Department of Clinical and Health Psychology

Doctoral Program in Clinical Psychology

2020 - 2021

Room 3151 HPNP Building
PO Box 100165
Gainesville FL 32610
(352) 273-6142
(352) 273-6156 FAX
http://chp.phhp.ufl.edu/academics/doctoral-in-clinical-psychology/

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500

Office of Program Consultation and Accreditation
(202) 336-5979
Clinical and Health Psychology
Program Office
3151 HPNP
PO Box 100165
Gainesville, FL 32610
(352) 273-6142
(352) 273-6156 Fax
On behalf of the students and faculty of the Department of Clinical and Health Psychology (CHP), I would like to welcome you to our graduate program. This handbook is intended to be used as an aid in successfully progressing through the CHP program. It includes procedures, policies, and regulations for the Department, College, and University of Florida. It should be noted that this handbook does not include ALL College or University of Florida policies, but references those that are most pertinent to our Ph.D. students. Whenever possible we have included relevant web addresses for your reference. Please also review the UF Graduate School Handbook in particular.

All students should familiarize themselves with this handbook, as well as with the University of Florida and Graduate School policies. All new CHP students are required to read this handbook and attest as such within Canvas by the end of the first semester.

**Important links you should familiarize yourself with are:**

- Ethical Principles of Psychologists and Code of Conduct
  

- UF Graduate School
  
  [http://graduateschool.ufl.edu/](http://graduateschool.ufl.edu/)

- UF Graduate School Catalog
  
  [http://gradcatalog.ufl.edu/](http://gradcatalog.ufl.edu/)

- UF Graduate Student Handbook
  

- UF Graduate School Editorial Office
  
  [http://helpdesk.ufl.edu/application-support-center/graduate-editorial-office/](http://helpdesk.ufl.edu/application-support-center/graduate-editorial-office/)

- Thesis and Dissertation Deadlines
  

- UF General Website
  
  [http://www.ufl.edu/](http://www.ufl.edu/)

- Graduate School Calendar
  
  [http://graduateschool.ufl.edu/graduate-school-calendar/](http://graduateschool.ufl.edu/graduate-school-calendar/)

- Gator GradCare
  
  [http://hr.ufl.edu/benefits/health-insurance/gatorgradcare/](http://hr.ufl.edu/benefits/health-insurance/gatorgradcare/)

- My UFL
  
  [https://my.ufl.edu/ps/signon.html](https://my.ufl.edu/ps/signon.html)

- UF Registrar Forms
  
  [http://www.registrar.ufl.edu/forms.html](http://www.registrar.ufl.edu/forms.html)

- Health Science Center Privacy Office
  
  [http://privacy.ufl.edu/uf-health-privacy/](http://privacy.ufl.edu/uf-health-privacy/)

- CHP
  
  [http://www.chp.phhp.ufl.edu/](http://www.chp.phhp.ufl.edu/)

- CHP Intranet
  
  [https://internal.phhp.ufl.edu/chp/](https://internal.phhp.ufl.edu/chp/)

Again, welcome to the CHP Program and I wish you success as you progress through the program.

Russell M. Bauer, Ph.D., ABPP  
Professor and Program Director

Glenn E. Smith, Ph.D., ABPP  
Professor and Chair
Mission and Vision Statements

Clinical and Health Psychology

MISSION STATEMENT
The Department of Clinical and Health Psychology educates tomorrow's leaders in Psychology in the scientist-practitioner tradition, advances psychological science and improves the health and quality of life of all people through excellence in research, education and health service delivery.

VISION STATEMENT
We endeavor to provide a collegial environment that advances scholarship and the pursuit of knowledge while striving for excellence in both graduate education and training and the delivery of the highest quality of health care services. On a daily basis, we focus upon the integration of science and practice in all our activities. The faculty, staff, graduate students, interns, post-doctoral fellows and alumni of the Department seek to maintain and advance our state-wide, national and international reputation as a "Center of Excellence" in psychological science, education and service delivery.
College of Public Health and Health Professions

Mission

The mission of the College of Public Health and Health Professions is to preserve, promote and improve the health and well-being of populations, communities and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research and service.

Goals

Goal I: Provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities and individuals.

Objectives:
1. Enroll a strong and diverse student body
2. Recruit and retain outstanding faculty
3. Maintain and enhance excellent academic programs that emphasize current knowledge, discovery and practice
4. Prepare students who, upon graduation, are competitive in the public health and health professions employment markets

Goal II: Address priority health needs by conducting high quality research and disseminating the results.

Objectives:
1. Compete successfully for research funding
2. Promote collaborative research within the college and across the university
3. Produce and disseminate new knowledge that contributes to the health of communities and individuals

Goal III: Lead and actively participate in serving our university, our professions, and individuals and communities.

Objectives:
1. Develop and maintain partnerships with community organizations to promote health
2. Provide professional service to the community
3. Provide professional service to the college and the university
4. Provide educational programs that meet workforce development needs
# TABLE OF CONTENTS

**PROGRAM PHILOSOPHY** .............................................................................................................................................. 1  
**GENERAL INFORMATION** ........................................................................................................................................... 3  
  - Setting ........................................................................................................................................................................ 3  
  - Faculty ....................................................................................................................................................................... 3  
  - Facilities ..................................................................................................................................................................... 4  
  - Required Trainings and Immunizations ..................................................................................................................... 6  
  - Dress Code ............................................................................................................................................................... 6  
  - Graduate Advisement and Supervisory Committees ............................................................................................... 6  
  - Notices ......................................................................................................................................................................... 7  
  - Meetings ..................................................................................................................................................................... 8  
  - Deadline Dates Calendar ........................................................................................................................................... 8  
  - Enrollment ................................................................................................................................................................. 8  
  - Florida Residency ........................................................................................................................................................ 9  
  - Consumer Information Disclosure for License Preparing Programs ........................................................................ 10  
  - Scheduling Time Away ................................................................................................................................................ 11  
  - Ethical Conduct .......................................................................................................................................................... 13  
  - Internet Policy ............................................................................................................................................................ 15  
  - Health Science Center Information Security Policy .................................................................................................. 16  
  - Financial Support .......................................................................................................................................................... 17  
  - Jobs ............................................................................................................................................................................... 18  
  - Personal Therapy .......................................................................................................................................................... 18  
**PROGRAM REQUIREMENTS** ................................................................................................................................. 19  
  - General Psychology Core Requirements (Discipline-Specific Knowledge) ....................................................... 19  
  - Statistics and Research Design Requirements ........................................................................................................ 19  
  - Clinical Psychology Core Requirements ................................................................................................................... 19  
  - Elective Requirements .................................................................................................................................................. 19  
  - Major Areas of Study .................................................................................................................................................... 20  
  - Research Requirements ................................................................................................................................................ 22  
  - Research Mentorship Policy ........................................................................................................................................ 23  
  - Policies and Procedures Regarding First Year Project and Master's Research ................................................... 23  
  - Doctoral Research .......................................................................................................................................................... 25  
  - Practicum Requirements .............................................................................................................................................. 26  
  - Practicum Evaluation .................................................................................................................................................. 27  
  - Supervision Policies ..................................................................................................................................................... 28  
  - PROGRAM REQUIREMENTS SUMMARY 2020-2021 .......................................................................................... 32  
**COURSE POLICIES** .................................................................................................................................................. 36  
  - Course Exemptions ...................................................................................................................................................... 36  
  - “Mentored” Courses .................................................................................................................................................. 36  
**EVALUATIONS AND STANDARDS** .......................................................................................................................... 37  
  - Types of Evaluations .................................................................................................................................................... 37  
  - Standards of Performance ........................................................................................................................................... 39
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Evaluations</td>
<td>40</td>
</tr>
<tr>
<td>THE UNIVERSITY OF FLORIDA CLINICAL PSYCHOLOGY DOCTORAL PROGRAM TECHNICAL STANDARDS</td>
<td>40</td>
</tr>
<tr>
<td>GRADUATE SCHOOL GRIEVANCE PROCEDURES</td>
<td>43</td>
</tr>
<tr>
<td>APPENDIX A - PROGRAM FACULTY</td>
<td>47</td>
</tr>
<tr>
<td>APPENDIX B - MAPS OF HPNP BUILDING</td>
<td>52</td>
</tr>
<tr>
<td>APPENDIX C - AREA OF CONCENTRATION REQUIREMENTS</td>
<td>54</td>
</tr>
<tr>
<td>APPENDIX D - CORE COMPETENCIES FOR CLINICAL TRAINING</td>
<td>60</td>
</tr>
<tr>
<td>APPENDIX E - ADVANCED PRACTICUM OPPORTUNITIES</td>
<td>63</td>
</tr>
<tr>
<td>APPENDIX F - HEALTH REQUIREMENTS POLICY</td>
<td>83</td>
</tr>
<tr>
<td>APPENDIX G - 6-YEAR CLASSROOM TEACHING PLAN (2019 – 2025)</td>
<td>85</td>
</tr>
<tr>
<td>APPENDIX H - DEPARTMENT COMPUTER LITERACY POLICY</td>
<td>89</td>
</tr>
<tr>
<td>APPENDIX I - AREA ELECTIVE COURSE REQUIREMENTS</td>
<td>91</td>
</tr>
<tr>
<td>APPENDIX J - QUALIFYING EXAMINATION POLICY AND PROCEDURES</td>
<td>92</td>
</tr>
<tr>
<td>APPENDIX K – MISCELLANEOUS PROGRAM FORMS</td>
<td>103</td>
</tr>
</tbody>
</table>
PROGRAM PHILOSOPHY

The doctoral program in clinical psychology has been accredited by the American Psychological Association since 1953 and conforms to the scientist-practitioner model of education and training. The Clinical Psychology Doctoral program is unique in the country in that it is housed in an independent department of Clinical and Health Psychology in a major academic health science setting along with an APA accredited internship program. These features foster program strengths in research, teaching, and professional training in health care psychology.

"The scientist-practitioner model produces a psychologist who is uniquely educated and trained to generate and integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare. The graduate of this training model is capable of functioning as an investigator and as a practitioner, and may function as either or both, consistent with the highest standards in psychology. The scientist-practitioner model is ideal for psychologists who utilize scientific methods in the conduct of professional practice."


To accommodate the broad range of career trajectories possible within scientist-practitioner education and training, the program offers a flexible Scientist-Practitioner curriculum that allows students to obtain broad research, clinical, and academic training that readies them for careers anywhere along the science-practice continuum. The student obtains focused research mentorship in a faculty member's laboratory and obtains broad training in body of knowledge in clinical psychological science, clinical assessment and intervention both inside and outside of their designated area of concentration. Beyond the core requirements of the program, students are allowed some degree of flexibility in developing an individualized plan of study that prepares them for their intended career path. Some students may elect to focus more intently on developing broad evidence-based assessment, intervention, or consultation skills in health service psychology, while others may elect to focus more intensively on the acquisition of research skills, training in scientific methods and technologies in preparation for an academic research career. Curricular planning together with the mentor and supervisory committee allows the student to obtain broad professional training that features increasing levels of independent functioning in health service psychology, or to obtain more intensive research and technical skill while spending less time in clinical training with the general faculty. Regardless of which path the student chooses, developing academic competencies in core areas of psychological and clinical psychological science and practice, competencies in research and knowledge dissemination, and competencies in health service delivery are built in all graduates. It is expected that all graduates of the doctoral program will have the necessary background to seek licensure and board certification in relevant areas.

All students admitted to graduate study in the Department of Clinical and Health Psychology are expected to work toward the Ph.D. degree. The program is designed so that the student can master broad areas of knowledge in psychology and clinical psychology, can demonstrate competency to contribute to the knowledge base of the field through research and scholarship, can develop professional knowledge, skills and attitudes in psychological assessment, consultation and intervention, and can develop an appreciation for the role of cultural diversity in research and clinical work while obtaining
knowledge and practical skills in a defined major area of study. The doctoral program is comprised of core requirements along with elective study areas chosen by the student.

The following regulations apply specifically to the 2020-2021 entering class in the Department of Clinical and Health Psychology and are in addition to those in the Graduate School Catalog and those summarized in the Graduate Student Handbook. Requirements for previous cohorts are outlined in the handbook they received at the time of their first registration. All students should retain a copy of the student handbook that applies to their entering class. Previous year handbooks are available on the Department intranet. These regulations are provided to all students upon matriculation in the program, and it is the student's responsibility to read these materials and to comport themselves accordingly.

“The student is responsible for becoming informed and observing all program regulations and procedures. . . . Rules are not waived for ignorance” (University of Florida Graduate School Catalog)

The purpose of these regulations is to facilitate progress through the program and to provide students with common explicit procedures and standards. Please be sure to keep these documents on hand, and review them on a periodic basis. Updates and additions will be provided throughout the course of graduate study, and it is up to the student to keep their handbook current by adding new policies to it. If new policies are established during the student’s tenure in the program, specific instructions and dates of implementation will accompany each new policy. With regard to program requirements, students are responsible for fulfilling those requirements in place at the time of matriculation.

The Clinical and Health Psychology graduate student is also responsible for knowledge of the ethical principles and standards of the American Psychological Association and is bound to these as guidelines in their role as a student. A copy of the current APA ethical principles, standards and code of conduct is available at http://www.apa.org/ethics/code. In Florida, practice as a psychologist is governed by statute. Graduation from the doctoral program in clinical psychology does not by itself qualify a person to practice as a psychologist, nor does it guarantee that the graduate will pass all requirements or be eligible for licensure in all states.

For further information, the student should consult the Association of State and Provincial Psychology Boards (ASPPB) website at http://www.asppb.net/

For Florida information, students should contact the Board of Psychology, 4052 Bald Cypress Way, BIN C05, Tallahassee, FL 32399-3255, Phone (850) 488-0595, or visit the Board of Psychology website: http://floridaspsychology.gov/
GENERAL INFORMATION

Setting

The first programs leading to the Ph.D. at the University of Florida were initiated in 1930, although Masters programs date back to 1906. The Graduate School is responsible for the enforcement of minimum general standards of graduate work throughout the University. The responsibility for the detailed operations of graduate programs is vested in individual Colleges and Departments.

The Department of Clinical and Health Psychology administers the Doctoral Program in Clinical Psychology. Upon graduation, students obtain a Ph.D. in Psychology. The program has been continuously accredited by the American Psychological Association since 1953. We were recently reaccredited and will retain accreditation status until our next self-study/site visit in 2022. Glenn Smith, Ph.D., ABPP is Department Chair. David M. Janicke, PhD, ABPP is Director of the Doctoral Program in Clinical Psychology. The Department is housed in the College of Public Health and Health Professions in the University of Florida Academic Health Center. The Academic Health Center is comprised of six colleges (Dentistry, Public Health and Health Professions, Medicine, Nursing, Pharmacy, and Veterinary Medicine) plus the UFHealth Shands Hospital, a state-of-the-art academic health care facility that is the major site for formal clinical practica required of all doctoral students. The Department operates the Psychology Clinic, the primary resource for academic and clinical expertise regarding biopsychosocial aspects of health and illness at the Academic Health Center. In addition to the clinic, students often obtain supervised clinical experience in outpatient or community-based clinics, inpatient units, and other off-campus facilities including the Malcom Randall Department of Veterans Affairs Medical Center.

More than 200 applications for admission are received each year from students in universities throughout North America and other countries. Currently there are 72 students in the doctoral program, including those who are off-campus completing their internships and dissertation research.

In addition to the doctoral program, the faculty administers APA accredited Clinical Psychology Internship, directed by Dr. Lori Waxenberg, that attract students from doctoral programs throughout the country. We also have an APPIC approved Postdoctoral Fellowship Program that is directed by Dr. Deidre Pereira. The integrated training experiences of the department place post-doctoral fellows, interns and graduate students together on vertical teams, to the benefit of all. The health care setting, the independent departmental status of Clinical and Health Psychology, and the integration with a nationally recognized pre-doctoral internship program all enhance our educational mission and are all unique features in current graduate education in psychology.

Faculty

The term "core faculty" is used to describe faculty who have major education and training functions within the two departmental programs. Some of these faculty members are on the Tenure Track, while others are on the Single Mission or Multi-Mission Track. Core faculty members play integral and varied roles in the education and training of graduate students. Nearly all core faculty are licensed psychologists who are involved in clinical practice, supervision, teaching and scholarly activities. A number of additional faculty in other units of the Academic Health Center or University play roles in the didactic, clinical and research training program. See Appendix A for a listing of graduate faculty and a sample of their current activities. A vita for each faculty member is available for your review on the department website at http://chp.phhp.ufl.edu/people/core-faculty/.
Facilities

Each student has a physical record maintained in the Program Office, which is located in the Department’s main office suite in Room 3151 HPNP. With staff assistance, students are expected to play an active role in assuring accurate and up-to-date record-keeping to enable continuous quality improvement efforts. It is the student's responsibility to see that this record is up to date with respect to supervisory evaluations and graduate school documents. Periodic reminders will be given to students to review their file prior to annual reviews, internship applications, or other major milestones.

A current list of contact information for faculty, interns, students, and staff can be found on the intranet portion of our website (https://internal.phhp.ufl.edu/chp/). This information is for internal use ONLY. Because this information is continuously updated, students should utilize the link on the department intranet to ensure they have the most updated information. In order to access the department intranet you must have a Gatorlink account set up. If you experience problems with the intranet, please contact the Academic Coordinator.

All students must have a Badge/Gator1 Card, which serves as a picture ID and contains a barcode that is used to access a variety of University services. Students and staff use the Gator1 card for fare-free access to the RTS bus service, to use UF Library services, to access prepaid vending, and to obtain many other campus services. This ID must be worn in patient care areas and is also used for access to labs, libraries, recreation facilities, check cashing, after-hours access (by request) to the HPNP building, and many more things, including the purchase of coveted football tickets. ID cards can be created at ID Card Services on the ground floor of the UF Bookstore & Welcome Center, http://www.bsd.ufl.edu/G1C/idcard/idcard.asp. The Department will submit authorization and payment for your Gator1 card to the bookstore, however if your card is lost or stolen, the student will be responsible for replacement fees. The cost to the student is $16.25 ($15 for the ID and $1.25 for the holder and clip). ID Services has a list of students authorized to obtain a card. Bring a current picture ID when reporting to ID Services. UF baccalaureate graduates who already have a card from undergraduate work will have to buy a new ID card as students in the HSC are required to have additional information encoded on their IDs.

Department and University communications infrastructure (computers, phones, etc.) are intended for official business only. Each student will have access to student workspace and/or faculty laboratories that contain such infrastructure. Neither the Department nor the Psychology Clinic has the resources to provide telephone answering services for students. Only patient related business may be conducted on the clinic phones. Students conducting patient-oriented research that requires telephone contact should make specific arrangements through their mentors/labs and should not rely on Clinic staff to manage these calls. Many students have message services at home that they check for incoming personal messages. Use the departmental numbers for personal contact only in the case of an emergency.

The department has a computer literacy policy, in keeping with the University-wide policy on computer access. All students must have access to a desktop or laptop computer with e-mail, word processing, presentation and data base management capabilities, using statistical packages such as SPSS. Computer literacy is conceived as an evolving process whereby students, in the context of their formal education, acquire the knowledge and skills to utilize computer technology in the service of their professional activities. The full text of the Department’s computer literacy policy is contained on the CHP website at https://chp.phhp.ufl.edu/computer-literacy-policy/ and is reproduced in Appendix H.
The Department adheres to all copyright rules and regulations. Many faculty provide copies of copyrighted material for use in courses, with permission having been obtained through direct approval or through fair use policies. Personal photocopying of books, chapters, articles or other written material without the author's approval is governed by specific legal standards with which students are expected to be familiar. Copyright regulations also apply to computer programs. The PHHP network provided on all departmental computers enables access to a variety of programs for word processing, presentation, statistical analysis, web development, e-mail and Internet access. Unauthorized reproduction of departmental computer programs for personal use is prohibited. Loading of outside software programs typically is restricted and requires administrative rights; if there is justification for adding such software packages to departmental computers, students may work with their mentors and with the PHHP IT Group to accomplish this task. Many programs are administered by a site license governing educational use. Consult the Public Health & Health Professions Information Technology website at www.it.phhp.ufl.edu for information and regulations.

Departmental letterhead stationery is available via the Department intranet and is restricted to DEPARTMENT USE ONLY. Student use of departmental letterhead for official communications proceeds through the mentor, and students should consult with their mentor regarding appropriate uses. If the student wishes to use letterhead for communications not involving the mentor, a supporting request must be approved by either the Chair or Program Director. Clinic letterhead is to be used for PATIENT CARE ONLY and must have the endorsement of the supervising faculty. The University has strict, evolving policies on the use of the UF logo and signature system. Students should consult http://identity.ufl.edu/ for further information.

Photocopy machines and printers are available in the Department and on every floor of the Health Science Center Library. Although the library maintains an impressive array of electronic materials, students may occasionally wish to Xerox articles. To use the Library facilities, students must set up a vending account on their Gator1 card and have the card with them when making copies. Value can be added to the Gator1 card online using a credit card ($15 minimum) and should appear on the account in approximately 10 minutes. More information on the process can be found at http://www.uflib.ufl.edu/printing/printingfaq.html. Phone numbers for various components of the Health Science Center libraries can be found at http://library.health.ufl.edu/about-us/contact/. The main website address for the HSC library is http://www.library.health.ufl.edu/.

There is a full service U.S. Postal Office located on the Ground Floor of the Academic Health Center. The sending or receiving of personal mail through the Department is not encouraged. The Department does not provide postage for student mail, mail related to research or internship applications or other personal matters.

Parking is available for students in commuter lots. Decals may be purchased in the Transportation and Parking Services Office located at 1273 Gale Lemerand Drive. This office is open from 8:00-4:30 weekdays. Please bring your Student ID (Gator 1) card and license plate number. Payment may be made in the form of check, cash, debit, or can be charged to your student account. Decals may also be purchased online. Visit http://www.parking.ufl.edu/ for more information. The telephone number is 392-PARK (7275).
**Required Trainings and Immunizations**

All students are required to participate in blood borne pathogen education and have this documented on a yearly basis. Training is provided online at: [http://mytraining.hr.ufl.edu](http://mytraining.hr.ufl.edu). Select University of Florida and enter BBP/BMW General Training in the Activity Search.

All students are required to complete HIPAA training for researchers on a yearly basis. Training is provided online at: [http://mytraining.hr.ufl.edu](http://mytraining.hr.ufl.edu). Select University of Florida and enter PRV801 HIPAA & Privacy - Research in the Activity Search.

All students are required to complete the Health Information Confidentiality Statement available here: [http://privacy.ufl.edu/uf-health-privacy/confidentiality-statement/](http://privacy.ufl.edu/uf-health-privacy/confidentiality-statement/). Steps 1 and 2 should be completed and the signed statement should be submitted to the Program Office.

All students are required to have an annual TB test (or documentation from a physician that this test is contraindicated). This must be documented in your student file and you are expected to keep this up to date each year in order for you to maintain patient contact. The department pays for the test when obtained at the Student Health Center’s Health Science Center Branch (Room D2-49). You can call 294-5700 for an appointment. Students must also complete the Hepatitis B series before beginning clinical training experiences that bring them into contact with patients. Since the Hepatitis B takes six months to complete, you should start the series as soon as you begin your first semester. These are paid for by the student and can be obtained from the Student Health Care Center, or from a private physician. See Appendix F, which includes the newest policy on required immunizations. Please provide the Academic Coordinator with documentation of completion on each of these requirements as they become available. Failure to maintain current immunization documentation will result in suspension from clinical activities and potential disciplinary action until updated documentation is provided.

**Dress Code**

In addition to being a research and teaching setting, this is also a professional setting where patient services are rendered. As is usual in such settings, the hospital Chief of Staff has issued a dress code. ([http://gme.med.ufl.edu/files/2011/12/Dress-Code-Policy-for-Shands-Healthcare.pdf](http://gme.med.ufl.edu/files/2011/12/Dress-Code-Policy-for-Shands-Healthcare.pdf)). Some or all of this policy may not apply to students who will primarily work in office-based settings. All personnel working in the Academic Health Center facilities are required to display their ID Badge when on premises. Students should dress appropriately for the physical setting in which they work. Appropriate business attire should be worn when engaged in patient service activities. The wearing of white coats is optional. Even when not engaged in direct patient contact, students should use discretion when in patient care areas (clinic, hospital, etc.). No shorts or logo t-shirts should be worn in patient care areas.

