, and Statistical Analyses – Part II
- (3) Qualitative Research Methods in Psychology (or other graduate level data analysis course approved by supervisory committee)
- (3) PSY 6971 Master's Thesis Research (if obtaining a Master's Degree)
- (12) PSY 7980 Dissertation Research

Required Practica/Internship Training [7 hours required]

- (1) PCO 7944 Practicum in Counseling Psychology at the UF Counseling Center
- (1) PCO 7944 Practicum in Counseling Psychology at the UF Counseling Center
- (1) PCO 7945 Advanced Practicum in Counseling Psychology
- (1) PCO 7945 Advanced Practicum in Counseling Psychology
- (1) PCO 7949 Internship in Counseling Psychology – Part I
- (1) PCO 7949 Internship in Counseling Psychology – Part II
- (1) PCO 7949 Internship in Counseling Psychology – Part III

14 additional hours of elective credits are required

The elective credit hours must be approved by the student's Ph.D. Supervisory Committee. These credits should round out the student's curriculum in light of the student's career goals and background.

Total Number of Credits Required = 90

Important: If obtaining a Master’s degree at UF, upon your Master’s defense, request that the graduate secretary submit a Transfer of Credit form to Graduate Student Records, requesting a “block” transfer of your Master’s credits toward your doctoral degree.

***Note:** Beyond the thesis and research requirements, students are expected to become involved in and conduct research that results in publishable journal articles and professional conference presentations.

Year-by-Year Course Selection Planning Guide – **5 Year Plan**

The proceeding guide includes only fall and spring semester. For fall and spring semester, students on assistantships (.25 - .75 FTE) must enroll in at least 9 credits (amount covered by assistantship tuition waivers) but no more than 15 credits. Students on fellowships, grants, or other aid may have different course credit requirements and tuition waivers. **Students are financially responsible for any credits beyond the number of credits covered by their tuition waivers.** One way to reduce the out-of-pocket expenses for credits beyond those covered by tuition waivers is to register for credits (e.g., masters, thesis, electives) during the summer semesters in which students have summer assistantships that carry tuition remission. Note, however, such summer funding is not guaranteed; these assistantships require application and are allocated on a competitive basis. For updated information on in-state and out-of-state tuition and fees, visit the graduate school website at <http://graduateschool.ufl.edu/>.

*Courses that are sequential and must be taken in the semester listed. All other courses are required but non-sequential and may be taken according to students’ individual plans created in consultation with their advisor; note that courses are listed in the semester that they are typically offered.

****Note:** To meet the total requirement of 90 credits, you will need to take 10 additional elective credits in addition to the specified courses in this planning guide.

First Year

Fall

- ***PCO 6057** Counseling Theories & Research & Their Implications for Practice (3)
- ***PCO 6931** Counseling Psychology History and Contemporary Issues (**ODD YEARS**) (3)
- OR
- ***PSY 6930** Professional Ethics (**EVEN YEARS**)
- ***CLP 6527** Measurement, Research Design, & Statistical Analyses I (3)
- *Seminar in Psychological Science (no registration, but attendance required) (0)

Total credits = 9

[Master’s research topic identified]

Spring

- ***PCO 7217** Pre-Practicum (3)
- ***CLP 6528** Measurement, Research Design, & Statistical Analyses II (3)
- ***PCO 6278** Multiculturalism and Diversity in Counseling Psychology (**EVEN YEARS**) (3)
- OR
- ***CLP 6169** Diagnosis and Treatment Planning (**ODD YEARS**)
- *Seminar in Psychological Science (no registration, but attendance required) (0)

Total credits = 9

[Master's research proposal completed]

[By the start of the second year, every U.S. citizen and green card holder should have established Florida residency, as defined by UF.]

SECOND YEAR

Fall

- *PCO 7944** First Practicum (1)
- *PCO 6931** Counseling Psychology History and Contemporary Issues (**ODD YEARS**) (3)
OR
- *PSY 6930** Professional Ethics (**EVEN YEARS**)
- PCO6930** Qualitative Research Methods in Psychology (3)
OR other approved graduate level data analysis course
- PSY 6905** Individual work (**counted as elective credits) (3)

Total credits = 10

Spring

- *PCO 7944** Second Practicum (1)
- *CLP6430** Clinical Psychological Assessment (3)
- *PCO 6278** Multiculturalism and Diversity in Counseling Psychology (**EVEN YEARS**) (3)
OR
- *CLP 6169** Diagnosis and Treatment Planning (**ODD YEARS**)
- PSY 6971** Master's Thesis (if obtaining a Master's Degree) (3)

Total credits = 10

[Master's research paper successfully defended prior to beginning of third year; Successful defense prior to the third year is required to avoid probation.]

If obtaining a Master's degree at UF, upon your Master's defense, request that the graduate secretary submit a Transfer of Credit form to Graduate Student Records, requesting a "block" transfer of your Master's credits toward your doctoral degree.

[If obtaining a Master's degree, a total of 3 credits of PSY 6971 must be completed. These 3 credits are required during the semester in which the Master's degree is earned (e.g., 3 credits in spring)]

[Review requirements for taking the Doctoral Qualifying Examination (DQE) which include successfully defending Master's research, completing a Planned Program of Study, choosing a dissertation topic, and applying for the DQE.]

THIRD YEAR

Fall

- *PCO 7945** First Advanced Practicum (1)
- PCO 7537** Vocational Psychology (**EVEN YEARS**) (3)

| | | |
|-----------------|---|--------------------|
| | OR | |
| PCO 6939 | Consultation and Supervision (ODD YEARS) | |
| DEP 6099 | Survey of Developmental Psychology (ODD YEARS) | (3) |
| | OR | |
| PSB 6099 | Psychobiology Prosem (EVEN YEARS) | |
| | **Elective credits | (3) |
| | | Total credits = 10 |

Spring

| | | |
|------------------|--|--------------------|
| *PCO 7945 | Second Advanced Practicum | (1) |
| SOP 6099 | Survey of Social Psychology | (3) |
| PSY 6608 | History of Psychology (ODD YEARS) | (3) |
| | OR | |
| PSY 7980 | Dissertation (EVEN YEARS) | |
| | **Elective credits | (3) |
| | | Total credits = 10 |

[During the fall semester of the fourth year, students planning to graduate in five years should plan to submit internship applications (generally due from late October to November). In order to be ready to apply for internship, students must pass the DQE and successfully defend their dissertation proposal.]

FOURTH YEAR

Fall

| | | |
|-----------------|---|--------------------|
| CLP 7934 | Cognitive and Affective Bases of Behavior | (3) |
| PCO 7537 | Vocational Psychology (EVEN YEARS) | (3) |
| | OR | |
| PCO 6939 | Consultation and Supervision (ODD YEARS) | |
| DEP 6099 | Survey of Developmental Psychology (ODD YEARS) | (3) |
| | OR | |
| PSB 6099 | Psychobiology Prosem (EVEN YEARS) | |
| | **Elective credits | (3) |
| | | Total credits = 12 |

Spring

| | | |
|-----------------|--|--------------------|
| PSY 7980 | Dissertation (EVEN YEARS) | (6) |
| | **Elective credits (EVEN YEARS) | (5) |
| | Dissertation (ODD YEARS) | (3) |
| | History of Psychology (ODD YEARS) | (3) |
| | **Elective credits (ODD YEARS) | (5) |
| | | Total credits = 11 |

[Dissertation Proposal should be defended and internship applications submitted]

By the end of year 4, students will also have taken an approved Social Justice Course at time of their choosing. Likely in one of their elective credit time slots.

FIFTH YEAR

Please note that during the internship year, students do not have UF assistantships or tuition waivers. As such, you may not be able to receive financial aid loans during your internship year depending on your enrollment status. *Eligibility for loans/federal financial aid often requires enrollment for 5 credits.* Therefore, students are financially responsible for the required credit hours during the internship year. U.S. citizens or green card holders who originally came from another state and during their first year in the program established in-state residence, as defined and required by UF, would pay for these credits at the in-state rate. For international students, these credits are charged at the out-of-state rate which is higher than the in-state rate. For updated information on in-state and out-of-state tuition and fees, visit the graduate school website at <http://graduateschool.ufl.edu/>

Fall

| | | |
|-----------------|--------------|-------------------|
| PCO 7949 | Internship | (1) |
| PSY 7980 | Dissertation | <u>(2)</u> |
| | | Total credits = 3 |

Spring

| | | |
|-----------------|--------------|-------------------|
| PCO 7949 | Internship | (1) |
| PSY 7980 | Dissertation | (2) |
| | | Total credits = 3 |

Summer

| | | |
|-----------------|--------------|-------------------|
| PCO 7949 | Internship | (1) |
| PSY 7980 | Dissertation | <u>(2)</u> |
| | | Total credits = 3 |

****Note:** To meet the total requirement of 90 credits within 5 years, you will need to take 9 additional elective credits in addition to the courses and elective credits listed in this planning guide.

Total Required Program Credits: 90

Important: If obtaining a Master's degree at UF, upon your Master's defense, request that the graduate secretary submit a Transfer of Credit form to Graduate Student Records, requesting a "block" transfer of your Master's credits toward your doctoral degree.

Year-by-Year Course Selection Planning Guide – 6 Year Plan

The proceeding guide includes only fall and spring semester. For fall and spring semester, students on assistantships (.25 - .75 FTE) must enroll in at least 9 credits (amount covered by assistantship tuition waivers) but no more than 15 credits. Students on fellowships, grants, or other aid may have different course credit requirements and tuition waivers. **Students are financially responsible for any credits beyond the number of credits covered by their tuition waivers.** One way to reduce the out-of-pocket expenses for credits beyond those covered by tuition waivers is to register for credits (e.g., masters, thesis, electives) during the summer semesters in which students have summer assistantships that carry tuition remission. Note, however, such summer funding is not guaranteed; these assistantships require application and are allocated on a competitive basis. For updated information on in-state and out-of-state tuition and fees, visit the graduate school website at <http://graduateschool.ufl.edu/>.

*Courses that are sequential and must be taken in the semester listed. All other courses are required but non-sequential and may be taken according to students' individual plans created in consultation with their advisor; note that courses are listed in the semester that they are typically offered.

****Note:** To meet the total requirement of 90 credits, you will need to take 14 additional elective credits in addition to the specified courses in this planning guide.

FIRST YEAR

Fall

| | | |
|--|--|-------------------|
| *PCO 6057 | Counseling Theories & Research & Their Implications for Practice | (3) |
| *PCO 6931 | Counseling Psychology History and Contemporary Issues (ODD YEARS) | (3) |
| | OR | |
| *PSY 6930 | Professional Ethics (EVEN YEARS) | |
| *CLP 6527 | Measurement, Research Design, & Statistical Analyses I | (3) |
| *Seminar in Psychological Science (no registration, but attendance required) | | <u>(0)</u> |
| | | Total credits = 9 |

[Master's research topic identified]

Spring

| | | |
|--|---|-------------------|
| *PCO 7217 | Pre-Practicum | (3) |
| *CLP 6528 | Measurement, Research Design, & Statistical Analyses II | (3) |
| *PCO 6278 | Multiculturalism and Diversity in Counseling Psychology (EVEN YEARS) | (3) |
| | OR | |
| *CLP 6169 | Diagnosis and Treatment Planning (ODD YEARS) | |
| *Seminar in Psychological Science (no registration, but attendance required) | | <u>(0)</u> |
| | | Total credits = 9 |

[Master's research proposal completed]

[By the start of the second year, every U.S. citizen and green card holder should have established Florida residency, as defined by UF.]

SECOND YEAR

Fall

| | | |
|-----------|--|-----|
| *PCO 7944 | First Practicum | (1) |
| *PCO 6931 | Counseling Psychology History and Contemporary Issues (ODD YEARS) | (3) |
| | OR | |
| *PSY 6930 | Professional Ethics (EVEN YEARS) | |
| PCO6930 | Qualitative Research Methods in Psychology | (3) |
| | OR other approved graduate level data analysis course | |
| PSY 6905 | Individual work (**counted as elective credits) | (2) |

Total credits = 9

Spring

| | | |
|-----------|---|-----|
| *PCO 7944 | Second Practicum | (1) |
| *CLP6430 | Clinical Psychological Assessment | (3) |
| *PCO 6278 | Multiculturalism and Diversity in Counseling Psychology (EVEN YEARS) | (3) |
| | OR | |
| *CLP 6169 | Diagnosis and Treatment Planning (ODD YEARS) | |
| PSY 6971 | Master's Thesis (if obtaining a Master's Degree) | (3) |

Total credits = 10

[Master's research paper successfully defended prior to beginning of third year; Successful defense prior to the third year is required to avoid probation.]

If obtaining a Master's degree at UF, upon your Master's defense, request that the graduate secretary submit a Transfer of Credit form to Graduate Student Records, requesting a "block" transfer of your Master's credits toward your doctoral degree.

[If obtaining a Master's degree, a total of 3 credits of PSY 6971 must be completed. These 3 credits are required during the semester in which the Master's degree is earned (e.g. 3 credits in spring)]

[Review requirements for taking the Doctoral Qualifying Examination (DQE) which include successfully defending Master's research, completing a Planned Program of Study, choosing a dissertation topic, and applying for the DQE.]

THIRD YEAR

Fall

| | | |
|-----------|---|-----|
| *PCO 7945 | First Advanced Practicum | (1) |
| PCO 7537 | Vocational Psychology (EVEN YEARS) | (3) |

| | | |
|-----------------|---|-----|
| | OR | |
| PCO 6939 | Consultation and Supervision (ODD YEARS) | |
| DEP 6099 | Survey of Developmental Psychology (ODD YEARS) | (3) |
| | OR | |
| PSB 6099 | Psychobiology Prosem (EVEN YEARS) | |
| PSY 6905 | Individual work (**counted as elective credits) | (2) |

Total credits = 9

Spring

| | | |
|------------------|---|-----|
| *PCO 7945 | Second Advanced Practicum | (1) |
| SOP 6099 | Survey of Social Psychology | (3) |
| PSY 6608 | History of Psychology (ODD YEARS) | (3) |
| | OR | |
| PSY 7980 | Dissertation (EVEN YEARS) | |
| PSY 6905 | Individual work (**counted as elective credits) | (2) |

Total credits = 9

[During the fall semester of the fourth year, students planning to graduate in five years should plan to submit internship applications (generally due from late October to November). In order to be ready to apply for internship, students must pass the DQE and successfully defend their dissertation proposal.]

FOURTH YEAR

Fall

| | | |
|-----------------|---|-----|
| CLP 7934 | Cognitive and Affective Bases of Behavior | (3) |
| PCO 7537 | Vocational Psychology (EVEN YEARS) | (3) |
| | OR | |
| PCO 6939 | Consultation and Supervision (ODD YEARS) | |
| DEP 6099 | Survey of Developmental Psychology (ODD YEARS) | (3) |
| | OR | |
| PSB 6099 | Psychobiology Prosem (EVEN YEARS) | |

Total credits = 9

Spring

| | | |
|-----------------|--|-----|
| PSY 7980 | Dissertation (EVEN YEARS) | (6) |
| | **Elective credits (EVEN YEARS) | (3) |
| | Dissertation (ODD YEARS) | (3) |
| | History of Psychology (ODD YEARS) | (3) |
| | **Elective credits (EVEN YEARS) | (3) |

Total credits = 9

FIFTH YEAR

Fall

**Elective credits (9)

Total credits = 9

Spring

PSY 7980 Dissertation (6)

**Elective credits (3)

Total credits = 9

[Dissertation Proposal should be defended and internship applications submitted]

By the end of your fifth year, you will have taken a required and approved social justice course.

SIXTH YEAR

Please note that during the internship year, students do not have UF assistantships or tuition waivers. Therefore, students are financially responsible for the required credit hours during the internship year. U.S. citizens or green card holders who originally came from another state and during their first year in the program established in-state residence, as defined and required by UF, would pay for these credits at the in-state rate. For international students, these credits are charged at the out-of-state rate which is higher than the in-state rate. For updated information on in-state and out-of-state tuition and fees, visit the graduate school website at <http://graduateschool.ufl.edu/>

Fall

PCO 7949 Internship (1)

PSY 7980 Dissertation (2)

Total credits = 3

Spring

PCO 7949 Internship (1)

PSY 7980 Dissertation (2)

Total credits = 3

Summer

PCO 7949 Internship (1)

PSY 7980 Dissertation (2)

Total credits = 3

Total Required Program Credits: 90

Important: If obtaining a master's degree at UF, upon your master's defense, request that the graduate secretary submit a Transfer of Credit form to Graduate Student Records, requesting a "block" transfer of your master's credits toward your doctoral degree.

Elective Credits

To fulfill the 11 additional elective credit hours, students may choose to take credits across a number of areas in order to tailor their curriculum to their professional objectives and goals. What follows are examples of training areas which student may pursue.

| | |
|--|--|
| Aging/gerontology | Personality |
| Assessment | Psychology of women |
| Body image and eating disorders | Psychology of men and masculinities |
| Children and adolescents | Prejudice, stigma, and discrimination |
| Consultation | Qualitative research methods |
| Crisis intervention | Quantitative research methods and statistics |
| Cross-cultural or multicultural counseling | Rehabilitation counseling |
| Death and dying | Relationship and family therapy |
| Disability issues | Sexuality and sexual functioning |
| Forensics/Criminal justice | Sexual orientation and identity |
| Health psychology | Substance abuse and counseling |
| Gender studies and identities | |
| Organizations/administration | |

The list above is not exhaustive but is based on the interests of current and former students and faculty. In addition to the Department of Psychology, many departments on campus provide offerings in the areas above and in other areas of potential interest. These departments include but are not limited to African Studies; African American Studies; Anthropology; Education; Health Professions; Languages, Literature, and Cultures; Sociology, Statistics, Women's Studies and Gender Research. Students are encouraged to review the updated schedule of courses offered each semester at:

<http://www.registrar.ufl.edu/soc/>.

Suggested Steps for Completing Program Milestones

Phase I: Master's Degree or Master's Equivalency

Step #1 Early on in your first semester in the Program, meet with your advisor to discuss directions for your master's research, and explore the advantages and disadvantages of meeting the Master's research requirement of the program via a Master's Degree or a Master's Equivalency (see Department of Psychology Graduate Student Handbook for detailed description of these options: <http://www.psych.ufl.edu/>).

Step #2 If you choose to pursue a Master's Degree, form your Master's Supervisory Committee no later than the end of your second semester in the Program and before completing 12 or more credits.

If you choose to pursue the Master's Equivalency option, form your Doctoral Supervisory Committee.

Make sure that a valid and current Supervisory Committee Appointment Form is filed with the Graduate School and the Graduate Coordinator no later than the end of your second semester in the Program and before completing 12 or more credits (Master's committee if pursuing Master's degree option; Doctoral committee if pursuing the Master's Equivalency option). Have a copy put in your student file (form can be found on Current Grads section of the psychology department website: <http://www.psych.ufl.edu/>).

Step #3 Complete the Master's Degree by completing and defending your Master's Thesis OR by completing and defending the Master's Equivalency (see Department of Psychology Graduate Degree Regulations for detailed description of these options: <https://psych.ufl.edu/wp-content/uploads/sites/75/Psychology-Graduate-Regulations-sp2020.pdf>).

Successful defense prior to the third year is required to avoid probation.

If obtaining a Master's degree at UF, upon your Master's defense, request that the graduate secretary submit a Transfer of Credit form to Graduate Student Records, requesting a "block" transfer of your Master's credits toward your doctoral degree.

Step #4 Complete PCO 6057, PCO 6931, and PCO 6278.

Phase II: Planned Program of Study and Qualifying Exam

Step #5 If your earlier committee was a master's Committee because you pursued a master's degree option, form your Doctoral Supervisory committee and file the Doctoral Supervisory Committee Form with the Graduate School and the Graduate Coordinator. If you pursued the master's Equivalency option, then your Doctoral Committee should already be formed.

Step #6 Have your Doctoral Supervisory Committee review and approve your Doctoral Planned Program of Study. This review can occur in an in-person meeting or via other

communication method agreed upon by your committee. Have the Planned Program of Study form and accompanying materials signed by your Doctoral Supervisory Committee chairperson and placed in your student file.

- Step #7 File an application to take the qualifying exam by the application deadline (Application deadlines are typically about one week before the start of the exam).
- Step #8 Take the written component of the Doctoral Qualifying Exam.
- Step #9 Schedule and take the oral component of the Doctoral Qualifying Exam no longer than three weeks after the written exam has been completed. After successful completion of the qualifying exam, you are formally admitted to doctoral candidacy. Have your Admission to Candidacy Form signed by all your committee members before they leave the exam room.

Phase III: Dissertation and Internship

- Step #10 Prepare your formal dissertation proposal which typically includes the introduction, literature review, and proposed methods and analyses of your dissertation.
- Step #11 Schedule and hold your dissertation proposal meeting. After successfully proposing your dissertation, you are eligible to apply for internship.
- Step #12 Apply for internship.
- Step #13 Complete the dissertation and after your advisor's approval, submit the dissertation to the Graduate School (first submission). Be sure to check with the graduate school about the deadline for first submission in the semester that you are planning to graduate.
- Step #15 Schedule your dissertation defense (oral exam). After successful defense, submit your dissertation in final form (two copies; one for the graduate school, one for the library) to the graduate school and a copy to the Counseling Psychology Program.
- Step #17 Complete internship.
- Step #18 Graduation and celebration!

Planned Program of Study
 Counseling Psychology Doctoral Program
 Department of Psychology, University of Florida

***Note:** This form should be attached to a one-page statement of purpose or goals, and a dissertation title with a brief description of the dissertation, before being submitted.

Name: _____ UFID: _____ - _____

SUPERVISORY COMMITTEE

Chair: _____ External Member: _____

Member: _____ Member: _____

Member: _____ Member: _____

PROGRAM OF STUDY

| I. Basic Scientific Psychology Core (15 credits required) | | | | |
|--|--|-----|----------------|-------|
| Course | Title | Crd | Term Completed | Grade |
| SOP 6099 | Survey of Social Psychology | 3 | | |
| PSB 6099 | Survey of Physiological & Comparative Psychology | 3 | | |
| CLP 7934 | Cognitive and Affective Bases of Behavior | 3 | | |
| DEP 6099 | Survey of Developmental Psychology | 3 | | |
| PSY 6608 | History of Psychology | 3 | | |

| II. Basic Counseling Psychology Core (21 credits required) | | | | |
|---|--|-----|----------------|-------|
| Course | Title | Crd | Term Completed | Grade |
| PCO 6057 | Counseling Theories and Research & Their Implications for Practice | 3 | | |
| PCO 6931 | Counseling Psychology History and Contemporary Issues | 3 | | |
| PCO 6278 | Multiculturalism and Diversity in Counseling Psychology | 3 | | |
| PCO 7537 | Vocational Counseling Psychology | 3 | | |
| PCO 7217 | Professional Ethics and Skills: Pre-Practicum | 3 | | |
| CLP 6169 | Diagnosis and Treatment Planning | 3 | | |
| PCO 6939 | Consultation and Supervision | 3 | | |
| PSY 6930 | Professional Ethics | 3 | | |
| | Social Justice Course | 3 | | |

| III. Assessment (3 credits required) | | | | |
|---|-----------------------------------|-----|----------------|-------|
| Course | Title | Crd | Term Completed | Grade |
| CLP6430 | Clinical Psychological Assessment | 3 | | |

| IV. Statistics and Research (27 credits required) | | | | |
|--|---|-----|----------------|-------|
| Course | Title | Crd | Term Completed | Grade |
| CLP 6527 | Measurement, Research Design & Statistical Analysis - Pt I | 3 | | |
| CLP 6528 | Measurement, Research Design & Statistical Analysis - Pt II | 3 | | |
| PCO 6930 | Qualitative Research Methods Psychology | 3 | | |

| V. Practica / Internships (7 credits required) | | | | |
|--|--|-----|----------|--|
| Course | Title | Crd | Settings | |
| PCO 7944 | Practicum I | 1 | | |
| PCO 7944 | Practicum II | 1 | | |
| PCO 7945 | Advanced Practicum I | 1 | | |
| PCO 7945 | Advanced Practicum II | 1 | | |
| PCO 7949 | Internship I [Fall] | 1 | | |
| PCO 7949 | Internship II [Spring] | 1 | | |
| PCO 7949 | Internship III [Summer] | 1 | | |
| - OR - | another Multivariate Statistics course | | 3 | |
| PSY 6971 | Master's Research | | 3 | |
| PSY 7980 | Doctoral Research | | 12 | |

| VI. Elective Credits (11 credits required) | | | | |
|--|-------|-----|----------------|-------|
| Course | Title | Crd | Term Completed | Grade |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| VII. Publications and Presentations |
|--|
| List in chronological order on a separate sheet. |

| VIII. Credits Earned for Doctoral Program | |
|--|-------------------|
| Source of Credits | Number of Credits |
| University of Florida total credits | |
| Transfer credits | |
| Total Program credits (Do not calculate until term of graduation) | |

SIGNATURES

Student Signature Date Committee Chair Signature Date

Procedures for Credit Transfers and Course Exemptions

Prior Coursework

If obtaining a Master's degree at UF, upon your Master's defense, request that the graduate secretary submit a Transfer of Credit form to Graduate Student Records, requesting a "block" transfer of your Master's credits toward your doctoral degree.