**Graduate Advisement and Supervisory Committees**

Upon admission, the student requires both general and detailed information on the complex role of the graduate student. The Program Director and staff initially perform this advisory function, and will assist the student in executing initial mentorship agreements and Individualized Development Plans (IDP). The advisory function shifts during the first semester as the student becomes acquainted with individual faculty and their areas of clinical and research expertise. If not already in place upon matriculation, students are expected to choose a first-year mentor who will become the chair of their Master’s supervisory committee. The department will appoint three other faculty members to serve alongside the mentor as the Masters Committee for each student. Students entering with a Master’s
degree will also identify a mentor during this time, even though they may not be required to perform a formal first year project. Subsequent advisement for each student eventually is assumed by the doctoral committee chair, who may or may not be the same faculty who supervised the first year research activities or Master’s thesis. Students entering with baccalaureate degrees will normally obtain their M.S. degree at the end of the 5th semester of enrollment, and should form their doctoral committee by the end of the sixth semester. Students entering with Master’s degrees should form their doctoral supervisory committee by the end of the second semester of study. Formation of the supervisory committee requires the student to obtain approval signatures from the committee chair, all members, the Program Director, and the Department Chair. At a minimum, Doctoral Supervisory Committees are populated by a Chair, an eligible CHP faculty member from the student’s Major Area of Study (e.g., health psychology, clinical child/pediatric psychology, neuropsychology), an eligible CHP faculty member outside the student’s Major Area of Study, and an External member whose Graduate Faculty appointment is in another department.

Although the student works with their mentor to assemble their Supervisory Committee, and to obtain the necessary signatures, the Committee is technically nominated by the department, and appointed by the Dean of the Graduate School, who is an ex officio member of all supervisory committees. The chairperson of a supervisory committee must have Graduate Faculty Status in the student's major department. The Academic Coordinator has the appropriate forms for the appointment of a supervisory committee. Be sure to be familiar with issues regarding the appointment process and eligibility for membership prior to requesting a committee, although consultation with the Academic Coordinator and Program Director is always permissible and encouraged. A faculty member must be a member of the Graduate Faculty (the primary appointment can be in another department) in order to serve on an M.S. or Ph.D. committee. Under special circumstances, a student may request that a faculty not so designated be given a “special appointment” to a committee, subject to certain restrictions. It is also important to know the department and graduate school requirements concerning committee members' presence at meetings (e.g., examinations, proposal defense meetings) prior to scheduling any such meeting. The duties of the supervisory committees are:

a. To inform the student of all regulations governing the degree sought. (This does not absolve the student from the responsibility of becoming informed of the regulations).
b. To meet with the student to discuss and approve their program of study. Prior to registration for an upcoming semester, students should seek academic advisement from their chair and other appropriate faculty.
c. To meet and discuss a dissertation topic and to approve this topic and the plans for carrying out the research.
d. To evaluate in writing, on an annual basis, the student's research progress.

The composition of the doctoral committee is outlined under Doctoral Research.

Notices

Information and notices originating from the Doctoral Program Office are sent via e-mail to your ufl.edu email account. It is expected that each student will keep themself informed of Departmental announcements. STUDENTS ARE EXPECTED TO:

1. Scan the bulletin boards frequently.
2. Check their physical mailbox at least every other day.
3. Check their e-mail daily. Students are normally given both a PHHP e-mail account (user@phhp.ufl.edu) and a Gatorlink account (user@ufl.edu). Both e-mail accounts should be checked. We use the student’s PHHP e-mail address for program announcements and the University will use your GatorLink e-mail for official university correspondence. New regulations resulting from HIPAA prohibit the University from forwarding certain e-mail beyond UF portals, so it is important to insure that immediate and constant access to your GatorLink e-mail is preserved.

Meetings

The Department holds a formal Colloquium twice a month on Fridays. Attendance is required and may be recorded by sign-in. The Program Director meets regularly with student cohorts to provide updates and discuss issues relevant to the developmental stage of the student’s training. Student attendance at such meetings is strongly encouraged since students are responsible for knowing information discussed in these meetings. Other required meetings are related to participation in certain research teams and/or major areas of study. Mentors, chairs of supervisory committees and Heads of the Major Areas of Study will inform students regarding these meetings.

Deadline Dates Calendar

The Graduate School and University maintains an Academic Calendar that is available online at [http://graduateschool.ufl.edu/graduate-school-calendar/](http://graduateschool.ufl.edu/graduate-school-calendar/) which contains dates specific to the Graduate School and University (e.g., degree applications, thesis submission deadlines). The general UF academic calendar, which indicates course listings and registration dates, can be found at [https://registrar.ufl.edu/soc/](https://registrar.ufl.edu/soc/).

These calendars are updated each semester and include important information on University of Florida and Graduate School deadlines, including submission of theses and dissertations. Be sure to consult the currently approved calendar for each relevant semester and academic year, particularly if you are planning to receive a degree that semester.

Enrollment

The doctoral program operates on a 12-month schedule. Students are expected to register for coursework every semester until graduation. Failure to do so will subject the student to disciplinary action and may require reapplication through regular admission procedures. Any graduate student who is utilizing university facilities and/or faculty time must register for a minimum of three credits in the fall and spring semesters and two in the summer. Students on fellowship (e.g., NIH, NRSA, and McKnight funded fellowships) are expected to register for at least 12 credits in fall and spring semesters and 8 credits in the summer. Assistantship students (those appointed as a GA regardless of funding type or title) register for at least 9 credits in fall and spring and 6 in the summer. Upon written request to the Program Director, a student may be granted a leave of absence for a period no longer than one year. In such cases the student may re-enter the program with the knowledge of assured acceptance. Such requests are generally approved if the student is in good standing and has good and sufficient reasons for requesting a leave. It is the responsibility of the student to meet re-entrance requirements (if applicable) through the Registrar's Admissions Office.
Florida Residency

All graduate students admitted as a non-Florida resident and receiving a tuition waiver should initiate procedures to become Florida residents immediately upon arrival in Gainesville. All requests for residency reclassification should be done just prior to the 2nd year in the Program and are processed with the Registrar’s Office. Any student who does not obtain Florida residency will be subject to out-of-state tuition charges if not receiving a tuition waiver (i.e., the internship year). Thus it is essential to pursue becoming a Florida resident within the first 12 months of arriving in Gainesville. There can be no exceptions to this rule. Please be aware that being claimed as a dependent on parental income tax filed in another state may affect your ability to become a Florida resident. To complete this process, follow the steps below:

1. Upon arrival in Gainesville, file a Declaration of Domicile in Florida at the Alachua County Civil Courthouse at 201 E University Avenue, phone 374-3636, OR use this link to a PDF form: http://www.alachuaclerk.org/forms/DECLARATION_OF_FLORIDA_DOMICILE.pdf

The fee for recording the Declaration of Domicile form can be found at: http://www.alachuacounty.us/Depts/Clerk/Fees/Pages/RecordingFees.aspx

NOTE: If you mail in the form, make sure you have it notarized by a Florida notary and make the check out to “Clerk of the Court” in the amount of $10. If you take the form in, the cost is $15 and they will notarize it for you there.

Once the form is filed and recorded they will mail it back to you. This is your receipt proving your intention to change your residency to Florida. It is the student’s responsibility to keep this record for future use during the reclassification process. This should be filed prior to the first day of classes your first fall term. It can be filled at any time but it is the student’s responsibility to establish such at least a year prior to their second year.

2. As soon as possible, complete documents to obtain a Florida Driver's License, Florida Voter's I.D., register your car in Florida, etc. Keep any receipts providing proof of the date you began living in Florida along with your recorded copy of declaration of domicile, (e.g., rental agreement, deposit on utilities, or proof of employment [your admissions letter and LOA]). Please note: residency in Florida must be as a bona fide domiciliary rather than for the sole purpose of maintaining a residence incident to enrollment at an institution of higher education. Living in or attending school in Florida will not, in itself, establish legal residence. Please refer to the University's Graduate Student Handbook and the Graduate Catalog for more information on establishing residency.

3. The summer before your 2nd year, typically in July, complete the “Residency Reclassification/Residency Change” form (https://registrar.ufl.edu/pdf/residencyreclass.pdf) and submit it to the University of Florida Registrar.
Application for residency is done at the Registrar’s Office before the fee payment deadline of the semester in which you wish residency. In most cases, the application cannot be made to the Registrar’s Office until you have resided in Florida 11.5 to 12 months. However, there are cases that allow for an earlier application and approval, such as having a spouse that has been a Florida resident for 12 months, the spouse works full-time in certain jobs, etc. NOTE: This form MUST be completed in sufficient time for their office to process it and make a decision PRIOR to the fee payment deadline of the fall term of your 2nd year. However, it cannot be processed prior to 11 months after you processed your declaration of domicile form.

Students who enter the program as Florida residents may still need to change residency, especially if they attended an undergraduate institution outside the State of Florida. Sometimes, even if the student never changed residency to the state in which they attended an undergraduate program, the UF Admission’s Office codes the record as “out of state”. This is a clerical error that requires the student to petition the Registrar’s Office to have their residency changed. Students should see the Academic Coordinator in 3158 to check your residency upon arrival to determine if you need to change this during your first semester.

Consumer Information Disclosure for License Preparing Programs

The United States Department of Education requires all license-preparing programs, which the Department of Clinical and Health Psychology (CHP) is, to disclose if the program curriculum is sufficient to meet licensure requirements in all states. We have created a table on our website the lists each state, whether or not our program meets the educational requirements for licensure in that state, and a link to the State Professional Association or License Authority for each state.

Awards

A number of departmental and area awards are available to students:

Departmental Awards
1. The Molly Harrower Memorial Award is for outstanding performance in psychodiagnostic assessment ($500).
2. The Florence Schafer Award is for outstanding performance in psychotherapy ($500).
3. The Clinical and Health Psychology Student Research Award is for demonstration of excellence in research activities ($500).
4. The Nathan W. Perry Scientist-Practitioner Memorial Scholarship is for excellence in integrating science and practice ($500).
5. The Eileen Fennell Graduate Student Teaching Award is for excellence in teaching ($500).
6. *The Jenny Sivinski Memorial Award is for excellence in Community Service ($500).
   *tentative

Major Area of Study Awards
1. The Robert and Phyllis Levitt Neuropsychology Research Award is for excellence in neuropsychology research ($500)
2. The Geoffrey Clark-Ryan Memorial Award is for excellence in pediatric psychology research ($1000).
3. The Medical Psychology Research Award is for excellence in clinical health/medical psychology research ($500).
4. The Stephen-Boggs Memorial Award is for excellence in clinical-child psychology research ($500).

Current graduate students who are in good academic standing and are not currently completing their internship are eligible for these awards. Faculty nominations will be solicited approximately one month prior to the Fall Research Symposium. Each area will submit up to two student nominees for consideration of each departmental award. Student nominees will subsequently be asked to submit a CV and a brief (i.e., ½ page maximum) summary of their meritorious efforts pertinent to the award. Student nominee packets will then be reviewed by the Student Awards Committee comprised of one representative from each area. The Clinic Director and the Doctoral Program Director will be available to the Committee to provide summary evaluation information that may be relevant to award selection, but are not voting members. Awards will be given at the Fall Research Symposium.

In addition to department awards, the American Psychological Association and a number of other professional societies offer fellowships, dissertation awards, and other opportunities. The Graduate Student Council offers small travel awards to help defray the expenses of conference attendance where the student is presenting a paper. Our students have been highly successful in competitions for these awards. Many of these opportunities are announced via e-mail, so be aware!

Scheduling Time Away

As indicated on the previous page, this is a year round program, with faculty on 12 month contracts. Graduate assistantships, while not always for 12 months, are based on a weekly work schedule. The professional component of the training program requires consistent availability and ongoing involvement. The Leave Policy below is determined in part by the Florida Board of Trustees/Graduate Assistants United - United Faculty of Florida agreement on Graduate employment policies. The Departmental leave policy is more liberal than that policy, allowing for additional days of leave so that students can take limited additional leave to engage in professional activities and internship interviews. In planning leaves, you need to consider the following.

1. **Leave Policy:** The following types of student leave are recognized by the Department: a) Paid leave (which includes vacation and sick days) and b) Professional leave (which includes conferences, educational activities such as workshops, and travel associated with internship interviews).
   
   a. **Paid (vacation/sick) leave:** Graduate students on assistantships and fellowships are entitled to 15 days of paid leave per year. This includes both vacation and sick leave. Additional leave can be requested in extenuating circumstances.

   b. **Professional leave:** This includes 2 major categories – one related to attendance at conferences/educational workshops and another related to
internship interviews.

i. Conferences/Workshops: Students are also allowed up to 10 days per year for “professional leave” to attend scientific or professional conferences and other activities relevant to their work as graduate students (i.e., specialty workshops). This leave time includes days allotted for actual conference activities plus one travel day before and after the conference. Two days are allotted for international travel. Students can combine paid leave off with conference travel if there are vacation plans associated with conference attendance. In order to quality for professional leave, students must be an author or co-author on a poster or presentation or must provide alternative rationale for their attendance (e.g., educational value). All requests for professional leaves must be accompanied by a Travel Authorization Request and be approved by student’s primary mentor.

ii. Interview leave: Each student interviewing at internships is expected to develop a plan, approved by their mentor, that details the time they will be away interviewing and their plans for continuing their work on their assistantship or fellowship duties during noninterview days. “Interview days” include the actual day of the interview and one travel day. All students on assistantships or fellowships are allowed time off to complete internship interviews, which includes 1 travel day before and after each interview. Otherwise, paid time off must be taken. All requests for interview leave must be accompanied by a Travel Authorization Request, which details the travel itinerary, and have approval by the student’s primary mentor.

2. Considerations for Graduate Assistants and Fellows: If you are receiving a graduate assistantship or fellowship, you must consult with your supervisor prior to each academic/semester break in order to determine how you will handle your ongoing professional responsibilities. How you do this will determine whether you will stay in "pay status" (i.e., receive pay for that period) or not during the time you are gone. Should you and your supervisor agree, one option might be making up the hours you have missed at another time. As an alternative, you could go off “pay status”, which would result in your not being paid for the time off. If you choose to go off pay status, notify the Academic Coordinator in the Program Office. A third alternative would be to take “leave days”, as described above.

3. Considerations for Clinical Practicum: Once you begin your clinical practica, the model of semesters with breaks in between no longer fits at all. Professional patient care responsibilities require significant advance planning in order to be away, and not all professionals in a setting can be gone at the same time. Plan for a maximum of five days per semester (fall, spring, and summer) of prearranged personal leave per year, plus appropriate professional leave for meetings, paper presentations, etc. You will need to consult with each of your clinical supervisors regarding scheduling, as well as with the faculty member you are working under if you are a graduate assistant.
Regarding the above, it should be noted that, if the University is closed for a state holiday or a declared emergency (unless the special condition of the graduate assistant appointment requires working at these times) these days are not be counted as leave days. This includes all Federal or University holidays (e.g., Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Homecoming, Veterans’ Day, Thanksgiving, Christmas) and the Winter break (the week between Christmas and New Year’s Day), or other days designated by the University.

Reporting Leave
Sick leave should be reported directly to the Program Coordinator. Vacation and professional leave must be approved by the mentor, and a leave form should be submitted to the Program Coordinator. If a student on practicum plans to be away during a scheduled clinic rotation, a Notification of Intent to be Away from the Department form is available in the Psychology Clinic and must be completed by all students with patient care responsibilities who plan to be away from the Department at least one month in advance of the planned leave. The supervising faculty must be advised of the impending absence and must approve it. The completed form is submitted to the Psychology Clinic Office Manager.

NOTE: Nothing in this policy is intended to require students to take personal leave time in order to engage in reasonable involvement in activities necessary to meet Program training requirements/goals such as internship interviewing, attending conferences, or taking certain extremely time/labor intensive courses (e.g., functional human neuroanatomy). Participation in such rare but intensive activities should involve prior discussion with clinical supervisors and research mentors.

Ethical Conduct
Integrity and ethical conduct are the foundation for everything the professional psychologist does. The student must acquaint him/herself with the APA ethical standards/code of conduct of psychologists concerning issues such as responsibility to the public, conduct of research, dissemination of information, confidentiality, patient welfare, and professional relationships. This responsibility of the student extends to knowledge of particular rules, regulations, and policies of the Department, Psychology Clinic, Academic Health Center, and the University. APA ethics and standards of practice are binding on all graduate students. The student should consult the following sources for ethical and professional standards:

- Ethical Principles of Psychologists and Code of Conduct
- General Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations
- APA Guidelines for Practitioners
  [http://apapracticecentral.org/ce/guidelines/index.aspx](http://apapracticecentral.org/ce/guidelines/index.aspx)
- Florida Statute 490
1. Research. Regulations and ethical principles concerning research and the use of human and animal subjects must be consulted prior to beginning any research investigation. The Department of Health and Human Services (DHHS) has mandated that researchers receive training in human subject protections and the ethical conduct of research. Any DHHS grant application must be accompanied by a cover letter indicating what training in human subject protections researchers have completed. Accordingly, all students conducting human research in the department will be required to provide documentation of human subjects training prior to beginning their research. A simple and effective way of completing this requirement is to obtain training online. The National Institutes of Health (NIH) provide an online Computer Based Training (CBT) module. We recommend that students take this training online and obtain a certificate of completion. Student investigators should maintain a file with copies of all relevant training. The web address is: http://PHRP.NIHTraining.com/users/login.php This training takes about 1 hour to complete. Students are also required to read the full Belmont Report, which can be obtained online at https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html and federal regulations governing the oversight function of IRB’s at http://www.hhs.gov/ohrp/assurances/index.html. Upon completing these requirements, students should submit documentation of completion to the Program Office.

Students having access to protected health information as a result of their involvement in clinical activities, research, educational activities, preparing work samples for internship, or any other activities must act in such a way so as to protect the privacy of patients and research participants. Protecting the privacy of patients and research participants requires ongoing continuing education in the form of required HIPPA training (yearly) of all students.

By statute, any activities that result in a violation of HIPPA guidelines must be reported to the AHC Privacy Office (http://privacy.ufl.edu/privacy-incidents/report-a-privacy-incident/) where an investigation of the incident will be undertaken. As careless and intentional HIPPA violations are seen as unprofessional behavior, a copy of the report of the violation along with a letter highlighting the results of the investigation and/or a letter from the training director will be placed in the students file. In accordance with institutional policy, depending on the nature of the HIPPA violation, the student may be subjected to disciplinary action up to and including removal from the graduate program as well as penalties imposed by the University of Florida and by state and federal law.

Most research protocols emanating from our department are reviewed by the Health Science Center Institutional Review Board (IRB-01), although protocols that do not involve PHI may be reviewed by IRB-02. Students are expected to familiarize themselves with IRB-01 policies and procedures. This information, along with downloadable forms and documents, can be obtained from the IRB-01 website at http://irb.ufl.edu/irb01/. IRB-01 is located in Room 130 of the Shepard Broad Building, 1300 Center Drive (352-273-9600; Fax: 352-273-9614).
2. **Publications.** Students are strongly advised to discuss and have agreements regarding roles, responsibilities and publication credit prior to engaging in collaborative research with faculty, fellow students, or other research associates. Many research teams enter into formal written agreements with regard to authorship and publication credit. A sample copy of one such publication agreement that can be modified for the student’s particular circumstances can be found in Appendix L. The authorship of dissertations should reflect the student's primary responsibility for the project, and as such, the student should be the first author. However, students may choose to relinquish their right to first authorship in certain circumstances. For example, they may decide not to publish their findings in a timely manner, yet make arrangements with a collaborator to do so. In any case, publication credit is assigned to those who have contributed to a publication in proportion to the weight of their professional contributions. Students should be aware that ethical principles govern the ownership of data collected in supervised research activities and that ethical standards govern the publication of data collected with external support or data that has important implications for individual or public health. It is the student’s responsibility to become knowledgeable of these principles and to discuss them with faculty and other research collaborators.

3. **Professional Practice.** A student must not engage in professional practice except under immediate supervision in a graduate practicum course in which they are formally registered or under the direct supervision of a qualified person designated by the Program Director. Any activity involving psychological counseling, psychotherapy or the delivery of professional psychological services that exists in addition to those required by the program must be approved in writing by the Program Director.

**Internet Policy**

Student activities on websites, blogs, e-mail, social media sites, and other electronic media should be thoughtful and should be conducted professionally and appropriately.

When students and trainees post personal information on publicly available electronic media sites, they unfortunately may forfeit control over how that information is used or how it reflects on themselves or their training program. Recent concerns have heightened awareness of this fact, and of its potential implications, including:

1) Internship programs report conducting web searches on applicants’ names before inviting applicants for interviews and before deciding to rank applicants in selection or matching systems.

2) Clients may conduct web searches on trainees’ names in order to find out about them. There have been many documented instances in the health professions of patients subsequently refusing to be seen in a clinic based on what they have found.

3) Potential employers often conduct online searches of potential employees prior to interviews and job offers.

4) Legal authorities search websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
Unprofessional postings on listservs, blogs, social media sites, etc. may reflect poorly on you or on the training program in which you are enrolled. It is NEVER appropriate to discuss your patients, your personal reactions to patients or supervisors, or other aspects of the healthcare provider-patient relationship on social media sites or other digital media not explicitly designed for discussions of this type.

Although content within signature lines and e-mail addresses are ways of indicating uniqueness or personal philosophy, the lack of control over e-mail forwarding makes it impossible to know who will read electronic postings. Signature lines and expressive e-mail addresses may affect how others view your professional standing. Quotations on personal philosophy, religious beliefs, or political attitudes might cause adverse or unpredictable reactions in some people.

Provocative or “cute” answering machine messages might be entertaining to your peers, may express your individuality, and be indications of your sense of humor. However, they may not appeal to all callers. Greetings on voice-mail services and answering machines should be thoughtfully constructed. If cell phones are used for professional communications (e.g., research, teaching, or clinical activities), be sure your greeting is appropriate to the context in which it is used.

There is now ample documentation of instances in training programs and at universities where students have been negatively affected by material on websites, e-mails, and answering machine messages. There are examples of e-mails from faculty and students getting published in newspapers, causing harm to recipients, senders, or others.

Information that seems to be fun, informative, and candid might put the program and the student at risk for adverse consequences. What might be seen as private self-disclosure may actually be very public. This includes information posted on blogs, personal pages in Facebook, Twitter or other similar sites, including ones started before undergraduate or graduate school. Anything on the World Wide Web is potentially available to all who seek.

Trainees are reminded that, if you identify yourself as a graduate student in the doctoral program in Clinical and Health Psychology, we have an interest in how you portray yourself. If you report doing, or are depicted on a website or in an e-mail as doing something unethical, illegal or if the data depicts behavior that threatens your ability to fulfill your professional role, then this information may be used by the Program to determine your standing or retention. As a preventative measure the Program advises that students and faculty approach online blogs and websites, including listservs sponsored by professional organizations, very carefully. Is there anything posted that you would not want the program faculty, employers, family members, or clients to read, view, or share amongst themselves? Students are advised to engage in “safe” web practices and be concerned now about professional demeanor and presentations.

Health Science Center Information Security Policy

In compliance with the Health Science Center Security Program for the Information and Computing Environment (HSC SPICE) security policy, faculty, staff, and students shall visibly display their UF Gator1 or other approved identification badge at all times when at an HSC
facility unless work requirements specify otherwise. (See SPICE standard PS0001.2 at https://security.health.ufl.edu/policies/)

Shands has a similar requirement and is actively enforcing the badge requirement. A lab coat with a name is not sufficient; you must wear your name badge.

All faculty, staff, and students of the Health Science Center and affiliated entities are reminded that our current HIPAA compliant privacy policies PROHIBIT e-mail forwarding outside the ufl.edu domain. Therefore, faculty, staff, and students of the Health Science Center and its affiliated entities may NOT use the auto-forward function of the UF e-mail system because of the likelihood it will result in an unauthorized disclosure. To review current privacy-related e-mail policies, visit the privacy website at http://privacy.ufl.edu/uf-health-privacy. To review information on how to properly de-identify Protected Health Information, please see the Privacy Office Operations Manual http://privacy.ufl.edu/wp-content/uploads/2015/01/UF-Operations-HIPAA-11-01-14.docx.

**Important Note Regarding e-mail Forwarding:** You can forward your ufl.edu GatorLink e-mail to your PHHP e-mail, but you may not forward any ufl.edu e-mail to an outside e-mail server (i.e. Yahoo, AOL, Gmail, etc.).

**Financial Support**

Faculty continually compete on university, state, and national levels for support of the educational components of the graduate program, its individual research projects, and clinical service programs. Almost all funded grants administered by the department support graduate students as research assistants. As students focus on an interest area, they are strongly encouraged to submit their own projects under faculty sponsorship for funding consideration. Students are highly encouraged to explore research fellowships through NIH or other federal organizations or foundations. Many professional societies (e.g., American Psychological Association, American Cancer Society, Arthritis Foundation, American Epilepsy Society, American Academy of Clinical Neuropsychology, and Society of Pediatric Psychology) have research grant or training grant award programs. An extensive list of external sources compiled by the Division of Sponsored Research is available on the Graduate School website http://graduateschool.ufl.edu/prospective-students/funding/. Other sources of funds have included part-time positions in other departments or units.

The Department attempts to support as many graduate students as possible and has utilized the philosophy of spreading resources out rather than supporting a few more highly funded positions. Duties of assistantships may involve research, teaching, clinical, or clerical responsibilities. Some stipends are for nine months, while others are for twelve months. There are various requirements for different sources of funds. It is the student’s responsibility to research funding they wish to pursue. Your faculty mentor or the Academic Coordinator may be able to provide assistance if needed.

At the present time all on-campus graduate students in Clinical and Health Psychology are supported through fellowships or assistantships of various kinds. Currently, the Department’s funding initiatives allow for nearly full coverage of all first-year costs of tuition and fees, in addition to the provision of stipends. As students enter the second year, students should be aware that the entire cost of their
education is not supported by Departmental mechanisms. At a minimum, most students will be responsible for their own fees after the first year.

At the University of Florida, graduate assistantships require registration of 9, 9, and 6 credits during fall, spring, and summer semesters, respectively, while Fellowships require registration of 12, 12, and 8 credits during the three semesters of an academic year. During the first year, the Department supplements the tuition payments made by assistantships and fellowships to fully cover the costs of up to 26 credits of tuition required by the first-year curriculum, except for the materials fee associated with some departmental courses (e.g., Child and Adult Assessment courses and certain practicum courses). During the first year, the Department also pays local tuition fees that cover student activity, access to the Student Health Care Center, and other student programs. After the first year, the Department provides no tuition supplements or local or additional fees if these charges exceed those covered by the student’s assistantship or fellowship. As long as the student is on a University of Florida appointment (some external funding sources pay the student directly, and thus do not create a UF account), an annual payment toward health insurance is made by the funding source. Students should check with the Program Office regarding the specific implications that these policies have on their personal financial liability for the costs of graduate education.

Generally speaking, students should recognize that current funding does not provide for the entire cost of graduate education, and many students rely partially on savings, loans, and other external funds. Loans are usually acquired through the Student Financial Aid Office of the University. Most loans are Guaranteed Student Loans, given at a low rate of interest. The College Financial Aid Representative for Public Health and Health Professions is available to assist with any information you may need and can help to resolve any problems with financial aid that may occur (http://www.sfa.ufl.edu/contact-sfa/contact-your-adviser/).

**Jobs**

Any student receiving any funds from the University (grants, graduate assistantships, etc.) must not accept other employment of any kind without the written permission of the Program Director. The Program Director’s written approval is required prior to acceptance of any other position or job inside or outside of the department (see Appendix L).

Generally, the department discourages students working for the faculty (even paid work) when the work is not professional in nature, except in extraordinary circumstances, or in situations where peer review suggests minimal risk of negative outcomes due to dual relationships.

**Personal Therapy**

Many students decide to seek personal therapy in the course of their graduate education, but this is NOT a requirement of our program. No stigma is associated with the decision to seek therapy. It is the policy of the program that no student can enter a therapeutic relationship with a faculty member in the Department, even if that faculty member does not participate in the student’s education or training.
PROGRAM REQUIREMENTS

General Psychology Core Requirements (Discipline-Specific Knowledge)

The clinical psychology program requires core training in basic psychological principles. The new APA Implementing Regulation regarding Discipline Specific Knowledge requires the following: Graded graduate educational experiences in core psychological areas including Developmental, Social, Cognitive, Affective, and Biological Bases of Behavior. Foundational or graduate experience in History and Systems is also required. In addition, at least one integrative experience spanning at least two of these areas at the graduate level must be completed. Finally, graduate level exposure to Research Methods, Psychometrics, and Statistical Analysis must be completed.

The Department program requirements currently meet all aspects of APA Discipline Specific Knowledge, however if a student wishes to complete these requirements with alternative coursework or educational experiences, they should consult the Program Director and it will be determined on a case by case basis.

Courses may also be exempted where appropriate (for example, when a student has taken a similar graduate course at another accredited institution and when faculty review of the syllabus verifies course comparability). Students are advised that licensing boards enforce core foundational education strictly, and it is thus wise and strongly suggested to retain copies of all graduate transcripts and syllabi in case they are needed for documentation during the licensure application process.

Statistics and Research Design Requirements

The core program requires 9 credit hours of graduate level statistics and research design. Six of these credits are in required courses taken in the first year. Three are in an elective endorsed by the supervisory committee and selected from a list of approved Departmental or University courses. Students who have already had graduate level courses in these areas may petition the Program Director for modification of this requirement. Such petitions should be accompanied by a letter or memo from the appropriate instructor. It is the student's responsibility to determine that a copy of the approved exemption is in their departmental record.

Clinical Psychology Core Requirements

The clinical psychology core is comprised of research, theory, procedure and application courses that provide the basis for the scientist-practitioner model of clinical psychology. This core includes ethics and professional issues, child and adult psychopathology, child and adult psychological assessment, and psychological intervention.

Students entering with advanced standing may, with approval of the course instructor and the Program Director, substitute a course or exempt one where appropriate. The student must be sure that this is documented in the departmental graduate record.

Elective Requirements

The elective requirement consists of advanced seminars in which the student intensifies their knowledge and competencies and interests beyond the core. The student is required to complete from nine to twelve credit hours of electives, three of which must be in an intervention course, three of which is in an advanced statistics course, with others being chosen according to an individual plan of study. The Departmental faculty is committed to providing elective courses in accordance
with recent developments in the field. An evolving plan of departmental course offerings and the requirements they meet can be found in Appendix J. Please Note: If a student elects to do a minor outside of the department, then the advanced electives must be selected from our department courses.

**Major Areas of Study**

The clinical psychology program requires a major area of concentrated study outside of the core sequence of general and clinical psychology. This consists of a minimum of 12 semester credits in any area of study that has been approved by the supervisory chairperson and the Program Director. The student may identify this area early in their program of studies, though it is normally not until the end of the sixth semester of enrollment that the area is formally declared (Form in Appendix L). Most work toward meeting major area of study requirements takes place during the third and fourth years of matriculation. The “major area of study” concept is used as a descriptor of education and training opportunities in an advanced concentration within clinical psychology.

**Departmental Major Areas of Study.** There are currently three identified Major Areas of Study within the department: Clinical Child/Pediatric Psychology; Neuropsychology, Neurorehabilitation, Clinical Neuroscience and Cognitive and Emotion Neuroscience; and, Clinical Health Psychology. Concentrated study in one of these areas also requires the approval of the Area Head. A brief description of these areas is given below; specific area requirements can be found in Appendix C.

**Clinical Child/Pediatric Psychology.** Area Head: Dr. David Fedele. Students in the child area should expect to receive didactic instruction in the basic foundations of clinical-child psychology including psychological disturbances of children, psychological assessment of the child, and specific treatment techniques with children and families. Students also gain exposure to various topics relevant to clinical-child/pediatric psychology through the selection of various electives (e.g., pediatric psychology, advanced child therapy, advanced developmental psychology). Students will participate in a variety of assessment and treatment cases, which are typically seen through the Psychology Clinic. Notably students will participate in four core practicum rotations during their second year, and then multiple semesters of advanced child practicums in their third and fourth years. During advanced practicums students can gain exposure to working with interdisciplinary professional teams addressing a variety of acute and chronic medical conditions due to the department’s extensive associations with pediatric medical services throughout UF Health and the Division of Child and Adolescent Psychiatry. Specific training opportunities are provided with children and youth with learning disabilities and cognitive deficits, emotional and behavioral disorders, numerous medical and chronic illnesses, and family difficulties. Students should expect to gain the following competencies, among others, by the time they graduate from the program:

1. Review the literature using rigorous systematic review methodology.
2. Effectively design approaches or hypotheses to be tested and methodology to be used; analyze data and develops conclusions using accepted research methodologies.
3. Present research findings effectively in professional forums (e.g., published manuscripts, oral presentations at conferences).
4. Demonstrate proficiency in in effective written and oral forms of communication.
5. Work effectively with diverse clients, families, and professionals (e.g., race/ethnicity, age, sex, sexual orientation, disability status).

6. Develop productive working relationships with patients, families, other professionals.

7. Receive and use feedback and supervision to enhance clinical child and/or pediatric psychology skills and abilities.

8. Apply knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications with moderate supervision.

9. Conduct a comprehensive biopsychosocial interview with patient and relevant caretakers to evaluate biological and psychosocial functioning related to the presenting health concern across commonly occurring psychopathologies and case presentations.

10. Select, administer, score, interpret evidence-based assessment tools and write integrated assessment reports appropriate for the patient for the purpose of case conceptualization, treatment planning, monitoring and evaluating treatment outcomes, and facilitating referrals across commonly occurring case presentations with moderate supervision.

11. Demonstrate case conceptualization and treatment planning that are theoretically grounded and evidence-based.

12. Understand and implement evidence-based health and behavior interventions appropriately targeted to patient needs.

13. Conduct brief, targeted assessments with patient and relevant caretakers to evaluate biological and psychosocial functioning related to physical health or illness/injury with moderate supervision.

14. Demonstrate understanding of psychologists’ and other professionals’ unique roles on health-care teams.

15. Work with an interdisciplinary team with moderate supervision, recognize limits of expertise, and seeks appropriate guidance and consultation.

**Neuropsychology and Clinical Neuroscience.** Area Head: Dr. Duane Dede.
Study in NCN provides the opportunity to develop skills in research and clinical assessment and treatment of brain behavior disorders in children and adults. Advanced graduate students in this area select from a variety of courses in human neuroanatomy, clinical neuropsychological assessment of adults and children, human higher cortical functions, laboratory methods in cognitive neuroscience, neuroimaging, forensic neuropsychology, neuropsychology of aging, and other selected topics. In the required practicum, the student obtains advanced clinical experiences in the assessment and treatment of cognitive and emotional disorders associated with a variety of neurologic diseases. The practica are conducted in the Psychology Clinic, the Fixel Center for Neurologic Diseases, outpatient and inpatient consult services and in other specially arranged sites (e.g., the preoperative anesthesia clinic, the VA, North Florida Evaluation and Treatment Center).

**Clinical Health Psychology.** Area Head: Dr. Glenn Ashkanazi.
The Clinical Health Psychology area is designed to provide students with a foundation in the theory, research and practice of medical psychology/clinical health psychology. The program emphasizes an empirical approach to the study of psychological aspects of health and medical illness. Students are provided with didactic training in fundamentals of health psychology, pathophysiology and a variety of health related elective courses that complement their basic training in clinical psychology. Clinical training is provided through exposure to a variety of health problems in which psychological factors may play a role or in which psychological intervention is necessary for a comprehensive treatment approach. Activities include assessment, consultation, and intervention with a variety of medical/surgical problems, inpatient consultation liaison work within the Health Center and a monthly conference. Supervised research opportunities are also provided.

**Cognitive and Emotion Neuroscience (CEN)** is a research emphasis within the CHP doctoral program. The area does not directly supervise clinical training. Thus, students who work with CEN faculty must be admitted to the CHP doctoral program with the approval of faculty in one of our other three areas: Neuropsychology, Medical/Health Psychology, or Child/Pediatric Psychology.

The CEN research emphasis is organized around two subthemes: (a) Cognitive neuroscience and aging; (b) Emotion neuroscience and psychopathology, as well as integration between both emphases.

(a) Cognitive neuroscience and aging: The mission of this emphasis is to conduct cutting-edge interdisciplinary clinical neuroscience and translational research on age-associated cognitive, behavioral and emotional functioning, factors that contribute to impairments and functional decline, and future avenues for intervention. A primary objective to translate basic science discoveries into clinical applications in order to slow, avert or restore age-related cognitive decline and memory loss.

(b) Emotion neuroscience and psychopathology: This emphasis integrates two related areas: Study of (1) the basic science of emotion, as emotion is expressed in language behavior, overt action, autonomic and somatic physiology, and highlighting the investigation of mediating neural structures and circuits in the human brain. The toolkit for the emphasis consists of current, major research technologies, including methods in cognitive/computer science, the broad area of psychophysiological measurement, electroencephalography and brain imaging (MRI). (2) Applications of emotion science in experimental psychopathology, as it relates to clinical evaluation and treatment of the anxiety and mood disorders.

Research activity is organized according to emphasis. For the emotion neuroscience emphasis, team members participate in both the basic science laboratories of the Center for the Study of Emotion and Attention and in the Fear and Anxiety Disorders Clinic. For the cognitive neuroscience emphasis, participation is expected in the ongoing research programs of the Center for Cognitive Aging and Memory.

**Research Requirements**

Students are expected to be engaged in research activities and to be continuously registered for research credits throughout their tenure in the program with few exceptions. A common exception to this
rule is in the event the student has already successfully defended their dissertation (typical of those in the year in which the student leaves for their internship).

**Research Mentorship Policy**

**Rationale**

This policy sets forth requirements for faculty assignment to research mentorship roles within the Department’s doctoral program in Clinical Psychology. It is designed to assure that students receive effective and high-quality research mentorship within a departmental culture that also includes education and training in clinical competencies and professional principles. This policy supplements roles and responsibilities of Graduate Faculty as set forth by the Graduate School and describes operating principles to be followed in CHP.

**Policy**

1) **Membership on the Graduate Faculty.** All budgeted faculty in the Department of Clinical & Health Psychology are eligible to apply for appointment to the Graduate Faculty. The Chair prepares the nomination, which is reviewed and voted upon by the Graduate Faculty in the department.

2) **Membership on Doctoral and Master’s Committees.** Graduate Faculty status affords the opportunity and responsibility to serve on Master’s and Doctoral committees within the Department. Appointment to specific committees is subject to approval by the research mentor, Program Director, and Department Chair.

3) **Chairing Doctoral and Master’s Committees.** Serving as chair of a Doctoral or M.S. committee is a responsibility reserved for Graduate Faculty members on the tenure track. This responsibility aligns with the substantial assignment to research by these faculty.
   a. **Tenured** faculty members may chair committees within their areas of expertise, at their discretion.
   b. **Non-tenured** tenure-track faculty members may supervise M.S. or Ph.D. research by serving as Chair along with a tenured faculty member, who serves as official Co-Chair. This requirement holds until the faculty member graduates a total of three M.S./Ph.D. candidates, or achieves tenured status, whichever comes first. At this point, subsequent M.S. or Ph.D. committees chaired by this faculty member would not require a Co-Chair.
   c. **Non-tenure-track** faculty (faculty on Clinical or Research tracks) may not, except in special circumstances, supervise M.S. or Ph.D. work. Such instances shall be reviewed and, if appropriate, approved by the tenured faculty, program director, and department chair. If such special circumstances are approved, the non-tenure-track faculty member may assume Co-Chair responsibilities along with a tenured faculty member, who will serve as the official Chair.

4) **Student Admission to Research Mentors.** Upon admission, students will be assigned to work with a research mentor who is a member of the tenure-track faculty.

**Policies and Procedures Regarding First Year Project and Master's Research**

A **first year research project (FYP)** is required of all students entering with a Bachelor’s degree or a Master’s degree in which they did not complete a thesis and is encouraged for students entering with a Master’s degree. The goal of the First Year Project is to provide the student with a mentored
research experience that promotes competency in the conduct of empirical research. Students choose a mentor during the first semester and must complete the project by the time of the Fall Symposium. The Fall Symposium involves a public oral presentation to the department and is usually held in November of the second year. This project is then developed into a formal written Master's thesis that is defended on selected dates in the spring semester of the second year before a designated departmental committee.

Students who enter the program with a Master’s degree in which a thesis was completed should submit their thesis document to the Program Director. A committee led by the Program Director will determine if the thesis meets the research standards of the Department and if the student will be required to develop a new project with their mentor, present at the Fall Symposium, defend to a Masters committee, submit the thesis to UF’s Editorial Office and receive an MS in Clinical Psychology from UF.

**FYP/Master’s degree policies and procedure:**

1) Students who enter the program with a Baccalaureate degree or a Master’s degree in which they did not complete a thesis must satisfactorily complete a first year project under the supervision of a mentor mutually agreed upon during the first semester of graduate study. This project may be part of a program of study in a faculty's laboratory, or an individually initiated study. Each semester the mentor evaluates whether satisfactory progress is being made on this project. The mentor also provides the basis for evaluation of research progress for the annual review by the faculty.

2) The Program office will assign students to one of the two departmental Master's committees. Each student's Master's committee consists of four members: the student's mentor (Chair) plus three faculty from different areas of concentration in the department. The committee will formally examine the student based on a written thesis document and oral defense.

3) Students present the first year project at the Fall Symposium, held in the fall semester of the second year, which is attended by each student's Master's committee as well as the entire Department. Written feedback from the committee is provided within one week. The student takes this feedback and incorporates it as appropriate into a written thesis.

4) The written thesis should take the form of a well-developed research manuscript, such as that suitable for publication in a peer-reviewed scientific journal, except for the manuscript being formatted in a manner consistent with Graduate School Editorial Office guidelines. This document should be presented to the Master’s committee at least two weeks before the scheduled defense in the spring of the second year.

5) The format of the oral defense is at the discretion of the student’s mentor and committee. Considering that projects have been formally presented during the previous semester’s Fall Symposium, the spring defense typically takes the form of a 1-2 minute verbal presentation or a 5-10 minute slide presentation followed by exhaustive discussion and questions from the committee.

6) Students who have successfully completed a minimum of 30 credits (including no less than
23 credits of coursework and a minimum of 5 credits of CLP 6971 Master’s Research) and successfully defended their thesis in their oral examination will be awarded the MS in Clinical Psychology in the spring semester of their second year.

7) Students should be registered for Master's thesis research until the final defense. Minimum registration in the final spring term for a thesis student is 3 semester hours of CLP 6971.

All students presenting first year projects are required to provide the Academic Coordinator the project title and abstract in Microsoft Word with the name of the mentor and any source of intra- or extramural support. This will be requested, with instructions from the Academic Coordinator about six weeks prior to the Fall Symposium, and is used to create a program for the symposium.

**Doctoral Research**

The doctoral dissertation is an independent and original research project that is conducted by the student with the approval and ongoing consultation of the doctoral committee. The committee should be appointed by the end of the sixth semester of matriculation. Those students who enter with a Master’s degree are reminded that the Graduate School requires that your doctoral committee be formed by the completion of 12 credit hours or at the end of the second semester in the program. The form documenting committee appointment must be approved and on file in the Program Office prior to submission of qualifying examination topics to the Program Director. (See Appendix L) A Proposed Program of Study must be submitted with the appointment of your committee; this Program of Study should clearly indicate what courses you are intending to count toward your general electives, Area requirements, and Area electives.

Per Graduate School requirements, doctoral committees will consist of at least four faculty members selected from the Graduate School Faculty, one of whom must be appointed to the Graduate Faculty from a department other than Clinical and Health Psychology (“external” member). The external member cannot be a member of the CHP Graduate Faculty (even if their primary Graduate Faculty appointment is with another program or unit). One of the remaining members must be selected from among those CHP faculty members who are outside the student’s area of concentration. The purpose of this policy is to insure breadth in research mentorship.

At the discretion of the student and major advisor/chair, the committee may consist of more than four members. Further, Department policy requires that at least two of the committee members be tenure track faculty within the CHP department (see Appendix A for eligible faculty and Appendix L for the form). Students should check with the Academic Coordinator or the Graduate School for a current list of Graduate Faculty members. If the recommended chair is not a member of CHP tenure track faculty, then a co-chair is selected from the CHP tenure track faculty who takes responsibility for local advisement regarding the student's program of study, program regulations, and the doctoral qualifying examination as it pertains to the Clinical Psychology program requirements.

The composition of the Doctoral Committee may be changed with an appropriate rationale, but the Graduate School will not accept committee changes during the semester in which the student receives a degree. All supervisory committee members must attend meetings and examinations. Graduate School policy now allows for remote participation of a committee member (i.e.,
teleconferencing, video conferencing, etc.). However, the Graduate school still mandates that the student and the Chair be in the same room while the meetings and exams are conducted. In the event that the student has a co-chair, the co-chair can substitute for the chair in the event that the chair is unable to be present. If the student has any doubt about the proper procedure, they should consult the Academic Coordinator or Program Director to make sure that proper procedures are followed. Substitutions for the Chair or External Member are not permitted, except as noted above as pertains to the chair. In order for you to change membership on a supervisory committee, you must submit a Change of Committee Form signed by all current and new members. (See Appendix L).

Practicum Requirements

The clinical practicum sequence is designed to develop a broad range of clinical skills and competencies in health service psychology under close supervision. Practicum placement and grade assignment are the responsibility of the Program Director in consultation with clinical supervisors. The goal of this professional training is to provide a firm grounding in basic clinical skills which can be further refined during the intensive one year internship. The areas in which the program strives for the development of basic competencies are described in Appendix D.

Core Practica. Eight credit hours of core practica (CLP 6943) are required for students. The core practicum sequence consists of four 3-month rotations that take place during the 3rd-6th semesters of enrollment. Under special circumstances determined by individual student goals and needs, the timeline of Core Practicum training may be modified with approval of the Program Director.

Students also begin conducting supervised outpatient therapy during their second year while on core practicum. Students should begin seeing outpatient therapy cases at the beginning of their second quarter (October) of the core practicum year. Student typically start with one case, and then gradually add to the caseload over the year so that they are seeing 3 to 4 cases per week by the end of the second year.

Advanced Practica. Enrollment in advanced practicum typically begins during the third year of matriculation and, depending on the student’s Major Area of Study, may continue until the student leaves for internship. The Application for Advanced Practicum form (see Appendix L) must be approved prior to registration for these hours and must accompany the general registration form during advanced registration. There are several kinds of advanced practica and many students take more than the minimum required.

a) Practicum in Intervention (CLP 6947). Program requirements include 5 hours of CLP 6947 or its equivalent... There are two ways of completing the intervention practica:

(1) Ongoing therapy training. Students may register for 1 or more credits in a given semester, and must maintain a caseload appropriate to the credit load. It is expected that students will obtain 25 direct contact hours for each credit of registration. Generally speaking, the minimum requirements for therapy training are 2-3 weekly cases, or their equivalent, under the supervision of core program faculty.

(2) Individually designed advanced practica. These include specific training experiences with one or more CHP faculty or participation in an off-site practicum such as at the Student Mental Health Services or Counseling Center (See Appendix E for a description of off-site practica). Credits are determined on an individual basis. Faculty supervisors in off-site practica must participate directly in
the practicum evaluation process.

(3) Beginning with those entering the program in 2014-2015, each student will be required to complete a supervision practicum during their fourth year in the program. This supervision practicum will involve providing faculty monitored supervision to less experienced student therapists.

b) Advanced Specialty Practica (CLP 6945, 6946, and 6948). These advanced practica are associated with specific areas of concentration requirements and include those in Neuropsychology (6945), Applied Medical Psychology (6946), and Clinical Child/Pediatric Psychology (6948). Students concentrating in one of these areas will be required to complete one or more of these practica based on area specific requirements; other students may take these courses with approval of the Area Head.

Students are expected to obtain regular supervision of their practicum training activities by program faculty. The specific policy governing supervision of student clinical activities is reproduced below.

Practicum Evaluation

Clinical Competency Assessment Tool (CCAT)

The assessment of competence fosters learning, evaluates progress, assists in determining curriculum and training program effectiveness, advances the field, and protects the public. Competence as the outcome of education and training is valued and increasingly addressed by healthcare professions.

Each semester starting with the beginning of core practicum in the second year of training, students are expected to initiate the Clinical Competency Assessment Tool (CCAT) with each of their clinical supervisors. Students will report on the types of clinical activities completed with each supervisor. Supervisors will rate students on competency benchmarks in several domains of professional psychology: 1) Professionalism; 2) Professional Relationships; 3) Application of Knowledge and Skill to Practice; 4) Science in Practice; 5) Supervision; 6) Systems.