If you are entering the program with a Master's degree from another institution, submit a letter to the graduate secretary that requests the transfer of up to 30 credits (as a block) based on your previous graduate coursework (all with grades of A or B). Include a copy of the transcript for the credits involved and a statement regarding the relevance of the course work to the degree. This letter should be signed by your advisor (on behalf of your full supervisory committee and with that committee's approval), as well as by the Area/Training Director and the Graduate Coordinator. The graduate secretary will submit a Transfer of Credit form requesting the transfer. This transfer must be requested within the first year as a UF student.

If you want to waive specific program courses, request letters from UF professors who teach the course(s) you wish to waive. You should give these professors copies of relevant syllabi to assist their decision-making. When a decision is made by a professor to waive a course, ask her/him to state this decision in writing. Give a copy of this letter to your advisor and two copies to the Graduate Secretary for your departmental student file (she will also place a copy in your program student file). Keep a copy for your own files.

Students will not be granted exemptions for Multiculturalism and Diversity in Counseling Psychology, Pre-Practicum, or Practicum courses.

Overview of Research Training

The Program includes required research training composed of research courses, Master's research, and Dissertation research. The program also encourages students to pursue additional research opportunities that promote their research training and productivity (e.g., conference presentations, journal publications).

Research Course Requirements

Research competency in the Counseling Psychology Program involves the completion of a two-course sequence (6 credit hours) plus course in qualitative research methods. The two-course sequence is:

- CLP 6527 (3 credits) Measurement, Research Design, and Statistical Analyses - Part I
Students are taught topics including research design, data screening, internal and external validity, correlation, and simple regression.
- CLP 6528 (3 credits) Measurement, Research Design, and Statistical Analyses - Part II
Students are taught topics including analysis of variance and covariance, non-parametric statistics, power analysis, logistic regression, and tests and measurements including reliability and validity.

Students generally need a sufficient background in statistics, research design, and computer operations prior to the initiation of their own research. For this reason, the two-course sequence titled Measurement, Research Design, and Statistical Analyses is completed during the first year of the Program. In both of the above courses, practice in applying analyses to actual data within the context of appropriate research designs is emphasized.

In addition to the two-course quantitative sequence described above, students must complete a qualitative research course. This may be PCO *****(3 credits) Qualitative Research Methods in Psychology OR another 3- credit qualitative research course approved by the student's supervisory committee. This is a content (qualitative research methods) and not course-specific requirement. Students can also petition program faculty to take a multivariate statistics course, instead, if it is approved by the student's supervisory committee.

Additional courses in research methods or analyses may be taken as part of the students' 12 elective credits. Such courses may be offered across a variety of departments (e.g., Education, Statistics). Students are encouraged to review the updated schedule of courses offered each semester at: <http://www.registrar.ufl.edu/soc/>.

Master's and Dissertation Research Requirements

All students are required to complete the Master's and Dissertation research requirements. Steps and requirements for the Master's and Dissertation research are summarized in the "Steps for Completing Program Milestones" section of this Handbook and in the Psychology Department Graduate Regulations: <http://www.psych.ufl.edu/>. Students are encouraged to pursue scholarly presentation and publication of their Master's and Dissertation research.

Students are required to successfully defend the Master's Thesis or Equivalency prior to their third year in the program in order to avoid probation.

Master's Thesis and Oral examination

All students must submit a thesis, which must be an original, scholarly contribution to the student's area of Psychology. Most will entail empirical studies and all should be of a publishable quality as determined by the student's supervisory committee. Although the student will work closely with the advisor and Supervisory Committee throughout the thesis process, the writing and analysis of the thesis is expected to be conducted by the student. Should the student solicit any type of paid or substantive assistance in conducting the writing and analysis of the thesis, the student must provide a comprehensive description of all such assistance to the Supervisory Committee prior to scheduling the oral examination. Committee members may ask for additional details or prior drafts as needed to verify the independence of the work.

The thesis must be formatted for submission to an identified peer-reviewed scholarly journal. After the thesis has been passed as acceptable by the Supervisory Committee at an oral examination, the student must format the final version according to the formatting requirements of the graduate school for Master's theses and submit that final version to the graduate school.

The oral examination will be conducted by the Supervisory Committee on the thesis and other aspects of the student's program. All faculty members are invited to participate in every oral examination, and student observers are welcome if invited by the candidate and approved by the committee chair. The oral examination ordinarily will take place during the fall or spring semester; this exam will be given during the summer only with the consent of all members of the Supervisory Committee.

Master's Equivalency & Oral Examination

Students who do not wish to acquire a Master's degree in our department, and who do not already have a Master's degree with a research report component that has been recognized by the student's supervisory committee as equivalent to a Master's degree with thesis in our department, need to follow the regulations for Master's degrees outlined in Subsection A above, with the following departures.

Students submit to the same examination as for a Master's degree.

Doctoral Dissertation & Oral Examination

The departmental regulations concerning the dissertation proposal and defense are identical to those for the Master's described in Section II.A above. The Doctoral dissertation must be an original, scholarly contribution to the discipline of Psychology. Most will entail empirical studies. As with the thesis, the writing and analysis of the dissertation is expected to be conducted by the student. Should the student solicit any type of paid or substantive assistance in conducting the writing and analysis of the thesis, the student must provide a comprehensive description of all such assistance to the Supervisory Committee prior to scheduling the oral examination. Committee members may ask for additional details or prior drafts as needed to verify the independence of the work. The final oral defense of the dissertation should be scheduled no later than three weeks before the end of the term, and the Graduate Program Assistant should be notified as soon as the meeting is scheduled. The final defense ordinarily will take place during the fall or spring semester; a summer defense will be given only with the consent of all members of the Supervisory Committee.

Additional Research Training Opportunities

Beyond the above research requirements, students are encouraged to pursue research collaboration opportunities that promote their research training and productivity (e.g., conference presentations, journal publications). For example, students may pursue collaborative research through existing or newly initiated research teams that consist of faculty members and students who work together on projects of special interest. These research team collaborations may occur with students' advisors and their research teams, and well as with other faculty, students, and research teams; please consult the faculty directory on the Department of Psychology Website (<http://www.psych.ufl.edu>) for an up-to-date description of faculty research programs.

These additional research training opportunities are encouraged, but optional, and should be pursued in the context of students' interests, goals, and other responsibilities, and in a manner that does not hinder students' progress and performance in required coursework, Master's or Dissertation research, required clinical training, or other required responsibilities (e.g., teaching assistantship). An important caveat is that research training obtained while a student is employed as a research assistant has required time and effort responsibilities commensurate with the assistantship appointment. Specifically, while work across an academic semester may vary and is not always consistent week-to-week, in accordance with the agreement between the Graduate Assistants United and the UF Board of Trustees, no research assistant shall be assigned employment responsibilities during semester that exceed an average of ten (10) hours per week for one-fourth time (.25 FTE); thirteen and one third (13.3) hours per week for one-third time (.33 FTE); twenty (20) hours per week for a one half time appointment (.50 FTE); or thirty (30) hours per week for a three-quarter time appointment (.75 FTE).

Teaching Assignment Guide

Students are given the opportunity to teach undergraduate psychology courses during the Fall and Spring semesters if they are funded via a teaching assistantship. Students are required to have a master's degree to be the instructor of record. Students typically only teach their third year in the program and beyond. Occasionally students who enter the program with a master's degree can teach during their second year. However, this is unusual and often not possible given the limited number of courses available to teach each semester and priority given to more senior students in the program. Below are key Questions and Answers about the process:

1. Do I have to teach?

Yes, you must teach at least one course during your time in the program.

2. How can I request to teach?

Usually about 6 months prior to a semester starting the area director will ask if you want to teach that semester. You will need to reply to that email with a yes or a no. It is important that if you request to teach, you are certain that for that semester you have a teaching assistantship (versus a research assistantship). You can only teach when your assistantship is a teaching assistantship. If you are not sure what your assistantship is for an upcoming semester, please consult with your advisor.

3. Is everyone who requests to teach able to teach?

Some semesters there are fewer courses available to teach than students who request to teach. In this case some students may need to serve as TAs, instead of teachers.

4. How are specific teaching assignments made?

In the email asking about teaching interest, the area director will also ask you to rank order your preferences for courses that are available to teach that semester. However, historically some courses have been more popular to teach than others and so the program works to ensure equity amongst assignments for all students. Therefore, most students will teach 2-3 different courses during their time in the program. More senior students are given priority in teaching their preferred courses.

The area director will then compile all preferences, track students to best ensure equity, and then make recommendations for students to teach specific courses to the department chair. The area director and counseling area make recommendations but do not have final say on assignments. The department chair has final say. Although most area recommendations are approved, there are occasional changes made at the department level due to such things as a greater need for teaching in certain courses or low course enrollment.

5. When do we know final course assignments?

Typically, about three months before the semester starts the area director will share a full list of all course assignments. This is an opportunity to make sure the date and time of your course assignment does not interfere with courses you are taking as a student.

6. If I do not like my final course assignment, can I change it?

Typically, no. The final course assignment schedule represents the official schedule for that semester with budgets allocated based on those specific courses being offered and those specific instructors teaching them. However, occasionally students have been able to trade course assignments with one another as long as all courses remained covered.

7. How do I best prepare to teach a course I have not taught before?

Virtually every course you will be assigned to teach has been taught by more senior students. Feel free to reach out to them with your questions and to ask for their materials. If you are not sure who has taught it before, ask the area director.

8. Can I teach in the summer?

Maybe. Summer is separately budgeted and decided directly by the department chair and associate chair, without area or area director coordination. Watch for an email from the department during Fall semester soliciting student applicants to serve as instructors and teaching assistants.

Overview of Clinical Training

Practicum

Students will be engaged in a pre-practicum experience during the Spring semester of their first year. In addition, students are required to complete a two-semester practicum at the UF Counseling and Wellness Center, and two advanced practica at approved university or community practicum sites. One (1) advanced practicum credit may be exempted by virtue of prior training or experience. Detailed information regarding practicum and advanced practicum training can be found in the Practicum and Advanced Practicum Manual for the Counseling Psychology Program at the end of this section.

Professional Practice

The Counseling Psychology Program has endorsed the general guidelines provided by APA for the provision of professional clinical services by trainees. The Program policy is as follows:

APA ethical standards are binding on counseling psychology graduate students. Students are responsible for acquainting themselves with

- a. the APA Ethical Principles of Psychologists
- b. Standards of Providers of Psychological Services
- c. Specialty Guidelines for the Delivery of Services by Counseling Psychologists
- d. Standards concerning the use of Psychological Tests
- e. Standards Governing the Use of Animals and Humans in Research
- f. Standards concerning Information Dissemination, and
- g. Standards concerning Professional Relationships.

Students seeking extra-curricular professional experience beyond the required practicum sequence must file a Professional Practice Request with the program. A copy of this Form is at the end of this section. Such practice must 1) be judged by the students' advisor and the Area/Training Director to be consistent with the student's program of professional training, 2) be supervised by a licensed psychologist, or other licensed mental health professional reviewed and approved by the Area/Training, Director and 3) not otherwise interfere with the successful completion of the student's program of study.

Again, extra-curricular clinical training opportunities are optional and should be pursued in the context of students' interests, goals, and other responsibilities, and in a manner that does not hinder students' progress and performance in required coursework, Master's or Dissertation research, required clinical training, or other required responsibilities (e.g., teaching assistantship). An important caveat is that clinical training obtained while a student is employed as a graduate assistant in a clinical setting has required time and effort responsibilities commensurate with the assistantship appointment. Specifically, while work across an academic semester may vary and is not always consistent week-to-week, in accordance with the agreement between the Graduate Assistants United and the UF Board of Trustees, no research assistant shall be assigned employment responsibilities during semester that exceed an average of ten (10) hours per week for one-fourth time (.25 FTE); thirteen and one third (13.3) hours per week for one-third time (.33 FTE); twenty (20) hours per week for a one half time appointment (.50 FTE); or thirty (30) hours per week for a three-quarter time appointment (.75 FTE).

In order for any counseling practice to be considered sanctioned training within the program and for the purposes of internship application, the practice must be approved by the student's advisor and the

Area/Training Director (see Approval for Professional Practice for Counseling Psychology Students form in this Handbook), and the student must be registered for appropriate course credit (typically PCO 7945 Advanced Practicum). Any counseling practice pursued as part of the students' training in the program that is not cleared with a student's advisor and the Area/Training Director is in violation of program procedures and may not be listed on the internship application form.

Approval for Professional Practice for Counseling Psychology Students

Department of Psychology, University of Florida

Name: _____ UFID: _____ - _____

Email: _____ Phone: _____

Mailing Address: _____

Place and nature of proposed Professional Practice: _____

Beginning Date: _____ Ending Date: _____ Semester: _____

Number and types of clients involved: _____

Setting and hours of counseling: _____

Total Weekly Hours at Site: _____ Anticipated Client Contact Weekly Hours: _____

Nature of Supervision: _____

Days and Times of Individual Supervision: _____

Weekly Hours of Group Supervision: _____ Weekly Hours of Individual Supervision: _____

Supervisor: _____ Email: _____

Phone: _____ Address: _____

Is supervisor a licensed psychologist, or other licensed mental health professional? Yes No

Is supervisor present at the training site, including when the student is seeing clients? Yes No

Will evaluation be based in part on direct observation of the practicum student, either live or electronic?
Yes No

Please attach supervisor's vita, including licensure information.

My signature indicates that I am willing to supervise this student as described above.

Student Date

Supervisor Date

Supervisory Committee Chair Date

Area/Training Director Date

Practicum & Advanced Practicum Manual Counseling Psychology Program

2024-2025

An APA Accredited Program
American Psychological Association
Office of Program Consultation and Accreditation
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979

Department of Psychology, University of Florida

Note: The Program Handbook is subject to change over time and this version of the Handbook may not contain the most current procedures and forms. Please use the most updated version of the Handbook on the program website for procedures, forms, and appendices related to practicum training. As per the introductory letter in this Handbook, changes to practicum procedures and forms will be applicable to all enrolled students in the program.

Counseling Psychology Training Through Practica

The practicum sequence in the Counseling Psychology Program at the University of Florida (UF) provides an excellent graduated and community-integrated training experience in counseling psychology. In addition to a pre-practicum experience, each student is required to complete two semesters of practicum (1 credit each) and two semesters of advanced practicum (1 credit each) before the year-long pre-doctoral internship. Students ordinarily obtain experiences in university, community, and institutional/medical settings in preparation for internship, which customarily occurs during the fifth year in the Program.

Practicum Structure

Pre-practicum

All first year students are enrolled in a professional training sequence. During the Spring semester of the first year students enroll in the pre-practicum (entitled Ethics and Skills, PCO 7217) in which they establish carefully monitored contact with clients through the UF Counseling and Wellness Center (CWC). The objective of the pre-practicum is to develop proficiency in basic communication and interview skills, including the ability to establish therapeutic rapport, regulate therapeutic interaction, and terminate the counseling process.

Overview of Practicum and Advanced Practicum Training

Practicum training is required to develop broad-based counseling competencies that are tailored to the student's subspecialization interests (e.g., vocational, family, assessment). This training involves a sequence of graduated practicum experiences.

During the Fall and Spring semesters of students' second year, following the successful completion of the Pre-practicum experience (PCO 7217), students enroll for a two-semester Practicum (PCO 7944) at the University Counseling and Wellness Center. Practicum students are provided midpoint and final evaluations during each of the two semesters to maximize feedback regarding their progress and professional development. The successful completion of this two-semester practicum sequence qualifies students to enroll for an Advanced Practicum (currently listed as PCO 7945) in their third year. Successful completion of two Advanced Practica is required with enrollment in the second Advanced Practicum contingent upon successful completion of the first. Successful completion of the second Advanced Practicum must occur prior to the internship experience.

The program requirements for the practicum sequence are designed to ensure that each student accumulates in excess of 900 pre-doctoral, pre-internship practicum hours. Supervision should be conducted by licensed psychologists in individual or group supervision contexts, or by other licensed mental health professional subject to review and approval by the Area/Training Director. In addition to the supervision provided during the pre-practicum, each student receives two hours of normally scheduled supervision per week as part of the two semesters of Practicum and as a part of the two semesters of Advanced Practicum, resulting in a total of approximately 120 hours of formally scheduled supervision across these four semesters of practicum experiences, excluding the Pre-Practicum experiences that precedes them.

Counseling Center Practicum Requirements

During the two-semester practicum at the Counseling and Wellness Center, students are expected to see an average of 5-6 clients per week. The CWC practicum typically ends the final full week of courses and you are expected to have all paperwork done by finals week. Students should plan hours accrual accordingly. There is a minimum expectation of 40 client contact hours for the Fall semester, and a minimum of 50 hours during the Spring semester. Other criteria for obtaining a passing course grade include adherence to the Counseling and Wellness Center administrative policies and recommendations for professional behavior, attendance and participation at group and individual supervision meetings, and completion of all assigned work within the supervision settings.

The practicum requires an average of 12 - 15 hours per week of on-site time, typically distributed as follows: 4 to 5 hours of client contact, 2 to 4 hours of case management, consultation and preparation of supervision (including watching of own video's), 3 hours for group supervision, 1 hour of individual supervision, and 1.5 hours of participation in clinical team meetings. Additional time is also required for class requirements, such as preparation of case presentations, viewing of peer's videos, etc.

Advanced Practicum Requirements

Each student will spend between 12 and 15 hours per week (and no more than 20 hours) at their required two-semester Advanced Practica. Allowing for time spent getting started during the first week of each semester, students will log approximately 225 on-site hours (15 weeks x 15 hours) per semester of each of their two required Advanced Practica. Consequently, each student should accumulate approximately 450 hours of Advanced Practica. Students are expected to maintain a minimum service load of approximately 5 client contacts per week (including contacts with individuals, families, and groups), resulting in approximately 75 client contact hours per semester, minimally (15 weeks x 5 clients). Over the course of the required two-semester Advanced Practicum, approximately 150 client contacts will be logged, minimally.

The two semesters of Advanced Practicum may be completed at one or more of the approved practicum agencies (see the Manual Appendices Section) or at an alternative Advanced Practicum site for which approval is requested by a student and then approved by the core program faculty, the student's advisor and the Area/Training Director. Students may elect to enroll in an Advanced Practicum in the summer following their first year provided that they have suitable practicum experience prior to their matriculation in the Counseling Psychology Program (i.e., a master's degree). This option requires the prior approval of the student's advisor and the Area/Training Director. In order to secure Advanced Practica, students follow these steps:

- Step 1. Contact the Practicum Coordinator during the Spring Semester of their first year to discuss professional interests and practicum availability.
- Step 2. Complete the site's application and contact that agency no later than midterm of the semester preceding their proposed practicum assignment.
- Step 3. Notify the Practicum Coordinator of the acceptance of their application by the appropriate person at the practicum site. A course section number is provided for registration purposes.
- Step 4. Once a supervisor is identified, the supervisor and student sign an Advanced Practicum Supervisory Agreement Form. Ordinarily, at least two hours per week of supervision are

provided: one hour of individual supervision and one hour of group supervision or case conference.

Some advanced students may choose to do a smaller advanced practicum that does not accrue the typical total hours for advanced practicum, but otherwise meets all program requirements for program sanctioned and for “counting” for internship. In such cases, students would be evaluated according to their performance in the advanced practicum and not penalized for hours below the minimum for advanced practicum. However, this option would only be available and allowed AFTER the two required semesters of advanced practicum have been completed. It is important to document the expected number of hours in the supervisory agreement form at the beginning of the semester.

Criteria for Established and Alternative Advanced Practicum Sites

Criteria that are met by established Practica and Advanced Practica sites and that are used to determine the viability of alternative sites include:

1. Overall satisfactory conformity to the American Psychological Association and program standards;
2. Goodness-of-fit between the training that will be provided and the specialty interests of the student;
3. Completion of a satisfactory contract within the agency concerning the nature of training experience; and
4. Availability of a licensed psychologist, or other licensed mental health professional for supervision.
5. Presence of a supervisor at the site where the practicum will occur. A supervisor must be present on site during any time in which a student is seeing clients.
6. Evaluation of practicum student will be based in part on direct observation of the practicum student, as defined by APA and organizational practices.

Arrangements regarding Advanced Practicum assignment to alternative sites are initiated with the Practicum Coordinator.

Supervision and Telesupervision

Students in the University of Florida’s Counseling Psychology Doctoral Program are viewed as psychotherapists-in-training. A very large component of learning how to conduct psychotherapy results from the development and maintenance of a supervisory relationship with a clinical supervisor. To this end, all doctoral students who are enrolled in Practica or Advanced Practica (PCO 7944 and PCO 7945 respectively) should receive at least one hour per week (or one hour for every 5-10 direct service hours) of individual supervision for the clinical work that they do. Practicum students cannot render clinical services unless or until they have an individual supervisor. Additionally, one or more hours must be devoted to participation in group supervision, case conferences, staffings, and other activities. Additionally, the content of supervision may vary from site to site.

Telesupervision may be used in advanced practicum sites that provide telehealth services and/or face-to-face service and which have established telesupervision procedures in accordance with applicable laws, regulations, and professional and ethical standards. Students training at these sites will have completed the required pre-practicum and two semesters of practicum focused on in-person service delivery and using in-person supervision. Only students who have successfully completed pre-practicum

and two semesters of in-person beginning practicum training are eligible to participate in telesupervision (see Appendix C for the Program's Telesupervision Policy).

If students are not supervised by a licensed psychologist in the State of Florida at a practicum site and want an opportunity to consult with one, the program will provide an ongoing weekly opportunity to discuss clinical work.

Students should understand the following characteristics of supervision experiences:

- a) Supervision is not therapy, and therefore all communication in supervision is not confidential and can be mentioned during evaluations.
- b) Clinical faculty members from the UF Counseling and Wellness Center meet with Counseling Psychology core faculty each semester to discuss the progress of students in pre-practicum and practicum.
- c) Forms used to evaluate Advanced Practicum sites and supervisors are not given directly to the individual supervisors. Instead, students should complete and give this form to the Advanced Practicum Instructor. This feedback is used to inform the Program faculty regarding practicum sites and reasonable efforts will be made to keep the identity of the student providing feedback confidential from the individual supervisor; this may involve aggregating feedback across semesters or years. The forms used to evaluate the CWC practicum experience are also treated with respect and concern for student confidentiality.