Clinical Logs

Beginning in Year 2 and beyond students must submit practicum training logs each semester to report their clinical activities in assessment and intervention. In these logs, students will list the patients they have seen and report contact hours and any tests and procedures conducted.

Logs serve to keep track of clinical hours that will be reported to APPIC when applying for internships, and also assist faculty in ensuring students are handling a variety of cases.

Completing CCAT’s and clinical logs is a professional responsibility of both students and faculty. In addition to enabling supervisors to grade semesterly practica, the Clinical Progress Committee uses cumulative practicum evaluations and logs in assessing yearly progress toward program competencies.

Supervisor Evaluation

Classroom teaching is evaluated by students through the University every semester at the end of each course. Clinical supervision and research mentorship are typically not evaluated through
the same University system. Rather, we have developed an internal department system for students to evaluate faculty research mentorship and clinical supervision. Student input is important for improving the Department’s clinical supervision practices and for when faculty are being reviewed for tenure and promotion. This occurs at the end of each semester; you will be prompted to complete these evaluations by the Academic Coordinate and/or Director of Clinical Training. Students are highly encouraged to complete these faculty evaluations.

**Supervision Policies**

The changing and expanding roles of health service psychologists requires the specification of supervisory relationships involving faculty and trainees. In the past, the vast majority of supervision in the department was directly offered by faculty for trainee-performed service delivery in the Psychology Clinic setting. Now, however, trainees are providing services in rural settings, in schools, in homes, and in other venues, and supervision is provided not only by faculty but also by postdoctoral associates. The Curriculum Committee has examined the issues brought up by such diverse supervisory relationships and offers the following guidelines and policies to govern each major type of relationship. These policies pertain to all supervised patient contacts occurring in research and practicum settings. A major distinction is made between “direct supervision” (supervision provided directly by a licensed faculty member) and “indirect supervision” (supervision provided by an unlicensed trainee [e.g., post-doctoral associate] or faculty member who is, in turn, under the supervision of a licensed faculty member). In “indirect” supervision, the student trainee might not meet weekly with the licensed faculty member, but receives most of the direct supervision from their unlicensed designee.

1) **Local Direct Supervision.** Local direct supervision is supervision offered directly by licensed faculty members for services delivered in the local Academic Health Center environment. Such supervision is expected to be physically face-to-face and is governed by the existing Psychology Clinic policy on Billing and Supervision. In cases where licensed faculty supervise ongoing psychotherapy cases, it is expected that the faculty will meet the patient directly during an initial therapy visit and that, during this meeting, the supervisory relationship between the faculty and trainee therapist will be discussed with the patient.

2) **Remote Direct Supervision.** Local direct supervision implies that the supervisor is physically available for supervisory consultation at the time services are rendered. In instances where the supervisor is not officially at work at the HSC or is out of town, the designated supervisor is the individual named as back-up supervisor by the traveling faculty member, or in cases where this individual cannot be located, the Clinic Director. In these instances, the traveling faculty supervisor de facto transfers case responsibility to another physically present institutional representative (i.e., professional psychologist) for supervision of that service event.

Remote service delivery is defined as a service delivery event in which no institutional official is physically available to provide immediate supervision or intervention (e.g., in home or school visits). In these instances, documentation must exist prior to service delivery that a decision-making process has taken place that specifically includes an assessment of risk to the student. Three categories of risk are differentiated as follows:
(1) no or low risk, (2) medium risk, (3) high risk. Definitions of risk will be considered on a case-by-case basis, and the specific conditions considered must be documented in the chart. For Category 1 cases, the student will be permitted to see the case alone. For Category 2 cases, students will be required to carry a cellular telephone that would permit immediate contact with the faculty supervisor. For Category 3 cases, students will be required to carry a cellular telephone and to be accompanied by an additional person who can perform the functions of oversight, witnessing, and/or physical intervention should such functions become necessary. After the service delivery event, the existing Psychology Clinic Policy on Billing and Supervision governs provision of direct supervision by the faculty supervisor.

3) Indirect Supervision. As indicated above, “indirect supervision” is defined as face-to-face supervision of student and intern service delivery by an unlicensed professional (post-doctoral associate, faculty) who is, in turn, supervised by a licensed faculty member. This is termed “indirect supervision” because the responsible professional (the licensed faculty member) normally provides oversight indirectly through the actions of an unlicensed psychologist.

(a) Supervision by Unlicensed Faculty. It is expected that unlicensed faculty members who provide supervision of graduate students and interns will follow all existing policies regarding billing and supervision. The licensed faculty member who is ultimately responsible for these cases should arrange to meet the patient during the assessment or during an early therapy session, at which point the supervisory relationships in place for that patient’s care are explained. Unlicensed faculty members are required to establish regular supervision meetings with a licensed faculty supervisor. Unlicensed faculty are expected to pursue and obtain licensure at the earliest possible time they are eligible for licensure.

(b) Supervision by Post-Doctoral Associates. Indirect supervision by post-doctoral associates is permissible provided that an explicit policy for direct supervision is in place and that student trainees are advised of that policy. All supervision by post-doctoral associates is expected to conform to existing policies on billing and supervision. The licensed faculty member who is ultimately responsible for these cases should arrange to meet the patient during the assessment or during an early therapy session, at which point the supervisory relationships in place for that patient’s care are explained. In all cases in which this arrangement is used, students and interns must be furnished with an explicit plan they should follow if they wish to contact the licensed faculty supervisor directly for consultation. It is expected that the post-doctoral associate who provides supervision to students and interns should have in place a regular supervisory meeting with the responsible licensed faculty member. Periodic (e.g., at least monthly) combined supervisory meetings involving the responsible faculty member, the post-doctoral associate, and the student/intern supervisees should be arranged to allow for timely discussion of clinical and supervisory issues.

Approved by Curriculum Committee 7/28/05, effective date 7/28/05
Supervision of Training and Outside Employment Policies

In order for the department to support its students by assuring a high quality education and timely progress towards their degrees and to assure oversight that each student achieves competency in their clinical and scientific endeavors, the faculty of the Department of Clinical and Health Psychology provide the following policies for education and training.

Required Assessment/Consultation Practica

Students are assigned to their core assessment rotations (CLP 6943; Core Practicum in Clinical Psychology) by the Program Director; these rotations take place in the Psychology Clinic or at external sites and are supervised by CHP core faculty. In addition to this core experience, students are required to complete advanced specialty practica in their major area of study under the direct, face-to-face supervision of faculty budgeted in the Department of Clinical and Health Psychology. The core assessment practica and the advanced practica required by the student’s major area of study (CLP 6945, Advanced Practicum in Neuropsychology; CLP 6946, Advanced Practicum in Applied Medical Psychology; CLP 6948, Advanced Practicum in Clinical Child Psychology) must be completed successfully before additional advanced practica, supervised by a faculty member outside the department, may be arranged.

Additional practica arranged outside the department must receive prior approval by the faculty of the major area of study, including signoff by the student’s mentor, and by the Program Director. Petitions to approve outside practica should be submitted to the Area Head after discussion with and signoff by the mentor, who will present the proposal to area faculty for review and evaluation. Approval by the area is required before submitting the proposal to the Curriculum Committee/Program Director for final approval.

A faculty member with an appointment in the Department of Clinical and Health Psychology (courtesy, adjunct, joint, etc.) must provide direct, face-to-face supervision of all specialty practicum experiences. That faculty member will be required to complete formal evaluations of students under their supervision and to attend relevant meetings in which the practicum evaluations are discussed by the faculty. Faculty members outside the department may also provide such supervision as long as the practicum experience is approved by the Area and program director beforehand, and as long as that faculty member has agreed to participate in our formal practicum evaluation procedures.

Students are strongly encouraged to review the Clinical Policies and Procedures Document that can be found at: https://internal.phhp.ufl.edu/chp/Clinic%20Manual%205-13-14.pdf

Research Training

All research activities conducted to meet the requirements of the doctoral training program (thesis and dissertation) must be supervised by budgeted faculty of the Department of Clinical and Health Psychology or those UF faculty holding a joint appointment with the department. Exceptions require approval of the Area Faculty and Program Director and appointment of a
budgeted faculty member as co-chair of the research committee, as per existing departmental regulations.

All research activities outside of the thesis and dissertation project requirements that are not conducted under the supervision of a budgeted faculty member must be approved by the Area Faculty and the Chair of the student’s thesis or doctoral committee and Program Director, using the “Request to Participate in Outside Clinical/ Research Activity” form (see Appendix L).

**Didactic Training**  
Independent study courses taught by faculty members outside of the budgeted faculty of the department must be approved by the student’s mentor, Area Faculty, and the Program Director.

**Outside Employment**  
It is the policy of the Department of Clinical and Health Psychology that all trainees obtain the approval of the Program Director before accepting employment outside the assigned assistantship or fellowship. This approval requires the completion of the “Request to Participate in Outside Employment” form, endorsed by the student’s assistantship or fellowship supervisor and research mentor. This form must be approved prior to commencing any employment (additional OPS clinic work and outside employment).

**Internship Requirement**  
The internship is a full year intensive supervised clinical experience that is the capstone of professional training in the doctoral program. While the Department offers its own APA accredited internship, students normally apply to other APA accredited sites in order to broaden their professional experience. Choices of where to apply are made in consultation with doctoral committee chairs and the Program Director, who conducts a formal Internship Preparation Seminar (not for credit) in the fall semester for students planning to apply for internships at that time. A minimum of 6 credit hours (2 hours per each of three semesters) are required during the internship year of 12 months. Graduate School requirements for minimum enrollment during internship is 3 hours in Fall and Spring and 2 hours in the Summer semester if you wish to be coded as full-time and receive financial aid.

The student applies for internship in the fall term of the fourth year. The entire process is governed by agreements among Program Directors and Internship Centers and is more fully described in the APPIC notification procedures (see [http://www.appic.org](http://www.appic.org)), which are revised yearly.

In order to apply for internship the student must have made satisfactory clinical progress and have the approval of the Program Director, the Clinical Progress Committee and the doctoral committee chair. In order to apply for internship, the student must have successfully defended the dissertation proposal by October 1 of the fall in which the internship application is made and must have a positive endorsement of the Clinical Progress Committee on file by that date. Students will be informed of the Clinical Progress Committee’s evaluation of their intern readiness as soon as it is completed.
# PROGRAM REQUIREMENTS
## SUMMARY 2020-2021

### CLINICAL PSYCHOLOGY CORE COURSES

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<td>Electives</td>
<td></td>
<td>19 – 24</td>
</tr>
<tr>
<td>TOTAL CREDITS:</td>
<td></td>
<td>97 – 105</td>
</tr>
</tbody>
</table>

* 2 credits x 4 semesters: During the three semesters of the second year students will complete four clinical rotations (Child, Medical Psychology, Mental Health, Neuropsychology).

** One credit of 6947 must be in a supervision practicum in the fourth year

*** The number of required advanced practicum credits varies for each area; see area guidelines for details
Program of Study should be planned with the guidance of your mentor. Configuration of Area of Concentration courses vary based on individual needs. Credit loads depicted here may vary and are based on several factors including, but not limited to, student’s financial assignment (Assistantship, Fellowship), the nature of selected Minor or Area of Concentration, and electives taken (contact Area Head for elective approval if not listed here or elsewhere in handbook).

Some foundations courses are administered in the Department of Psychology. These include Social Psychology (held in Spring) and History of Psychology (held in Fall), and Developmental Psychology which is offered every other year in the fall; two other foundations courses (Cognitive Bases of Behavior and Higher Cortical Function) are taught by CHP.

**SAMPLE Curriculum Timeline**

**Clinical-Child/Pediatric Psychology Area of Concentration**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cr.</td>
<td>CLP 6971 Master’s Research (1)</td>
<td>CLP 6971 Master’s Research (1)</td>
</tr>
<tr>
<td>25 cr.</td>
<td>CLP 7943 Core Practicum (2)</td>
<td>CLP 6943 Core Practicum (2)</td>
</tr>
<tr>
<td></td>
<td>CLP 7934 Cognitive Bases of Beh (3)</td>
<td>CLP 7979 Advanced Research (1)</td>
</tr>
<tr>
<td></td>
<td>Elective/Found Course* (3)</td>
<td>CLP 6943 Core Practicum (2)</td>
</tr>
<tr>
<td></td>
<td><strong>Present First Year Project 9</strong></td>
<td>(Rotations end at the end of Summer A)</td>
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<tr>
<td></td>
<td><strong>Take Qualifying Exam 9</strong></td>
<td>Elective (3)</td>
</tr>
<tr>
<td></td>
<td><strong>Apply for Internship 9</strong></td>
<td><strong>Propose Dissertation 6</strong></td>
</tr>
<tr>
<td>2 cr.</td>
<td>CLP 6947 Practicum in Intervention(1)</td>
<td><strong>Defend Dissertation 6</strong></td>
</tr>
<tr>
<td>24 cr.</td>
<td>DEP 6099 Developmental Psychology(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLP 7934 Child &amp; Family Treat (Req Child: 3)**</td>
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</tr>
<tr>
<td></td>
<td><strong>Take Qualifying Exam 9</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Propose Dissertation 6</strong></td>
<td></td>
</tr>
<tr>
<td>3 cr.</td>
<td>CLP 7980 Doctoral Research (1)</td>
<td>CLP 7980 Doctoral Research (1)</td>
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<tr>
<td>24 cr.</td>
<td>CLP 6948 Adv. Practicum in CC/PP (Req Child: 1)</td>
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<td>Elective (3)</td>
<td>CLP 7980 Doctoral Research (2)</td>
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<tr>
<td></td>
<td><strong>Apply for Internship 9</strong></td>
<td>CLP 7980 Doctoral Research (2)</td>
</tr>
<tr>
<td></td>
<td><strong>Defend Dissertation 6</strong></td>
<td>CLP 7980 Doctoral Research (2)</td>
</tr>
<tr>
<td>5 cr.</td>
<td>CLP 7980 Doctoral Research (1)</td>
<td>CLP 7980 Doctoral Research (1)</td>
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<td>CLP 7949 Internship (2)</td>
<td>CLP 7949 Internship (2)</td>
</tr>
<tr>
<td></td>
<td><strong>Apply for Internship 9</strong></td>
<td>CLP 7949 Internship (2)</td>
</tr>
</tbody>
</table>

**indicates possible electives taken by child area students
## SAMPLE Curriculum Timeline

### Neuropsychology and Clinical Neuroscience Area of Concentration

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong>&lt;br&gt;26 cr.</td>
<td>CLP 7934 Intro to Clin Psychology (1) CLP 7934 Classics in Cognitive Neuro (1) CLP 6476 Lifespan Psychopathology (4) CLP 6527 Research/Design I (3)</td>
<td>CLP 6971 Master’s Research (2) CLP 6430 Psychological Assessment (4) CLP 6528 Research/Design II (3)</td>
</tr>
<tr>
<td></td>
<td>CLP 6971 Master’s Research (3) CLP 6943 Core Practicum (2) CLP 6529 Multivariate Statistics (3) OR CLP 6307 Higher Cortical Functioning (3) SOP 6099 Social Psychology (3)</td>
<td>CLP 7979 Advanced Research (1) CLP 6943 Core Practicum (2) Elective (3)</td>
</tr>
<tr>
<td></td>
<td><strong>9</strong>&lt;br&gt;Present First Year Project</td>
<td><strong>9</strong>&lt;br&gt;Defend Masters</td>
</tr>
<tr>
<td><strong>2</strong>&lt;br&gt;27 cr.</td>
<td>CLP 6943 Core Practicum (2) DEP 6099 Developmental Psychology (3) CLP 7428C Adult NP Assessment (Req for NP: 3)</td>
<td>CLP 7980 Doctoral Research (2)</td>
</tr>
<tr>
<td></td>
<td>CLP 7980 Doctoral Research (1) Foundations Course*/Elective (3) Elective (3) Elective (3)</td>
<td>CLP 7980 Doctoral Research (3)</td>
</tr>
<tr>
<td></td>
<td><strong>9</strong>&lt;br&gt;Take Qualifying Exam</td>
<td><strong>9</strong>&lt;br&gt;Propose Dissertation</td>
</tr>
<tr>
<td><strong>3</strong>&lt;br&gt;24 cr.</td>
<td>CLP 6943 Core Practicum in Intervention (1)</td>
<td>CLP 6943 Core Practicum in Intervention (1) CLP 6529 Multivariate Statistics (3) OR CLP 6307 Higher Cortical Functioning (3) Elective (3 - 6) CLP 6945 Specialty Practicum in NP Level I (Req for NP: 3)</td>
</tr>
<tr>
<td></td>
<td>CLP 7980 Doctoral Research (2) PSY 6608 History of Psychology (3) Elective (3) CLP 7934 Subcortical Functioning (3)**</td>
<td>CLP 7980 Doctoral Research (3) Elective (3) CLP 7934 Forensic Neuropsychology (3)**</td>
</tr>
<tr>
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<td><strong>9</strong>&lt;br&gt;Apply for Internship*</td>
<td><strong>9</strong>&lt;br&gt;Defend Dissertation</td>
</tr>
<tr>
<td><strong>4</strong>&lt;br&gt;23 cr.</td>
<td>CLP 7980 Doctoral Research (1)</td>
<td>CLP 7980 Doctoral Research (2)</td>
</tr>
<tr>
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<td>CLP 7949 Internship (2)</td>
<td>CLP 7949 Internship (2) CLP 7980 Doctoral Research (1)</td>
</tr>
<tr>
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<td><strong>9</strong>&lt;br&gt;Apply for Internship*</td>
<td><strong>9</strong>&lt;br&gt;Defend Dissertation</td>
</tr>
<tr>
<td><strong>5</strong>&lt;br&gt;10 cr.</td>
<td>CLP 7949 Internship (2)</td>
<td>CLP 7949 Internship (2) CLP 7980 Doctoral Research (2)</td>
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<tr>
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<td>CLP 7949 Internship (2) CLP 7980 Doctoral Research (1)</td>
<td><strong>3</strong>&lt;br&gt;Defend Dissertation</td>
</tr>
</tbody>
</table>

**Electives other than these NP electives can be selected.**

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**Notes:**
- *Elective* indicates courses that are optional and can vary depending on the student's interests and needs.
- **Core** courses are required for all students in the program.
- **NP** electives are specific to the Neuropsychology and Clinical Neuroscience area of concentration.
- **Research** courses are designed to provide students with research skills and experience.
- **Practicum** courses offer hands-on clinical experience.
- **Defend Masters** refers to the process of presenting and defending a dissertation or thesis in the final year of the program.
## SAMPLE Curriculum Timeline
### Clinical Health Psychology Area of Concentration

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>CLP 6476 Lifespan Psychopathology</td>
<td>CLP 6430 Clin Psych Assessment</td>
<td>CLP 6407 Psychological Treatment/Intervention</td>
</tr>
<tr>
<td></td>
<td>CLP 6527 CLP 6527 Research/Design I</td>
<td>CLP 6528 Meas/Research/Stats II</td>
<td>CLP 6943 Core Practicum</td>
</tr>
<tr>
<td></td>
<td>CLP 7934 Intro to CLP: Prof Iss &amp; Ethics</td>
<td>CLP 6971 Masters Research</td>
<td>CLP 6971 Masters Research</td>
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<tr>
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<td>CLP 6971 Masters Research</td>
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<tr>
<td>2</td>
<td>CLP 7934 Behavior Health &amp; Illness</td>
<td>CLP 6307 Human Higher Cortical Functioning</td>
<td>CLP 7934 Advanced Psychotherapy</td>
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<td>CLP 7934 Multivariate Statistics</td>
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<td>CLP 6943 Core Practicum</td>
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<td>CLP 6943 Core Practicum</td>
<td>CLP 6943 Core Practicum</td>
<td>CLP 7979 Advanced Research</td>
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<td>CLP 6971 Masters Research</td>
<td>CLP 6971 Masters Research</td>
<td>Form Doctoral Committee</td>
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<td>~ Present First Year Project</td>
<td>~ Defend Masters</td>
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<td>11</td>
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<tr>
<td>3</td>
<td>NUR 3129 Pathophysiology</td>
<td>CLP 6943 Rural/Primary Care Practicum</td>
<td>PHC 6001 Epidemiology</td>
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<td>DEP 6099 Developmental Psychology</td>
<td>CLP 7934 Health Promotion</td>
<td>Advanced Practicum in Health Psych</td>
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<td>CLP 6946 Advanced Practicum in Health Psych</td>
<td>CLP 7979 Advanced Research</td>
<td>CLP 6946 Practicum in Intervention</td>
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<td>CLP 6947 Practicum in Intervention</td>
<td>CLP 6947 Practicum in Intervention</td>
<td>CLP 7890 Doctoral Research</td>
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<td>CLP 7979 Advanced Research</td>
<td>~ ADVANCED ELECTIVE</td>
<td>~ Propose Dissertation</td>
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<td>~ Take Qualifying Exam</td>
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<td>CLP 7934 Cognitive Bases of Behavior</td>
<td>SOP 6099 Social Psychology</td>
<td>CLP 7890 Doctoral Research</td>
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<td>CLP 6946 Advanced Practicum in Health Psych</td>
<td>CLP 6608 History of Psychology</td>
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<td>CLP 7890 Doctoral Research</td>
<td>CLP 7317 Adv Health Psych &amp; Behavioral Medicine</td>
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<td>CLP 6947 Practicum in Intervention</td>
<td>CLP 6947 Practicum in Intervention</td>
<td>~ Defend Dissertation</td>
</tr>
<tr>
<td></td>
<td>~ Apply for Internship</td>
<td>CLP 7890 Doctoral Research</td>
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<td>5</td>
<td>CLP 7949 Internship</td>
<td>CLP 7949 Internship</td>
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</tbody>
</table>
COURSE POLICIES

All courses seek to provide for an integration of theory, research and practice through both didactic and experiential components, and address issues of ethics and human diversity as related to the subject matter.

Course Exemptions

The exemption or substitution of any course in the curriculum requires the written approval of the Program Director. In the case of a course exemption, the instructor of that course may examine the student in written or oral fashion, or may review previous course materials (e.g., syllabus, papers, examinations) in order to determine course comparability. The student should first discuss their desire to exempt a course requirement with the Program Director, who will help them first assess whether the content of their previous course is likely to meet UF program requirements. If this assessment is positive, the student, together with the Program Director, fills out the Course Exemption/Substitution form (Appendix L). This completed form, together with the syllabus from the course the student wants to exempt/substitute, is submitted to the CHP faculty member who teaches the corresponding course in the UF curriculum. The faculty member then reviews the student’s completed coursework and makes a recommendation to the Program Director. The faculty member may approve the request, deny the request, or recommend conditional approval based on the student’s completion of additional requirements. In the case of conditional approval, the faculty member may recommend that the student attend certain lectures that would supplement their existing education, or may recommend completion of an additional requirement. If a course exemption is approved, the completed form will then be filed in the student's academic folder. A separate form petitioning the Graduate School for transfer of credits from the student’s prior institution is necessary if the student wants to use these credits toward meeting graduation requirements. The student should consult the Academic Coordinator for instructions on how to obtain Transfer of Credit forms.

“Mentored” Courses

There are a number of “mentored” courses that may be taken under the guidance of a faculty member who is competent in the area of study and who is willing to devote time and energy to the work. Doctoral research must be taken under the appropriate research course title (CLP 7980), and cannot be taken until the student has completed their qualifying examination and advanced to doctoral candidacy under the guidance of a chair and doctoral supervisory committee.

1. CLP 6905 (Individual Work) This course can be taken at any time. The form in Appendix L must be completed and approved by the Program Director and the instructor before a section number can be assigned. This is the only independent study course that is graded; others are S/U. This course is not to be used for preliminary work on the doctoral dissertation. No more than 3 credits of 6905 can be taken as part of the area concentration.

2. CLP 6910 (Supervised Research) (Maximum 5 credits)

3. CLP 6971 (Masters Research) The student is typically enrolled in this course from the first semester of matriculation until the M.S. is successfully defended. (Minimum 5 credits)
4. **CLP 7979 (Advanced Research)** This course is taken after completion of the M.S. thesis but prior to admission to candidacy for the doctoral degree. It cannot be taken after admission to candidacy.

5. **CLP 7980 (Doctoral Research)**. This course is taken only after admission to doctoral candidacy.

### EVALUATIONS AND STANDARDS

#### Types of Evaluations

The student's progress in the program and their promise as a clinical psychologist are evaluated continuously by the faculty. While feedback is provided on a continuous basis in the context of supervisory relationships, formal feedback occurs at specific points throughout the program. Students should ensure that their departmental file is up-to-date with relevant evaluation forms and documentation of their achievements. Formal evaluations include:

1. **Course grades** The course instructor determines course grades based on established grading policies and performance on assignments contained in individual course syllabi.

2. **Practicum evaluations** Evaluations of professional development with respect to knowledge, skills and attitudes are conducted on a semestery basis. All faculty who supervise the student are expected to submit an individual evaluation of student performance for that semester. See [Appendix L](#) for a copy of the Clinical Competency Assessment Tool (CCAT), the current practicum evaluation form. Review of this form before beginning practicum is encouraged as a way of providing information about the behaviors and competencies upon which clinical performance will be evaluated.

3. **Clinical Progress Committee Review** In early summer of each academic year, the Clinical Progress Committee conducts the yearly evaluation of current and potential clinical skills of each student. Satisfactory progress in this area is equal in importance to progress in coursework and research. A lack of evaluations in the departmental file can result in an unsatisfactory progress report.

4. **Research Progress Review** Mentors and committee chairs provide the Program Director with a research progress evaluation each semester and a summary evaluation at the end of the year.

5. **Annual Review** Each year (typically in June/July), the student submits a formal online Student Activity Report (SAR) that is used to both evaluate their progress in the program and to provide activity data needed for continued APA accreditation. The SAR covers professional, research, clinical, and academic activity for the previous academic year. An annual review is conducted each summer at which time the faculty reviews the academic, research and professional progress of each student. At the end of the summer term, the faculty consensus on the student's overall progress is conveyed to the student in a letter from the student’s mentor or chair, with appropriate advisement as to their status in the program.

6. **Special Reviews**
   - a. Students wishing to apply for internship undergo Clinical Progress evaluation in early fall with respect to their readiness to begin the internship application process.
b. At the end of the student's second year, faculty will review student progress in the program and will formally decide whether the student should continue their studies in good standing or be placed on a remedial probation.

7. **Qualifying examination** To achieve doctoral candidacy status in the Graduate School, the student must satisfy the qualifying examination requirement as described in the Graduate Catalog. The student must schedule the Qualifying Examination in conjunction with their supervisory committee and must work with the Academic Coordinator to schedule a room and to obtain the necessary Graduate School and Departmental forms that must be signed and submitted once the examination is concluded. This examination is usually taken during the third year of graduate study, and covers the major and minor subjects. At this time the supervisory committee decides whether the student is qualified to continue work toward the Ph.D. The Graduate School relies on individual programs to establish their own policies and procedures for administering the Qualifying Examination. Departmental policies and procedures for the Qualifying Examination in Clinical Psychology are described in Appendix L.

8. **Doctoral dissertation proposal** The doctoral dissertation is proposed in a formal meeting with the doctoral committee. The written format of the proposal is the complete and finalized first two chapters of the dissertation. It must include:
   a. An Introduction Section that fully covers the relevant literature in the subject area, with a full and balanced critique, a clear definition of the problem, and a defense of the relevance of the problem;
   b. A Method Section that is complete and that contains clear and explicit hypotheses that demonstrably follow from the literature review. It must contain all requirements from the APA Publication Manual for methods, as well as detailed description and defense of all measures to be used; a detailed proposal of all statistical analyses to be performed (including the analyses of descriptive statistics, defense of the number of variables per subject and power estimates if appropriate); and a clear explication of the specific analysis tied to each hypothesis.
   c. A Reference Section that is complete.
   d. IRB forms completed for the proposed study.

8) **Doctoral dissertation defense** The student must defend their doctoral dissertation in a formal public meeting with the doctoral committee. The dissertation must be prepared as described in the Graduate School's guide for preparing the electronic thesis and dissertation. The student must schedule the Doctoral Dissertation Defense in conjunction with their supervisory committee and must work with the Academic Coordinator to schedule a room and to obtain the necessary Graduate School and Departmental forms that must be signed and submitted once the dissertation defense is concluded. Please visit the Graduate School’s website for information and technical assistance at [http://graduateschool.ufl.edu/editorial/deadlines](http://graduateschool.ufl.edu/editorial/deadlines).

**NOTE:** Students are not allowed to bring food or beverages for their faculty committee members during oral qualification examination meetings or dissertation proposal/defense meetings. In conjunction with this policy, faculty are not allowed to ask students to bring food or beverages to these meetings.
Standards of Performance

To maintain enrollment in the graduate program, satisfactory and timely progress must be made with respect to scholarship, research and professional development. Any decision of the Program Director and faculty regarding the student's status in the program may be appealed to the Chair of the Department.

1. **Scholarship** In addition to the requirement of an overall 3.0 GPA, the student must meet other minimum standards of performance. Any student who earns two unsatisfactory grades (C+, C, C-, D+, D, D-, E+, E, U) in any one semester, or three such grades at any time in the program will be dropped from enrollment. Grades of C+, C, C-, D+, D, D- or lower in any required course must be remediated by repeating the course, or the student may present evidence that he or she has satisfied the instructor by acquiring the minimum knowledge necessary to earn a B in the course (e.g., re-examination, additional assignments). In these cases, “satisfaction of the instructor” is defined as the written request, on the part of the instructor, to change the recorded grade from failing to passing status. In cases where remediation is recommended, the course instructor determines the method of remediation. If the course is repeated, both grades will be counted in the overall GPA. Grades of E+, E, and U can be remediated only by retaking the course. A grade of "I" must be removed by the end of the following semester or it will be considered a failing grade for purposes of gauging progress in the program and will be calculated as an E in the GPA.

2. **Research** Satisfactory progress in research is demonstrated by completion of major research milestones (first year project, if required, dissertation proposal, etc.) and ongoing involvement in research with satisfactory evaluations by committee chair and mentor. Any “U” (unsatisfactory) research grade must be addressed directly with the mentor/supervisor, and a plan for addressing performance dimension leading to the grade must be submitted to the Program Director.

3. **Professional Development** To maintain satisfactory performance in professional development, students must receive satisfactory evaluations in practica and satisfactory reviews by the Clinical Progress Committee. In the event a student's performance is not satisfactory, the faculty will evaluate the level of performance and its potential for improvement. Additional training may be required as a result of this review. The program faculty makes decisions regarding the need for further training, as well as issues concerning termination of the student in the program.

The faculty will evaluate violations of ethical conduct and practice standards by graduate students. If in their judgment the unethical behavior is of sufficiently serious nature as to compromise a student's promise as a psychologist, the student will be dropped from the program. Examples of such serious violations are felony convictions, disregard for safeguarding confidential material, violation of academic honesty policies (subject to University rule), failure to discharge professional responsibilities, failure to maintain appropriate professional relationships with patients and engaging in professional activities without approval or appropriate supervision. These problems will be evaluated on a case-by-case basis and the results will be communicated to students in writing by the Program Director.
Program Evaluations

Students provide feedback on the instructional quality of the program through course evaluations that are completed every semester. Students are strongly encouraged to write comments to give specific and detailed feedback. Instructional issues that arise during a course should be discussed with the course instructor, and, if appropriate, with the Program Director.

Each student is expected to meet with their primary research mentor on a regular basis and is encouraged to meet with the Program Director on a yearly basis for the purpose of program review and an evaluation of personal progress. Individual students are encouraged to make recommendations or suggestions regarding program improvements or modifications through participation in the Qualtrics-based “suggestion box” and can be guaranteed that such suggestions will be treated with thoughtfulness and respect. The link for the suggestion box is: https://ufl.qualtrics.com/jfe/form/SV_bwwoCiNjFL2upXn

Students contribute formally to program evaluation and enhancement. Students serve on the Curriculum Committee, the policy-making group for the program curriculum, and the Clinic Operations Group. Each class has a student representative that meets with the Program Director to address student issues in a timely manner.

THE UNIVERSITY OF FLORIDA
CLINICAL PSYCHOLOGY DOCTORAL PROGRAM
TECHNICAL STANDARDS

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth non-academic qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for internship, and subsequent graduation from the Clinical Psychology Doctoral Program, applicants for admission and current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated in the Clinical Program Handbook.

I. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes
Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a non-discriminatory manner. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient’s benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists’ roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A clinical psychology student must be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an interprofessional team is essential. Doctoral student must display this emotional health in spite of multiple and varied academic, teaching, and research responsibilities, in addition to clinical training expectations. Doctoral students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes, especially those that may negatively impact client/patient care and professional relationships. Doctoral students must be able to take responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. Doctoral students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). Doctoral students must be able to advocate for their own needs in the work place without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional careers.

The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

II. Intellectual Skills

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.
Doctoral students must be able to critically evaluate their own and others’ research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to “make psychological sense” of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area, to appropriately discuss this literature in individual and group lab meetings, and to integrate their understanding into scientific writing and presentations. They must further demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code and by current state and federal laws, including the Florida Psychological Practice Act (Chapter 490, Florida Statutes), a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

III. Communication Skills

Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about client/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required, although applications from students with hearing and speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

IV. Commitment to Non-Discrimination

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.
A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the Clinical Psychology Doctoral Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the Clinical Psychology Doctoral Program, including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the University of Florida Disability Resource Center. The Office will determine a student’s eligibility for and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, client/patients, other students, faculty and staff members, or research participants.

V. References


University of Florida Disability Resource Center: https://disability.ufl.edu/

GRADUATE SCHOOL GRIEVANCE PROCEDURES

The following section is reprinted from the Graduate Student Handbook (Grievance Procedure for Academic Problems).

The University of Florida is committed to a policy of treating all members of the university community fairly in regard to their personal and professional concerns. A formal grievance procedure exists to ensure that each graduate student is given adequate opportunity to bring complaints and problems of an academic nature, exclusive of grades, to the attention of the University administration with the assurance that each will be given fair treatment.

Individual academic units, departments or colleges may have more detailed grievance procedures. The student should check with his or her program’s graduate coordinator for information about individual unit grievance procedures.

A grievance is defined as dissatisfaction occurring when a student thinks that any condition affecting him or her is unjust or inequitable or creates an unnecessary hardship. Areas in which student grievances may arise include scientific misconduct, sexual harassment, discrimination, employment-
related concerns, and academic matters. The University has various mechanisms available for handling these problems when they arise. In general it is desirable to settle concerns in an informal fashion rather than initiating a formal grievance. Communication is a key element. As soon as an issue arises, the student should speak with either the supervisory committee chair or the departmental graduate coordinator. If neither of these individuals is available or if they are part of the circumstance of concern, the department chair is the next alternative.

**Grievance Procedure**

**Step 1.** Oral discussion between the graduate student and the person(s) alleged to have caused the grievance is strongly encouraged. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. The student may wish to present his or her grievance in writing to the person(s) alleged to have caused the grievance. The person alleged to have caused the grievance must respond to the student either orally or in writing.

**Step 2.** If the student considers the response to the discussion and/or written document from Step 1 to be unsatisfactory and feels that the grievance still exists, the grievance should be brought in writing, with all supporting documentation, to the department chair or a designated representative of the department.

The department chair or designated representative of the department must respond to the student's grievance in writing in a timely fashion.

**Step 3.** If the grievance is still considered to be unresolved, the student may then file the grievance in writing with the dean of the college, who shall investigate the matter and respond to the student in writing within a reasonable timeframe.

**Step 4.** The right of appeal in writing to the Ombuds for graduate and professional students, as the authorized representative of the President of the University, shall be the final appeal but only after the above steps 1-3 have been exhausted. The Office of the Ombuds is located in 31 Tigert Hall, 392-1308 and their website is [https://ombuds.ufl.edu/](https://ombuds.ufl.edu/).

**Other Grievance Resources: Most** employment-related grievances are covered by the Collective Bargaining Agreement, Article 22, between the Florida Board of Education of the State University System and Graduate Assistants United. Students with employment-related concerns should contact the GAU office at 392-0274, or Human Resource Services at 352-392-2477.

Allegations of research misconduct should be brought to the attention of the administrative officer (e.g., department chair, dean) to whom the accused party reports. Students may wish to seek advice from the Director of the Division of Sponsored Research, 219 Grinter, 392-1582, before making a formal complaint.

Graduate students who have complaints or problems with other aspects of university life should consult the Dean of Students Office in 202 Peabody Hall, 392-1261 for the appropriate grievance procedure.
APPENDIX A - PROGRAM FACULTY

CHP FACULTY WITH SUBSTANTIAL RESPONSIBILITIES TO THE DOCTORAL PROGRAM

Stephen D. Anton, Ph.D., (Ph.D., 2003, University of Florida). Health Promotion, Obesity, Metabolic Disease, Caloric Restriction, Exercise, Aging (1).

Glenn S. Ashkanazi, Ph.D., (1990, Florida State University). Traumatic Brain Injury/Stroke, Rehabilitation, Psychological Service Delivery, and Managed Care, Substance Abuse, Administration (1,3).


Jeff Boissoneault, Ph.D (2012, University of Florida) Application of behavioral, psychophysiological, and neuroimaging approaches to the study of a) pain and related constructs (e.g., fatigue); b) alcohol and substance use; and c) their interaction. (1,2)


Ronald Cohen, Ph.D., (Lousiana State University) ABPP Clinical and Experimental Neuropsychology; Cognitive and clinical neuroscience; Neuropsychology of attention; Attention and memory; Anterior cingulate cortex, Short-duration timing; Reward systems and their influence on attention and other cognitive functions; Neuroimaging; Age-associated cognitive and brain dysfunction, Neurodegenerative disorders (e.g., Alzheimer’s disease, vascular dementia, MCI); HIV-associated neurocognitive dysfunction, Cardiovascular-associated brain dysfunction; Biomarker discovery.

Duane Dede, Ph.D., (1992, University of Louisville). Neuropsychology, Caregiver Burden, Adult Learning Disabilities, Mild Traumatic Brain Injury (1,3).

Kimberly Driscoll, Ph.D., (2005, Florida State University) Clinical psychology, pediatric psychology, adherence to treatment regimens, type 1 diabetes, psychosocial aspects of type 1 diabetes, clinical trial interventions, implementation of interventions during routine clinical care (1,2).
Patricia Durning, Ph.D., (2001, University of Florida). Health psychology, women's health, general mental health (1,3).

David Fedele, Ph.D., ABPP (2012, Oklahoma State University). Clinical psychology, pediatric psychology, family adjustment to pediatric chronic illness, psychosocial aspects of pediatric chronic illnesses including how health behaviors, adherence to treatment regimens, and the child-caregiver relationship impact adjustment and morbidity (1,2).


Robert T. Guenther, Ph.D., ABPP, (1988, Arizona State University). Director of Continuing Education, Board Certified in Rehabilitation Psychology, ABPP. Medical/health psychology with particular focus on psychological consultation and liaison services for acute care hospital inpatients; bioethics consultation service (3).


Julius Gylys, Ph.D., (1990, Ohio University). Primary care clinical and health psychology; rural behavioral health; smoking cessation; worksite cardiovascular disease prevention; sexual assault prevention; interpersonal psychotherapy (1,3).

Kristin Hamlet, Ph.D., (2015, University of Florida). Provides neuropsychological screening services for at-risk older adults preparing for surgery, collaborating with a multidisciplinary team of healthcare providers developing initiatives to improve perioperative and outcomes for older adults.


Allison Holgerson, Ph.D., (2016, Virginia Commonwealth University). Health/Medical psychology, behavioral weight management, pre-weight loss and other medical treatment intervention evaluations, adult mental health and group psychotherapy. (1,3)

David M. Janicke, Ph.D., ABPP (2001, Virginia Polytechnic Institute and State University). Pediatric psychology, health promotion, obesity, pediatric feeding issues, irritable bowel syndrome and recurrent abdominal pain, pediatric primary care and health care utilization (1,2).

Peter J. Lang, Ph.D., (1958, University of Buffalo). Graduate Research Professor. Fellow, Divisions 6, 12, 26, 38, APA. Emotion, Anxiety and Phobia, Brain Mapping, Cognitive Neuroscience (1,2).


Stephanie McDonough, Ph.D., (2018, University of Louisville). Health behavior change in the setting of chronic illness, such as type 2 diabetes, as well as biopsychosocial factors in the management and prevention of obesity

Jessica Payne-Murphy, Ph.D. (2015, University of Colorado Denver) Behavioral Sleep Medicine; Chronic Pain; Fibromyalgia; Post-traumatic Stress Disorder; Anxiety; Obsessive Compulsive Disorder; Depression (3)

Rebecca Pearl, Ph.D. (Yale University) Health psychology, Stigma, Body image, Obesity, Eating disorders, Health behavior change, Public health and policy

Deidre Pereira, Ph.D., (1999, University of Miami). Psychoneuroimmunology, Psycho-Oncology, HIV/AIDS, Women's Health, Ethnic/Minority Health, Trauma, Effects of Psychosocial Interventions on Health and Quality of Life of Women with Cancer (1,2).


Michael G. Perri, Ph.D., ABPP, (1978, University of Missouri-Columbia). Fellow APA, Divisions 38 and 50; Fellow, Society of Behavioral Medicine. Health Psychology, Behavior Therapy, Obesity, Eating Disorders, Exercise (1,2).

Eric Porges, Ph.D., (2013, University of Chicago) Neurobiology and Cognitive Neurosciences; Mechanisms of Aging and Healthy Development Across the Life Span; Technology Development and Research Methods; Consequences of Neural Damage, including HIV and Alcohol; GABA Magnetic Resonance Spectroscopy and Cognition; Vagal Nerve Stimulation and Cognition Neurobiology and Cognitive Neurosciences

Catherine Price, Ph.D., ABPP, (2002, Drexel University). Adult neuropsychology, white matter disease in older adults, post-operative cognitive dysfunction, dementia, rehabilitation (1,2).
Alana Rawlinson, Ph.D. (2016, Auburn University). Child/Pediatric Psychology, Pediatric Inpatient Consultation/Liaison, Parent-Child Interaction Therapy, Parent Management Training, ADHD, ODD, Pediatric Pre-Transplant Evaluations, Adherence, coping and adjustment to medical diagnoses (3).


Kathryn M. Ross, Ph.D. M.P.H. (2013, University of Florida). Obesity treatment and prevention; Health Behavior Change; Public Health; Clinical Trials Methods (1,2)

Glenn E. Smith, Ph.D., ABPP (1988, University of Nebraska). Fellow, APA Division 40 (Clinical Neuropsychology). Adult Neuropsychology, Memory Disorders, Dementia and Mild Cognitive Impairment, Prevention (1,2).

Jared Tanner, Ph.D., (2013, University of Florida). Assessing morphometric properties of subcortical gray matter in aging and neurodegenerative diseases, understanding functional brain MRI changes in older adults after major surgery, and improving neuropsychological assessments through the addition of normative neuroimaging

Lori Waxenberg, Ph.D., ABPP, (1999, University of Kentucky). Health/Medical Psychology, Chronic Pain Assessment and Management, Adult Mental Health and Group Psychotherapy (1,3).

Sarah Westen, Ph.D., (2017, University of Florida). Pediatric psychology; type 1 diabetes; adherence to medical regimens; adjustment and coping; technology use to improve quality of life in medical illness; adolescent, young adult, and family psychotherapy (1, 3).Brenda Wiens, Ph.D., (2003, Southern Illinois University at Carbondale). School-linked mental health services, clinical child and pediatric psychology, rural issues. (1,3).


Adam J. Woods, Ph.D. (2010, George Washington University) Cognitive aging and dementia, non-invasive brain stimulation, multimodal neuroimaging, clinical trials, cognitive neuroscience (1,2)
(1) Member of CHP Graduate Faculty; (2) Tenure-Track Faculty;
(3) Clinical Track Faculty; (4) Research Track Faculty
APPENDIX C - AREA OF CONCENTRATION REQUIREMENTS

(1) CLINICAL CHILD/PEDIATRIC PSYCHOLOGY AREA OF CONCENTRATION
Area Head: David Fedele, Ph.D., ABPP

REQUIRED COURSES
CLP 7934 (3 credits) Special Topics: Introduction to Child and Family Treatment

CLP 6948 (6 credits) Advanced Specialty Practicum in Clinical Child/Pediatric Psychology
(Must be Supervised by faculty appointed in Clinical and Health Psychology).

A completed Application for Advanced Practicum must be approved by the Area Head and
Program Director prior to registration.

ADDITIONAL COURSES
Six semester hours are to be selected from the courses listed below (three hours of which must be in a
treatment related course). Other courses may qualify, but they must be approved by the Area Head.

    CLP 7934 Special Topics: Pediatric Psychology
    CLP 7427 Child Neuropsychology
    CLP 7934 Special Topics: Advanced Child Psychotherapy
    CLP 6910 Supervised Research in Clinical Child Psychology
    DEP 6057 Advanced Developmental Psychology I
    DEP 6058 Advanced Developmental Psychology II
    DEP 6059 Seminar: Special Topics in Developmental Psychology
    DEP 6799 Seminar: Current Research Methods in Developmental Psychology
    DEP 6936 Current Research in Developmental Psychology
    DEP 7684 Theories of Child Developmental Psychology

OTHER REQUIREMENTS
Students will be asked to do one formal clinical case presentation (to be scheduled in the third or
fourth year) during the Clinical Child/Pediatric Psychology Research Seminar. This will be
tracked by the child/pediatric area head.

MEETINGS
Students electing a clinical child/pediatric psychology concentration are also expected to participate in
appropriate weekly meetings. Students are expected to attend the following meeting regularly.

    Friday 10:00 -11:00    Clinical Child/Pediatric Psychology Research Seminar

Revised 8/13/2019
(2) CLINICAL HEALTH PSYCHOLOGY AREA OF CONCENTRATION
Area Head: Glenn Ashkanazi, Ph.D.

REQUIRED COURSES (12 credits)

Health Psychology Survey Courses (BOTH of the following are required)

CLP 7934 Behavioral Health and Illness (3 credits)
CLP 7317 Advanced Health Psychology and Behavioral Medicine (3 credits)

Special Topic in Health Psychology (REQUIRED)

CLP 7934 Health Promotion (3 credits)

Pathophysiology (ONE of the following or an appropriate alternative approved by Area Head - 3 credits)

PSB 6087/PSB 6088* Advanced Physiological Psychology/Behavioral Neurobiology
NUR 3129 Pathophysiology/Psychopathology
PSB 6099 Survey of Physiological and Comparative Psychology

*Note: This is a two semester sequence. Each course is 3 credits. Taking the complete sequence is highly recommended.

ELECTIVE COURSES (ONE of the following for 3 credits)

CLP 7428 Neuropsychological Assessment (Adult)
CLP 7934 Pediatric Psychology

Courses outside of CLP may be taken as electives if approved by the Area Head. The following is a partial list of courses that have been approved as electives in the recent past:

DEP 6059 Gerontology
PSY 6930 Psychobiology of Eating and Obesity
PHC 6937 Qualitative Data Analysis
NGR 6538 Psychopharmacology for Psychiatric Nursing

REQUIRED PRACTICA

CLP 6946 Practicum in Applied Medical/Health Psychology (2 credits) and Inpatient Consultation/Liaison (1 credit)

Students shall fulfill 2 credits of practica in applied medical/health psychology. This can be achieved in a number of ways:

- Two distinct 1/2 day practica (1 credit each for a total of 2 credits)
- One distinct full day practicum (2 credits total)

These practica experiences should have an intensive focus in one specific area of medical/health psychology and will be completed under the supervision of the health psychology faculty members.
Students shall also fulfill 1 credit of practicum in Inpatient Consultation/Liaison. The trainee will provide consultation services to medical/surgical teams regarding their patients and when necessary will provide follow-up supportive services to patients. The two options for completion of this part of the requirement are as follows:

a) Students may acquire a minimum of 25 hours of adult hospital inpatient assessment and/or treatment, acquired across supervisors and across semesters, after completion of core practicum, and outside other for-credit advanced practica.

b) Students may complete a focused advanced practicum during one semester by enrolling for this specific advanced practicum, assuming sufficient patient referral flow and supervisor availability.

Clinical Health Psychology Outpatient Treatment

In addition to CLP 6946, students will obtain continuous experience with health psychology outpatient treatment cases. At least 40 hours of patient contact (beyond core assessment practicum) are required and should be documented in the student’s clinical log.

MEETINGS

Students are expected to attend and participate in any Health Psychology Research Meetings that may occur across the course of their matriculation.

RESEARCH

The student’s doctoral dissertation should be in an area related to health psychology.

Note: The student is expected to declare their area of concentration in the fall semester of their 3rd year of graduate study.