Student Malpractice Insurance

All students who are enrolled in Pre-practicum, Practicum, or an Advanced Practicum, are required to possess an active student malpractice insurance policy. By becoming student members of the American Counseling Association or the American Psychological Association, students can purchase malpractice insurance for a very reasonable cost. Information about insurance policies can be found at: www.apait.org or http://www.counseling.org/Students/PDF/ACA_Student_Coverage_FAQs.pdf. Students are expected to purchase coverage prior to the time that they begin their Pre-practicum work with their clients at the Counseling Center. That is, students should purchase this insurance before beginning the pre-practicum (Ethics & Skills Course) in the spring semester of their first year. Students also can be required to provide proof of their insurance coverage upon inquiry by either the Practicum Coordinator or their supervisor(s) at the Practicum or Advanced Practicum site.

Practicum Hours Documentation

All students use the online service Time2Track to document all practicum hours and activities. The Department covers the annual cost. This [Quick Start Guide](#) explains the service and answers frequently asked questions.

Procedures for Practicum Evaluations and Grading

Each semester students are enrolled in practicum they must complete and submit evaluations of their current skills, practicum site, and supervisor.

Practicum (PCO 7944)

The UF Counseling and Wellness Center has an established evaluation procedure that will be described to students during their practicum orientation. In this procedure, students will be evaluated by their individual and group supervisor and graded by the Practicum Course instructor with input from their individual and group supervisor. In addition:

1. It is the student's responsibility to track their direct, supervision, and indirect hours using Time to Track, paid for by the department. Their hours documentation forms should be signed by their supervisor at the end of the semester. One copy is retained by the CWC, one copy should be retained for the student's own records, and a third copy should be provided to the Training Director (either by the student or the CWC practicum coordinator) by the end of Finals week each semester.
2. Students are required to complete evaluation forms of their training experience, their individual supervisor, their group supervisor, and the CWC practicum coordinator. These will be provided by the CWC practicum coordinator, and then redacted and sent to the Area/Training Director.

Advanced Practicum (PCO 7945)

Each agency may have its own forms and procedures for evaluation. In addition to any agency-specific forms and procedures, the Program requires the following procedures.

One week before the last week of classes, students must submit the following completed forms to the Advanced Practicum Instructor (all forms are included in this Handbook). Students should also retain a copy of all completed forms for their own records.

1. Students are required to provide their supervisor(s) with the **Advanced Practicum Evaluation Form**. This form is completed by the student's supervisor(s) and signed by the supervisor(s) and student. The supervisor will also be asked to go over this form with the trainee. Students should submit (or have their supervisor submit) the completed and signed form to the Advanced Practicum Instructor.
2. Students are required to complete the **Practicum Hours Documentation Form** and obtain their supervisor's signature approving these hours. Students should track their hours using Time to Track, which is paid for by the department.
3. Students are required to complete the **Practicum Site, Supervisor, and Student Evaluation Form** and to submit it to the Advanced Practicum Instructor.
4. The Advanced Practicum Instructor will be responsible for receiving the forms, monitoring their timely submission, and submitting grades based on an assessment of supervisor evaluations, any additional information, and completion of the required forms. Forms not submitted for any reason by the deadline will result in a grade of incomplete for the semester and/or may warrant further review and remediation.
5. The Advanced Practicum Instructor will share the forms above with faculty advisor and area faculty so that this information can be incorporated into the Annual Evaluation. The Advanced Practicum

Instructor will then place the evaluation forms in the student file.

Each student in a Practicum or Advanced Practicum receives two evaluations per practicum; one formal or informal mid-point evaluation and one formal written evaluation at the end of the semester. Written evaluations are retained in the student's program file.

The Pre-practicum, Practicum, and Advanced Practicum experiences are graded as follows:

- A:** Complete all requirements and met expectations of the practicum. Additionally, students must demonstrate competency in counseling skills and professional behavior expected at this level of counselor development, as well as achieve expected number of client contact hours, supervision, and participation in training activities.
- B:** Student has demonstrated competency in some of the counseling skills and professional behavior expected at this level of counselor development, however significant weaknesses have been observed in counseling or overall professional functioning. Student has achieved the expected number of client contact hours, supervision and participation in training activities.
- I:** Student has demonstrated competency in counseling skills and professional behavior expected at this level of development, however, student has failed to complete the expected number of client contact hours or other required training activities. Grade is withheld pending completion of requirements.
- E:** Student has failed to meet expectations of the practicum. Student has not demonstrated competency in counseling skills and professional behavior expected at this level of development.

Unsatisfactory Progress

In cases of unsatisfactory progress or a failing grade, the procedures outlined in the Evaluation of Student Competencies section are followed.

Incompletes

Students will receive a grade of Incomplete (I) because they have not logged the required number of contacts or practicum hours the allotted semester. Incompletes must be resolved as soon as possible given the student's and practicum site's availability for students to see clients and be supervised beyond the semester-long Practicum or Advanced Practicum training period. Once the semester requirement has been met for removing the incomplete, a student for whom the Incomplete should be removed will submit a completed Practicum Evaluation form and notify the practicum course instructor and the Area/Training Director.

Advanced Practicum Supervisory Agreement Form

Department of Psychology, University of Florida

Name: _____ UFID: _____ - _____

Email: _____ Phone: _____

Mailing Address: _____

Place and nature of Advanced Practicum Activities:

Beginning Date: _____ Ending Date: _____ Semester: _____

Number and types of clients involved: _____

Total Weekly Hours at Site: _____ Anticipated Client Contact Weekly Hours: _____

Nature of Supervision: _____

Days and Times of Individual Supervision: _____

Weekly Hours of Group Supervision: _____ Weekly Hours of Individual Supervision: _____

Supervisor: _____ Email: _____

Phone: _____ Address: _____

Is supervisor a licensed psychologist, or other licensed mental health professional?

Yes No

Is supervisor present at practicum site, including when the student is seeing clients?

Yes No

Will evaluation be based in part on direct observation of the practicum student, either live or electronic?

Yes No

I will attend supervision as described above.

Student Date

I agree to supervise this student as described above.

Supervisor Date

Advanced Practicum Competencies Evaluation Form
 Department of Psychology, University of Florida

Student Name _____ Academic Term _____

Supervisor Name _____ Date of Evaluation _____

Setting _____

Is this evaluation based in part on direct observation (live or electronic) of the practicum student as agreed to in the Advanced Practicum Supervisory Agreement Form? Yes No

Please rate the level of competency of your supervisee on each of the following items based on the following scale.

| | | | |
|--|--|--|--|
| Significantly below expected level of competency: Performance is significantly below expected level for this stage of training | Approach expected level of competency: Performance is near expected level for this stage of training | Meet expected level of competency: Performance is at expected level for this stage of training | Surpass expected level of competency: Performance is above expected level for this stage of training |
| 1 | 2 | 3 | 4 |

If you have not had the opportunity to observe a behavior in question, please indicate this by circling “No Opportunity to Observe” [N/O]. If you give a rating of “1” or “2,” explain and provide recommendation for training in the narrative evaluation at the end of the evaluation form.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

| | | | | | |
|--|---|---|---|---|-------|
| 1. Professionalism: as evidenced in behavior and comportment that reflect the values and attitudes of psychology. | | | | | |
| 1A. Integrity - Honesty, personal responsibility and adherence to professional values | | | | | |
| Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values | 1 | 2 | 3 | 4 | [N/O] |
| 1B. Deportment | | | | | |
| Communication and physical conduct (including attire) is professionally appropriate, across different settings | 1 | 2 | 3 | 4 | [N/O] |
| 1C. Accountability | | | | | |
| Accepts responsibility for own actions | 1 | 2 | 3 | 4 | [N/O] |
| 1D. Concern for the welfare of others | | | | | |
| Acts to understand and safeguard the welfare of others | 1 | 2 | 3 | 4 | [N/O] |
| 1E. Professional Identity | | | | | |
| Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | |
|--|---|---|---|---|-------|
| 2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. | | | | | |
| 2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context | | | | | |
| Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | 1 | 2 | 3 | 4 | [N/O] |
| 2B. Others as Shaped by Individual and Cultural Diversity and Context | | | | | |
| Applies knowledge of others as cultural beings in assessment, treatment, and consultation | 1 | 2 | 3 | 4 | [N/O] |
| 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context | | | | | |
| Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others | 1 | 2 | 3 | 4 | [N/O] |
| 2D. Applications based on Individual and Cultural Context | | | | | |
| Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation | 1 | 2 | 3 | 4 | [N/O] |
| 3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | |
| 3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines | | | | | |
| Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations | 1 | 2 | 3 | 4 | [N/O] |
| 3B. Awareness and Application of Ethical Decision Making | | | | | |
| Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma | 1 | 2 | 3 | 4 | [N/O] |
| 3C. Ethical Conduct | | | | | |
| Integrates own moral principles/ethical values in professional conduct | 1 | 2 | 3 | 4 | [N/O] |
| 4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | |
| 4A. Reflective Practice | | | | | |
| Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action | 1 | 2 | 3 | 4 | [N/O] |
| 4B. Self-Assessment | | | | | |
| Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills | 1 | 2 | 3 | 4 | [N/O] |
| 4C. Self-Care (attention to personal health and well-being to assure effective professional functioning) | | | | | |
| Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice | 1 | 2 | 3 | 4 | [N/O] |
| 4D. Participation in Supervision Process | | | | | |
| Effectively participates in supervision | 1 | 2 | 3 | 4 | [N/O] |

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

| | | | | | |
|---|---|---|---|---|-------|
| 5A. Interpersonal Relationships | | | | | |
| Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines | 1 | 2 | 3 | 4 | [N/O] |
| 5B. Affective Skills | | | | | |
| Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively | 1 | 2 | 3 | 4 | [N/O] |
| 5C. Expressive Skills | | | | | |
| Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language | 1 | 2 | 3 | 4 | [N/O] |

III. SCIENCE

| | | | | | |
|--|---|---|---|---|-------|
| 6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | | | | | |
| 6A. Scientific Mindedness | | | | | |
| Values and applies scientific methods to professional practice | 1 | 2 | 3 | 4 | [N/O] |
| 6B. Scientific Foundation of Psychology | | | | | |
| Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) | 1 | 2 | 3 | 4 | [N/O] |
| 6C. Scientific Foundation of Professional Practice | | | | | |
| Demonstrates knowledge, understanding, and application of the concept of evidence-based practice | 1 | 2 | 3 | 4 | [N/O] |
| 7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | | | | | |
| 7A. Scientific Approach to Knowledge Generation | | | | | |
| Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology | 1 | 2 | 3 | 4 | [N/O] |
| 7B. Application of Scientific Method to Practice | | | | | |
| Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs | 1 | 2 | 3 | 4 | [N/O] |

FUNCTIONAL COMPETENCIES

IV. APPLICATION

| | | | | | |
|---|---|---|---|---|-------|
| 8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors. | | | | | |
| 8A. Knowledge and Application of Evidence-Based Practice | | | | | |
| Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences | 1 | 2 | 3 | 4 | [N/O] |
| 9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | |
| 9A. Knowledge of Measurement and Psychometrics | | | | | |
| Selects assessment measures with attention to issues of reliability and validity | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | |
|--|---|---|---|---|-------|
| 9B. Knowledge of Assessment Methods | | | | | |
| Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances | 1 | 2 | 3 | 4 | [N/O] |
| 9C. Application of Assessment Methods | | | | | |
| Selects appropriate assessment measures to answer diagnostic question | 1 | 2 | 3 | 4 | [N/O] |
| 9D. Diagnosis | | | | | |
| Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity | 1 | 2 | 3 | 4 | [N/O] |
| 9E. Conceptualization and Recommendations | | | | | |
| Utilizes systematic approaches of gathering data to inform clinical decision-making | 1 | 2 | 3 | 4 | [N/O] |
| 9F. Communication of Assessment Findings | | | | | |
| Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client | 1 | 2 | 3 | 4 | [N/O] |
| 10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | | | | | |
| 10A. Intervention planning | | | | | |
| Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation | 1 | 2 | 3 | 4 | [N/O] |
| 10B. Skills | | | | | |
| Displays clinical skills | 1 | 2 | 3 | 4 | [N/O] |
| 10C. Intervention Implementation | | | | | |
| Implements evidence-based interventions | 1 | 2 | 3 | 4 | [N/O] |
| 10D. Progress Evaluation | | | | | |
| Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures | 1 | 2 | 3 | 4 | [N/O] |
| 11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals. | | | | | |
| 11A. Role of Consultant | | | | | |
| Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher) | 1 | 2 | 3 | 4 | [N/O] |
| 11B. Addressing Referral Question | | | | | |
| Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions | 1 | 2 | 3 | 4 | [N/O] |
| 11C. Communication of Consultation Findings | | | | | |
| Identifies literature and knowledge about process of informing consultee of assessment findings | 1 | 2 | 3 | 4 | [N/O] |
| 11D. Application of Consultation Methods | | | | | |
| Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings | 1 | 2 | 3 | 4 | [N/O] |

V. EDUCATION

| | | | | | |
|--|---|---|---|---|-------|
| 12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. | | | | | |
| 12A. Knowledge | | | | | |
| Demonstrates awareness of theories of learning and how they impact teaching | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | |
|---|---|---|---|---|-------|
| 12B. Skills | | | | | |
| Demonstrates knowledge of application of teaching methods | 1 | 2 | 3 | 4 | [N/O] |
| 13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. | | | | | |
| 13A. Expectations and Roles | | | | | |
| Demonstrates knowledge of, purpose for, and roles in supervision | 1 | 2 | 3 | 4 | [N/O] |
| 13B. Processes and Procedures | | | | | |
| Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices | 1 | 2 | 3 | 4 | [N/O] |
| 13C. Skills Development | | | | | |
| Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals | 1 | 2 | 3 | 4 | [N/O] |
| 13D. Supervisory Practices | | | | | |
| Provides helpful supervisory input in peer and group supervision | 1 | 2 | 3 | 4 | [N/O] |

VI. SYSTEMS

| | | | | | |
|---|---|---|---|---|-------|
| 14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | |
| 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions | | | | | |
| Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals | 1 | 2 | 3 | 4 | [N/O] |
| 14B. Functioning in Multidisciplinary and Interdisciplinary Contexts | | | | | |
| Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning | 1 | 2 | 3 | 4 | [N/O] |
| 14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes | | | | | |
| Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals | 1 | 2 | 3 | 4 | [N/O] |
| 14D. Respectful and Productive Relationships with Individuals from Other Professions | | | | | |
| Develops and maintains collaborative relationships and respect for other professionals | 1 | 2 | 3 | 4 | [N/O] |
| 15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | | | | | |
| 15A. Appraisal of Management and Leadership | | | | | |
| Forms autonomous judgment of organization's management and leadership | 1 | 2 | 3 | 4 | [N/O] |
| 15B. Management | | | | | |
| Demonstrates awareness of roles of management in organizations | 1 | 2 | 3 | 4 | [N/O] |
| 15C. Administration | | | | | |
| Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures | 1 | 2 | 3 | 4 | [N/O] |
| 16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | | | | | |
| 16A. Empowerment | | | | | |
| Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision | 1 | 2 | 3 | 4 | [N/O] |
| 16B. Systems Change | | | | | |
| Promotes change to enhance the functioning of individuals | 1 | 2 | 3 | 4 | [N/O] |

Overall Assessment of Trainee’s Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee’s particular strengths and weaknesses?

- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

- If applicable, is the trainee ready to move to the next level of training (i.e., another Advanced Practicum or an Internship?)

Supervisor’s Signature

Date

I have received a copy of this evaluation and have reviewed it with my supervisor. I understand that this evaluation will be sent to my academic department.

Trainee, please provide any comments or reactions to this evaluation:

Trainee’s Signature

Date

Please return this completed form to:
Advanced Practicum Instructor, Counseling Psychology Program
Department of Psychology, Room 114 Psychology Building
P.O. Box 112250
Gainesville, Florida 32611-2250

Practicum Site, Supervisor, and Student Evaluation Form

Department of Psychology, University of Florida

****Note:** This form is to be completed by the practicum student via an online survey every semester.

Name: _____ Supervisor: _____

Semester: _____ Practicum Site: _____

Total Hours On-Site this Term: _____ Direct Client Contact Hours: _____

1. Please evaluate the following characteristics of the **Practicum Site**.

| | Strongly Disagree | | | Strongly Agree | | |
|--|-------------------|---|---|----------------|---|---|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| 1. The site furthered my efforts to achieve my professional goals. | | | | | | |
| 2. The site provided the kinds of clients and client problems that I wanted to experience. | | | | | | |
| 3. I was provided the physical facilities and materials to be successful in my practicum. | | | | | | |
| 4. My experiences furthered my skills in conducting therapy. | | | | | | |
| 5. My experiences furthered my skills in conducting psychological assessments. | | | | | | |
| 6. My experiences at this site furthered my supervisory skills. | | | | | | |
| 7. My experiences furthered my skills in working with culturally different clients. | | | | | | |

2. Please provide additional narrative comments below about your experiences at this site for the current term:

3. Please evaluate the following characteristics of your **Practicum Supervisor**.

| | Strongly Disagree | | | Strongly Agree | | |
|--|-------------------|---|---|----------------|---|---|
| | N/A | 1 | 2 | 3 | 4 | 5 |
| 1. My supervisor helped me to assess my own counseling behavior. | | | | | | |
| 2. I perceived a match between my theoretical orientation and my supervisor's orientation. | | | | | | |
| 3. I felt comfortable discussing difficult client issues with my supervisor. | | | | | | |
| 4. My supervisor's comments about my work were helpful and constructive. | | | | | | |
| 5. My supervisor was available when I needed to consult with him/her outside of regularly scheduled supervision. | | | | | | |
| 6. My supervisor helped me to accomplish the goals I had set for myself at this site. | | | | | | |
| 7. I would recommend this supervisor to another practicum student. | | | | | | |
| 8. My supervisor appropriately challenged me. | | | | | | |
| 9. My supervisor appropriately supported me. | | | | | | |
| 10. I would choose to have this supervisor again. | | | | | | |
| 11. My supervisor helped me to learn how to provide counseling services to culturally different persons. | | | | | | |

4. Please provide additional narrative comments below about your experiences with your supervisor.

5. Please evaluate the following characteristics about **Yourself**:

| | Poor | | Average | | | Good | |
|--|------|---|---------|---|---|------|--|
| | N/A | 1 | 2 | 3 | 4 | 5 | |
| 1. Knowledge of facilitative skills (warmth, empathy, genuineness, concreteness). | | | | | | | |
| 2. Ability to apply facilitative skills. | | | | | | | |
| 3. Ability to facilitate client self exploration. | | | | | | | |
| 4. Ability to recognize and handle positive affect. | | | | | | | |
| 5. Ability to recognize and handle negative affect. | | | | | | | |
| 6. Ability to begin and end the sessions. | | | | | | | |
| 7. Ability to establish continuity across sessions. | | | | | | | |
| 8. Awareness of meaningful client data | | | | | | | |
| 9. Ability to discriminate meaningful from irrelevant client data. | | | | | | | |
| 10. Ability to formulate goals for counseling. | | | | | | | |
| 11. Ability to organize case material. | | | | | | | |
| 12. Ability to analyze client-counselor interactions. | | | | | | | |
| 13. Ability to formulate a clinical hypothesis. | | | | | | | |
| 14. Ability to complete clinical documentation in a timely manner. | | | | | | | |
| 15. Ability to administer psychological assessments. | | | | | | | |
| 16. Ability to interpret results of psychological tests. | | | | | | | |
| 17. Ability to work with clients possessing a different cultural background than your own. | | | | | | | |

6. Please provide additional narrative comments below about your development as a counseling psychologist this semester.

Approved Advanced Practicum Sites

Alachua County Crisis Center

218 SE 24th Street
Gainesville, FL 32641
264-6785

Contact: Ariel Drescher at adrescher@alachuacounty.us or at 264-6761

Description

The Crisis Center provides short-term crisis intervention services to a broad range of clients within the Alachua County area. This site is available as a first advanced practicum though previous experience in crisis intervention theory and techniques is recommended. Advanced Practicum students spend approximately 15 hours per week on-site, in addition to serving on on-call mobile response teams. Case conferences are held weekly and supervision is provided by the program staff.

Direct Service

Trainees are expected to conduct individual, family, and couples' counseling. An average caseload is approximately 10 clients per week. Trainees also participate in on-call mobile response shifts (12-14 hours per shift) every 2 weeks. Opportunities for community outreach, education, and consultation are also available.

Supervision

Trainees have multiple supervision opportunities. On-site supervision includes weekly case conferences and group supervision sessions, as well as frequent and readily available informal supervision with Crisis Center staff.

Application Procedures

Prior counseling experience is desirable but not required of prospective trainees. Graduate students in Counselor Education and Counseling Psychology are eligible to apply. Applicants should contact Ariel Drescher at adrescher@alachuacounty.us or 352-264-6761. Applicants should provide a brief synopsis of previous experience and current vitae/resume. A personal interview will be scheduled as part of the application process. There is no deadline for application, but trainees are admitted on a rolling basis and when all slots are filled the admission process for that semester would be closed.

Social Justice Statement

The mission of the Crisis Center is to respond to every request to participate in the solution of any human problem whenever and wherever it occurs. All of our services are no-cost and available to any member of the community in need. We recognize that culture impacts how we define crises, and how we respond to it. In accordance with ACA Code of Ethics A.4.b. and ACA Ethics Code Principle E, counselors at the Crisis Center uphold a commitment to social justice and are expected to examine their beliefs, biases, attitudes and values towards aspects of culture and identity including but not limited to: age, gender, gender identity, race,

ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Alachua County Victim Services & Rape Crisis Center

218 SE 24th Street
Gainesville, FL 32641
(352)-264-6760

Contact Jennifer Heard (jheard@alachuacounty.us)

Description

The Alachua County Victim Services & Rape Crisis Center (ACVS&RCC) provides services to survivors of interpersonal violence, sexual violence and personal injury crimes. Established in the Gainesville/Alachua County community for more than 27 years, the program is available to support and assist anyone who is a victim or survivor of violence. Originally, providing primarily traditional core services such as criminal justice accompaniment, crisis intervention and assistance with victim compensation, the County's Victim Services & Rape Crisis Center is the cornerstone of victim services in the Gainesville/Alachua County community. The program has received statewide and national recognition for providing creative and non-traditional services for victims of violence.

Direct Service

CP students may engage in the following activities as available: participation in and observation of educational procedures provided by ACVS&RCC staff; conduct individual or conjoint counseling for individuals or groups; participation in psycho-educational and outreach activities; participation in staff meetings, group supervision (case review), and administrative meetings; and any other activities deemed relevant for didactic purposes.

Supervision

Thirty hours of training are provided in crisis counseling and advocacy skills, with additional training as needed for certain positions. CP practicum students shall receive between one and two hours of individual supervision each week. Individual supervision shall consist of face-to-face supervision with a licensed mental health counselor reviewed and approved by the Counseling Psychology Program. Additional individual supervision by other qualified staff may occur but shall be adjunctive to the one-to-two hours of supervision provided by the counselor.

Application Procedures

Contact Jennifer Heard, at (352)-264-6760 for more information and application procedures.

Social Justice Statement

Alachua County Victim Services & Rape Crisis Center works with crime victims. Counseling practicums can be a part of the healing process for our clients by providing counseling. The clients we see range from survivors of sexual assault and domestic violence to victims of robbery, felony assault and battery. Since we are community-based, we do not require our clients report their victimization to the police (except for minors.) We are committed to empowering survivors of abuse, crime and trauma to take steps to address the effects of the victimization. For some this means accompanying them through the criminal justice system, and for others, its simply to have a safe place to share the burdens they carry, receive validation that these burdens have been painful and receive encouragement that they can heal. We believe that clients have the ultimate decision on what level of services they engage with. We work to recognize that each individual comes with their own background and respect the goals they develop for themselves. When survivors want to engage the criminal justice system, we provide support and information on how to access the system and how to be heard. We are committed to social justice principles in our work and welcome practicum students who would like to join us in serving our community by these principles.

Counseling and Wellness Practicum at the College of Veterinary Medicine

University of Florida
College of Veterinary Medicine
2015 SW 16th Avenue
Gainesville, FL 32610

Contact Ron Del Moro, PhD (rondel@ufl.edu, or 352-283-0028)

Description

The college of veterinary medicine provides counseling and support services to the students, faculty and staff of the Vet med community as well as clients of the hospitals who are having a difficult time coping with the illness, treatment, or death of a pet. Counseling services range from assisting students and/or clients with reducing their anxiety to crisis intervention in regard to death and loss. Emphasis of services with clients of the hospital is on the human-animal bond and grief and bereavement. Practicum students will also be working with veterinary students on their personal and academic concerns. Practicum students have opportunities to develop/co-facilitate/implement wellness initiations for the students and staff of the Veterinary College. We offer mini-workshops on stress/depression and how to avoid compassion fatigue and host a weekly yoga class here at the college. Advanced Practicum students spend 12 to 15 hours per week on-site. Case reviews are done weekly. In the fall semester, practicum students will have an opportunity to assist in teaching a course on the human-animal bond. This of course is optional. This is not a traditional counseling setting as counseling is often on the spot and not in a “counseling” room or by appointment. Students applying must be comfortable interacting with veterinarians and veterinary students who are making referrals to the program. Client contact hours will vary and much of the time spent with clients is spent on establishing rapport and easing tension while waiting for diagnostic results or surgery.

Direct Service

Advanced practicum students will have the opportunity to provide ongoing counseling to students and employees of the hospital and veterinary college, co-facilitate multiple on-going group counseling for students and staff of the College and Animal Hospitals, co-facilitate a weekly pet-loss support group, and co-facilitate Wellness interventions for the College of Veterinary Medicine's community (e.g. organizing wellness talks and yoga classes as well implementing other health initiatives).

Supervision

One hour each week of individual supervision by Dr. Ron Del Moro, will be given on-site. Frequent informal supervision will be given on a PRN basis.

Application Procedures

Graduate students are eligible to apply. Some of our clients are extremely attached to their animals, and therefore, interested students should have some knowledge of the human-animal bond such as having a pet to which they are closely bonded or having had one in the past. Also important is that applicants feel comfortable around animals of all types, including sick or injured animals. Applicants should contact Dr. Del Moro rondel@ufl.edu or (352-294-4430) at the College of Veterinary Medicine. A personal interview will be scheduled as part of the application process. Practicum students are welcome to apply for the spring, summer, or fall semesters. The deadline for submitting applications is one month prior to the first day of the semester for which the student is applying.

Department of Psychiatry – Division of Psychology
University of Florida
Faculty Contact: Dr. Melanie Nelson (352-265-9173 or nelsonm@ufl.edu)

Description

The University of Florida Division of Psychology, Department of Psychiatry Practicum placement offers training in psychotherapy, assessment, and consultation in outpatient and inpatient clinical settings. Our approach to treatment is cognitive-behavioral with a focus on evidence-based interventions. Advanced practicum students spend approximately 10-16 hours per week on site. Training programs will be designed to fit the interests and needs of the student and there are numerous research experiences available within this placement if the student is interested.

Direct Service

- Outpatient Psychotherapy – Outpatient psychotherapy cases for child, adolescent, and adult clients with a variety of diagnoses including OCD and anxiety disorders, depressive disorders, trauma, personality disorders, oppositional defiant disorder, ADHD, and bipolar disorder.
- Pediatric and Adult OCD Intensive Treatment – Involvement on a therapeutic team that provides daily (Monday through Friday) 60 to 90 minute sessions for OCD. Intensive, as well as weekly treatment, utilizes Cognitive-Behavioral Therapy with Exposure and Response Prevention. This treatment involves exposing patients in a graduated manner to feared stimuli and challenging anxiety related cognitions until the patient's anxiety decreases. Working with the family members is a key component of this treatment.
- Parent Child Interaction Therapy (PCIT)– PCIT is a behavioral parent training intervention for children ages 3-6 with disruptive behavior, ADHD, anxiety, autism, and/or trauma. In PCIT, clinicians work with parents to shape their child's behaviors through attending skills and contingency management. Sessions are held weekly for about 14-16 weeks. In order to become eligible for certification in PCIT, students must complete the training program which includes: 40 hours of training, demonstrating therapeutic competencies, and graduating two successful cases, all of which usually requires at least a one-year commitment.
- Assessment – This rotation allows practicum students to become proficient in administering tests that are commonly used in psychoeducational assessments, including tests of cognitive ability, achievement tests, and social-emotional rating scales. Supervision is provided using a scaffolded approach. Practicum students who participate in this rotation will eventually learn how to administer and interpret various psychological tests and write an integrated report. Referral questions include complex diagnostic concerns, learning concerns, ADHD evaluations, and autism evaluations.

Supervision

Our program emphasizes student development through a progressive cascading model of mentorship. Using this competency based model, the program focuses on skill acquisition and competency based evaluation through mentoring, collaboration, and co-therapy with clinicians and other trainees (see [this publication](#) for more information). Students are supervised by a member of the faculty or a postdoctoral fellow. Dr. Melanie Nelson, the training director, serves as the primary contact and practicum coordinator for the Counseling Psychology Program. There is opportunity to receive supervision from faculty with specific interests such as Disruptive Behavior Disorders, Autism Spectrum Disorders, Family therapy, and OCD including sub-specialties like post-partum OCD. Individual and group supervision is scheduled weekly with options for additional supervision throughout the week as needed or desired.

Application Procedure

The deadline for submitting applications is three months before the beginning of the fall, spring, or summer semesters. Students should have some previous clinical experience and a desire to learn about cognitive-behavioral therapy. Only students able to spend at least two semesters are considered. Applicants should contact Dr. Melanie Nelson at nelsonm@ufl.edu to inquire and complete the Google form at: <https://forms.gle/hXpMY11e7cpCwp3x6> . An informal personal interview will be scheduled as part of the application process. In addition, a current vitae or resume will be requested.

Free Therapy Night

University of Florida Equal Access Clinic
HealthStreet
2401 SW Archer Road
Gainesville, FL 3268

Note: *This is a supplemental advanced practicum that yields a small number of service hours; it does not meet the required advanced practicum hours on its own, but may be a supplemental part of an existing advanced practicum (PCO 7945). You must complete an Advanced Practicum Supervisory Agreement form for this practicum.*

Description

The University of Florida Equal Access Clinic first opened its doors in 1992 as a way for medical school students to give back to the Gainesville community. Today, Equal Access has evolved into a network of interdisciplinary student-run free healthcare clinics united by a shared vision of improving the physical, mental, and social well-being of the underserved and indigent. *Free Therapy Night* (FTN) operates under the auspices of the Equal Access Clinics by providing free short-term individual psychotherapy to anyone who is otherwise unable to afford mental health services (e.g., uninsured). Our diverse clientele present with a wide variety of concerns, including depression, anxiety, pain, and sleep disorders. Currently, FTN occurs on Monday evenings from 5:30pm – 7:30pm.

Direct Service

FTN depends entirely on master and doctoral-level University of Florida graduate students who generously volunteer their time. Therapists may see up to two individual clients per week for 50-minute sessions. Including case management, note-writing, and supervision, the total on-site time commitment per week rarely exceeds 3 hours.

FTN also function as a clinical research sites. When opportunities arise, students may contribute to ongoing studies.

Supervision

Licensed clinical social workers and clinical psychologists provide supervision on-site for approximately 30 minutes per week. The format varies week to week between individual and group meetings. Therapists typically seek out a supervisor immediately following their sessions.

Application Procedures

Students in the counseling psychology program who have completed their first practicum at the Counseling and Wellness Center are encouraged to apply. Email the current FTN directors for more information: Erin Ferguson (eferguson1@ufl.edu), Gabriel Cartagena (g.cartagena@ufl.edu), and Grace Ann Hanvey (ghanvey@phhp.ufl.edu).

Social Justice Statement

Free Therapy Night (FTN) is a doctoral student-run, volunteer clinic held every Monday between 5:30 and 7:30 at Health Street, supervised by Licensed Clinical Social Workers and Clinical Psychologists. At FTN, we provide free, short-term mental health services for local uninsured and underprivileged communities. We

offer an initial, brief psychological evaluation, which is followed by a maximum of 5 hour-long therapy sessions. Though these interventions are relatively brief, our goal is to extend our services to as many individuals in the community as possible. Volunteers in our clinic primarily consist of graduate students from the UF Clinical Psychology and Counseling Psychology doctoral programs, UF undergraduates in the health sciences, and LCSW supervisors. FTN operates under the umbrella of the UF College of Medicine's Equal Access Clinic Network (EACN), which is comprised of specialized student-run free healthcare services involving many UF Health training programs. FTN strives to uphold the EACN vision "to improve the physical, mental and social well-being of all, by enhancing access to high-quality, comprehensive, patient-centered care and by facilitating community-level action."

Gainesville Job Corps Center

5301 NE 40th Terrace

Gainesville, FL 32609

(352) 377-2555, ext. 318

<http://gainesville.jobcorps.gov/home.aspx>

<http://www.jobcorps.gov/home.aspx>

Description

The Gainesville Job Corps Center (GJCC) is part of the National Job Corps program operated by the U.S. Department of Labor. It is a primarily residential academic and vocational training program for approximately 275 low-income youths (ages 16-24). A majority of GJCC students have experienced academic and behavioral difficulties in traditional school settings for various reasons with a estimated 75% having one or more learning disabilities. The student population is diverse, comprised of African American (94%), Hispanic/Latino (3%) and Caucasian (3%) students as well as a significant number of lesbian, gay, bisexual, and questioning students. Job Corps is a career development program for young people, *not* a mental health facility. As a result, mental health services are provided within the context of assisting Job Corps students with overcoming barriers to employment. Students will learn to creatively address the referral question, "How can I help this student be more successful at Job Corps and in the workplace?"

Direct Service

This advanced practicum experience offers many opportunities to provide individual and group mental health services. The practicum student will also receive broad training in clinical/diagnostic interviewing and assessment (formal and informal), case conceptualization, treatment planning, consultation, and crisis intervention. A specialty track in psycho-educational and neuropsychological assessment with integrated report writing is also available. Practicum students will also have the opportunity to develop and present an in-service training to staff on a mental health-related topic. The practicum can begin at the start of any semester. A two-semester commitment is preferred but not required. Students should plan to work a minimum of 10 and a maximum of 16 hours weekly during the semester (approximately 130-200 practicum hours). The practicum takes place on Tuesdays and Thursdays.

Supervision

This advanced practicum is supervised by the GJCC Center Mental Health Consultant, Dr. Tamara D. Warner, who is a licensed clinical psychologist and neuropsychologist. Practicum students receive a minimum of one hour of face-to-face individual supervision per 10 hours of service. Group supervision may also be provided in addition to individual supervision. Additional individual supervision by other qualified staff may occur but shall be adjunctive to the supervision provided by the psychologist.

Application Procedures

Students must be:

- willing to successfully engage a culturally diverse population possessing a wide range of value systems,
- flexible, relatively self-sufficient, capable of working independently (under supervision),
- willing to be appropriately challenged in individual supervision as part of the professional development process,
- comfortable delivering group and individual psycho-educational presentations to audiences consisting of students and center staff,

For more information or to obtain an application, interested students should contact **Tamara D. Warner, Ph.D.** at warner.tamara@jobcorps.org (352) 377-2555 ext. 318. Following review of applications, an in-person interview will be scheduled on a Tuesday or Thursday prior to final selection.

Headspace

Contact: Juliana Guitelman, PhD; Juliana.guitelman@care.headspace.com

Description

At Headspace, our mission is to create a world where mental health is never an obstacle. Headspace employs mental health clinicians to provide empirically based teletherapy to clients. Additionally, Headspace's behavioral health coaches provide text-based coaching services and our psychiatrists provide psychiatric care via our telehealth platform. The treatment model at Headspace, as well as the use of technology in providing mental health care, make it a timely and innovative training opportunity for doctoral students.

During the Headspace practicum experience you will be closely supervised by licensed psychologists on the Headspace team and will participate in a weekly didactic training seminar on a variety of topics relevant to your work at Headspace, with a particular emphasis on training in diversity, equity, and inclusion. Therapy sessions will be video recorded and you will be provided weekly feedback on your skills. In addition, the Headspace practicum experience will provide the opportunity to learn about Headspace's unique service delivery model, including the opportunity to collaborate with behavioral health coaches and leverage in-app content to help members gain skills and meet treatment goals. The practicum experience will also provide the opportunity to gain exposure to a breadth of functions within the company, including research, marketing, sales, and product development. The remote nature of the training experience will allow students to connect with trainees from other doctoral programs, as well as Headspace staff members from across the country; a unique and enriching opportunity.

Direct Service

Practicum students provide individual therapy to adults via telehealth. Practicum students are "on site" from 10-20 hours per week, and your specific schedule will be determined prior to beginning the position. Trainees will be provided with a laptop and access to all relevant systems for the year.

Supervision

All students will receive a minimum of one hour per week of individual supervision from a licensed psychologist on the team. Additionally, all practicum students participate in a weekly didactic seminar and weekly case consultation group.

Application Procedure

Please reach out to Juliana Guitelman, PhD, Practicum Manager, for a link to the application page: juliana.guitelman@care.headspace.com

Once on the application page, we will ask for the following:

1. A current curriculum vitae
2. A brief statement (1 page or less) describing your interest in the practicum program at Headspace
3. Contact information (email and phone number) for two professional references who have direct knowledge of your clinical skills

North Florida Evaluation and Treatment Center (NFETC)

1200 NE 55th Boulevard
Gainesville, FL 32641-2759
(352) 264-8173

Description

NFETC is a Department of Children & Families (DCF) 193 bed maximum security mental health hospital for the evaluation and treatment of adult males who have been adjudicated by a circuit court as either incompetent to proceed to trial or not guilty by reason of insanity. The psychology team includes five full-time clinical psychologists with diverse specialties such as neuropsychological testing, projective testing, and assessing for malingering. Training programs are tailored to meet the student's needs and special interests. At this practicum site there is an emphasis on standardized evaluation procedures and structured interview skills to answer various questions but mostly the one of restorability to competence. This practicum is a rare chance to work with patients with chronic psychiatric disorders in a forensic setting. Additional experiences are accessible depending on the student's availability such as observing medication court, group experiences, behavior modification/behavior analysis, and skills training.

Direct Service

The Psychology Department at NFETC is dedicated to advancing forensic practices that emphasize human strengths, improve quality of life, utilize and value individual, developmental, contextual, and multicultural perspectives. We feel it is important to fuel the professional development and well-being of every student and we make every attempt to customize the practicum experience to the students' needs. Students will be assigned treatment cases for which close supervision is provided. Caseloads will vary based on upon the students' training comfort, ability, and the resident's needs. Students will have opportunities to participate in grand rounds, attend drug court and clinical seminars.

Supervision

Weekly individual supervision by a licensed clinical psychologist will be provided. This supervision will include planning appropriate assessment batteries, discussing planned treatment interventions, discussing assessment results, and reviewing written evaluations and progress notes. Practicum students typically rotate supervisors so that they are exposed to multiple perspectives on evaluation and treatment.

Application Procedures

Practicum students should have completed courses in both intellectual and personality assessment as well as coursework in Abnormal Psychology or Forensic Psychology prior to beginning their practicum at this site. Some experience with projective techniques may be helpful, but not required. Interested applicants should contact Clarence Collins (352) 264-8224, Clarence.collins@myflfamilies.com so an application packet can be sent to you. Students will need to pass a background screening and undergo training at NFETC prior to the actual start of providing services for their practicum.

Santa Fe College Counseling Center Internship & Advanced Practicum Program

3000 NW 83rd Street, Building R, room 227, Gainesville, FL 32606
Telephone: 352-395-5508 Website: www.sfcollge.edu/counseling

Description

Our mission is to assist Santa Fe students who are experiencing problems and concerns as they progress toward their academic goals. Our mission is accomplished through short-term counseling. The Counseling Center provides mental health counseling, career counseling, academic counseling, crisis intervention, outreach, referral, and consultation. The Center is part of the Behavioral Intervention Team and the Trauma Response Team at Santa Fe. We provide needed support to students, faculty, staff, and families in times of crisis. Counselors also assist students, faculty, and staff to identify other services in the college and in the community that may be helpful. The Center offers a variety of psychoeducational workshops on numerous topics. Additionally, the Counseling Center provides outreach at college-wide events such as Safe Spring Break and Safe Santa Fe Week.

It is the intent of the Santa Fe College Counseling Center to serve as a site for internships for graduate students in the Mental Health Counseling and Marriage & Family Therapy tracks as well as a site for Advanced Practicum for Counseling Psychology and Counselor Education PhD students at the University of Florida and other universities. This gives graduate interns the opportunity to develop further their counseling abilities and their evolving professional identities. This experience is designed to broaden their understanding of how the Counseling Center promotes personal and emotional growth, academic success, and career development within a college environment.

Direct Service

Trainees are expected to provide individual mental health counseling, academic counseling, and career counseling to a diverse population of traditional and non-traditional aged college students seeking AA, AS, and AAS degrees and certificates, as well as bachelor's degrees. Many of our students are planning to transfer to BA/BS degree-granting colleges and universities. An average caseload would be about 8-15 students a week, providing direct service. Interns and Advanced practicum PhD students spend 20 hours per week at the Counseling Center. In addition, there are opportunities to participate in outreach, workshop presentations, and consultation.

Supervision

Trainees are supervised by Steve Vutsinas, LMHC, licensed in the state of Florida. All individual supervision is provided on the site, for one hour every week, as well as on an informal basis as needed. Opportunities to observe and consult with other counselors in our Center are required during the initial orientation process and available during the internship.

Application Process

Please consider applying if you have an interest in working with students in higher education. We accept interns who are in Mental Health Counseling tracks, as well as Counseling Psychology Advanced Practicum Doctoral students, at the University of Florida and occasionally other universities. Preferred prerequisite course work includes Introduction to Counseling, Counseling Theories and Applications, Professional Ethics, Multicultural Counseling, Career Development, Diagnosis and Treatment of Mental Disorders, Substance Abuse Counseling, Brief Therapy, and Practicum course. Preferred experience may include counseling, mentoring, advising, and student-related experience. Minimum semester commitment is one semester, but preferred is two semesters. The applicant will interview in person or on Zoom with all counselors. Please contact Steve Vutsinas (steven.vutsinas@sfcollge.edu) by email with a cover letter of interest, resume, and unofficial transcript.

Application Deadlines

Any interested applicant is encouraged to submit a resume and cover letter to steven.vutsinas@sfcollge.edu. Please specify in your email which two semesters (minimum) you are requesting placement for as this has implications for deadlines. Applications must be received in full by June 1st for student's seeking a Fall placement, October 1st for a Spring placement, and March 1st for a Summer placement.

Non-UF Intern Applicants

If you are affiliated with any graduate or doctoral program other than the University of Florida, please know that there will be a requisite process wherein paperwork between Santa Fe and your university will be reviewed by our college's legal counsel and ultimately approved or rejected by the college's Board of Trustees. The sooner you apply and interview, the sooner we can initiate the process of seeking board approval. The offer of an internship placement to non-UF students is contingent upon board approval of the agreement between the two institutions.

University of Florida Health Florida Recovery Center

4001 SW 13th Street Gainesville, FL 32608

Contact: Dina Smith, LMHC, MCAP (orland@shands.ufl.edu or 863-307-9969)

Description

The UF Health Florida Recovery Center provides primary substance abuse treatment services in a Partial Hospitalization Program (PHP) with housing and Intensive Outpatient Program (IOP) level of care. Patients in our PHP are in treatment groups 7 days a week from 9am-3pm. Groups they participate in include Process Therapy group, Psycho-education Group Lectures, Step Workshops, Recreational Therapy Group, DBT Group, CBT Group, and Enneagram Group. Patients in the PHP program follow their schedule along a specific cohort track (i.e. Monitored Professionals, Emerging Adults, Gender Specific). Each PHP patient is assigned a primary therapist upon admission that facilitates their process group, individual and family therapy. Each patient is also assigned a physician for medication management. We have a multi-disciplinary treatment team that meets four days a week to staff cases using the ASAM dimensions. IOP patients attend group therapy Monday, Tuesday and Thursdays (multi-family group) from 530pm-830pm. IOP patients receive psychoeducation from Stop the Chaos and The Matrix curriculums. Both PHP and IOP focus on processing the spiritual principles behind the 12 steps of AA/NA through written assignments that are then presented in front of a group of their peers. Decisions are made as a treatment team regarding patients progress and discharge planning.

Direct Service

Advanced Practicum and/or Internship students go through a training/orientation schedule which allows them to sit with each of the 9 full time PHP therapists on the team so witness different populations of patients in groups and different therapeutic approaches. Students will then select 2-3 therapists that they will 'buddy up' with for the semester. Students will meet for individual therapy with patients from either of those caseloads. They will record their individual therapy or family therapy sessions for review and feedback from site supervisor. Additionally, they will participate in treatment team and will complete clinical documentation. Students are also expected to facilitate a Psycho-Ed Group lecture with the PHP patients on a rotating basis.

Supervision

Students will meet 1 hr/week on site for individual supervision with Dina Smith, LMHC, MCAP. Informal supervision will be provided as needed. Site Supervisor will provide feedback on recorded therapy sessions and help navigate any challenges with being a part of our team.

Application Procedures

Students should have taken some coursework in addiction and/or substance use disorders prior to applying this site. Application process should begin in the semester before the expected start of the practicum or internship. Students should email Dina Smith, LMHC, MCAP their resume to potentially schedule an interview. Once accepted, students will be expected to complete a background screen/fingerprint appointment through [Fieldprint@ Florida \(fieldprintflorida.com\)](http://Fieldprint@Florida.com). The student pays any cost incurred. Once your background screening is completed and cleared, please (a) inform Dina Smith that this has been completed, (b) submit a copy to the Counseling Psychology program Training Director, and (c) submit a copy to the UF Psychology Department Graduate Secretary (who will include it in your official department file) and (b) keep a copy for your records. Students will also be expected to have a copy of completed health history and immunizations. Students should not start at the site until they have submitted the background screening.