Revised: 5/2015
NEUROPSYCHOLOGY, NEUROREHABILITATION AND CLINICAL NEUROSCIENCE AREA OF CONCENTRATION

Area Head: Duane Dede, Ph.D.

REQUIRED COURSES
- Functional Human Neuroanatomy (GMS 6705) 5 credits
- Adult Neuropsychological Assessment (CLP 7428C) 3 credits
- Classics in Neuropsychology (CLP 7934) 1 credit
- Supervised Teaching (CLP6940), minimum 1 credit* This can be achieved via undergraduate and graduate courses, including but not limited to the following:
  - Undergraduate
    - Introduction to Neuropsychology
    - Methods in Cognitive Neuroscience
    - Cognitive Neuroscience of Aging
    - Introduction to Clinical Psychology
  - Graduate
    - Adult Neuropsychological Assessment
    - Psychological Assessment
    - Higher Cortical Function

ELECTIVE COURSES (two of the following for a total of 6 credits)
- Child Neuropsychology
- Experimental Methods in Neuropsychology and Clinical Neuroscience
- Forensic Neuropsychology (CLP 7934)
- Neuropsychology of Aging (CLP 7934)
- Special Topics in Neuropsychology (CLP 7934), e.g., TBI, etc.
- Movement Disorders (PET 5936)
- Other courses on relevant topics as approved by the Area

REQUIRED ADVANCED PRACTICUM in Neuropsychology
- CLP 6945 Practicum in Neuropsychology (3 credits)
- The advanced neuropsychology practicum lasts 1 semester under the supervision of one of the Neuropsychology faculty within the Psychology Clinic. Students are expected to conduct a minimum of 8 to 15 neuropsychological evaluations during this time. Applications for this practicum are due during the spring of each year (typically mid-April) and assignments are made by the Neuropsychology Area. All attempts are made to match the student with their choice of supervisor and rotation.

If interested, students may do additional elective advanced specialty practica in Neuropsychology. These are elective and not mandatory. This could involve working with another neuropsychology faculty supervisor during their regular clinic, or could involve a “specialty” practica in neuropsychology from a listing of available options that have been approved by the Neuropsychology Area. Enrollment in any advanced practica must be approved by the supervising neuropsychologist and BOTH the Area Head and Program Director prior to registration.

Neuropsychology Treatment Cases. Students are expected to carry at least two cases that involve long term supervised experience in application of specific treatment methods (e.g., memory training, family therapy) to a brain impaired patient and/or patient’s family.
MEETINGS- Neuropsychology Area Seminars

Neuropsychology students are required to attend and participate in the Neuropsychology Area Seminars. Currently, these are coordinated by officers (grad students) from the Association of Neuropsychology Students in Training (ANST)*.

Students are expected to participate in other didactic conferences and meetings relevant to the profession of neuropsychology. These include: Neurology Grand Rounds, Movement Disorders Center Rounds, Neuropathology Rounds, Epilepsy Conference, etc.

*ANST is the student organization affiliated with Division 40 (Society for Clinical Neuropsychology) of the American Psychological Associations. To learn more about ANST check out this website and consider joining if interested (https://www.div40-anst.com/about-anst.html). Little known fact: ANST was originally started by students at the University of Florida.

RESEARCH

Students in the Neuropsychology area are encouraged to complete their qualifying exam during their third year and propose their dissertation in their fourth year. All are encouraged to work closely with their mentors and, if appropriate, to submit applications (i.e., NIH National Research Service Awards) for independent research funding.

INFORMATION: Neuropsychology Area Share Drive

a) The Neuropsychology Area share drive contains relevant information including the following: detailed information about advanced and specialty practica offered by various supervisors,

b) Information on the Levitt Neuropsychology Research award,

c) Neuropsychology Seminar schedule,

d) Schedules for other didactic opportunities, and
e) Other information relevant to neuropsychology in our program.

Students are encouraged to regularly consult the Neuropsychology Area share drive.

Revised: 8/8/2018
MEETINGS

Students electing this area of concentration are expected to participate in weekly research meetings at the Centers for Research in Psychophysiology and the Study of Emotion and Attention (CSEA). These meetings are held Friday afternoons and include presentation and discussion of ongoing research at the Center; and didactic lectures on basic and clinical science presented by Faculty, academic visitors, and consultants to the Center.

Revised 4/2015
APPENDIX D - CORE COMPETENCIES FOR CLINICAL TRAINING

Clinical Competencies Expected of All Program Graduates
Department of Clinical and Health Psychology

The following list of core competencies in adult and child assessment and treatment is meant to represent the minimal level of general clinical skills expected to be developed by doctoral students in our program. Specialty training is available in Child/Pediatric Psychology, Child and Adult Neuropsychology, Medical Psychology and Emotion/Neuroscience and Psychopathology and these specialty areas individually define their competency requirements regarding assessment and intervention skills.

Assessment

I. Adult

A. General Skills
   1. Conduct diagnostic interviews including mental status exam.
   2. Evaluate critically the psychometric and scientific basis for test selection. Students are expected to know both the advantages and limitations of the psychological measures used for assessment purposes.
   3. Select and administer an appropriate assessment battery tailored to presenting problems and referral questions. Students are expected to have experience conducting assessment batteries that have included intellectual and achievement tests, self-report measures, and personality assessment measures.
   4. Communicate the results of assessment activities through written reports that integrate findings and offer recommendations based on the results of the assessment.

B. Specific Assessment Procedures. Students must demonstrate the ability to administer, score, and interpret the following:
   1. Intellectual/cognitive measures (e.g., WAIS-R, WMS-R, CVLT)
   2. Achievement measures (e.g., Woodcock-Johnson, WIAT-II)
   3. Symptom report measures (e.g., BDI, STAI, STAXI)
   4. General personality measures (e.g., MMPI-2)
   5. Behavioral assessment methods (e.g., direct observation, self-monitoring)

II. Child

A. General Skills
   1. Conduct diagnostic child and parent interviews.
   2. Evaluate critically the psychometric and scientific basis for test selection. Students are expected to know both the advantages and limitations of the psychological measures used for assessment purposes.
   3. Select and administer an appropriate assessment battery tailored to presenting problems and referral questions. Students are expected to have experience
conducting assessment batteries that have included developmental/intellectual and achievement tests, objective self-report measures (child and parent), and projective measures.

4. Communicate results of assessment activities through written reports that integrate findings and offer recommendations based on the results of the assessment.

B. Specific Assessment Procedures. Students must demonstrate the ability to administer, score, and interpret the following:

1. Intellectual tests (e.g., WISC-V, WPPSI-IV)
2. Achievement tests (e.g., Woodcock-Johnson, WIAT-III)
3. Self-report measures (e.g., BASC, CDI, RCMAS, STAI-C, PSI, ECBI)
4. Parent report measures (e.g., BASC, Conners’ Parent Rating Scale)
5. Teacher report measures (e.g., BASC, Conners’ Teacher Rating Scale)
6. General personality measures (e.g., MMPI-A)
7. Behavioral assessment methods (e.g., direct observation, self-monitoring)

Intervention

A. Students will have supervised clinical intervention experience across the life span.

B. Students may specialize in a particular age group or therapeutic approach once demonstrating satisfactory performance in the following areas of intervention:

1. Child Therapy (within the age groups of toddlers to adolescents): The student must have demonstrated satisfactory performance in conducting both individual (parent-oriented, child-oriented or both) and family therapy.

2. Adult Therapy (within the age group of 18 and above): The student must have demonstrated satisfactory performance in conducting individual therapy. Exposure to couples therapy and group therapy is highly recommended.

3. Students will be required to have achieved a satisfactory evaluation of supervised clinical experiences in both short-term (e.g., 10 visits or less) and long-term (e.g., 11 visits or more) therapy across a minimum of two theoretical orientations (e.g., behavioral, cognitive-behavioral, systems, interpersonal, psychodynamic). Because the major theoretical orientations take a life span approach to the conceptualization of behavior, competency in clinical application of two theoretical orientations may be demonstrated through experiences gained in either adult or child therapy.

4. Students must demonstrate knowledge of biological influences on behavior and be familiar with the actions and side-effects of common psychotropic medications used with patients in mental health settings.

Consultation

Students will demonstrate satisfactory performance in the role of a psychological consultant to professionals in other disciplines. Satisfactory performance as a consultant includes the oral and written communication of proposals or recommendations in response to a request by another professional or agency. Consultation includes such activities as presenting psychological information to multidisciplinary
teams in a medical center setting, making recommendations to educational specialists in public or private school systems, and development or evaluation of programs for community agencies.

**Populations**

A. The student will have assessment and intervention experiences across the life span and these experiences should be reflective of a range of human diversity, such as sexual, cultural, ethnic, and racial diversity, and disability awareness.

B. The student will have assessment and intervention experiences with both male and female patients.

C. The student will have supervised experiences with a broad variety of outpatients and inpatients representing a spectrum of psychopathology including as a minimum: schizophrenia, mood disorders, personality disorders, developmental disorders, and behavior disorders.

**Evaluation of Progress**

A. Each rotation the faculty will review each student's progress toward meeting the basic clinical competencies. The faculty will consider the student's End of Rotation Review forms completed by each clinical supervisor for that rotation, the student's clinical logs, and any special circumstances presented by the individual student. Satisfactory clinical progress for the semester will be determined by the consensus of the faculty. If unsatisfactory progress is discovered, the student may be asked to remediate problems, may be placed on probation, or may be terminated from the program.

B. Once each year, the Clinical Progress Committee will review each student's clinical progress across the entire time the student has been enrolled in the program. Special consideration will be given to monitoring the student's successful completion of the basic clinical competencies described above. This committee will then make recommendations to the faculty and the Program Director regarding the clinical strengths and weaknesses of the student during the student's yearly evaluation by the faculty. Satisfactory clinical progress will be determined by the consensus of the faculty. If unsatisfactory progress is discovered, the student may be asked to remediate problems, may be placed on probation, or may be terminated from the program.
APPENDIX E - ADVANCED PRACTICUM OPPORTUNITIES

(1) CLINICAL CHILD / PEDIATRIC PSYCHOLOGY AREA
Updated 8/2018

Acute Pediatric Traumatic Brain Injury
Supervisor: Dr. Shelley Heaton
Day of Week: Open (Talk with Dr. Heaton)

Trainees will work in an acute inpatient setting (Pediatric Intensive Care Unit) and become proficient in conducting consultation neurocognitive evaluations of children recovering from severe brain injury. Consults typically involve chart review, bedside neurocognitive status exams, interview of parents for information on the child’s pre-injury functioning and the family’s current coping/service needs, and writing consult reports that make recommendations for rehabilitation. Given the nature of this inpatient work, trainees will be expected to follow patients across days, rather than simply attending clinic one day each week, allowing for the unique opportunity to observe the varied outcomes and recovery course of children who have sustained a serious brain injury. This rotation also providing education and emotional support to patients and family members – such contacts are logged as therapy hours. Trainees may also attend “Trauma Rounds” and interact with multidisciplinary team members. This advanced practicum is offered for 1-2 credits.

Adolescent-Focused Outpatient Therapy Clinic
Supervisor: Dr. Joy Gabrielli
Day of Week: Wednesday Afternoon

This practicum experience will target the specific mental health needs of adolescent patients (ages 12 – 18 years) and their families. Practicum students will gain exposure to a range of presenting problems (e.g., mood disorders; anxiety disorders; eating disorders; trauma; family conflict; conduct problems; substance use problems) while also learning to navigate the complexity of parent-child interactions during youth transition to greater independence and autonomy in treatment. Students will learn how to conduct health risk behavior assessments as well as safety planning around suicidality and self-harm related behaviors. Treatment modality will include cognitive-behavioral therapy, motivational interviewing, trauma-focused cognitive-behavioral therapy, and family systems approaches. Routine outcomes monitoring will be used to evaluate patient progress and guide treatment planning. Students will meet weekly with Dr. Gabrielli for supervision and discussion of patient, clinic, and risk-related issues. Students will also be assigned articles and chapters related to assessment, diagnosis, and treatment related to adolescent-specific issues, with a primary focus on health risk behaviors and motivational interviewing. Practicum students will spend an average of 3-4 hours per week in direct patient care (i.e., treatment) and coordination of care with other providers (e.g., psychiatrist; school counselor).

Behavior Pediatrics Clinic
Supervisor: David M. Janicke, Ph.D., ABPP  
Day of Week: Thursday Afternoons

This practicum focuses on service delivery to children/adolescents with gastrointestinal related difficulties. This is an advanced practicum and will include didactic reading, discussion, and clinical application of readings to treatment. Depending on expected referrals, practicum students will build competencies in:

• Participate in a weekly Behavioral Pediatrics Clinic. In weekly clinic trainee will help conduct outpatient consultations, therapy intakes, and brief targeted therapy to address pediatric feeding disorders, elimination disorders, and pain/stress/anxiety related to irritable bowel syndrome and other GI issues.
• Conduct brief assessment and consultation of children/adolescents presenting in the monthly Feeding Aversion Clinic.
• Provide inpatient consultations for children/adolescents with GI related difficulties, most commonly children struggling with abdominal pain, elimination disorders, and feeding difficulties.
• Provide outpatient cognitive behavior therapy for children/adolescents with irritable bowel syndrome, elimination disorders, recurrent abdominal pain, and pediatric feeding disorders.

The student will spend an average of 3-4 hours per week in direct patient care (i.e., treatment).

Craniofacial Anomalies Interdisciplinary Clinic  
Supervisor: Dr. Shelley Heaton  
Day of Week: Thursday Afternoon

This practicum involves consultation to families of children with cleft lip or palate and other craniofacial disorders. The student attends the weekly multidisciplinary team meetings of the craniofacial clinic and conducts screening assessments of 8-12 families weekly. Disciplines participating in the weekly clinic include pediatrics, social work, speech pathology, pediatric dentistry, oral and maxillofacial surgery, plastic surgery, orthodontics, and genetics. All team members meet after families are seen and an interdisciplinary treatment plan is developed for each child. Students participate in follow-up assessment and therapy for children or families as necessary.

Food Allergy Interdisciplinary Clinic  
Supervisor: David Fedele, Ph.D.  
Day of Week: Open (Talk with Dr. Fedele)

This practicum involves consultation to families of children and adolescents with food allergy (FA) within the interdisciplinary pediatric allergy clinic. The student will attend clinic one half day per week and will also carry at least one child-adolescent with FA on an outpatient therapy basis (depending upon availability). Within the allergy clinic, students will conduct brief screening, assessments, and interventions. Students will also facilitate referrals for outpatient psychology services as needed/appropriate. Students will meet weekly with Dr. Fedele for supervision and discussion of patient, clinic, and FA related issues. Students will also be asked to read and discuss
articles and chapters related to assessment, diagnosis, and treatment of FA related issues in children and adolescents.

Primary training objectives include:
(1) Understand the basic etiology and treatments for FA.
(2) Implement psychosocial screening to systematically identify relevant concerns and track patient progress longitudinally.
(3) Assess the impact of comorbid psychopathology and family systems on FA management and integrate this information in case conceptualization.
(4) Demonstrate an ability to conduct brief targeted assessment and intervention approaches for youth with FA and their families and contribute to interdisciplinary team functioning (e.g., communication, assessment, training planning) at a level consistent with Society of Pediatric Psychology competencies for graduate level training.

Hematology/Oncology Interdisciplinary Team, Inpatient and Outpatient Therapy
Supervisors: Dr. Erika Cascio and Dr. Jennifer Fisher
Day of Week: Open

Trainees will conduct outpatient neuropsychological assessments of children ages 2 to 19 who have been diagnosed with a brain tumor or cancer. Trainees will learn about the neurocognitive effects of these conditions, as well as the detrimental cognitive effects often associated with the necessary treatments (brain surgery, radiation, chemotherapy). Opportunities to follow individual cases from pre- to post- treatment are available, particularly if the trainee chooses to enroll for 2 semesters of this rotation at 1 credit each semester. Trainees will also have opportunities to observe in the Hem/Onc Clinic when children are undergoing assessment by the Neuro-oncologist. Finally, given the nature of this population, there is also often opportunities to provide psychoeducation and/or supportive psychotherapy to the child or their family (such activities are logged as therapy contact hours). This advanced practicum is offered for 1-2 credits.

Inflammatory Bowel Disease (and other Gastrointestinal Disorders) Interdisciplinary Clinic
Supervisor: David M. Janicke, PhD, ABPP
Day of Week: Thursday Mornings

This practicum focuses on service delivery to children/adolescents with gastrointestinal related difficulties. This is an advanced practicum and will include didactic reading, discussion, and clinical application of readings to treatment. Depending on expected referrals, practicum students will learn to:
• Provide outpatient therapy for children, and their families, with GI related conditions, including feeding disorders, encopresis, functional abdominal pain, irritable bowel syndrome, and inflammatory bowel disease.
• Collaborate with pediatric gastroenterology, social work, and nutrition to address coping & disease self-management for youth with Inflammatory Bowel Disease in an interdisciplinary clinic setting.
• Do brief assessment and consultation of children/adolescents presenting in the monthly Feeding Aversion Clinic.
• Provide inpatient consultations for children/adolescents with GI related difficulties, most commonly children struggling with abdominal pain and feeding difficulties.
• Additional inpatient consultation & outpatient experiences may occasionally be available.

The practicum student may also choose to help with the development and implementation of research protocols. The student will spend an average of 3 hours per week in direct patient care (i.e., treatment).

Parent-Child Interaction Therapy (PCIT) at CHP
Supervisor: Dr. Alana Rawlinson
Day of Week: Wednesdays 1-5 PM, plus supervision
This practicum experience involves co-therapy and intake assessment with the supervising psychologist during PCIT sessions for children ages 2-6 and their caregivers on one afternoon clinic per week. Students will meet for supervision weekly, which will include case discussion, didactics about parent management training and child development, and behavioral coding practice (if applicable). At this time, we cannot ensure PCIT Therapist certification but anticipate offering it during the 2020-2021 academic year. Please see http://www.pcit.org/therapist-requirements.html for therapist requirements.

Advanced Practicum within the Infectious Disease (HIV) Clinic
Supervisor: Dr. Brenda Wiens *AVAILABLE ONLY TO INTERNS AT PRESENT
This practicum involves consultation to families of children with HIV/AIDS in the multidisciplinary pediatric HIV Clinic. The student will attend the weekly multidisciplinary team meeting (currently from 1 to 2pm on Tuesday, but subject to change) and the weekly pediatric HIV clinic (Wednesday from 9am to 12pm). Students will conduct brief screening assessments and brief interventions. Disciplines participating in the weekly clinic include pediatrics, social work, nutrition, pharmacy, and psychology. Students participate in follow-up assessment and therapy for children or families as necessary.

School-linked Mental Health Services for Children (Lake City)
Supervisor: Dr. Brenda Wiens
Day of Week: Wednesday Afternoons
This practicum experience will focus on the provision of school-linked mental health services (individual therapy, family therapy, consultation with school staff) for children referred by the Columbia County School District (grades preK-12). Practicum students will have the opportunity to see children with a broad array of presenting problems (behavior problems, ADHD, depression, anxiety, family conflict, abuse histories, developmental disorders, academic problems), often with comorbid presentations. Also, many of these children’s families struggle with economic problems, issues related to divorce/separation, and other stressors. The practicum student will see cases in our offices at the school board complex, and may also see some cases in the schools. Additionally, there may be opportunities to consult and interface with school staff regarding cases that have academic and behavioral problems at school, including developing school behavioral interventions when applicable. When possible, opportunities to attend
parent-teacher staffings and Individualized Education Plan meetings will be arranged. The practicum student will spend 8 hours per week completing activities of this practicum, which will include 4-5 hours scheduled for direct services with children, families, and school staff (when applicable). This practicum is currently scheduled on Wednesdays in Lake City (departure time varies, and we get back to Gainesville around 7:30pm), and the student would travel to Lake City with Dr. Wiens. With advanced planning, the day of the practicum could potentially be changed for a given semester.

**Sleep Interdisciplinary Clinic**  
**Supervisor: David M. Janicke, PhD, ABPP**  
**Day of Week: Wednesday or Thursday mornings**

This practicum involves consultation to families of children within the Pediatric Sleep Clinic. The Pediatric Sleep Clinic is led by Dr. Abby Wagner and is conducted at her pediatric sleep laboratory at Magnolia Park. The student will attend the weekly sleep clinic (Wednesdays or Thursday from 9am to 12pm). Students will conduct brief screening assessments and brief interventions. Disciplines participating in the weekly clinic include pediatrics, social work, and psychology. Students will participate in follow-up assessment and therapy for children or families as necessary. Dr. Janicke will meet with the students on a weekly basis for supervision and discussion of sleep related issues. Students will also be asked to read and discuss articles and chapters related to assessment, diagnosis, and treatment of sleep related issues in children and adolescents. Dr. Wagner has worked with child interns and graduate students from our department (and under my supervision) for the past two years. She is very eager to continue work with trainees from our department. The trainees that have worked with Dr. Wagner in the Pediatric Sleep Clinic have uniformly expressed high praise for this training opportunity.

**Type 1 Diabetes Interdisciplinary Clinic and Outpatient Therapy**  
**Supervisors: Sarah Westen, Ph.D, & Kimberly Driscoll, Ph.D.**  
**Day of Week: Open**

This practicum involves consultation to families of children and adolescents with Type 1 Diabetes (T1D) within the interdisciplinary pediatric diabetes clinic. The student will attend clinic, often with a post-doctoral fellow, one half day per week. The student will also carry at least one child-adolescent with T1D on an outpatient therapy basis. Within the T1D clinic, students will conduct brief screening, assessments and interventions. Students will also facilitate referrals for outpatient psychology services as needed/appropriate. Students will meet weekly with the supervising post-doctoral fellow(s) for supervision and discussion of patient, clinic, and diabetes related issues. Students will also be asked to read and discuss articles and chapters related to assessment, diagnosis, and treatment of diabetes related issues in children and adolescents.

Primary training objectives include:

1. Understand the basic etiology and treatments for type 1 diabetes.
2. Assess the impact of comorbid psychopathology and family systems on diabetes management and integrate this information in case conceptualization.
3. Demonstrate an ability to conduct brief targeted assessment and intervention approaches for youth with T1D and their families and contribute to interdisciplinary team functioning (e.g., communication, assessment, training planning) at a level consistent with Society of Pediatric Psychology competencies for graduate level training.
Obsessive-Compulsive Disorder – Intensive Therapy
Department of Psychiatry - Division of Medical Psychology*
Supervisor: Dr. Joe McNamara
Day of Week: Open (Talk with Dr. McNamara)

This practicum experience will involve inclusion 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. In addition, the student will participate in learning and administering relevant anxiety assessment instruments including the Anxiety Disorders Interview Schedule, Anxiety Disorders Interview Schedule for Children, and multiple OCD specific measures (e.g., the YBOCS). Finally, the student will have opportunities to write manuscripts for publication using program generated data. It is anticipated that the student will spend 8 hours per week completing activities of this practicum.

Other advanced practica in the clinical child/pediatric psychology area can be arranged subject to approval by the area head.
Advanced Practicum in Behavioral Sleep Medicine  
Supervisor: Dr. Jessica Payne-Murphy

An advanced practicum experience in the Insomnia & Behavioral Sleep Medicine Clinic provides students with opportunities to conduct diagnostic interviews and deliver short-term interventions to adult and child/adolescent outpatients with a wide variety of sleep disorders (e.g., insomnia, sleep apnea, delayed sleep phase syndrome, shift work, hypnotic dependence, restless legs syndrome, narcolepsy, REM sleep behavior disorder). Students will also become familiar with a variety of sleep assessments (sleep diaries, actigraphy, and polysomnography) and conduct Cognitive Behavioral Therapy for Insomnia (CBTi) with medically and psychologically complex patients. The clinic receives referrals from UF’s accredited Sleep Center as well as local and regional specialties including Neurology, Psychiatry, Primary Care, and Pulmonology. All assessments are conducted at the UFHealth Sleep Center at Magnolia Parke. Treatment is completed either at the Sleep Clinic or the UF Psychology Clinic.

Students who are interested in this advanced placement should contact Dr. Payne-Murphy for additional information.