UF Health Shands Psychiatric Hospital and PALS THRIVE Program
4101 NW 89th Blvd Gainesville, FL 32606
Contact: Yanel Casanova, LMHC at 305-338-7876/casany@shands.ufl.edu

Description

The UF Health Shands Psychiatric Hospital offers practicum and internship experiences in a multidisciplinary setting including graduate students, medical students, and residents from the Department of Psychiatry. There are two tracks: inpatient and outpatient. Students in the inpatient track will be based in the child/adolescent unit, general adult, or adult substance abuse treatment units. The child and adolescent program treats a number of diagnoses including but not limited to depression, conduct disorder, bipolar disorder, psychosis, attention deficit disorder, and substance-related disorders. Experience in group, individual, and family therapy may be gained in the inpatient track. The outpatient track is set in the PALS THRIVE program. The PALS (Partners in Adolescent Lifestyle Support) THRIVE (Talk, Heal, Reach out, Include, Validate, Encourage) program provides peer support and therapeutic intervention to students in Alachua County schools as well as leadership skills for teen leaders. The PALS THRIVE program was awarded the Blue Cross Blue Shield Sapphire Award in 2007 and nominated for the Nobel Peace Prize in 2011. PALS THRIVE is involved in providing individual and group counseling services, outreach, prevention, and educational services within the schools led by professionals to provide an altruistic, tolerant, nonviolent atmosphere in the school. With the permission and supervision of your supervisor, students in the outpatient program often have the freedom to develop creative programming in the clinical or preventive fields. Examples of past creative student programming include therapeutic groups to include art therapy, peer empowerment, leadership, anger management, teen parenting, LGBTQ, stress management, social skills, managing diabetes, and more. Other creative programming has included the creation of anti-bullying videos, teen art showcase, mental health and suicide awareness campaigns within the school, and diversity training. The goal for PALS THRIVE is to be in every middle and high school in Gainesville. Currently, PALS THRIVE is involved in the following schools: Gainesville High, Eastside High, Buchholz High, Loften High, Kanapaha Middle, Fort Clarke Middle, Saint Francis Catholic Academy, and A. Quinn Jones.

Direct Service

Counseling Psychology (Clinical Practicum or Advanced Practicum) students may engage in the following activities as available: participation in and observation of assessment and therapeutic procedures provided by UF Health Shands Psychiatric Hospital; conduct individual or conjoint therapy for individuals; participation in group therapy, family therapy, and dealing with topical issues such as diversity and therapeutic practice and/or ethical issues in psychotherapy; participation in staff and administrative functions; and any other activities deemed relevant for didactic purposes. Students are also required to attend morning treatment team, which allows for a didactic multi-disciplinary teaching experience where students learn differential diagnosis, new medical and psychopharmacological interventions, and application of treatment techniques.

Supervision

Counseling Psychology practicum students shall receive between one and two hours of individual supervision each week and one hour of group supervision each week. Group supervision is every Wednesday at 9am and is mandatory. Individual supervision shall consist of face-to-face supervision with a licensed mental health professional reviewed and approved by the Counseling Psychology Program. Group supervision will be with a multidisciplinary team to include licensed mental health counselors and licensed clinical social workers.

Application Procedures

Applicants should contact Yanel Casanova, LMHC 305-338-7876/ casany@shands.ufl.edu regarding specifics of the program. A personal interview will be scheduled as part of the application process. Practicum students are welcome to apply for the spring or fall semesters. Summer semesters are usually reserved for those who have already done a practicum or internship, but you are welcome to contact Yanel Casanova to see if there is an opening. There is no deadline for application, but applicants should keep in mind that students are admitted on a rolling admission basis and when all slots are filled the admission process for that semester would be closed.

Once accepted, students will be expected to complete a background screen/fingerprint appointment through [Fieldprint® Florida \(fieldprintflorida.com\)](http://Fieldprint@Florida.com). Please speak with Yanel Casanova for assistance with scheduling. The student pays any cost incurred. Once your background screening is completed and cleared, please (a) inform Yanel Casanova that this has been completed, (b) submit a copy to the Counseling Psychology program Training Director, and (c) submit a copy to the UF Psychology Department Graduate Secretary (who will include it in your official department file) and (b) keep a copy for your records. Students will also be expected to have a copy of completed health history and immunizations. Students should not start at the site until they have submitted the background screening.

Stipend

All doctoral students will be given a stipend of \$1250 a semester. Students must be on site a minimum of 15 hrs.

Evaluation

Each practicum evaluation is based in part on direct observation of the practicum student and her/his developing skills. The licensed supervisor will observe by doing co-therapy and/or sitting in on group, family, and/or individual therapy. As Shands is a teaching hospital this is routine practice for instructional purposes during evaluation.

Social Justice Statement

The UF Health network is committed to providing care to all members of the community and is especially concerned with making primary care and advanced clinical services to economically disadvantaged community members. As a member of the state's "safety-net" hospital system, there is a large commitment to assisting those with little or no medical coverage. As such, a core principle of the UF Health network is to help all people regardless of ability to pay. In 2014 alone the UF Health network spent a combined \$151.1 million in unreimbursed charity care. Additionally, the UF Health network supports local agencies and engages in community outreach activities such as offering health-education programs to the public.

University of Florida Counseling and Wellness Center

Contact Felicia F. Brown (ffbrown@ufl.edu)

Description

The advanced practicum program offers training in counseling with a late adolescent and adult population in a university setting. Advanced practicum students spend approximately 15-18 hours per week at the Counseling and Wellness Center (CWC). Programs are individualized to meet the trainee's needs, interests, and competency level.

Direct Service

Trainees are all expected to provide individual counseling services. An average client case load for a trainee in the Generalist position is about 10-12 clients per week. In addition, there are additional training opportunities to co-facilitate groups, serve as a co-counselor in couples counseling (per availability), administer and complete assessments, and participate in outreach/consultation programs. Approximately 10-12 hours per week are spent in direct service activities.

Supervision

Trainees are supervised by a team consisting of a senior staff member (licensed or license eligible clinician) or a doctoral intern (from our APA Accredited Internship in Health Service Psychology). All supervision is provided on the site. Additional supervision is available through co-counseling experiences and participation in the didactic seminars.

Application Procedures

All students in the Counseling Psychology program complete their first Practicum through the CWC during the Fall and Spring semesters of their second year. Additional advanced practicum experience at the center may be negotiated with the Assistant Director of Training at the CWC.

Social Justice Statement

Respect for diversity and for values different from one's own is a central value of the CWC. Trainees and trainers at the CWC are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status" (APA Ethics Code, 2002, Principle E, p. 1063). **Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.**

Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with APA guidelines and principles.

Members of the CWC training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. **Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.**

In summary, all members of the CWC are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling psychology's core values, respect for diversity and for values similar and different from one's own.

**North Florida/South Georgia Veterans Health System (NF/SGVHS)
Gainesville Veterans Affairs Medical Center**

1601 Southwest Archer Road
Gainesville, FL 32608-1197

Contact Dr. Elizabeth Dizney elizabeth.dizney@va.gov 376-1611 extension 10-6308

Description

The mission of the North Florida/South Georgia Veterans Health System (NF/SGVHS) is “To honor America’s veterans by providing exceptional health care that improves health and well-being.” This mission is carried out not only by providing high quality health care but also by engaging in research and education. The NF/SGVHS places special emphasis on maintaining its role as a major teaching hospital – and this role in teaching can be seen in the commitment we have to training psychologists.

NF/SGVHS was formed in 1998 through the integration of the Malcom Randall (Gainesville) VA Medical Center and the Lake City VA Medical Center. The integrated healthcare system now consists of the two major medical centers, three large multi-specialty outpatient clinics (Jacksonville, Tallahassee, and The Villages) and nine community-based outpatient clinics (Ocala, Middleburg, Valdosta (Georgia), St. Augustine, Marianna, St. Marys (Georgia), Waycross (Georgia), Palatka, and Taylor County). NF/SGVHS remains one of the busiest systems in the Department of Veterans Affairs. This healthcare system serves a catchment area of over 450,000 veterans in a geographical area of more than 30,000 square miles--31 counties in Florida and 19 counties in Georgia. Available to veterans in this 50-county rural and urban catchment area is an array of services, including intensive hospital-based detoxification, ambulatory detoxification, residential care, transitional housing program, dual diagnosis residential care, and a full range of outpatient services including vocational rehabilitation. This continuum of care takes place in a variety of milieus in several different locations, including the Malcom Randall VA Medical Center in Gainesville, the Lake City VA Medical Center, the outpatient Substance Abuse Treatment Team (SATT) facility in the Gainesville community and the neuropsychological facility in Gainesville. In combination, all our clinics treat approximately 140,000 veterans for a total of 1.6 million visits with a minimum of 34,000 Veterans receiving mental health services. In addition to outpatient visits, there were approximately 124,000 hospital admissions that occurred in a facility that has 586 beds (which includes 264 nursing home beds). The expansion at NFSGVHS includes a 250,000 square foot bed tower, which has expanded the services that are available to the Veterans we serve. We have an operating budget of more than \$1.7 billion per year and over 5,755 permanent staff and 207 temporary staff members. We value our role in assisting in the training of psychologists and have APA Accredited internship and postdoctoral residency programs. Our ability to accept and place practicum students varies from time to time, based on staffing levels in the various services in which our psychologists work and the training needs of our interns and residents.

Direct Service

Direct service includes individual, couple, family, or group therapy, as appropriate to the treatment needs of the population served. Assessment experiences are also available as a component of some of our rotations (e.g., neuropsychology). Time spent in training and direct contact is flexible and can be negotiated as part of the interview and selection process. Typically, practicum students will spend 8-16 hours per week in one of our facilities.

Supervision

Trainees receive supervision on site by one of the psychologists in the unit to which they are assigned. Supervision may also be provided by advanced trainees (interns or postdoctoral fellows) under the direct supervision of a licensed psychologist. Additional training experiences may include co-therapy, case-conferences, training seminars, or staff conferences, as available in each unit.

Application Procedures

The practicum experiences at the NF/SGVHS are considered advanced placements for doctoral students in clinical or counseling psychology. Applicants must be U.S. Citizens. Prior therapy and/or counseling experience or advanced practicum is required. Applicants should prepare an application packet that includes the following: the application document found on our website ([Psychology Training Program - North Florida/South Georgia Veterans Health System \(va.gov\)](#)) a cover letter, a professional vita, a brief summary of any previous social service experience, and a

letter of readiness signed by the Director of Clinical Training. That information should be provided to Dr. Elizabeth Disney, Director of Psychology Training, who will then arrange for an interview. Applications should be made no later than midterm of the semester prior to the advanced practicum semester.

PACE
Pace Center for Girls, Alachua
1010 SE 4th Ave
Gainesville, FL 32601

Contact Jessica Bone (Jessica.Bone@pacecenter.org) and Michael Norowski
(michael.norowski@pacecenter.org)

Description

We serve a diverse population of marginalized adolescent females who have dealt with various traumas and challenges already in their lives. Some of the risk factors of our resilient population include: sexual abuse, physical abuse, parent bereavement, parent incarceration, substance abuse, academic underachievement, health issues such as cancer, etc. Our alternative school is a non-residential safe environment where middle and high school aged girls can learn coping skills and thrive, despite whatever circumstances they face. Our balanced emphasis on academics and social services is combined with our program model to produce an experience that is nationally recognized as one of the most effective programs for helping at-risk girls realize brighter and more productive futures. The values and principles that guide our actions include: *Honor the Female Spirit, Focus on Strengths, Act with Integrity and Positive intent, Embrace Growth and Change, Value the Wisdom of Time, Exhibit Courage, Seek Excellence, Create Partnerships, and Invest in the Future.*

Here is the link to our website: <http://www.pacecenter.org/centers/alachua> and Facebook page: <https://www.facebook.com/PACE-Center-for-Girls-Alachua-116954225031968/?fref=ts>

Our Mission:

Pace provides girls and young women an opportunity for a better future through education, counseling, training and advocacy.

Our Philosophy:

Pace values all girls and young women, believing each one deserves an opportunity to find her voice, achieve her potential and celebrate a life defined by responsibility, dignity, serenity and grace.

Direct Service

Pace requires practicum students to commit to a minimum of 15 direct service hours per week.

At Pace, we offer:

- | | |
|--|--|
| ✓ Individual Counseling | ✓ Trauma Informed Care |
| ✓ Group Counseling (parent bereavement, sexual trauma, etc.) | ✓ Psychoeducational Experiences |
| ✓ Family counseling | ✓ Needs Assessments |
| ✓ Crisis counseling | ✓ Individualized Care Plans |
| ✓ Career Counseling | ✓ Referrals to Community Agencies |
| | ✓ Creativity and Healing Opportunities |

Supervision

A mandatory orientation is provided, which covers job specific topics (Multicultural Environment, Parent Meetings, Documentation in the computer system, Deadlines, Policies on Suicide, Abuse, Human Trafficking etc.). Additionally, there are weekly supervision meetings with a licensed supervisor.

Application Procedures

Onboarding Requirements include: DJJ Paperwork, DJJ training, specific background screening and a drug test.

Peaceful Paths

Gainesville, FL
352-377-5690

Students should first contact the site to check if a licensed supervisor is available any given semester.

Description

Peaceful Paths (formerly known as SPARC) is the state certified domestic abuse agency that serves survivors of domestic violence and intimate partner violence in Alachua, Bradford, and Union counties. Peaceful Paths provides a wide range of free and confidential services including emergency and extended shelter, crisis hotline, victim advocacy, youth programming, education and training, trauma counseling and support groups, community awareness and intervention. Peaceful Paths is a member of the Florida Coalition Against Domestic Violence (FCADV).

Direct Service

Students may engage in the following activities as available: participation in and observation of educational procedures provided by Peaceful Paths staff; conduct individual or conjoint counseling for individuals, victims and their children, or groups; participation in psycho-educational and outreach activities; participation in staff meetings, group supervision (case review), and administrative meetings; and any other activities deemed relevant for didactic purposes. Direct service approximates 8-16 hours per week.

Supervision

Students shall receive between one and two hours of individual supervision each week. Individual supervision shall consist of face-to-face supervision by the designated PEACEFUL PATHS staff. Such supervision shall occur on-site through the weekly case review or practicum student meetings. Students will also need to arrange weekly face-to-face supervision with a licensed psychologist or a licensed mental health professional. Additional individual supervision by other qualified staff may occur.

Application Procedures

Students should have completed their second-year practicum at the University of Florida Counseling Center or have comparable practicum experience completed elsewhere. Practicum students must demonstrate a desire to provide counseling and psycho-educational services for individuals, families, or groups. Contact Brandi Corbin (377-5690 or brandic@peacefulpaths.org) for application information and procedures.

Primary Care Institute

605 NE 1st Street

Gainesville, FL 32601

<http://primarycareinstitute.com/>

Contacts: Dr. Danielle Jahn (drjahn@primarycareinstitute.com), Dr. Ken Swan (lkswan@ufl.edu)

Description

Primary Care Institute (PCI) is a private primary care practice (and a certified Patient Centered Medical Home) located in Gainesville, Florida. Our small family of providers comprises three family physicians, three nurse practitioners, and one licensed clinical psychologist (Dr. Danielle Jahn).

Dr. Jahn provides evidence-based and third party-reimbursable psychological services to a wide range of clientele, most of whom are also patients of our primary care practice. Under her supervision, advanced practicum students may provide these same services *for free or at reduced cost* to patients that lack sufficient mental health insurance coverage.

Direct Service

Advanced practicum students provide a wide range of psychological services, and generally spend 8-16 hours per week at PCI. Students have a variety of opportunities at this practicum site, including psychotherapy, assessment, consultation, and research. Students are expected to see individual psychotherapy patients; most cases are short-term (4-16 weeks) and focus on typical psychiatric diagnoses (e.g., major depressive disorder, generalized anxiety disorder, insomnia) and health behavior change (e.g., obesity, uncontrolled diabetes or hypertension). Students also have the opportunity to lead or co-lead group psychotherapy, and can develop groups if they are interested and there is a need/patient demand. Consultation with primary care practitioners, including brief visits with patients during medical appointments and discussions of psychiatric issues with providers outside of appointments, occurs regularly. Finally, psychological and neuropsychological assessments are often needed; these range from brief cognitive screenings to full dementia and ADHD assessments, as well as pre-surgical evaluations and psychodiagnostic testing. Students have the opportunity to administer, score, interpret, and write up assessments.

Students may also choose to participate in the site's ongoing research activities, including (a) performing statistical analyses on patient data that we collect as a matter of course, (b) introducing new survey measures into our standard battery in order to test empirical hypotheses (e.g., for a thesis or dissertation project), and/or (c) co-authoring manuscripts to be submitted to peer-reviewed journals and professional conference presentations.

Supervision

Dr. Jahn provides one hour of individual face-to-face supervision per week and is continually available for on-site consultation. Group supervision and consultation may also be available, dependent upon the number of practicum students at the site and schedules. For supervision, students audio record client sessions and Dr. Jahn reviews them prior to and in supervision. Dr. Jahn's supervision model is an integrated developmental one, and she works from a primarily cognitive-behavioral theoretical orientation. Supervision is a collaborative and open process designed to help students meet their specific goals and develop competencies in critical areas (as defined by the American Psychological Association).

Application Procedures

Requirements:

- Minimum two-semester commitment
- Desire to work with underserved populations
- Willingness to see a diverse patient populations
- Ability to work in a fast-paced medical setting
- Interest in the intersection between mental health and physical health issues
- Capacity to maintain a caseload of at least five individual therapy patients per week.

Students in the counseling psychology program who have completed their first practicum at the Counseling and Wellness Center are encouraged to apply by sending a copy of your curriculum vita and a brief (one paragraph) statement of interest to Dr. Jahn (drjahn@primarycareinstitute.com).

Application deadlines by starting semester:

- Summer / Fall: **April 1st**
- Spring: **November 1st**

Psycho-Oncology Service
UF Health Psychology Specialties
Department of Clinical and Health Psychology
1600 SW Archer Rd.
G901, Shands North Tower
Gainesville, FL 32610

Contact Deidre B. Pereira, PhD, ABPP (dpereira@ufl.edu, or 352-273-6039)

Description

The Psycho-Oncology Service provides psychological evaluations and treatment to individuals affected by cancer referred by UF Health care providers for a wide variety of emotional and behavioral health concerns. Patients include diverse individuals with complex medical and psychological comorbidity referred for issues such as depression, suicidality, anxiety, PTSD, personality issues, substance use concerns, relational concerns, late effects of cancer, and end-of-life concerns in the context of cancer. In addition, the Psycho-Oncology Service conducts routine psychological evaluations on all hematopoietic stem cell transplant patients, as well as women being considered for prophylactic mastectomy. Finally, the Psycho-Oncology Service also provides routine psychological evaluation and treatment services to patients and caregivers affected by primary brain tumors through the Neuro-Oncology Quality of Life Clinic.

Direct Service

Psychological evaluations are conducted on Thursdays across the calendar year. Practicum students can elect to participate in evaluations in the morning only, afternoon only, or both morning and afternoon. Prior to evaluations, students are expected to conduct thorough medical reviews on patients and present cases to Dr. Pereira during pre-evaluation supervision. During evaluations, students will assist with/conduct diagnostic interviews and testing and provide immediate feedback to patients. Following evaluations, students will attend post-evaluation supervision to discuss case conceptualizations, recommendations, and treatment plans. Students will then author reports and notes in the electronic health record and forward them to Dr. Pereira for editing and feedback. Given that our clinic is embedded in APA-accredited graduate and internship programs and an APPIC-accredited postdoctoral program, students will have the opportunity to partner with other trainees at more and less advanced levels.

As of 3/2020, most of our services are being conducted remotely via Zoom. Services will likely return to an in-person modality once the UF Health community has been vaccinated for COVID-19 and/or telehealth services are no longer covered by insurance companies.

Supervision

Dr. Pereira will be on site with the practicum student providing live observation and real-time supervision.

Application Procedures

Graduate students who have completed at least a year of assessment practica are eligible to apply. Interested students should contact Dr. Pereira at dpereira@ufl.edu and provide a copy of their CV. Positions are generally available across all semesters.

Overview of Professional Development Opportunities

Activities to Promote Students' Leadership Competencies and Professional Development

PROGRAM AND DEPARTMENT OPPORTUNITIES

Diversity Awareness and Affirmation Committee (DAAC)

The objectives of DAAC are to (a) foster an environment of support for students of diverse cultural backgrounds and those interested in issues of multiculturalism and diversity, (b) provide mentorship opportunities for students within the department, (c) promote multicultural and diversity discourse through workshops, forums, presentations, trainings, and outreach programs, (d) facilitate communication between students and faculty in the department concerning issues of multiculturalism and diversity, and (e) promote cultural awareness among students and faculty through university/local/national events associated with diversity.

Following are some examples of activities planned and implemented by DAAC:

- Establish a mentorship program for incoming international students;
- Invite guest speakers of national stature on topics of diversity and multiculturalism;
- Facilitate student-based workshops to promote cultural awareness;
- Promote multicultural- and diversity-related workshops;
- Implement culturally diverse panels to promote general awareness among students, faculty, and campus communities;
- Hold mentoring luncheons for women faculty and students in the department.

Student Representatives to the Counseling Psychology Area (SRCPA)

The objectives of the SRCPA are to (a) improve communication and facilitate the exchange of ideas between faculty and students, (b) foster professional development of students through interactions and networking with clinical practitioners and through professional experiences such as attending professional conferences, (c) promote leadership and problem solving skills, and (d) provide practical knowledge and support for career success, personal success, and successful matriculation through the Counseling Psychology Program.

Following are some examples of activities planned and implemented by the SRCPA:

- Assess the needs and interests of program students and faculty and organize activities to address these needs, (e.g., research presentations, practice job talks, discussions of internship application process).
- Participate in organization of Advanced Practicum Fair in which representatives from various practica meet with counseling psychology students and faculty to present information about their sites that will assist students in practicum site selections;
- Bring student feedback, interests, and ideas to the program;
- Share information, news, etc. with the students;
- Assist with program initiatives.

Student Training and Research (STAR) Program

The objectives of the STAR Program are to raise funding to help support (a) student travel for the purpose of presenting papers and posters at professional conferences, (b) activities (e.g., Reunions and

production of the Program Alumni Newsletter) that maintain strong relations between alumni and current Program members, (c) colloquia by nationally known counseling psychologists, (d) annual presentation of an Outstanding Counseling Psychology Graduate Student Award, and (e) programs directed by the student participants in the Student Training Director Trainee/Advisory Council Program.

Following are some examples of activities planned and implemented by the STAR Program:

- Production of the STAR Brochure that describes the STAR Program;
- Establishment of the STAR Fund through the University of Florida Foundation so that fund donations can be tax deductible.

Graduate Student Advisory Board (GSAB) Counseling Area Representative

The GSAB is a student-run group composed of representatives from each of the five areas of UF's Psychology Department. Collectively, the goals of the GSAB are to (a) provide constructive feedback to the Department's Faculty Graduate Coordinator regarding graduate education and training, (b) collaborate with the Graduate Coordinator to enhance graduate and undergraduate education and training, (c) facilitate graduate student recruitment, retention, and professional development.

Responsibilities of the Counseling Area Representative may include

- Soliciting feedback from Counseling students regarding training to share with the GSAB.
- Attending monthly GSAB meetings.
- Participating or leading GSAB projects as they are assigned.

NATIONAL OPPORTUNITIES

American Psychological Association of Graduate Students (APAGS)

Students in the Program serve national leadership roles in APAGS committees (described below). APAGS is the largest group of psychology graduate students worldwide. Upon becoming student affiliates of the American Psychological Association, graduate students automatically become members of APAGS. APAGS is one of the largest constituencies of APA, with a membership that consists of approximately one-third of all APA members. From the APAGS website (<http://www.apa.org/apags/about/index.aspx>), the goals of the organization are:

1. to promote the highest standards in the research, teaching and practice of psychology in order to further the education and development of all psychology students.
2. to represent all graduate study specialties of psychology and to facilitate the exchange of information between these groups.
3. to promote graduate student leadership development in order to communicate and advocate the concerns of psychology students.
4. to establish and maintain channels of communication between APAGS and schools, universities, training centers, institutions and other members of the psychological community.
5. to be the voice of psychology students within the APA and in the psychological community at large.

APAGS is governed by nine officers elected by APAGS members, as well as the chairs of five subcommittees:

- APAGS Science Committee,
- Committee on Ethnic Minority Affairs (CEMA),
- Advocacy Coordinating Team (ACT),
- Committee on Lesbian, Gay, Bisexual, and Transgender Concerns (CLGBTC), and

- APAGS Convention Committee

Subcommittee members typically serve for 1-2 years, working with other members to design and implement programs and initiatives that are consistent with the goals of the specific subcommittee. After serving as a subcommittee member, members are eligible for consideration for a position as a subcommittee chair. Please see the APAGS website (provided above) for more information about getting involved with this organization.

Student Affiliates of Seventeen (SAS) Representative to the APA Society of Counseling Psychology (Division 17)

A student from our program serves as a representative to SAS annually. SAS is a national organization for students associated with APA Society of Counseling Psychology (Division 17). The goals of SAS are to (a) facilitate communication between SAS/division 17 and counseling psychology programs and (b) to circulate information from SAS/division 17 to students within individual counseling psychology programs.

Responsibilities of the SAS Student Representative for the University of Florida include:

- Informing and educating UF counseling psychology students about APA, Division 17, and the SAS network.
- Circulating information (via email) from Division 17/SAS to UF counseling psychology students.
- Soliciting information from UF counseling psychology students about their professional activities (i.e. professional conferences, publications, presentations, internship-related information) and sharing that information in a monthly update to the SAS regional coordinator.

Student Reviewers for Scientific Journals

Students from our program serve as student reviewers on scientific journals. For example, students may serve as co-reviewers with their advisors or other faculty on reviews for the *Journal of Counseling Psychology*. Students can also gain review experience by joining the Student Advisory Board for the *Psychology of Women Quarterly*.

Doctoral Qualifying Examination

All doctoral students enrolled in the Counseling Psychology Program are required to take a Doctoral Qualifying Exam (DQE). This exam has a written component that is administered by the Program's Qualifying Exam Committee and an oral component that is administered by a student's Doctoral Supervisory Committee. The oral component is taken after the written component. Following the successful completion of the DQE, the student is officially admitted into doctoral candidacy.

The primary purpose of the DQE is to permit doctoral students to demonstrate their comprehension of the field of Counseling Psychology.

Students are eligible to take the DQE after they have:

1. filed a valid and current Doctoral Supervisory Committee Form with both the Graduate School and the Psychology Department's Graduate Coordinator;
2. had the Doctoral Supervisory Committee review and approve the student's Doctoral Planned Program of Study. This review can occur in an in-person meeting or via other communication method agreed upon by your committee. Have the Planned Program of Study form and accompanying materials signed by the Doctoral Supervisory Committee chairperson and placed in the student file.
3. submitted a completed and signed (by the Chairperson of his/her Doctoral Committee) "Application to take the Doctoral Qualifying Examination" to the Graduate Secretary to be filed in the program student file. Applications to take the written component of the DQE must be submitted to the Graduate Secretary by 4:30 p.m. on the Thursday prior to the week in which the exam is scheduled; that is, the deadline will be seven days prior to the day of the DQE. The written component of the DQE is administered once a year--in the Fall Semester. The oral component of the DQE, which is individualized for each student, does not require an application and typically occurs two to three weeks after the written exam at a time agreed to by the student and his/her Doctoral Committee.

Content, Organization, and Development of the Doctoral Qualifying Exam (DQE)

1. What topics are covered on the DQE?

Students will be required to demonstrate comprehensive knowledge in each of the following four domains: (1) theory, (2) ethics, (3) research, and (4) contemporary themes in the counseling psychology literature. Students are directed to attend to multicultural and diversity issues across the domains and responses to questions. Domain 1 and 2 are completed during a week time span prior to the start of the fall semester. Domains 3 and 4 are completed on a single day, the first Monday of the fall semester. Students are asked to submit an honesty pledge related to their qualifying exam.

Domain 1: Theory (completed during week prior to start of Fall semester, open book and internet) One week prior to the official start of Fall semester, students will be provided the following prompt along with three alternative theoretical orientations to choose from in addressing the prompt. This domain response should be no more than 10 pages in length, (not including references) using normal APA formatting (e.g., double spaced, times new roman, 1-inch margins, 12 point font). Students will not be allowed to discuss their answer with anyone else and will turn in their answer at the end of the week period.

Prompt: Explain the key concepts and processes involved in healthy and unhealthy development and therapeutic change according to your preferred theoretical orientation. Discuss the adequacy of these key elements of development and change in addressing issues of diversity. Compare and contrast these elements of your theory with one other distinct theoretical orientation of the three that will be provided at the time of the exam. Review research that supports four aspects of your preferred theory. Be sure that some of the research that you review addresses issues of diversity.

Domain 2: Ethics (completed during week prior to start of Fall semester, open book and internet)

One week prior to the start of the fall semester, students will be provided with the following prompt along with an ethical dilemma which will be chosen by the faculty. This domain response should be no more than 10 pages in length (not including references), using normal APA formatting (e.g., double spaced, times new roman, 1-inch margins, 12 point font). Students will not be allowed to discuss their answer with anyone else and will turn in their answer at the end of the week period.

Prompt:

1. Explain why it is a dilemma (e.g., present relevant code or principles that are in conflict).
2. Present any relevant research literature that addresses both sides of the dilemma and offers recommended action.
3. Explain a cogent rationale and plan for the action they would take to address the dilemma.

Domain 3: Research (3 hours, closed book, completed the first Monday of Fall semester)

One article will be selected that was published between June through June during the two years preceding the administration of the exam. The article selected will have appeared in the *Journal of Counseling Psychology* or the *Journal of Counseling and Development*. Students must write a review of the article in which the following questions and content are addressed:

1. Theoretical Perspective
 - a. Describe and critique the author's conceptual framework.
 - b. Comment on the need for this study and its importance.
 - c. How effectively does the author tie the study to relevant theory and prior research?
 - d. Describe and evaluate the clarity and appropriateness of the research questions or hypotheses.
2. Research Design and Analysis
 - a. Critique the appropriateness and adequacy of the study's design in relation to the research questions or hypotheses.
 - b. Critique the adequacy of the study's sampling methods (e.g., choice of participants) and their implications for generalizability.
 - c. Critique the adequacy of the study's procedures and materials (e.g., interventions, interview protocols, data collection procedures).
 - d. Critique the appropriateness and quality (e.g., reliability, validity) of the measures used.

- e. Critique the adequacy of the study's data analyses. For example: Have important statistical assumptions been met? Are the analyses appropriate for the study's design? Are the analyses appropriate for the data collected?
 - f. Critique the adequacy of the study's consideration of cultural differences and other issues of diversity.
3. Interpretation and Implications of Results
- a. Critique the author's discussion of the methodological and/or conceptual limitations of the results.
 - b. How consistent are the author's conclusions with the reported results?
 - c. How well did the author relate the results to the study's theoretical base?
 - d. In your view, what is the significance of the study, and what are its primary implications for theory, practical application, and future research?

Domain 4: Thematic Review and Critical Analysis of Contemporary Counseling Psychology Literature (6 hours, open book, internet access, completed the first Monday of Fall semester)

Students will write an integrative review and critical analysis of a theme that faculty identify in the counseling psychology literature. To prepare for this portion of the exam, students should read all issues of the *Journal of Counseling Psychology*, *The Counseling Psychologist*, and *the American Psychologist* published during the two years preceding the administration of the exam. Understanding of this contemporary literature will be facilitated by familiarity with the earlier roots of this work; strong answers will demonstrate knowledge of the contemporary literature in the context of relevant historical roots. In addition, a strong answer is characterized by students demonstrating their own original, critical thinking and integration of empirical literature. Relatively weaker answers will simply repeat what other scholars have said about a theme. The answer to the Thematic Review question should be no longer than 7 pages, excluding References, with one-inch margins and 12-point, Times Roman font. Following is the text for the question.

Select one of the following two topics that have been recurrent or current themes in the counseling psychology literature. Provide an integrative review and critical analysis of the empirical and conceptual literature relevant to the theme. Conclude your answer with directions for future development of theory and research in this area.

2. How important is it to be able to cite specific references, and how complete must these references be?

It is important to cite basic sources and major research in an area that is being addressed by an exam question. References are appropriately used to support points in your answer. Points being referenced should be accurate, and generalizations cited should be correct. A reference should minimally include the author's last name followed by year of publication as follows: ...*(Corsini, 1973)*. or *Corsini (1973)*. Additionally, students must submit a reference list in APA format for each DQE answer EXCEPT for the research domain; for the research domain students need only provide in text citations.

3. Will students be penalized for using information unfamiliar to faculty in their answers on the written component of the DQE?

Counseling Psychology faculty members will be involved in generating exam questions and in selecting and/or approving the final questions that will constitute the written DQE. The Quals Committee will ask faculty members to evaluate questions that they are particularly competent to score. [However, a faculty member will not be asked to score exam questions of a student whose doctoral committee he or she chairs.] At least three faculty members will score each exam. Given this procedure for generating, selecting, and evaluating exam questions, it is not likely that a student will be penalized for a response to an exam question because of a faculty member's level of knowledge about the topic that the question addresses. However, if there is some unfamiliar information in a student's response to an exam question, the faculty member who is grading that response may review that information before grading the student's response. Thus, it is important to cite the sources of information used in exam responses.

4. What are the purposes of the oral component of the DQE?

The purposes of the oral part of the Doctoral Qualifying Exam are to:

- a. provide each student the opportunity to clarify or supplement answers to exam questions that received less than satisfactory evaluations,
- b. further determine the degree that each student has integrated knowledge and skills for functioning as a scientist-practitioner in the field of Counseling Psychology, and
- c. provide members of the student's doctoral committee who may not have participated in the written examination process (e.g., external doctoral committee members) the opportunity to actively participate in the qualifying examination process, especially since it is the entire doctoral committee who will ultimately make the decision as to whether the DQE as a whole (i.e., the written and oral components collectively) has been successfully passed.

5. What course work should be completed prior to taking quals?

- a. Three courses that constitute the Basic Counseling Psychology Core must be completed: PCO 6057, PCO 6931, and PCO 6278.
- b. It is strongly recommended, though not required, that you complete the following courses prior to taking the DQE because they constitute the Basic Scientific Psychology Core: PSB 6099, CLP 7934, SOP 6099, DEP 6099, and PSY 6608.
- c. The master's degree requirement or master's Equivalency also must be completed before taking the DQE.

6. May notes or references be utilized?

The third domain (research) is completely closed book. Notes, references, electronic documents, or other materials may not be accessed at any time during that portion of the DQE. The first, second, and fourth domains of the DQE are open book, and any non-human resources can be used during that portion of the exam.

7. Are there any areas which were not addressed in the core courses which will be included in the quals questions, (e.g., women's issues, multicultural counseling, gay and lesbian issues, family systems theory, etc.)?

Yes, there may be topics from areas outside of those covered in the core courses. It is indeed likely that the exam will include coverage of areas such as those examples given above. It is expected that students can address such topics by extrapolating from content covered in the core courses and from knowledge acquired in other required courses including the pre-practicum and the practica.

8. Are there any particular guidelines that would be helpful in writing very good answers to DQE questions?

It is essential that students communicate their thoughts clearly and concisely when writing their answers. The following suggestions may assist in writing effective answers:

- a. Read a question twice.
- b. Notice that nouns and action verbs are the primary guides to what the question is asking.
- c. Spend a few minutes thinking about the main points to be included in the answer. Plan the answer using an introduction-body-summary format.
- d. Devote part of the allotted time for planning and outlining each answer.
- e. In the introduction, refer to the main idea to be discussed in the body of the answer and state any assumptions that will be made in answering the question.
- f. Write complete sentences and try to avoid verbosity. Make sure that each sentence is clear and concise.
- g. Make sure that each paragraph develops one complete thought. A good paragraph should contain five to ten well-integrated sentences.
- h. Cite references where appropriate to support the answer. Simply write the author's last name followed by the year of publication and enclose within parentheses, such as Fox (1969).
- i. Use subheadings and numbering where they are appropriate. Charts and graphs may be used as part of the answer.
- j. Emphasize quality rather than quantity in the answer.
- k. Limit your summary or conclusion to a paragraph and do not include new material in the summary.
- l. Be mindful of the time limitation involved and estimate your response time accordingly.
- m. Move beyond repeating what other scholars have said and demonstrate your own original thinking. For instance, repeating the content of *TCP* major contributions is not sufficient. Strong responses would include describing your own novel integration of extant empirical data AND critical evaluation and integration of prior conceptual literature; the key here is to demonstrate your own original integration of the empirical and conceptual literature.

Resource Materials for Preparing to take the Doctoral Qualifying Examination (DQE)

1. What version of the APA Ethical Principles should students use to prepare for the DQE?

You are responsible for the most recent version of the APA Ethical Principles and Code of Conduct).

2. Is there a list of suggested readings or types of readings to assist in preparing to take the DQE?

No, there is no specific list of readings for preparing to take the DQE. However, the descriptions of the domains of the DQE should inform students' readings and preparation.

3. What is a ballpark figure for how much students should study for the written DQE (what's expected)?

Two months of concentrated study is a ballpark estimation of the time needed to prepare to take the written DQE. However, more, or possibly less, time will be needed depending upon the following factors:

- a. time duration since completing core Psychology and Program courses;
- b. individual differences with regard to level of difficulty involved in organizing, integrating, and memorizing large amounts of information;
- c. personality differences that influence effective study behavior, and
- d. overall academic preparation prior to studying for the DQE.

Administration of the Doctoral Qualifying Examination

1. When and how will the written DQE be administered? How much time will students be given to complete this exam?

The written component of the DQE will be administered during the first Monday of the start of the Fall semester. Unless otherwise notified, the written component of the DQE will follow this schedule:

| | |
|------------------------|---------------------|
| 8:00 a.m. – 11:00 a.m. | Domain 3 (Research) |
| 12:00 p.m. – 6:00 p.m. | Domain 4 (Theme) |

Note that the faculty view Domain 4, the Thematic Review and Critical Analysis question, as a four-hour task, but students may use the additional two hours time if needed.

Exams will be administered and completed in a computer lab room in the Department of Psychology or in alternative computer lab site.

At the end of each domain period, answers will be emailed to the administrative assistant within the department assigned to this task. Answers completed or provided after the ending time will not be submitted to exam graders. Students with documented disabilities requesting accommodations for taking the DQE must arrange these accommodations with the Chairperson of the Qualifying Exam Committee ten (10) days prior to the day of the qualifying exam.

2. What is the application procedure for taking the DQE?

Applications to take the written component of the qualifying exam are available in the Program Handbook and must be completed, signed by the chairperson of the student's doctoral committee, and submitted to the Graduate Secretary at least seven days prior to the day of the qualifying exam (no later than 4:30 p.m. on the Thursday before the week in which the exam is scheduled). The "Criteria for Eligibility to Sit for the Written Component of the Doctoral Qualifying Examination" information is included with the application.

Each student who applies to take the DQE will be notified that his/her application was received and that he/she is on the list of students scheduled to take the exam.

If the written component of the DQE must be re-taken, a new signed application must be submitted to the Graduate Secretary by the application deadline for the semester that it will be retaken. Failure to meet a DQE application deadline will necessitate that the student wait until the next administration of the examination.

3. Who monitors the written component of the DQE? How?

The Chair of the Qualls Committee will see that the qualifying exam is administered. Monitors may be present in the computer rooms during the time students complete the exam. If not, students will be informed where the monitor can be found in case of an emergency. Specific instructions as to time and place will be sent to or posted for qualifying students.

When the written component of the DQE ends, all answers will be emailed to the appropriate administrative assistant within the department.

Grading of the Doctoral Qualifying Exam (DQE)

Grading of and feedback concerning the written component and later the oral component of the DQE will involve the following steps:

- Step 1. One copy of each exam question will be given to each of three faculty for grading. Approximately half of the faculty will grade the ethics and theory essays, and the other half will grade the research and theory essays. Faculty members will receive the exam questions that they are to grade no later than Friday of the week following the exam.
- Step 2. Three faculty members, using a scale of 1 to 5, will rate each answer. The scale is analogous to graduate school letter grades of consequence (i.e., 5=A, 4=B+, 3=B, 2=C+, 1=C).
- Step 3. Faculty who grade the answers to the four DQE questions will return graded exam responses to the Qualls Committee no later than one week after receiving the exam answers to grade.
- Step 4. The Qualls Committee will then (a) have grades on all exam answers recorded on the Qualls Feedback Form (QFF) along with the grand sum rating/grade for all four questions, and (b) send copies of these graded exams and QFF to the chairperson and members of each student's doctoral committee after receiving the graded answers.

The grand sum of ratings for all four DQE domains reported on the QFF and any additional comments from raters will enable the student's doctoral committee to determine if the student will be allowed to advance to

the oral component of the DQE. The maximum grand sum is 60. As an advisory guideline, faculty have agreed that a score of 36 or above would result in a recommendation that the student be permitted to advance to the oral portion of the DQE. This and any recommendation is only advisory to the student's doctoral supervisory committee. The doctoral committee might also want to calculate performance within each area of the exam to identify respective areas of strength warranting special acknowledgement or concerns warranting remediation. Remediation could occur through another written examination, during the oral portion of the exam, or through some other activity deemed relevant by the committee.

Step 5. The chairperson of each student's doctoral supervisory committee will discuss the DQE performance and feedback with all members of the student's doctoral committee. The purpose of the discussion is to make one of the following decisions:

- a. to inform the student that he/she demonstrated adequate performance on the written component of the DQE and thus can schedule the oral component of the DQE within approximately two to three weeks, or as soon as the student and his/her chairperson think is reasonable;
- b. to inform the student that the written performance was deemed sufficiently inadequate that some form of remediation is warranted before the oral component of the DQE can be scheduled.

The student's doctoral committee chairperson will report the decision to the student in a Performance Feedback Meeting that will be held as soon as possible following receipt of the QFF.

At or before the Performance Feedback Meeting the student will receive the following:

- b. her/his graded exam answers from all faculty graders,
- c. the completed Doctoral Qualifying Exam Answer Evaluation Sheet that the faculty graders completed (one Sheet will be attached to each answer for each grader), and
- d. the Quals Feedback Form (QFF). This information will be helpful to a student in preparing for the individualized oral component of the DQE administered by her/his doctoral supervisory committee. Typically, questions are asked in the oral component of the DQE that address, among others, areas of weak performance on the written component of the DQE.

If a student's performance on the written common of the DQE is judged inadequate, the information presented at the Performance Feedback Meeting will be helpful in preparing the remediation plan or other activities deemed appropriate by the doctoral committee.

Step 6. If the student's doctoral committee decides that he/she should advance to the oral component of the DQE, the student will schedule this oral component within two to three weeks after the Performance Feedback Meeting or within some time frame that the student and his/her doctoral committee chairperson agree is reasonable.

Step 7. The oral component of the DQE ordinarily includes questions that a) address written DQE answers on which the student received Marginal Pass or Fail grades, b) are not related to the written DQE but assist individual committee members to evaluate the student's preparation to function as a counseling psychologist.

The oral component of the DQE is typically scheduled for 2 hours. When the doctoral committee chairperson ends the time for asking the student questions, the following steps typically occur in the order numbered:

1. the student leaves the examination room;

2. the committee discusses the student's performance and decides whether the student earned a Pass, Conditional Pass, or Fail on the DQE (based on her/his performance on the written and oral components of this exam). If the student earned a Conditional Pass, then the doctoral committee will decide what conditions the student must satisfy in order to earn a Pass on the DQE.
3. the committee chairperson will ask the student to return to the exam room and will take leadership in informing the student of the committee's decision regarding his/her level of passing on the exam;
4. the student will have the opportunity to make comments and ask questions of the entire committee;
5. if the student earns a Pass, the committee then signs an Admission to Candidacy Form (prepared by the Graduate Program Assistant) to document the successful completion of the DQE; if the student earns a Fail or Conditional Pass, the chairperson will meet with the student to work out the specific plan for passing the exam and advancing to doctoral candidacy. This plan will be formally put in writing by the doctoral committee chairperson within two weeks after the oral exam. A copy of this document will be sent to the student and a copy will be placed in the student's academic file.
6. finally, the doctoral committee chairperson will notify the Area/Training Director regarding the action taken concerning each student's DQE (i.e., pass, conditional pass, fail). This information is used in certifying each student's eligibility to apply for pre-doctoral internship.

It is the doctoral committee chairperson's responsibility to supervise the student in meeting whatever conditions specified by the student's doctoral committee as being necessary to earn a Pass on the DQE, and thus advance to doctoral candidacy.

**Application to Take the Written Component of the
Doctoral Qualifying Examination (DQE)**
Department of Psychology, University of Florida

****Note:** This form must be submitted to the Graduate Program Assistant at least 7 days prior to start of the DQE.

Date: _____

Name: _____

UFID: _____

Email: _____

Phone: _____

Mailing Address: _____

DOCTORAL SUPERVISORY COMMITTEE

Chair: _____

External: _____

Member: _____

Member: _____

Member: _____

Member: _____

Has your Doctoral Supervisory Committee been approved by the Graduate School? Yes No

Has your Planned Program Form been filed with the Graduate Program Assistant? Yes No

Before applying to take the written component of the DQE, make sure these things are done and that you have met all other criteria specified on the checklist entitled, "Criteria for Eligibility to Sit for the Written Component of the Doctoral Qualifying Examination (DQE)."

SIGNATURES

Student

Doctoral Committee Chairperson

Criteria for Eligibility to Sit for the Written Component of the Doctoral Qualifying Examination (DQE)

Once completed and signed by the student's Doctoral Committee Chairperson, this form must be filed with the Graduate Program Assistant in who will see that the form is placed in the student's program file.

Check if completed:

- Master's degree or master's Equivalency (see Department of Psychology Graduate Regulations)

- These courses in the core program in Counseling Psychology Core (PCO 6057, PCO 6931, PCO 6278) or the equivalent of these courses.

- Valid and current Doctoral Supervisory Committee Form filed with the Graduate School, and Graduate Coordinator, and placement of a copy of this Form in the student's program file.

- Current Planned Program Form reviewed and approved by the Doctoral Supervisory Committee, and signed form is in the student's program file.

- Completed and signed application to take the written component of the DQE at least one week (7 days) in advance of this exam.

SIGNATURES:

Student

Date

Doctoral Committee Chairperson

Date

Internship

The Counseling Psychology Program requires completion of an APA-accredited pre-doctoral internship. Before applying for an internship, students must be admitted to candidacy for the doctorate. Students must have (1) completed the Master's degree or Master's Equivalency, (2) finished all proseminars, (3) successfully passed the Doctoral Qualifying Examination, and (4) successfully proposed their dissertation. No student will apply for internship without fulfilling all of these qualifications. Students are to complete all coursework before leaving for internship. The Area/Training Director or another faculty member appointed by the Area/Training Director conducts a non-credit preparation seminar each year in advance of internship application. It is elective but strongly advised. Students should also review the APPIC (www.appic.org) and APA (<http://www.apa.org/ed/accreditation/programs/internships-state.aspx>) web sites for additional helpful information.

A description of the Matching Process is inserted below. It is also available from the APPIC web site at: <https://natmatch.com/psychint/aboutoverview.html>

The rules of participation are also inserted below. They are also available from the APPIC web site at: <https://natmatch.com/psychint/aboutpolicies.html>

The schedule of specific dates changes from year to year. The general timeline is described below. Specific dates are available from the APPIC web site at: <https://natmatch.com/psychint/aboutdates.html>

Overview of the Matching Program

Introduction

The APPIC Internship Matching Program (the "Match") provides an orderly process to help applicants obtain positions in psychology internship programs of their choice, and to help internship programs obtain applicants of their choice. Similar matching programs are in use in many other health professions, including medicine, dentistry, pharmacy, podiatry, optometry and others.

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is responsible for establishing the policies of the Match and for monitoring the implementation of the Match. The Match is administered by National Matching Services Inc. (NMS) on behalf of APPIC.