Advanced Practicum in the Assessment and Treatment of Chronic Pain  
Supervisor: Dr. Lori Waxenberg

There are several experiences that can be tailored to kind of advanced practicum desired by an individual student. Typically, the patients seen on this rotation present with a mixture of pain concerns such as back pain, fibromyalgia, gastrointestinal pain and headaches. We also perform pre-surgical screens for pain patients who are candidates for spinal cord stimulators. We do almost exclusively all outpatient assessments and treatment. The number of assessments per week is typically tied to the number of credits for the advanced practicum. Most students choose to see one patient for assessment per week for advanced practicum. That means they will see a patient with me on Tuesdays at 10:30 (just an example time) each week for the semester. It is typically a 2 – 2.5 hour time commitment in person and the report write up.

In addition to assessment, I encourage advanced practicum students to pick up a case or two for therapy that they assessed on practicum as part of the experience of working with this population. Students will have the opportunity to train with Fellows in the Pain Division who rotate with me on Tuesday afternoons, if that is a time the student chooses.

Please contact me if you are interested in an advanced practicum in chronic pain so that I might answer your questions and together we can design an experience that fits your training needs.
**Advanced Practicum in the Assessment and Treatment of Solid Organ and Bone Marrow Transplant Patients**
**Supervisor: Dr. Glenn Ashkanazi**

An advanced practicum experience in Transplant provides students with opportunities to conduct semi-structured interviews and deliver both short-term, and long-term, interventions to adults with a wide variety of disorders that require transplantation of either bone marrow (in the case of blood-based cancers), or solid organs (heart, lung, liver, kidney-pancreas), for survival or improvement in quality of life. Assessment and treatment can be conducted on either inpatients or outpatients. Patients are routinely evaluated pre-transplant for a variety of psycho-social issues including the presence of psychopathology, adherence/compliance issues, substance abuse, coping skills, support system adequacy, Quality of Life, risk-benefit analysis, etc. There are several ways to tailor an experience on this service including the opportunity to provide substance abuse treatment to both individuals and groups using a variety of treatment paradigms. In addition, students can deliver treatment for adjustment disorder, compliance –based problems with both inpatients and outpatients. I am very open to providing the types of training opportunities that would best meet your needs.

**Advanced Practicum in Psycho-Oncology**
**Supervisor: Dr. Deidre Pereira**

On this advanced practicum, students will perform diagnostic interviews, conduct psychological testing, and deliver short- and long-term psychological treatment to adult oncology outpatients and inpatients. Patients are predominantly referred by UF providers for the assessment and treatment of a wide range of psychopathology, including adjustment disorders, anxiety, delirium, depression, end-of-life issues, personality disorders, serious premorbid psychopathology, suicidality, and treatment nonadherence. Common referral sources include the Breast Center, Gastrointestinal Oncology, Radiation Oncology, Hematology/Oncology (Medical Oncology), ENT (Division of Head and Neck Surgery), Surgical Oncology, Psychiatry, and Neurosurgery (Neuro-Oncology). In addition, the Psycho-Oncology Service performs routine psychological evaluations on (a) patients with hematologic malignancies being evaluated for hematopoietic stem cell transplant (in conjunction with the Transplant Service), (b) women being evaluated by the Breast Center for contralateral/bilateral prophylactic mastectomy for the reduction of breast cancer risk, and (c) neuro-oncology patients at the point of entry into the UF system of care (in conjunction with Neuropsychology). Students may conduct outpatient assessments on Thursdays or on other days with Dr. Pereira’s permission. Outpatient therapy and all inpatient services will be completed throughout the week, as students’ schedules permit. In addition, with Dr. Pereira’s permission, it may be modified to provide students with a specific patient population experience (e.g., gynecologic oncology patients only, HSCT patients only, neuro-oncology patients only).

This practicum may be taken for 1 credit (1/2 day of assessment per week) or 2 credits (1 full day of assessments per week). It may also fulfill med psych students’ requirement for 1 credit of inpatient consultation/liaison.
Advanced Practicum in Women’s Health and Reproductive Medicine  
Supervisor: Dr. Patricia Durning

Students completing this advanced practicum have the opportunity to participate in assessment—and occasionally treatment—at an offsite women’s health clinic: UF Health Reproductive Medicine at Springhill. Standard activities include assessment/psychoeducation with individuals or couples planning *in vitro* fertilization (IVF) or any third party reproduction options (i.e., treatment including donated sperm or eggs or surrogacy) and assessment of candidates for anonymous egg donation or gestational host surrogacy. In addition, students may see individuals or couples struggling with infertility who are referred for assessment and therapy. Finally, students on the rotation may see cases referred by any of the OB/GYN practitioners for a variety of reasons (e.g., prenatal anxiety, postpartum depression, general mental health issues). In terms of scheduling, cases are scheduled for Tuesday, Wednesday, and Thursday mornings. Students who have completed this advanced practicum have typically selected one morning per week to consistently go to the clinic.

Advanced Specialty Practicum in Acute Adult Neurotrauma  
Supervisor: Dr. Robert Guenther

Florida may be the only state where psychologists provide services to acute neurotrauma patients per state statutory requirements. Training opportunities in the acute neurotrauma setting are thus quite rare. Trainees will work in an acute inpatient setting (Adult Intensive Care Units) and become proficient in conducting preliminary evaluations of adult patients recovering from brain and spinal cord injury. Consults typically involve chart reviews, bedside neurocognitive and emotional status exams, interview of patient and/or significant others for information on patient’s biopsychosocial developmental history, pre-injury functioning, and current family coping and service needs. Reports are written per Florida Department of Health guidelines. All documentation is entered into the electronic medical record system, EPIC. Trainees are expected to see patients they are following multiple times per week if not daily. Flexibility of schedule is thus necessary. Trainees will learn to provide educational and emotional support to patients and family members, thereby providing trainees with therapy hours and experiences. Trainees will interact with Trauma Team members in an ongoing manner and may occasionally attend relevant care team rounds. This is an intensive interprofessional training experience. This advanced practicum is offered for 1-2 credits and may be limited to one to four trainees per semester.

Advanced Specialty in Practicum in General Clinic Based Health Psychology  
Supervisor: Dr. Nicole Whitehead

Trainees will work in the Psychology Clinic with cases in which illness/health status is the primary reason for the referral. The focus of this practicum will be the psychological processes in health and illness as they present in our community clinic. Trainees will learn how to conceptualize case from a biopsychosocial model. The focus will be on integrating the contribution of the illness, life stressors, maladaptive thoughts/beliefs/behaviors, as well as social factors such as ethnic identity, economics, and culture into a realistic treatment plan. A typical
day on this clinic can involve patients presenting with “traditional” rule out diagnoses like depression, anxiety, pseudoseizure, or PTSD to coping with a cardiac history to problems like marital discord, job stress, and relationship issues in addition to chronic illness management. The majority of patients seen in this clinic are referred for follow up and ongoing psychotherapy in our clinic so there is an opportunity to follow these cases and confirm or challenge the original diagnostic formulation or even to pick up the case for treatment. Thus, those in this advanced practicum will continue to have the opportunity to “think on their feet,” work with a wide range of patients, diagnoses, and co-morbid problems and integrate evidenced-based assessment and treatment recommendations with traditional clinical formulations.
The NP area requires students to participate in one 3-hour Advanced Practicum in Neuropsychology supervised by core neuropsychology faculty. To do so, students will register for 3 hours under CLP 6945.

FREQUENTLY ASKED QUESTIONS

1. How do I apply for an Advanced Neuropsychology Practicum?

Students are required to submit a formal request in the Spring (usually April) indicating their preferences for Semester and Rotation day. The NP Area will send out a description of the practica and a request form to be completed by the student.

Occasionally a student may be interested in obtaining additional neuropsychology clinic experiences, beyond the mandatory 3 hrs. To do so, the student must ALSO make a formal request at the time the regular advanced applications are received. This is not meant to restrict opportunities, but merely to insure equity of cases among interns and other advanced and core practica students who are assigned to a particular clinic day. There is some flexibility here, but the goal is to optimize the training experiences for everyone.

2. How many patients do I need to see for the Advanced Neuropsychology Practica?

There is no set rule at this point. What is set is that you spend an entire semester (Fall, Spring, or Summer) on this rotation. As a guideline, expect to see between 8-15 cases. Assume a 16 week semester; these case numbers were derived as absolute minima based on no shows, rescheduled days, etc. Seek as many cases as possible - this is your training! Do not interpret this "guideline" to mean that you only have to see 8 cases. That is an incorrect interpretation.

3. Can I do more than one Advanced Neuropsychology Practicum? Yes

That is between you, your doctoral chair, and the clinical neuropsych supervisor. Remember, more doesn't always mean better. More doesn't necessarily mean that you will get a better internship. A key issue is breadth of training and relevant clinical experience for your special situation. IMPORTANT: As faculty will tell you, the internship year is meant to be a time for fine-tuning your clinical neuropsych skills. Moreover, you will continue developing in this respect throughout your professional lifetime. We are neutral with respect to completion of additional NP practica, but do want to remind you that your grad student years are quite special in terms of academic/intellectual development. There will be no other time quite like this, except perhaps a research post-doc.

4. If I decide to do an Advanced Specialty Practica in Neuropsychology, do I still need to apply? Yes
5. How many patients do I need to see for a Specialty Practica?

That depends on: (a) how many credit hours you sign up for- 1 vs. 2; and (b) the requirement of the supervisor.

Below is a brief synopsis for 2018-19 opportunities. This same information is in the Neuropsychology Area share drive.

**Advanced Neuropsychology Practica**

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**Adult Specialty Practica (Beyond advanced)**

- Adult Brain Tumor and Cortical Mapping (Heaton)
- ADRC Interprofessional Cognitive Disorders/neuropsychology (Bowers)
- Cognitive Intervention, including HABIT/Peace of Mind (Bowers)
- Epilepsy & Wada Specialty Practica (Bauer)
- Interprofessional Neuropsychology Clinic (Smith)
- Movement Disorders- Interdisciplinary Focus (Bowers)
- North Florida Evaluation and Treatment Center (Dede)
- Perioperative Cognitive Anesthesia Network Clinic (Price/Levy)
- Vascular cognitive Impairment, Neuropsychiatric, & Adult NP Clinic (Williamson)

**Child Specialty Practica (beyond advanced)**

- Acute Pediatric Traumatic Brain Injury (Heaton)
- Pediatric Hematology/Oncology (Cascio)
- Multidisciplinary School Problems Clinic (Heaton)

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**ADVANCED NEUROPSYCHOLOGY PRACTICA**

**2018-19**

Across all rotations described below, interested trainees have the opportunity to participate in multidisciplinary case management meetings where cases seen through our clinic are discussed. These include: 

- a) monthly deep brain stimulation (DBS) surgery meetings, where candidates are discussed by neuropsychology, neurology, neurosurgery, and psychiatry.
- b) epilepsy case management conferences.
- c) cardiology medical review board.

**Adult Neuropsychology**

Supervisor: Dr. Dawn Bowers, Ph.D., ABPP-CN
Day of the Week: Monday  
Location:  Fixel Center for Neurologic Diseases

This clinic is embedded within a multidisciplinary context that includes health care providers from neurology, neurosurgery and psychiatry. Trainees will conduct outpatient evaluations of various neurocognitive disturbances ranging from dementia subtypes, subcortical diseases, worried well, and neuropsychiatric disorders (OCD, Tourettes, psychogenic), to sequelae of medical disorders, both common and rare. Most adult candidates for deep brain stimulation (DBS) are seen on this clinic and trainees have opportunity to: a) attend monthly consensus conferences where DBS candidates are discussed by the multidisciplinary team (neuropsychology, neurology, neurosurgery, psychiatry, OT, PT, speech); and b) observe DBS surgery. By virtue of being in an embedded clinic, students rapidly develop interprofessional communication skills. As part of supervision, students present their cases, including history, results, and interpretation and treatment recommendations to the team. Emphasis is placed on user friendly reports and prescriptions for maintaining brain health via a “brain health profile”. Opportunity to provide feedback is available. This clinic is located off site at the Fixel Center for Neurologic Diseases located on the 4th floor of the UF Orthopedic Sports Medicine Institute.

Adult Neuropsychology  
Supervisor:  Erika Cascio, Psy.D.  
Day of the Week:  Monday  
Location:  Psychology Clinic

This rotation focuses on neuropsychological disorders in young to older adults including individuals with epilepsy, brain tumor, traumatic and acquired brain injury, and neurocognitive sequelae of various medical conditions. Occasionally referrals may focus on other diagnoses, including neuropsychiatric disturbance, adult learning disabilities and ADHD. Students learn to conduct the clinical interview, administer and interpret test batteries, and write concise integrative reports. As a part of this rotation, students will become familiar with the neuroanatomical correlates of major diseases and disorders. Students will participate in weekly group supervision on the day of the assessment (i.e., morning of evaluation and immediately following). Students may have the opportunity to provide feedback, psychoeducation and/or supportive psychotherapy to patients or their family (such activities are logged as therapy contact hours), and may also have the opportunity to conduct bedside evaluations with patients admitted to the hospital (inpatient).

Adult Neuropsychology  
Supervisor: Dr. Duane Dede, Ph.D.  
Day of the Week: Tuesdays  
Location:  Psychology Clinic

During this rotation, students will see primarily outpatient evaluations on a variety of diagnoses. Most referrals will focus on adult learning disabilities/ADHD, traumatic brain injury, competency evaluations for impaired professionals. We will also occasionally see cases of epilepsy, dementia and general mental health. Occasionally, cases of disability or brain injury
will present as forensic evaluations. Trainees learn to administer a structured interview, conduct feedback sessions while administering and interpreting a comprehensive battery of tests. Individual and group supervision are provided.

**Adult Neuropsychology**  
**Supervisor:** Dr. Russell Bauer, Ph.D., ABPP-CN  
**Day of the Week:** Wednesday  
**Location:** Fixel Center for Neurologic Disease

During this rotation, students will conduct neuropsychological evaluations on patients with a variety of cognitive disorders. Most common disorders include subtypes of dementia, mild cognitive impairment, movement disorders, TBI, neurocognitive sequelae of medical disorders, and neuropsychiatric disorders. The student will learn a hypothesis-oriented approach using a flexible battery, and will become familiar with major modalities of diagnosis used by interdisciplinary health care teams. A portion of this clinic involves brief assessment of individuals with concussion, as part of a team approach for individual seen as part of the TBI/concussion program. During supervision, we meet as a team and trainees present their cases, including history, results, and interpretation, to the team, where hypotheses about the mechanisms of deficit, and further treatment/evaluation recommendations are formulated. Background readings are provided where appropriate.

**Adult Neuropsychology**  
**Supervisor:** Dr. Shellie Ann Levy, Ph.D.  
**Day of the Week:** Thursday  
**Location:** Psychology Clinic

During this rotation, students will conduct outpatient evaluations of primarily older adults with MCI, typical and atypical dementias. Other patient referrals may include post-surgical, psychiatric, stroke, movement disorders (Parkinson’s etc., post-DBS), TBI, and epilepsy. Students will participate in weekly group supervision on the day of the assessment (individual supervision is also available and encouraged). There will often be review of selected readings pertinent to specific disorders as well as cultural competence in neuropsychological assessment. Trainees learn to conduct a clinical interview, administer flexible protocols, interpret patterns in the cognitive data to aid differential diagnosis, write concise reports, and conduct feedback sessions.

**Pediatric Neuropsychology**  
**Supervisor:** Dr. Shelley Heaton, Ph.D.  
**Day of the Week:** Thursday  
**Location:** Psychology Clinic

During this rotation, students will conduct inpatient and outpatient evaluations of children and adolescents with a variety of neurological, psychoeducational, and behavioral disturbances. The age range of patients seen on this rotation spans from 2 to 19 years old, allowing trainees to gain
exposure to a wide range of pediatric neuropsychology assessment methods and a broad range of developmental issues. Referrals are received from a variety of sources and represent a wide variety of patient groups, including neurology (epilepsy; pre/post brain surgery evals; rare neurological or genetic disorders), hematology/oncology (brain tumors/cancer; pre/post-surgery and chemo/radiation evals), School Problems Clinic (academic difficulties of unknown etiology; opportunities for multidisciplinary work), pediatric ICU and/or pediatric neurosurgery (traumatic brain injury; acute inpt evals), Brooks Rehabilitation Hospital (traumatic brain injury; post-rehab outpt evals), and local pediatricians (developmental delays, cognitive deficits w/mood or behavioral disturbance). Trainees are expected to take primary responsibility for the assessment and report-writing on 1 case per week, participate in weekly group supervisions (Friday afternoons from 1-2), and complete supplementary readings of relevance to the disorder at hand.

SPECIALTY PRACTICA IN NEUROPSYCHOLOGY – Beyond Advanced

To participate in any of the specialty practica below, students must first complete an Advanced Practica in Neuropsychology.

A. ADULT SPECIALTY PRACTICA

**Adult Brain Tumor and Cortical Mapping**  
**Supervisor:** Dr. Shelley Heaton, Ph.D.  
**Day of the Week:** Varies  
**Location:** Psychology Clinic, inpatient

This advanced specialty practicum involves assessment of neurosurgical candidates for awake craniotomy with cortical mapping in order to facilitate tumor resection. It include inpatient and outpatient assessment of cognitive, personality, and emotional functioning. Cognitive assessment include testing of general intellect, language, attention, working memory, executive functioning, motor processing and mood dysfunction. Responsibilities consist of: a) conducting clinical interviews, neuropsychological testing and interpretation, medical chart review, report writing; b) preparing intra-operative testing materials, and c) assisting during intra-operative assessment of language (naming, response to simple commands) and/or intra-operative identification of sensory motor neuroanatomy through behavioral response to cortical stimulation. This specialty practica is offered for 1-2 credits

**ADRC Interdisciplinary Cognitive Disorders Clinic**  
**Supervisor:** Dr. Dawn Bowers, Ph.D., ABPP-CN  
**Day of the Week:** Friday  
**Location:** Fixel Center for Neurological Disorder

This is a high paced interdisciplinary clinic that involves brief (60 min) neurocognitive screening exams of patients who are seen in conjunction with a neurology dementia specialist. The range of patients is highly diverse, including typical and rare disorders. The neuropsychology trainee interprets findings and provides clinical impressions “on the spot” to the attending Neuropsychologist and Neurologist (who sees the same patients immediately after our
assessment). This is a highly interactive-didactic clinic, with neuroimaging, laboratory and clinical results being integrated into jointly made differential diagnoses and treatment plans. Typically 2-3 cases are seen by the trainee, with brief (1 page) reports that are completed before leaving clinic. Prior to starting this clinic, the trainee should have solid working knowledge of cortical and subcortical dementia variants, classic cortical syndromes (including aphasia), MCI, and medical disorders that can affect cognition. Relevant readings will be provided prior to beginning this clinic, in order to assist the trainee’s diagnostic skill set. This clinic is ideal for more neuropsychologically experienced trainees who wish to fine tune their diagnostic and interprofessional skill. This practica is offered for 1-2 credits.

**Cognitive Interventions of Patients with Memory, Executive and other Disorders**  
**Supervisors:** All Neuropsychology Faculty (Bauer, Bowers, Dede, Heaton, Price, Smith)  
**Day of Week:** Varies  
**Location:** Varies

This practicum involves clinical therapy hours and research experience with multiple baseline treatment approaches. This is typically done vis a vis patients who have cognitive complaints (i.e., memory, processing speed, executive). Treatment approaches can include specific cognitive training modules from programs such as Stringer’s EON-Exec and EON-Memory, computer based cognitive training, to more psychological approaches for minimizing stress/anxiety (i.e., mindfulness, CBT). Also available is an 8 week program for treatment of apathy, called the Parkinson Active Living (PAL) program. Though developed for individuals with Parkinson disease, it can be used with other patients as well and delivered in vivo or via telehealth modalities. The trainee is expected to carry at least one case in which appropriate approach is personalized for the particular needs of the patient. This advanced practicum is offered for 1-2 credits.

One unique opportunity for trainees is **The PEACE OF MIND/HABIT** program. This program offers training experience in an intensive multicomponent model of intervention for amnestic MCI. Students variously receive training in memory compensation techniques, supportive group therapy for patients and caregivers, wellness education, and computerized cognitive training. This is a 10-day program occurring at the end of each semester. It requires special arrangements with all other supervisors as the student must be available for half-days M-F for the 2 weeks of the program.

**Epilepsy and Wada Specialty Practica.**  
**Supervisor:** Dr. Russell M. Bauer, Ph.D., ABPP-CN  
**Day of Week:** Varies  
**Location:** Psychology Clinic, Inpatient

In this specialty practica, students will have opportunity to observe/participate in WADAs, shadow physicians on the epilepsy monitoring unit, observe brain surgery and cortical mapping, and participate in interdisciplinary conferences. Interested students are expected to evaluate a designated number of patients before and after brain surgery for treatment of intractable epilepsy.
Students will be supervised by Dr. Bauer and other neuropsychology faculty. Readings on clinically relevant issues will be provided. This specialty practica is offered for 1-2 hours.

**Interprofessional Adult Neuropsychology**  
**Supervisor:** Dr. Glenn Smith, Ph.D., ABPP-CN  
**Day of Week:** Thursday  
**Location:** Fixel Center for Neurologic Diseases

This clinic is embedded within a multidisciplinary context that includes health care providers from neurology. Trainees will conduct outpatient evaluations of various neurocognitive disturbances focusing especially on dementia subtypes, and sequelae of medical disorders, both common and rare. Candidates for memory disorders intervention programs are seen in this clinic. By virtue of being in an embedded clinic, students rapidly develop interprofessional communication skills. As part of supervision, students present their cases, including history, results, and interpretation, to the team. Hypotheses about the mechanisms of deficit, and further treatment/evaluation recommendations are formulated. Emphasis is placed on developing practice efficiency, e.g. considering the most expeditious way to address the referral question and providing patient centered and user friendly reports and prescriptions for maintaining brain health via a “brain health profile”.

**Movement Disorders & DBS Practica**  
**Supervisor:** Dr. Dawn Bowers, Ph.D., ABPP-CN  
**Day of Week:** Monday  
**Location:** Fixel Center for Neurologic Disease

During this specialty practicum, emphasis is placed on the broad interdisciplinary context in which neuropsychological evaluations of movement disordered patients are provided. Students will attend biweekly clinical meetings of the UF Movement Disorders Center, observe 1 DBS surgery (Wed AM), and participate in a biweekly DBS case management conference to discuss a patient’s candidacy for potential surgery. Trainees will also shadow MDC neurologists during one regular clinic and a DBS programming clinic. The opportunity to shadow during a “botux” treatment clinic for dystonia is also available. Depending on the student’s previous experience, between 3- 5 neuropsychological evaluations will be conducted on selected patient types and supervised by Dr. Bowers. Readings on clinically relevant issues will be provided. This advanced specialty practicum is offered for 1-3 hours.

**North Florida Evaluation and Treatment Center**  
**Supervisor:** Dr. Duane Dede, Ph.D.  
**Day of Week:** TBD  
**Location:** North Florida Evaluation & Treatment Center

Students will have the opportunity to do an advanced practicum in neuropsychological testing at the North Florida Evaluation Facility (NFETC). The NFETC is an all-male forensic psychiatric hospital where individuals charged with crimes are sent if they are found incompetent to proceed at the time of their hearing. Eighty percent of the population has a primary diagnosis of some
form of thought disorder. The residents often have comorbid substance abuse issues. This advanced practica is housed in the NFETC’s Psychology Department. The department is staffed by 6 psychologists, led by Dr. Myron Bilak—the director of Psychology, who spoke at case conference in February 2006. The practicum will consist of neurocognitive screens and malingering testing to answer the question of restorability to competence. The trainee will learn to do a structured interview and use a brief battery to answer these questions in a forensic setting. This practica is also a rare chance to work with patients with chronic psychiatric disorders. The practicum usually consists of 8 cases. I will accompany the trainee on early evaluations and we will meet weekly for supervision.

Perioperative Cognitive Anesthesia Network Clinical Experience  
Supervisor: Dr. Catherine Price, Ph.D., ABPP/CN or Dr. Shelley Levy, Ph.D.  
Location: Anesthesia Pre-Op Clinic  
Day of Week: arranged with clinical provider; clinic open M-F

During this specialty practica, trainees will learn 1) the type and severity of cognitive impairment prevalent in older adults electing surgical procedures, 2) how baseline cognition interacts with surgical and anesthetic prep and procedural outcome, 3) how to provide rapid diagnostic impressions and feedback within one hour, 4) how to speak to surgeon and anesthesiology colleagues about brain-behavior without using neuropsychology jargon, and 4) how cognition can change after surgery (you will have the opportunity to conduct post-surgery evaluations for pre-post comparisons). Most importantly, trainees will begin to appreciate how neuropsychologists can contribute to preoperative optimization of older adults and why neuropsychology-anesthesiology-surgical collaboration should be fostered. Trainees will engage in collaborative interactions with anesthesiologists, surgeons, geriatric medicine, primary care, neurology, and nursing staff. They will participate in at least one shadowing experience with an anesthesiology colleague. This practicum is offered for 1-2 credit hours.