The Process

With the Match, applicants must still apply to internship programs they are interested in, and applicants and programs interview and evaluate each other independently of the Match. However, no offers are made by programs during the interview period. Applicants and programs can evaluate each other fully before the programs must decide on their preferences for applicants, and before applicants must decide on their preferences for programs. After all interviews are completed, each applicant submits a Rank Order List on which the applicant lists the desired programs, in numerical order of the applicant's preference (first choice, second choice, etc.). Similarly, each internship program submits a Rank Order List on which the program lists the desirable applicants, in order of

the program's preference. Each program also indicates the number of positions the program has available.

The Match then places individuals into positions based entirely on the preferences stated in the Rank Order Lists. An example and description of how the [matching algorithm](#) is processed is provided in another section of this web site. The result of the Match is that each applicant is placed with the most preferred internship program on the applicant's Rank Order List that ranks the applicant and does not fill all its positions with more preferred applicants. Similarly, each program is matched with the most preferred applicants on its list, up to the number of positions available, who rank the program and who do not receive positions at programs they prefer.

Since all offers, acceptances, rejections and final placements occur simultaneously, the Match is an effective and fair means of implementing a standardized acceptance date. It allows programs and applicants to evaluate each other fully before determining preferences, thus alleviating the pressures to make premature decisions based on incomplete information. Furthermore, the Match alleviates many common adverse situations from the recruitment process, such as applicants hoarding multiple offers, and applicants or programs renegeing on a prior acceptance in order to accept a more preferred program or applicant that has subsequently become available. Also, a program can be assured that it will not be matched with more applicants than it has available positions.

In the Match, both applicants and internship programs should list choices in order of preference, without consideration for how they will be ranked by the other party. Decisions by applicants and programs regarding rankings can be based on the applicants' and programs' true preferences for each other, without the need to speculate on the likelihood of subsequent offers being made or accepted.

Applicants and internship programs do NOT receive information about the rankings submitted by other applicants and programs. Each applicant is given only the final result the applicant obtains in the Match. Each program is provided only with the names of the applicants that it obtains in the Match, as well as the results of the Match for the other applicants ranked by that program.

Phase I and Phase II of the Match

The Match will be conducted in two Phases. All eligible applicants that intend to participate in the Match must register for the Match prior to the Rank Order List deadline for Phase I of the Match. The two Phases of the Match will then proceed as follows:

Phase I: All applicants and programs must submit their Rank Order Lists by the Rank Order List deadline for Phase I of the Match. The matching algorithm will be processed using those Rank Order Lists to place applicants into positions. The results of Phase I of the Match will then be distributed; applicants who submitted ranks will be told whether or not they matched and to which program they matched, and internship training directors will be told which applicants matched to their program. The list of programs with unfilled positions in Phase I of the Match will be provided on this web site beginning shortly after the distribution of the results of Phase I of the Match.

Phase II: Programs with positions available will offer those positions to applicants in Phase II of the Match. Applicants who register for the Match prior to the Rank Order List deadline for Phase I of

the Match and who do not obtain a position in Phase I (e.g., those who withdraw or remain unmatched) will be eligible to participate in Phase II. Those applicants may apply to programs that are participating in Phase II. All applicants and programs must submit their Rank Order Lists by the Rank Order List deadline for Phase II of the Match. A second match will be carried out using those Rank Order Lists, and the results of Phase II of the Match will then be distributed.

It is possible that, after completion of both Phases of the Match, some programs will be left with unfilled positions and some applicants will remain without internship placements. APPIC will operate a Post-Match Vacancy Service for unplaced applicants and programs with unfilled positions, which will begin operation shortly after the distribution of the results of Phase II of the Match.

APPIC Match Policies: 2024-2025

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The following policies will guide the 2025 APPIC Match and Post-Match Vacancy Service.

Adherence to these policies is a condition of membership in APPIC

and of participation in the APPIC Match or Post-Match Vacancy Service.

The APPIC Board of Directors, in its sole discretion, may make changes to these policies and/or the published Schedule of Dates in unusual, unforeseen, and/or emergency circumstances.

Phase I of the Match

- The Rank Order List Submission Deadline is February 7, 2025 at 11:59 p.m. Eastern Time.
- Results of the Match will be released on APPIC Phase I Match Day, February 21, 2025.

Phase II of the Match

- The application deadline (see paragraph 5b) is February 27, 2025 at 11:59 p.m. Eastern Time.
- The Rank Order List Submission Deadline is March 19, 2025 at 11:59 p.m. Eastern Time.
- Results of the Match will be released on APPIC Phase II Match Day, March 26, 2025.

Post-Match Vacancy Service

- Information on available positions is provided beginning at 9:00 a.m. Eastern Time on March 27, 2025.

- 1. These policies apply to all participants in the APPIC Match or Post-Match Vacancy Service, including internship programs, applicants and doctoral program faculty.**
 - a. All participants shall abide by their agreements with APPIC for participation in the APPIC Match.
 - b. Internship training directors must ensure that all people involved in recruiting or selecting interns understand and adhere to these policies.
 - c. Directors of Clinical Training of academic programs with students participating in the APPIC Match or Post-Match Vacancy Service must ensure that their students understand and adhere to these policies.
 - d. Violations of Match Agreements and/or APPIC Policies, including the APPIC Match Policies, by applicants or programs may result in sanctions by APPIC (e.g., being barred from future Matches) or legal action by other Match participants. In addition, violations by applicants may result in disciplinary action by the applicants' doctoral and/or internship programs.
- 2. All participants in the APPIC Match or Post-Match Vacancy Service must meet eligibility requirements and abide by the published Schedule of Dates as shown at natmatch.com/psychint.**

- a. Applicants who wish to participate in the APPIC Match must meet the eligibility requirements described in the APPIC Policy on Doctoral Program Associates, including being enrolled in a doctoral program in Health Service Psychology or Professional Psychology that meets the criteria outlined in that Policy.
 - b. Applicants who meet the criteria outlined in paragraph 2a above may also participate in the APPIC Post-Match Vacancy Service. Applicants whose doctoral program does not meet the criteria to be an APPIC Doctoral Program Associate may participate in the APPIC Post-Match Vacancy Service if their program is approved by APPIC in accordance with the APPIC Policy on Doctoral Program Associates.
 - c. Each applicant's academic program has the authority to determine the applicant's eligibility for participation in the Match or Post-Match Vacancy Service and the training sites that the applicant is permitted to apply to, rank, and attend.
 - d. All APPIC-member internship programs that have positions available are required to participate in the Match. Non-member programs may not participate in the APPIC Match or Post-Match Vacancy Service.

3. Internship programs must offer all of their internship positions in Phase I of the APPIC Match.

- a. Positions for which funding and resources are not assured should not be offered in the Match.
 - b. Positions that are not filled in Phase I of the Match must be offered in Phase II of the Match, in accordance with paragraph 10 and its subparagraphs below.
 - c. Positions that are not offered in Phase I of the Match, such as positions for which funding and resources become assured after the Phase I Rank Order List deadline or newly created positions, must be offered in Phase II of the Match, in accordance with paragraph 10 and its subparagraphs below.
 - d. Positions that are not offered in Phase I or Phase II of the Match can be communicated and/or offered to applicants only after the results of Phase II of the Match are released, in accordance with paragraph 11 and its subparagraphs below.

4. Match participants (including applicants, internship programs, and doctoral programs) must provide complete and accurate information to other Match participants, APPIC, and National Matching Services Inc.

- a. Applicants must provide complete and accurate information to all internship sites to which they apply.

- b. Applicants and their doctoral programs must immediately notify all internship sites to which the applicant has applied in the event of any substantive change to: (i) the applicant's standing with their doctoral program (e.g., disciplinary action, being put on probation, failing a practicum); (ii) the information provided in the application materials (e.g., professional conduct items), or (iii) the applicant's eligibility to apply to or attend an internship. Similarly, such changes must be communicated to the internship site to which an applicant has matched, both before and during the internship training year.
 - c. Internship programs must provide complete and accurate information to applicants concerning the internship position(s) available through the Match or Post-Match Vacancy Service, including all institutional and program policies related to eligibility requirements for appointment (e.g., successfully passing a drug test or background check). Substantive changes to internship programs and/or training experiences must be communicated to applicants in a timely manner.
 - d. APPIC strongly discourages doctoral programs from requesting or requiring separate contracts or agreements with internship programs to which their students match. In the event that such a contract or agreement is requested or required, this expectation (along with the content of the contract or agreement) must be fully disclosed by academic Directors of Clinical Training at the time of application to all internship programs to which each student applies. Such disclosures may result in some internship programs choosing not to interview or rank students from doctoral programs that request or require contracts or agreements.
 - e. APPIC strongly discourages internship programs from requesting or requiring separate contracts or agreements with the doctoral programs of their matched interns. In the event that such a contract or agreement is requested or required, this expectation (along with the content of the contract or agreement) must be fully disclosed no later than January 15th to all students who may be ranked by the internship program along with their academic Directors of Clinical Training. Such disclosures may result in some doctoral programs choosing not to allow their students to rank internship programs that request or require contracts or agreements.
5. **For both Phase I and Phase II of the APPIC Match, the AAPI application service must be used by applicants to apply to all internship programs that are participating in the Match. For both Phases of the Match, all applications must be submitted using the AAPI, and no site may request a printed copy of an applicant's application materials.**
- a. Internship programs and applicants must abide by the APPIC AAPI Supplemental Materials Policy, which states that the only supplemental materials that may be requested by internship programs or submitted by internship applicants are (a) a treatment or case summary, and (b) a psychological evaluation report.

- b. All programs participating in Phase II of the Match must accept applications until the application deadline for Phase II established by APPIC. Programs may elect to continue accepting applications for Phase II beyond the application deadline, but are not required to do so.
- 6. **For Phase I of the Match, internship programs that conduct interviews must make a reasonable effort to notify every applicant who submits a complete set of application materials as to their interview status.**
 - a. Sites that conduct open houses to which all applicants are invited and conduct no other interviews are exempt from this interview notification requirement (this exemption should be clearly stated in sites' APPIC Directory listings and/or public materials).
 - b. Notification of interview status for Phase I of the Match must occur no later than the interview notification date that appears in the program's APPIC Directory listing and/or other publicity materials, and may be communicated via e-mail, telephone, regular mail (to be received no later than the interview notification date), or other means.
 - c. For Phase II of the Match, notification of interview status is not required.
- 7. **The communication of ranking information, which includes intention to rank or the position of any applicant or program on a Rank Order List, must adhere to the subparagraphs below.**
 - a. The following are not permitted:
 - i. Internship sites must never request any ranking information from any applicant, even after the Match results are released.
 - ii. Applicants (or other individuals acting on their behalf, such as doctoral program faculty) must never request any ranking information from any internship site, even after the Match results are released.
 - iii. Internship sites must not communicate to any applicant the positioning of any applicant on their Rank Order Lists for either Phase of the Match, even through veiled or indirect communication, prior to the release of the results for Phase II of the Match.
 - iv. Applicants must not communicate to any internship site the positioning of any program on their Rank Order Lists for either Phase of the Match, even through veiled or indirect communication, prior to the release of the results for Phase II of the Match.
 - b. The following are permitted, but not required:
 - i. Sites and applicants are allowed to communicate about matters that do not involve the sharing of ranking information.

- ii. Internship programs may choose to inform applicants as to whether or not the applicants remain under consideration for admission (e.g., whether or not the applicants will be ranked).
- iii. Following the release of the results for Phase II of the Match, internship programs and applicants may voluntarily disclose their rankings, but are not obliged to do so.
- c. Internship programs must include the following statement on their websites and in their brochures: "This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant."
- d. Internship sites that offer more than one program in the APPIC Match (i.e., sites with more than one program code number) are expected to ask applicants to identify the site's programs to which they are applying. In addition, these sites may, for the sole purpose of arranging interviews, ask applicants to designate their preferences regarding the programs at the site for which they wish to be interviewed. These sites may request interview preference information only when it is essential for making interview arrangements, and such information may not be used for any other purpose in the selection process. Furthermore, these sites may not solicit any information about applicants' rankings of programs. Sites requesting interview preferences must state clearly in their written materials that these preferences will be used for arranging interviews only and for no other purpose.
- e. Any ranking information communicated between applicants and internship programs, even if such communication is a violation of these policies, is non-binding and subject to change at any time prior to the Rank Order List submission deadline. The only binding rankings are the confidential Rank Order Lists that are submitted to the APPIC Match.

8. Results of the APPIC Match constitute binding agreements between applicants, internship programs, and APPIC that may not be reversed without APPIC's consent.

- a. Failure to receive timely notification of the APPIC Match results, for any reason, does **not** constitute a release from the obligations of the APPIC Match.
- b. Appointments of applicants to internship positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the internship programs' written materials and provided to applicants in advance of the deadline for submitting rankings for the APPIC Match.
- c. Internship training directors are encouraged to contact matched applicants by telephone as soon as possible after (but not before) 9:00 a.m. Eastern Time on the APPIC Match Day for each Phase of the Match.

- d. It is not necessary for internship training directors to contact applicants with whom they have not been matched.
9. **Internship training directors must put in writing their appointment agreements with matched applicants in letters postmarked or e-mailed no later than 7 days following receipt of the APPIC Match results for each Phase of the Match.**
 - a. Letters must be addressed to the applicants and must include confirmation of conditions of the appointment, such as stipend, fringe benefits, and the dates on which the internship begins and ends.
 - b. Copies of these appointment letters must be sent simultaneously to applicants' academic Directors of Clinical Training.
10. **Positions that remain unfilled in Phase I of the Match must be offered in Phase II of the Match. Positions not offered in Phase I of the Match, such as positions for which funding and resources become assured after the Phase I Rank Order List deadline or newly created positions, must also be offered in Phase II.**
 - a. Applicants who register for Phase I of the Match and who do not obtain a position in Phase I (e.g., those who withdraw or remain unmatched) are eligible to participate in Phase II of the Match. Applicants who match to a position in Phase I are not eligible to participate in Phase II. Eligible applicants who do not register for Phase I can register for and participate in Phase II.
 - b. All positions at an internship site that remain unfilled in Phase I of the Match must be offered to applicants in Phase II of the Match. A site can decide not to offer an unfilled position in Phase II only if it decides not to fill the position in the program for the coming year (e.g., anticipated loss of funding or resources, shifting of funding or resources to other purposes). Removing an unfilled position from Phase II of the Match for any other reason requires APPIC approval.
 - c. Internship programs with positions that are offered in Phase II of the Match may not take any actions to publicize or fill these positions prior to 9:00 a.m. Eastern Time on APPIC Phase I Match Day. Applicants who do not obtain a position in Phase I of the Match, along with other individuals acting on their behalf (e.g., doctoral program faculty), may not contact internship programs about available positions in Phase II prior to 9:00 a.m. Eastern Time on APPIC Phase I Match Day. All applications to programs for Phase II of the Match must be submitted using the AAPI, as specified in paragraph 5 above.
11. **The APPIC Post-Match Vacancy Service begins operation after the conclusion of Phase II of the Match as specified in the Schedule of Dates. Internship programs that have one or more open positions may publicize these positions in the Post-Match Vacancy Service or by other means. Programs may make offers of admission (verbal or written) to eligible applicants who are not already matched, even if those applicants did not participate in the APPIC Match.**

- a. Programs are not required to fill positions that remain unfilled after Phase II.
 - b. Beginning on APPIC Phase II Match Day, internship programs that have open positions after completion of Phase II of the Match may notify APPIC that they want their positions listed in the Post-Match Vacancy Service. Internship programs may not take any other actions to publicize or fill available positions prior to the opening of the Post-Match Vacancy Service.
 - c. Applicants who anticipate using the Post-Match Vacancy Service, along with other individuals acting on their behalf (e.g., doctoral program faculty), may not contact internship programs about open positions in the Post-Match Vacancy Service prior to the opening of the Post-Match Vacancy Service.
 - d. Prior to making offers to fill open positions, internship training directors must verify with applicants, to the best of their abilities, that the applicants have not previously been matched to other internship programs nor accepted other offers.
 - e. Prior to making offers to fill open positions, internship training directors must ensure that doctoral programs have verified their applicants' eligibility and readiness for internship. Such verification can occur via a review of the appropriate application materials and/or via direct communication with the doctoral programs.
 - f. Applicants may not accept an offer if they have been matched or have already accepted an offer from another internship program.
 - g. An offer (verbal or written) that has been tendered by an internship program and accepted by an applicant constitutes a binding agreement between the program, the applicant, and APPIC that may not be reversed without APPIC's consent.
 - h. The internship training director must put in writing the appointment agreement with the applicant in a letter postmarked or e-mailed no later than 7 days following acceptance of the offer by the applicant, as described in paragraphs 9a and 9b above.

12. Individuals who perceive violations of these policies are urged to request compliance with APPIC policies from the appropriate party (parties).

- a. Unresolved compliance problems should be resolved informally, whenever possible, through consultation among applicants, internship training directors, academic Directors of Clinical Training, and/or APPIC, or by other informal means. APPIC sponsors an "[Informal Problem Consultation](#)" process (described on the APPIC website) that is recommended for use in addressing these issues.

- b. Internship training directors who become aware of violations of these policies by other internship training directors should (a) urge the affected applicants and academic Directors of Clinical Training to follow the informal resolution procedures described above, (b) directly contact the other internship training directors, and/or (c) use the APPIC "[Informal Problem Consultation](#)" process.

- c. Perceived violations of APPIC Policies and/or the Match Agreements that are not resolved informally may be submitted as a formal complaint to APPIC. Formal complaints are investigated by APPIC, and the APPIC Board of Directors will ultimately determine the course of action. Instructions for filing a formal complaint are available on the [APPIC website](#).

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NOTE: APPIC members may reprint the APPIC Match Policies in their program materials and brochures by stating "Reprinted with permission."

Resources and Support

Program Resources

The Counseling Psychology Program has the resources that are required to achieve its training goals and objectives. These resources include financial support, clerical and technical support, physical facilities, and student support services, as well as access to practicum facilities that support professional development.

Financial Support

As one of five doctoral training areas in the Department of Psychology, the counseling psychology area receives a portion of the available Other Personnel Services (OPS) monies allocated each year to the Department to support Graduate students financially. The allocation to the Program tends to be one of the highest levels of OPS support of the five areas in the department. These funds are used to pay for Teaching Assistantships for faculty-instructed courses and for Graduate Instructors. The type of assistantship an individual student receives depends on Program needs and the student's interests and prior training. The amount of an assistantship varies depending on the recipient's year in the Program and responsibility (i.e., serving as a Teaching Assistant or a Graduate Instructor).

Counseling psychology students also have received highly competitive fellowships provided by the College or University or fellowships external to the University. Students also may receive financial support through research grants, training grants, or training contracts awarded to program faculty. Students also are informed of additional funding opportunities that can augment their training (e.g., UF Career Resource Center, North Florida Evaluation and Treatment Center, Partners in Adolescent Lifestyle Support Program). At least one counseling psychology student is typically supported in one or more of these positions each year.

Clerical and Technical Support

The Counseling Psychology Program is supported by seven full-time career service individuals who serve the department (a personnel manager, fiscal officer, fiscal assistant, two department assistants, and two information technology specialists). These department staff members are assisted by part-time college work/study students. Additionally, miscellaneous support is provided in the form of copying facilities, office supplies, telephones, and a variety of professional services and equipment throughout the Department and University.

The Program is also supported by high quality technical resources that include excellent library and computer services. The University Library consists of two central units, Library East and Library West, in addition to eight branch libraries throughout campus. These libraries contain the major journals in psychology and related disciplines. Two of the branch libraries, the Education Library and the J. Hillis Miller Health Center Library, are conveniently located and well utilized by counseling psychology students and faculty. Many electronic research services, such as PsycINFO, PsycARTICLES, MEDLINE, and ERIC are available to graduate students. Additional information on the University of Florida's library system is available at: www.uflib.ufl.edu/.

On-campus and Department computer facilities are excellent. Statistical packages (e.g., SPSS) are available and periodically updated. Statistical consultants are available for assistance to faculty and

students at no charge to them. Detailed information regarding the statistical consultation services is available at www.circa.ufl.edu. The Department supports a computer laboratory.

Training Materials and Equipment

The Program maintains a full complement of testing and assessment instruments for use by students and faculty. Video presentation equipment is also readily available to students and faculty. Any other equipment needed for training students can be obtained from the Office of Instructional Resources (OIR), which will deliver and return needed equipment upon request. The OIR also provides complimentary software for instructional use (e.g., electronic grade books) and scores and records students' grades in support of instructional needs. At various locations on campus are extensive clinical laboratories and research facilities that can be used by faculty and students in the Program.

Physical Facilities

The Program is housed centrally in the Psychology Building (PSY). Most of the core program faculty members have office space and dedicated research space in this location. Other faculty members have conveniently located office and research space. The students in the Program have office space in the Psychology Building, as well. Faculty and students also have assigned mailboxes with keys and have computers in their offices and/or in computer labs to support their research and scholarship. Computers are networked and supported by an email system to enhance interactions among faculty and students within the Program, and to support the development and maintenance of national and international collegueship, as well. Additionally, physical facilities of the Department, such as its modern classrooms, are available to all faculty and students in the Program and are accessible to persons with disabilities. A dedicated counseling psychology student lounge is located in PSY 050.

Student Support Services

In addition to the above-specified program support that benefits students and faculty, there are a number of other student support services. Among these are personal counseling and academic, financial, and vocational advisement that are provided through Student Mental Health Center, the Graduate School, the Office of Financial Affairs, and the Career Resource Center.

Students are provided personal, social, and academic support through the first-year support group that typically is conducted by alumni of the Program who are not involved in the students' academic training. Furthermore, members of the student-directed Incoming Student Welcoming and Support Program provide students with social and emotional support and answers to the many questions that come with moving to a new community and being a new student. Each student's academic advisor and the Area/Training Director are also available to her/him to help address her/his questions, problems, and concerns.

Support Group for First Year Students in Counseling Psychology

Each first-year class can elect to participate in our arranged two-semester Support Group that is led by a psychologist who will not be involved in any other aspects of their training. A purpose of the group is to provide an opportunity for first year students to discuss their experiences in the Counseling Psychology Program and get their questions and concerns addressed. Another purpose of the group is

to provide first year students with the opportunity to give and receive support in dealing with anxieties, stress, and adjustment issues that are common among graduate students.

The Support Group meets at a time and place that is convenient to most students. The specifics regarding the date, time and place as well as regarding the psychologists who will facilitate/host the group are provided at the Counseling Psychology Program orientation meeting.

Student Participation in Counseling

The counseling psychology program strongly urges students to become involved in personal counseling during their doctoral studies. Typically, students find that their participation in counseling not only enhances their personal growth and development but also increases their competencies as psychologists. Please note, however, that participation in counseling is not a program requirement.

On-Campus Counseling

Students at the University of Florida can receive counseling services at the University Counseling and Wellness Center (CWC) free of charge. Because this site also serves as a practicum training site for our program, you should know that the CWC has developed procedures to guard against problems that may arise from dual role relationships. Students who are interested in receiving services at the CWC should contact the CWC Training Director (Dr. Natasha Maynard-Pemba) or Practicum Director (Dr. Shinlay Rivera) about such services. Additional information about the CWC can be obtained at <http://www.counseling.ufl.edu/cwc/>.

Off-Campus Counseling

There are several ways to obtain counseling services from professionals off-campus. You can consult the CWC Training Director (Dr. Natasha Maynard-Pemba) or Practicum Director (Dr. Shinlay Rivera) for assistance in finding appropriate referrals. Some referral options will necessitate use of your student health insurance; other options may be provided pro bono by a local therapist.

Students are also welcome to use their private health insurance and seek services from a member of their insurance carrier's provider panel. Students are welcome to consult core or clinical faculty members for information about providers they may be considering.

Finally, students can seek counseling at the Alachua County Crisis Center (352-264-6785), which is a local service agency that provides counseling for free or at reduced rates. Please note that this is also a potential practicum training site for students in the Program and so dual role issues may arise. Thus, students are encouraged to consider this option within the context of the other options noted above.

Grievance Procedures

Department of Psychology

If a graduate student believes that he or she has been the subject of improper or irregular demands or procedures, he or she may appeal the matter to the Graduate Studies Committee (GSC) in the Department of Psychology by filing a grievance. A grievance should be filed after first trying to resolve the situation with the parties involved. In the Graduate Student Handbook (<http://gradschool.rgp.ufl.edu/>), a grievance is defined as “dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-related concerns, and academic matters.” The student may elect to discuss the appeal directly with the Graduate Studies Committee and to have one or more representatives present with him or her at that meeting, subject to prior arrangement and approval by the GSC. At the student’s request, the meeting may also be open to all faculty and graduate students. If this is requested, notice of the meeting must be given to all faculty and graduate students at least seven working days prior to the meeting.

If the action of the GSC should fail to satisfy the student, he or she may appeal the GSC’s action to the Policy and Planning Committee (P and P) of the Department of Psychology. If the matter is considered by the P and P, the procedures outlined for Faculty Grievances will be followed. These are as follows. The P and P Committee meeting on such an appeal shall have no other agenda at that meeting and will be convened as a “committee of the whole.” The Chairperson of the Department will not act as Chairperson of the Committee at this special meeting; instead, the members (including the Department Chairperson) will elect a Chair for the meeting. The student may elect to discuss the appeal directly with the Policy and Planning Committee (P and P Committee), and to have one or more representatives present with him or her at that meeting, subject to prior arrangement and approval of the P and P Committee. If the graduate student so desires, the P and P Committee meeting may be open to all interested faculty members and graduate students. If so, announcements of the meeting will be made to all faculty and graduate students at least seven working days before the meeting. These procedures will not be considered a substitute for any other Department, College, or University grievance procedure. The recommendation of the Policy and Planning Committee regarding the grievance will be made to the Chairperson of the Department, unless the grievance is filed against the Chairperson of the Department, in which case it is advanced to the Dean of the Graduate School.

The recommendation of the Policy and Planning Committee will be considered by the Department Chairperson (or Dean) in rendering a final decision regarding the grievance at the departmental level. If the Chairperson’s decision does not resolve the grievance to the student’s satisfaction, then the student may proceed with the grievance according to the procedures and policies outlined by the Graduate School in the Graduate Student Handbook (<https://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf>).

University of Florida

For information on the University of Florida’s grievance procedures please consult the Graduate Student Handbook at: <https://graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf> (p. 8, “Conflict Resolution”).

GRADUATE DEGREE REGULATIONS
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF FLORIDA

The current Psychology Department graduate degree regulations are found at:

<https://psych.ufl.edu/wp-content/uploads/sites/75/Psychology-Graduate-Regulations-sp2020.pdf>

Appendix A

Preparing Professional Psychologists to Serve a Diverse Public

This statement was developed by the Education Directorate's Working Group on Restrictions Affecting Diversity Training in Graduate Education, and approved by the Board of Educational Affairs in March 2013.

Statement of Purpose

For psychologists to competently serve all members of the public now and in the future, professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills and awareness to work effectively with diverse individuals. Clients/patients are complex individuals who belong to diverse cultures and groups. Trainees also bring a complex set of personal characteristics and diverse cultural or group memberships to the education and training process. An important component of psychology training to explore is when and how trainees' worldviews, beliefs or religious values interact with and even impede the provision of competent professional services to members of the public. It is essential that potential conflicts be acknowledged and addressed during training so that psychologists are prepared to beneficially and non-injuriously interact with all clients/patients. This statement is intended to help training programs address conflicts between trainees' worldviews, beliefs or religious values and professional psychology's commitment to offering culturally responsive psychological services to all members of the public, especially to those from traditionally marginalized groups.

Commitment to a Supportive Training Environment

Training environments foster the ability of trainees to provide competent care to the general public, and trainees' competencies in professional practice are evaluated regularly. Some trainees possess worldviews, values or religious beliefs that conflict with serving specific subgroups within the public. For example, they may experience strong negative reactions toward clients/patients who are of a particular sexual orientation, religious tradition, age or disability status. Trainers take a developmental approach to trainee skill and competency acquisition and support individual trainees in the process of developing competencies to work with diverse populations. Trainers respect the right of trainees to maintain their personal belief systems while acquiring such professional competencies. Trainers also model the process of personal introspection; the exploration of personal beliefs, attitudes and values; and the development of cognitive flexibility required to serve a wide diversity of clients/patients. Training to work with diverse clients/patients is integral to the curriculum, and consists of both didactic coursework and practical training.

Training programs, trainers and trainees cannot be selective about the core competencies needed for the practice of psychology because these competencies are determined by the profession for the benefit of the public. Further, training programs are accountable for ensuring that trainees exhibit the ability to work effectively with clients/patients whose group membership, demographic characteristics or worldviews create conflict with their own. Trainers respectfully work with trainees to beneficially navigate value- or belief- related tensions. At times, training programs may wish to consider client/patient re-assignment so trainees have time to work to develop their competence to work with client/patients who challenge trainees' sincerely held beliefs. Trainers utilize professional judgment in determining when client/patient re-assignment may be indicated in this situation as in all other possible situations in which client/patient re-assignment may be considered. The overriding consideration in such cases must always be the welfare of the client/patient. In such cases, trainers

focus on the trainees' development, recognizing that tensions arising from sincerely held beliefs or values require pedagogical support and time to understand and integrate with standards for professional conduct. Thus trainees entering professional psychology training programs should have no reasonable expectation of being exempted from having any particular category of potential clients/patients assigned to them for the duration of training.

Commitment to Transparency in Educational Expectations, Policies and Procedures

Psychology training programs inform prospective trainees and the public of expected competencies to be attained during training. Publicly available program descriptions and admission materials should include the program's goals and objectives, content about training standards and the commitment to serving a diverse public. These expectations are reiterated throughout the course of training and in documents such as practicum contracts. Training programs are responsible for notifying prospective trainees, current students and the public that the failure to demonstrate appropriate levels of competence as set forth and assessed by the program could lead to dismissal from the doctoral training program.

Commitment to Establishing and Maintaining Standards for Professional Competence to Protect the Public

As the largest professional and scientific organization of psychologists in the United States, the American Psychological Association has sought to create, communicate and apply psychological knowledge for the public's benefit for more than a century. It does this, in part, by establishing a professional code of ethics and standards for professional education and training for practice. These APA documents mandate that education and training programs take reasonable steps to ensure that doctoral-level graduates are prepared to serve a diverse public.

Footnote: This statement was prepared as an educative summary of relevant pedagogical principles applicable to doctoral training of psychologists and is consistent with both the APA Ethics Code (2010) and the Guidelines and Principles for the Accreditation of Professional Psychology Programs of the APA's Commission on Accreditation (APA, 2012). APA's Ethics Committee and the Commission on Accreditation are responsible for interpreting and adjudicating these standards. This statement supports and is not intended to supersede either of these documents.

Find this article at:

<http://www.apa.org/pi/lgbt/resources/policy/diversity-preparation.aspx>

Signature Requirement

I have read and agree to abide by the Statement above.

Student name: _____

Student signature: _____ Date: _____

Appendix B: FAQ's (Answered by current students in the program)

1. How do we establish residency in FL?

Refer to <https://admissions.ufl.edu/cost-and-aid/residency> for more information.

2. Do I have to stay in Gainesville during the summer between my first and second year?

Not necessarily. Talk with your advisor about their expectations of their students during the summertime. Not everyone is required to stay in Gainesville if they are not taking classes and some research can be done remotely!

3. What do I do if I want or need to stay in Gainesville in the summer between my first and second year, but I don't have funding as a TA or course instructor?

Talk to your advisor about this early in the Spring semester before the summer so that you can discuss funding options! If your advisor does not have funding for you, you can check out <http://www.sfa.ufl.edu/types-of-aid/scholarships/> and see which grants, scholarships, or assistantships, both internal at UF and external, you may be eligible for.

4. Can I use the gyms even if I'm not an undergrad?

Yes, the gyms and group fitness classes are available to graduate students since you are paying an activities fee that covers gym access.

5. Do I only have to register for Master's Thesis credits during the semester that I am defending my thesis?

You only need to register for three master's thesis credits during the semester you are graduating.

6. Can I park anywhere in the residential areas of Gainesville?

Unfortunately, not always. Unless there are designated visitor parking spaces, many areas around apartment complexes correspond to different City of Gainesville parking zones.

7. Is there anything I can do in the summer before I start my first semester to speed up the registration process?

Yes! Once you receive your Gator ID *number* you can go ahead and log into your ONE UFL account to see if there are any holds that might delay registration. These are usually simple things

like filling in an emergency contact, etc., but the registration process goes a lot more smoothly if these holds are cleared early.

8. How many statistics courses are we expected to take?

Three! CLP 6527 Measurement, Research Design, and Statistical Analyses – Part I, CLP 6528 Measurement, Research Design, and Statistical Analyses – Part II, and Qualitative Research Methods in Psychology There may be an option to take a different statistics course with department/advisor/committee approval, but these are the most commonly taken courses.

9. When I went to register for courses online, I didn't find the statistics courses on the Psychology Department page!

They are taught by faculty in Clinical and Health Psychology so search for courses offered in "CLP."

10. Are the classes that we are able to TA for always traditional, in-person format?

No, you may have the opportunity to be a TA for an online course.

11. Do I go through a yearly review process?

Yes, at the end of each year, you will fill out a "Counseling Psychology Student Progress Report Form" along with your mentor to discuss your progress and make sure you are on track!

12. How do I go about finding housing?

Many students choose to live at the Continuum because they have graduate apartments (off-campus), and it is close to downtown and UF:
https://www.thecontinuumforufgrads.com/?y_source=1_MjM5MTcxODktNzE1LWxvY2F0aW9uLndlYnNpdGU%3D. There are many housing options at UF. A lot of Graduate students also live in the downtown area, the Duckpond area, and behind Sorority Row. These areas are within biking distance (and about a 20-minute walk) from campus. The "midtown" area is a close walk to campus, but it has mostly undergraduate students. UF also has on-campus graduate and family housing. It is not as upscale as The Continuum, but it is more affordable. There are other nice areas, but they are usually a bus ride or drive away. Gainesville has so many apartment complexes and houses for rent. It would be best to come see for yourself!

13. What does a 9-month stipend mean?

This means that you only get paid during the fall and spring when you are a TA. UF does not stretch your stipend out over a year. **You must do that yourself.** A 9-month stipend does not pay you anything in the summer.

14. Is there something I should be doing the summer before I start the program to prepare?

You will need to complete basic paperwork like accepting your offer and enrolling for classes, and you will also need to find a place to live. Some advisors might like students to start brainstorming about their research while others do not care either way. For the most part though, orientation (about a week before classes start) will walk you through starting the program and being a TA.

15. If I attended UF for my undergraduate studies, do I need a new Gator 1 card?

No! Your old Gator 1 card will be fine.

16. How do students get to campus?

Most students have a parking decal and drive to campus. Having a car and parking decal on campus will be necessary in the third year of the program when students have to travel from campus to practicum sites that are off campus. Gainesville also has very reliable buses and is bike friendly. Many students, especially in their first years, take the bus or bike to campus.

17. Should I buy SPSS?

You do not have to buy SPSS because you can access it through UF apps, which works well for many students. That being said though, the UF Apps version though does not allow you to save SPSS files sometimes and has poorer connections depending on sever issues and Wi-Fi. Many students do choose to buy the student addition of SPSS from the HUB at UF. It's about \$35. Many students also use R, which is open access.

18. How professionally should I dress for the program?

This depends greatly on your advisor and professors. You will need to dress professionally for seeing clients but everything else is variable. Some of the faculty members prefer that students dress in business attire for research, meetings, and classes, but others do not. It is a good idea to dress more professionally when you start and then you can get a sense of how formal you should be.

19. Will there be a computer provided for me, or will I have to bring a laptop to campus each day?

Most days you will have to bring your laptop to campus. Some labs do have computers students can use, but many do not. You will also need your laptop for some classes such as Statistics.

20. How do you pick which classes you TA and teach?

These are typically assigned for you by the area director.

21. What do you do if you have computer troubles?

If your computer troubles are on a computer in the Psychology Building, you can contact Psychology IT. If you are having trouble with your laptop, you can go to the UF Computer Help Desk located in the Hub. They also operate over email and by phone 24/7 at (352) 392-HELP (4357) or helpdesk@ufl.edu.

22. Can I go to the UF student infirmary on campus as a graduate student? How will I be charged?

Yes. The infirmary is located on campus and appointments can be made on the phone ahead of time. Walk-ins are not usually welcome. You will be charged to your myUFL account. Most basic services like yearly check-ups or going in for a check-up if you are sick are fully covered by Gator Grad Care (meaning you just make your appt., go in, and leave and are never charged for anything). If you have any lab work done, it is typically \$15.

23. Can I see a therapist at the UF Counseling and Wellness Center (CWC) even though I will be working there as a practicum student later on in the program?

Technically your student fees include therapy sessions at the CWC, but because many of the therapists will be our supervisors at some point it is recommended that you seek a therapist in the community. There is a list of local therapists who give student discounts and come highly recommended.

24. When should my master's thesis defense committee be assembled? Who needs to be on this committee?

Your committee should be assembled (meaning you must ask committee members to be on your committee) by March of your first year in the program. Once committee members confirm you will fill out a form that can be found on the Psychology webpage, and that form will be submitted to the area director (Ryan Duffy). Your committee will consist of your advisor, a faculty member from the Counseling Psychology area, and a faculty member from a different psychology area or even different department.

25. What is the deal with parking on campus? How do I go about getting a decal? Where can I park?

Parking on campus is difficult because there is only one lot that is close to the Psychology building that graduate students are allowed to park in. The lot fills quickly and can be approximately a 10-minute walk to the Psych building. You must go online to get a decal through UF transportation services. You cannot purchase the decal on campus. You will be directed to order a green decal. If you park on campus in a different colored zone you will get a ticket (usually \$40) and/or be towed.

26. How do I register for courses that are within the department and not available through One UF?

You must print out a form from the Department of Psychology main webpage and have your advisor sign it then bring the form to the main office of the Psychology building. David Fowler will register you for whatever courses you need.

27. What is the deal with the first-year seminar (SPS)?

SPS (Seminar in Psychological Science) is a mandatory, weekly, not-for-credit course that all first-year psychology doctoral students (i.e., five areas-- counseling, developmental, brain and cognitive neuroscience, behavioral analysis, and social) are required to attend. It meets for an hour on Thursday afternoons for the entire first year and lecturers from each of the five areas rotate and speak each week.

28. What is the process for studying for our qualification exam, and when is the exam given? Should I worry about it during my first year?

You do not need to worry about Qualls during your first or usually even your second year. I don't have the answer to the first part of this question maybe a third year can help me out. You should start studying for the qualification exam by the beginning of the summer of the year that you plan to take it. There are 4 essays you will need to write (a theory essay, an ethics essay, a research essay, and a current themes in counseling psychology essay). For the first two, you will be emailed with a prompt and the paper is due a week later. For the second two, you will come into the psych building and write them both in one day. The theory essay is essentially the same prompt every year; , and you just write about your theoretical orientation using academic sources and then compare that orientation to one of the additional orientation provided in that year's prompt. One of the best things you can do is to start writing this essay at the beginning of the summer since it's the most predictable. For the other essays, seek advice from older students about how to study.

29. How do you go about choosing and applying for advanced practicum placements?

The first-year practicum you are required to work in the Counseling and Wellness Center but after that you have many other options that are thoroughly outlined in this Handbook. You can choose from any of them or find your own (you must work with a faculty member to make sure you will get hours for it) depending on what you think your interests are. It is recommended to spend time talking to older students in the program to get a better idea of your options and what may be of interest to you.

30. What are my responsibilities as a teaching assistant (TA)? How should I dress if I am responsible for attending lectures?

Responsibilities may vary depending on the course, the professor, and whether the course is online or lecture based. Generally, TA's will spend their time grading papers, submitting grades, and answering emails from students. Sometimes you will have a co-TA to help share the responsibilities. It is important to meet with the professor whom you are TAing for in order to make sure you understand what is expected of you. If your professor wants you to attend class, you should dress conservatively and be respectful.

31. What is the process for bringing in a thesis project from another master's program?

You can get an additional master's degree at UF by completing all of the degree requirements, you can use your previous thesis paper to count for your UF thesis project as long as it is approved by your master's committee, or you can complete another thesis project to be submitted and approved by your master's committee.

32. How does transferring graduate credits work?

You can apply for a block transfer of up to 30 credits from your previous graduate institution. This will have to be approved by your master's committee and submitted to the Psychology Department. It will then have to go through several additional steps before it appears on your transcript. Talk to Jackie Rollins in the front office about the process.

33. Can I waive courses?

Yes. If you have completed the course or an equivalent course at a previous graduate institution, you can waive the course. You will have to contact the professor that is teaching the course and ask for the waiver by providing applicable documentation. You will then have to send the waiver approval to the Department for your records.

34. What are the charges and fees that are posted on my myUFL account? Do I have to pay those?

You do not have to pay all of those. Most of it will be paid by the University, and you will be responsible for the leftover student fees every semester (usually ~\$600-\$700, so save and plan accordingly).

35. Can I answer Canvas emails through my UF email?

You can, but you should also be checking your Canvas messages to make sure some have not slipped through.

36. Do I have to register my car in FL?

No, but it is very helpful to register your car in FL when applying for residency. You will have to show that you have lived in FL for a year before applying, and having your car registered before the end of August would add to that evidence.

37. How do I get around if I do not have a car in FL?

There are numerous bus routes across campus, Downtown, and other areas of Gainesville that are free to students! There is even a bus to the Gainesville airport. You will just need to show your Gator ID when boarding the buses.

38. I have my master's degree, so can I start teaching when I start the program?

No, but you can start after your first year as long as you have fully met the Master's Degree requirements at UF (including an approved research thesis project).

39. How does my assistantship work?

Your assistantship pays for your tuition, but you are responsible for logging into MyUFL and paying for the fees associated with your credits. Your assistantship also provides a bi-weekly payment that you can receive through check or have directly deposited into your bank account.

40. Do I start seeing clients when I start?

No, you will start seeing clients beginning your second year of the program, even if you start with your Master's.

41. Am I required to sign up for Gator Care insurance even if I am still covered by my parents' insurance?

We encourage students to do this even if they have other insurance so that you can have the benefit of two forms of insurance for as long as possible. It can be very helpful in reducing costs

with some providers and it allows for continuity if and when you no longer qualify to remain on your family's insurance policy. I learned that Gator Grad Care will be your primary insurance if you do this, and your family insurance becomes secondary. This is not typically detrimental. It just takes some time to determine which is primary and which is secondary.

Appendix C: Telesupervision Policy

Adopted 2-13-2024

This formal policy is in compliance with APA Commission on Accreditation Implementing Regulations Section C-11, 12, and 13: <https://irp.cdn-website.com/a14f9462/files/uploaded/Section%20C%20091323.pdf>.

Explicit Rationale for Using Telesupervision

Telehealth is an increasingly popular modality for delivering counseling and psychotherapy services, including supervision of those services. Telehealth is also useful for broadening access to and delivery of counseling and psychotherapy services to underserved communities. In this context, the program is committed to providing students with telehealth and telesupervision training opportunities. Telesupervision has been officially embraced by the British Psychological Society (British Psychological Society. (2020). Digital adaptations to supervision and observations. London, UK. <https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Digital%20adaptations%20to%20supervision%20and%20observations.pdf>). And a small-sample 2020 study conducted in Israel on telesupervision reported comparable results to face-to-face supervision (Nadan, Y., Shachar, R., Cramer, D., Leshem, T., Levenbach, D., Rozen, R. et al. (2020) Behind the (virtual) mirror: Online live supervision in couple and family therapy. *Family Process*, 59(3), 997–1,006. 10.1111/famp.12573), a finding corroborated in a single-case, multiple baseline study (Tarlow, K. R., McCord, C. E., Nelson, J. L., & Bernhard, P. A. (2020). Comparing in-person supervision and telesupervision: A multiple baseline single-case study. *Journal of Psychotherapy Integration*, 30(2), 383–393. <https://doi.org/10.1037/int0000210>). Finally, in their review of the published literature, Inman and colleagues found no difference in the reported effectiveness of telesupervision and face-to-face supervision (Inman, A. G., Bashiana, H., Pendseb, A. C. & Luu, L. P. (2019) Publication trends in telesupervision: A content analysis study. *The Clinical Supervisor*, 38, 97–115. 10.1080/07325223.2018.1528194)

How Telesupervision is Consistent with the Program’s Overall Aims and Training Outcomes

Telesupervision is consistent with our program’s overall aims and training outcomes because the program is committed to providing students state-of-the-art training as well as opportunities to train in a variety of clinical contexts and modalities that can (a) serve a broad range of communities and (b) prepare students for careers in established and emerging workplace settings (e.g., telehealth services). Most US states, including Florida (the US state the program is in), have now signed onto PSYPACT, the Psychology Interjurisdictional Compact, which is an interstate agreement to promote telepsychology across state boundaries (<https://psypact.org/mpage/psypactmap>). Preparing program students for the future requires embracing telehealth technologies, including telesupervision.

How and When Telesupervision is Utilized in Clinical Training

Telesupervision may be used in advanced practicum sites that provide telehealth services and/or face-to-face service and which have established telesupervision procedures in accordance with applicable laws, regulations, and professional and ethical standards. Students training at these sites will have completed the required pre-practicum and two semesters of practicum focused on in-person service delivery and using in-person supervision.

How it is Determined which Trainees can Participate in Telesupervision

Only students who have successfully completed pre-practicum and two semesters of in-person beginning practicum training are eligible to participate in telesupervision.

How the Program Ensures that Relationships between Supervisors and Trainees are Established at the Onset of the Supervisory Experience

The program ensures that relationships between supervisors and trainees are established at the onset of the supervisory experience by requiring the supervisor and supervisee to complete and submit a supervisory agreement form at the beginning of each semester that delineates the nature and frequency of supervision as well as compliance with the program's supervisory requirements. In addition, at the end of each semester, students submit evaluations of their site and supervisor to the program to provide ongoing assessment of supervisory relationships. Similarly, supervisors complete and submit a supervisee competency evaluation, which includes assessment of supervisees' engagement in the supervisory relationship. These end-of-semester evaluations provide ongoing assessment of supervisory relationships and inform areas of strength and improvement.

How an Off-site Supervisor Maintains Full Professional Responsibility for Clinical Cases

Eligible sites and supervisors working at those sites are required to maintain full professional responsibility for clinical cases.

How Non-scheduled Consultation and Crisis Coverage are Managed

Eligible sites are required to have established procedures for providing non-scheduled consultation and crisis coverage.

How Privacy and Confidentiality of the Client and Trainees are Assured

To become and remain a practicum site for the program, all practicum sites, including those using telehealth and telesupervision, are required to abide by applicable laws, regulations, and professional and ethical standards, including those specific to telehealth and telesupervision and those on maintaining privacy and confidentiality of clients and trainees.

The Technology and Quality Requirements and Any Education in the Use of This Technology that is Required by Either Trainee or Supervisor

Eligible sites must meet the technology and quality requirements of applicable laws, regulations, and professional and ethical standards, including those specific to telehealth and telesupervision. Eligible sites are required to provide any education needed in the use of required technology to the site's trainees and supervisors.