Vascular Cognitive Impairment, neuropsychiatric and adult neurological  
Supervisor: Dr. John Williamson, Ph.D.  
Location: Psychology Clinic  
Day of the Week: Wednesday

This advanced specialty practicum focuses on neuropsychological sequelae of acute and chronic stroke, common differentials (e.g., mild cognitive impairment, Alzheimer's and other neurodegenerative disorders) as well as neuropsychiatric populations. As part of this rotation, trainees will gain experience in identifying common neurobehavioral syndromes that occur with stroke, including contributions of white matter disease and learn to function effectively as a consultant to other health care providers, patients, and families. Further, adult general neuropsychiatric and neurological populations will be evaluated. Trainees will gain experience in using flexible/adaptive batteries. Goals of assessments include determining if there is impairment, the nature of the impairment, prognosis (e.g., recovery curves, participation in rehabilitation), treatment options (cognitive rehabilitation, psychotherapy, pharmacotherapy), and living situation considerations. Students will complete 1 to 2 evaluations every week, participate in regularly scheduled supervision, and will have opportunity to participate in relevant, available didactics. This practicum represents 1-2 credits.
B. PEDIATRIC SPECIALTY PRACTICA

Acute Pediatric Traumatic Brain Injury  
**Supervisor:** Dr. Shelley Heaton, Ph.D.  
**Location:** Psychology Clinic  
**Day of the Week:** TBD

Trainees will work in an acute inpatient setting (Pediatric Intensive Care Unit) and become proficient in conducting consultation neurocognitive evaluations of children recovering from severe brain injury. Consults typically involve chart review, bedside neurocognitive status exams, interview of parents for information on the child’s pre-injury functioning and the family’s current coping/service needs, and writing consult reports that make recommendations for rehabilitation. Given the nature of this inpatient work, trainees will be expected to follow patients across days, rather than simply attending clinic one day each week, allowing for the unique opportunity to observe the varied outcomes and recovery course of children who have sustained a serious brain injury. This rotation also providing education and emotional support to patients and family members – such contacts are logged as therapy hours. Trainees may also attend “Trauma Rounds” and interact with multidisciplinary team members. This advanced practicum is offered for 1-2 credits.

Pediatric Hematology/Oncology  
**Supervisor:** Dr. Erika Cascio, Psy.D.  
**Location:** Psychology Clinic  
**Day of the Week:** TBD

Trainees will conduct outpatient neuropsychological assessments of children ages 2 to 19 who have been diagnosed with a brain tumor or cancer. Trainees will learn about the neurocognitive effects of these conditions, as well as the detrimental cognitive effects often associated with the necessary treatments (brain surgery, radiation, chemotherapy). Opportunities to follow individual cases from pre- to post- treatment are available, particularly if the trainee chooses to enroll for 2 semesters of this rotation at 1 credit each semester. Trainees will also have opportunities to observe in the Hem/Onc Clinic when children are undergoing assessment by the Neuro-oncologist. Finally, given the nature of this population, there is also often opportunities to provide psychoeducation and/or supportive psychotherapy to the child or their family (such activities are logged as therapy contact hours). This advanced practicum is offered for 1-2 credits.

Multidisciplinary School Problems Clinic  
**Supervisor:** Dr. Shelley Heaton, Ph.D.  
**Location:** Psychology Clinic  
**Day of the Week:** TBD

Trainees will work as part of a multidisciplinary program designed to assess and remediate academic-based problems. Children and adolescents seen through this program are initially
enrolled through the department of Pediatric Neurology, where the director of the School Problems Clinic (Dr. Slinger – developmental pediatrician) conducts an initial evaluation of the child. Trainees will have the opportunity to attend this initial evaluation and work closely with Dr. Slinger in determining the neuropsychological assessment needs of the individual case. The trainee will then conduct a psychoeducational/neuropsychological assessment of the child on Dr. Heaton’s Thursday Clinic. Trainees are responsible for preparing the evaluation report and communicating those results back to Dr. Slinger and participating in a feedback session with the child’s parent(s). Opportunities to attend subsequent Individual Education Plan (IEP) meetings at the child’s school are also offered during this specialty practicum. Although some of the children seen in this program have neurological conditions, most do not have an identified source for their academic struggles but are coming through the program to determine if there is a learning disability, cognitive problem, or emotional/behavioral reason for their academic difficulties. Other clinics involved in this multidisciplinary program include the Speech and Hearing Center at Shands Hospital and the Dyslexia Clinic on the UF Campus. Many of the children evaluated through this program are offered treatment through the MDTP program also directed by Dr. Slinger. This advanced practicum is offered for 1-2 credits.
**APPENDIX F - HEALTH REQUIREMENTS POLICY**

**COLLEGE OF HEALTH PROFESSIONS**
**DEPARTMENT OF CLINICAL AND HEALTH PSYCHOLOGY**
**HEALTH REQUIREMENTS**

* IMMUNIZATIONS: In addition to University immunization requirements, all students who have patient contact must provide proof of immunity to the chicken pox virus. Students must present medical documentation of immunization or positive titer to the Student Health Care Center (SHCC). The student may obtain such documentation after obtaining vaccination or titer at the Student Health Care Center. The Titer test needs to be completed before the first day of the term of admission. The Student Health Care Center offers the Titer test Monday and Tuesday, 8:00 a.m. to 11:30 a.m., Wednesday 9:00 a.m. to 11:30 a.m. and Monday through Wednesday, 1:00 p.m. to 4:00 p.m. The current cost is $36. In addition, students needing to complete their Hepatitis B series can do so at the SHCC, if desired. The Student Health Care Center (392-1161) currently offers the Hepatitis B vaccinations on Monday and Tuesday, 8:00 a.m. to 11:30 a.m., Wednesday 9:00 a.m. to 11:30 a.m. and Monday through Wednesday, 1:00 p.m. to 4:00 p.m. The current cost is $53 per hepatitis shot for a total of $159. (Costs are subject to change.) Please keep in mind that Hepatitis B vaccinations take approximately six months to complete. Therefore, it is important to begin the series right away if it has not already been completed. Bring documentation of all vaccinations/titers to the Academic Coordinator. This information will be maintained in the student file.

* TUBERCULOSIS TEST: Health Science students are required to be tested annually for Tuberculosis (or to provide documentation from a physician that this test is contraindicated). This TB test needs to be completed by the end of the first week of fall semester classes. The Student Health Care Center offers the TB test Monday and Tuesday, 8:00 a.m. to 11:30 a.m., Wednesday 9:00 a.m. to 11:30 a.m. and Monday through Wednesday, 1:00 p.m. to 4:00 p.m. The current cost is $16. Bring documentation of all vaccinations/titers to the Academic Coordinator. This information will be maintained in the student file.

* BLOODBORNE PATHOGEN (BBP) TRAINING: BBP Training, required each fall, can be completed online at [http://mytraining.hr.ufl.edu](http://mytraining.hr.ufl.edu). You will not be allowed to register for the next term without completion of this training. This training is required of all Health Science Center students.

**IMPORTANT:** Reminders will be sent to students at the time that testing and training needs to be updated. Students who fail to meet health requirements by updating their testing or training data will be suspended from clinical activity (no exceptions) until the requirements are met. This may result in disciplinary action (this is a professional responsibility) or have adverse consequences on clinical performance evaluations.
### APPENDIX G - 6-YEAR CLASSROOM TEACHING PLAN (2019 – 2025)

Department of Clinical & Health Psychology  
Effective August, 2019

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*First year students register for CLP 6943 for Summer C. Summer A is spent in “Pre-Practicum” preparation. Actual practicum placements start Summer B.

The following courses are available every semester:

PHC 6937 Introduction to Public Health
PHC 6001 Principles of Epidemiology (online)

CLP 6943 Practicum in Clinical Psychology (Core Prac)
CLP 6947 Practicum in Intervention
CLP 6945 Practicum in Neuropsychology (neuro faculty)
CLP 6946 Practicum in Applied Medical/Health Psychology
CLP 6948 Practicum in Clinical Child Psychology
CLP 7949 Internship

CLP 7934 Behavioral Health & Illness (Boissoneault)
CLP 7934 Introduction to Child and Family Treatment (Fedele)
PSB 6115 Clinical & Cognitive Neuro: Methods & Theory (Woods)
CLP 4134 Intro to Clinical Child/Peds Psych (2 sections - Gabrielli & GA)
CLP 4302 Intro to Clin Psych (2 sections - Westen & Perlstein)

CLP 7934 Special Topics: NP Case Analysis & Integration (Price – tentative)
CLP 7934 Neuroimaging Applications & Analyses (Tanner)
CLP 4134 Intro to Clinical Child/Peds Psych (Gabrielli)
CLP 4314 Intro to Clinical Health Psych (Pereira)
CLP 4420 Intro to Clinical Neuro Psych (Bauer)
HSC 4969 BHS Honors Program Seminar (Rawlinson)
PSB 4934 Topics in Psychology: Methods in Cognitive Neuroscience (Porges)

CLP 6940 Supervised Teaching
CLP 6910 Supervised Research
CLP 6979 Advanced Research (after M.S., before quals completion)
CLP 7980 Doctoral Research
CLP 6905 Individual Work
CLP 6943 Practicum in Clinical Psychology (Core Prac)
APPENDIX H - DEPARTMENT COMPUTER LITERACY POLICY

Consistent with University of Florida policy, students are required to have access to a desktop personal computer to support their academic work within the department. The computer should have an office suite, a web browser, and a statistical analysis package, and should be capable of accessing the internet. The full College policy, along with sample hardware/software configurations, is located on the Web at http://it.phhp.ufl.edu

AT A MINIMUM, STUDENTS IN THE CLINICAL PSYCHOLOGY DOCTORAL PROGRAM ARE EXPECTED TO HAVE THE FOLLOWING COMPUTER-RELATED SKILLS AND KNOWLEDGE:

1) Basic knowledge of hardware, software, and firmware aspects of desktop personal computers. This includes:

   a) Windows operating system

   b) Skills in troubleshooting simple computer problems

   c) Understanding storage and media options, including data encryption of protected health information.

2) Knowledge and understanding of the use of the following software applications in their latest supported versions. Preferred programs, in wide use within the department, are given in parentheses, though the student can meet the computer literacy requirement through the use of other programs:

   a) WYSWYG Word Processing (Microsoft Word)

   b) Database/spreadsheet applications (Microsoft Access/Excel)

   c) Statistical analysis (SPSS, GPower, AMOS and MPlus) and other programs required by CLP 6527/6528/6529/7525.

   d) Graphics/presentation software (Microsoft PowerPoint)

3) Knowledge and understanding of web browsers (Microsoft Internet Explorer, Firefox)

4) Working knowledge of secure methods of remote access (see apps.ufl.edu)

   a) VPN (currently, Cisco AnyConnect)

   b) Terminal Services (Remote Desktop for Windows/Mac)

   c) Citrix Receiver (for accessing medical records; available at apps.ufl.edu)

4) Knowledge/understanding of e-mail (Microsoft Outlook or other mail servers)
5) **Knowledge/understanding of bibliographic and Internet search engines.** Skill in using the UF Health Science Center Library Digital Resources is required. Knowledge of bibliographic database software (Endnote, Reference Manager) is highly recommended but not required.

*Students are also expected to maintain knowledge and understanding of the interface between electronic communication and relevant privacy laws (HIPAA, FERPA).* It is assumed that maintaining current knowledge of computer applications relevant to psychology is an ongoing and evolving task, and that the student’s research or clinical assignments may require mastery of additional software or hardware. Several topics related to use and application of computers in psychology are covered within the core and advanced curriculum. Students are referred to campus support services at the College and University level when they require additional training or consultation. Students are also encouraged to seek self-directed enhancement of their computer skills through community- or university-based coursework or online instruction.
## APPENDIX I - AREA ELECTIVE COURSE REQUIREMENTS

COURSES USED FOR MEETING PROGRAM REQUIREMENTS BY AREA

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<th>Course Title</th>
<th>Neuro Area Elective?</th>
<th>Child Area Elective?</th>
<th>Health Area Elective?</th>
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Overview

To achieve doctoral candidacy status in the Graduate School, the student must satisfy the qualifying examination requirement as described in the Graduate Catalog. The student must schedule the Qualifying Examination in conjunction with their supervisory committee and must work with the Academic Coordinator to schedule a room and to obtain the necessary Graduate School and Departmental forms that must be signed and submitted once the examination is concluded. This examination is usually taken during the third year of graduate study, and covers the major (Clinical Psychology) and minor (Area of Study) subjects. The Graduate School relies on individual programs to establish their own policies and procedures for administering the Qualifying Examination. Departmental policies and procedures for the Qualifying Examination in Clinical Psychology are described below.

The Qualifying Examination is one of the bases upon which decisions are made regarding admission to candidacy for the doctorate degree at the University of Florida. According to Graduate School regulations, the Qualifying Examination (a) must contain both a written and an oral portion, and (b) must cover the major and minor areas of study. The Department of Clinical and Health Psychology administers the Qualifying Examination in accordance with these regulations and utilizes the examination in two ways. First, the examination is used to evaluate the student's mastery of content areas that form the scientific and applied foundations of professional psychology. Second, the examination provides an opportunity for students to demonstrate competence in those special areas of expertise they individually identify as important to their development as professional psychologists. Toward this end, the Qualifying Examination fosters the student's integration of information from didactic coursework, practical experience, and personal research on advanced topics of contemporary importance to clinical and health psychology.

Options for Completing the Qualifying Examination

The Qualifying Examination is conducted by the doctoral supervisory committee and is tailored to mastery of content in which the student wishes to gain special expertise. The student, in consultation with their committee and with the approval of the faculty, may satisfy the qualifying examination requirement by successfully completing one of the three options below. The work submitted in fulfillment of the Qualifying Examination requirement must be *new work initiated after the attainment of the M.S. degree*. Students cannot, for example, submit a previously-prepared grant proposal or review paper for QE purposes.

1. **Grant Proposal.** The student may submit to the supervisory committee a sole-authored final draft of a National Research Service Award (NRSA) proposal. The scope and topic of the planned proposal should be approved beforehand by the supervisory committee. All components of the NRSA proposal should be submitted using the standard SF424 (R&R) Individual Fellowship Application Guide. Per the NRSA program announcement, the student “must describe a well-defined research project (typically hypothesis-driven) that is well-suited to their stage of career development. The applicant should describe the background leading to the proposed research, the significance of the research, the research approach (design and methods) for achieving the Specific Aims, the rationale for the proposed approach, potential pitfalls, and expected/alternative outcomes of the proposed studies. It is beneficial
to include pertinent preliminary data to demonstrate feasibility.” The process of completing this option involves two steps: a “planning phase” and a “writing phase”. During the “planning phase”, the student consults with the mentor and committee to plan the proposal, establish specific aims, and to perform other academic preparations that are needed to complete the relevant sections of the SF424. The “planning phase” culminates with the submission to the Program Office of a 1-page synopsis of the planned proposal, which includes a rationale, specific aims, a brief description of how the aims will be addressed, and a planned completion date. The faculty mentor will then present the 1-page statement to the faculty for faculty approval. Once faculty approval has been granted, the “writing phase” begins, after which the student is expected to work independently in producing the proposal. The “writing phase” ends when the student submits the completed proposal to the mentor. The mentor distributes the proposal to the committee, who evaluates the written document. If the written document is “passed” by the committee, the student proceeds with the oral examination (see Procedures, below). After the evaluation of the proposal is completed, the student is strongly encouraged to work with the mentor, committee and laboratory team (as appropriate) to actually submit the proposal for funding. The student who selects this option may thus want to consider submission at a time that allows revisions and improvements to be made prior to grant submission deadlines. The student must pass the written and oral examination to be admitted to candidacy.

2. Review Paper. The student may submit an independent review of the literature underlying the student’s planned dissertation project or some other area of content relevant to the student’s scholarly development. The literature review should provide a comprehensive overview of a defined area of research. When finished, it should represent a stand-alone product, similar in form to a Psychological Bulletin or Psychological Review article, or a systematic review from the Cochrane Collaboration or similar venue. The process of completing this option involves two steps: a “planning phase” and a “writing phase”. During the “planning phase”, the student consults with the mentor and committee as needed to plan the review, establish the content and method by which the review is to be conducted, and to perform other academic preparations that are needed to complete the review successfully (e.g., assembling relevant references, evaluating the state of the literature, etc.). The planning phase may include as appropriate, the application of the search algorithm for generating a population of articles for review (in the case of a meta-analysis), or the generation of a topical outline that guides the review. The “planning phase” culminates with the submission to the Program Office of a 1-page synopsis of the planned review, which includes a statement of the purpose and goals of the review, the target problem or literature area the review addresses, and the planned completion date. The faculty mentor will then present the 1-page statement to the faculty for faculty approval. Once faculty approval has been granted, the “writing phase” begins, after which the student is expected to work independently in producing the review manuscript. The “writing phase” ends when the student submits the completed review to the mentor. The mentor distributes the review to the committee, who evaluates the written document. If the written document is “passed” by the committee, the student proceeds with the oral examination (see Procedures, below). Although the page length of this product would likely vary somewhat with its specific focus, a reasonable length would be approximately 35-50 double spaced pages (excluding references, tables, and figures). After the review is completed the student distributes it to the committee members, and an oral examination takes place within a period of time specified below (Procedures). The student must pass the written and oral examination to be admitted to candidacy.

3. Written Answers to Committee-Provided Questions. The student may elect to complete the examination by choosing three substantive content areas, covering the major and minor areas of study, selecting and obtaining approval for reading lists in each of these areas,
and completion of written answers to 6 questions (2 per area) to take place on a single day mutually agreed upon by the student and the committee. Specific questions developed by the student's committee will not be specified beforehand. "Major" is defined as "clinical psychology" and "minor" is defined as neuropsychology, medical/health psychology, clinical child/pediatric psychology, or another declared area of concentration. At least one area should focus on topics within the field of “clinical psychology” and should provide the student with breadth of content beyond the minor area. This area should cover a general topic area that is not exclusively related to the same treatment modality or health condition as the specific topic areas. The specific topics related to the “minor should relate to the student’s area of concentration and dissertation research topic. The process of completing this option involves two steps: a “planning phase” and a “writing phase”. During the “planning phase”, the student consults with the mentor and committee as needed to select the three substantive content areas for the examination, and to develop reading lists or other study materials that, when mastered, will provide the student the needed knowledge base to complete the written examination. Once the areas and reading lists have been determined, the student submits (a) a 1-paragraph summary description of each area, and (b) the three reading lists to the Program Office for faculty approval. At the next faculty meeting, the mentor will then present the plan to the faculty for approval. Once faculty approval has been granted, the student continues in the “planning” phase and may consult as needed with the faculty mentor and committee as they continue to read and prepare for the “writing phase”. The student works with the committee and the Program Office to select a date for the written examination. The “writing phase” is 8.5 hours long. It may begin at 8:00am or 8:30am on the scheduled day and ends at 4:30pm or 5:00pm. After the written examination is completed the student distributes their answers to the committee members, and an oral examination takes place within a reasonable period of time. The student must pass the written and oral examination to be admitted to candidacy.

General Departmental Procedures

1. The Qualifying Examination is administered by the doctoral supervisory committee, the composition of which is subject to Graduate School and Department regulations. The membership of the committee will be selected based on their expertise in the student’s proposed areas of study and on their willingness to serve together as a mentoring committee. Committees are appointed according to standard Department and Graduate School procedures.

2. Graduate School rules specify that a student must be registered when the Qualifying Examination is administered, that the examination may be taken during or after the second semester of the second year of graduate study, and that between the Qualifying Examination and the date of the degree, there must be a minimum of two semesters if the candidate is in full-time residence and one calendar year if the candidate is in a less than full-time status. In our program, the typical time for the Qualifying Examination is the fall or spring semester of the third year. The Qualifying Exam should not be scheduled prior to the student's 2nd year annual review.

3. The student designates a supervisory committee that works together to determine which of the three options below will be used to fulfill the Qualifying Examination requirement. Once determined, the student and committee begins the “planning phase” for the selected option. At the appropriate time, the student completes the Qualifying Examination Approval Form, and obtains signatures from all committee members. This form, together with the 1-page synopsis (for Options 1 and 2) or the topic descriptions and reading list (for Option 3) is submitted to the Program Office (3158 HPNP) for discussion and approval at the next faculty meeting.
4. The student’s plan for the Qualifying Examination must be approved by the Faculty by majority vote before moving forward.

5. Although the written product produced in Options 1 and 2 will likely be somewhat focused on the student’s Major Area of Study, the Oral examination should additionally cover content relevant to the broader field of Clinical Psychology, as required by Graduate School policy. For Option 3, one of the substantive areas will cover Clinical Psychology and two will normally cover the student’s area of study.

Specific procedures for each option are described below.

A. Grant Proposal Option

1. The National Research Service Award (NRSA) format will be followed using the standard SF424 (R&R) Individual Fellowship Application Guide. All page number limits and other formatting requirements outlined in the Guide should be followed. Arial 11 font should be used. The final proposal submitted by the student should contain the completed SF424 (R&R) application package with the following attachments: Abstract, Narrative, Specific Aims, Research Strategy, Protection of Human Subjects, Inclusion of Women and Minorities, Inclusion of Children, Responsible Conduct of Research, Goals for Fellowship Training and Career, Activities Planned Under This Award, Biosketch (student only), Bibliography and References Cited, and Facilities and Other Resources. Mentor-initiated components (letter of recommendation, mentor biosketch, etc.) are not required.

3. When the student submits materials for general faculty review and approval, a planned submission date is required. On or before that date, the student distributes the completed proposal package (in .pdf form) to all committee members and a copy to the Program Office.

4. The written proposal is graded by each member of the committee who then informs the committee chair of their grades and comments. Each committee member assigns the proposal a “pass-marginal-fail” grade and a priority score (1-9). The committee chair then organizes this information and provides the student with preliminary results at least three calendar days before the oral examination is scheduled to take place. Preliminary results are communicated to the student via the department's Written Qualifying Examination Feedback Form, selecting the appropriate option.

5. Students who receive a majority of “Pass” scores by committee members may proceed to the Oral Examination. The oral examination is conducted by the members of the supervisory committee and can be scheduled between 10-14 calendar days after the written proposal is submitted. Attendance at the Oral Examination is governed by Graduate School policy.

B. Review Paper Option

1. The precise structure of the review paper submitted to fulfill qualifying examination requirements will depend somewhat on the nature of the subject matter, the methods used in the review, and other relevant factors as determined by the student and the Supervisory Committee. Both summative reviews (e.g., in the form of a Psychological Bulletin or Psychological Review article) and systematic reviews (in the form generally seen in the Cochrane Collaboration) are acceptable formats. The internal format of the review is decided upon by the student in consultation with the supervisory committee, and its length should be determined by general manuscript guidelines established for the particular format the student is
using. Length should be sufficient to permit comprehensive, authoritative coverage of the
chosen subject matter; a reasonable target length would be 35-50 double-spaced pages with 1-
inch margins in Arial 11 point font. The final document submitted by the student should be in
APA format or, if a target journal outside APA is chosen, in the format preferred by that journal.
References are required; tables, figures, and other appropriate components should be
determined by the student in collaboration with the supervisory committee. References and
other components are not included in page-length estimates.

2. When the student submits materials for faculty review and approval, a planned
submission (completion) date is required. On or before that date, the student will distribute the
completed review (in .docx or .pdf form) to all committee members with a copy sent to the
Program Office.

4. The written review is graded by each member of the committee who then informs the
committee chair of their grades and comments. Each committee member assigns the
manuscript a “pass-marginal-fail” grade. The committee chair then organizes this information
and provides the student with preliminary results at least three calendar days before the oral
examination is scheduled to take place. Preliminary results are communicated to the student via
the department's Written Qualifying Examination Feedback Form, selecting the appropriate
option.

5. Students who receive a majority of “Pass” scores by committee members may proceed to
the Oral Examination. The oral examination is conducted by the members of the supervisory
committee and can be scheduled between 10-14 calendar days after the written examination is
taken. Attendance at the Oral Examination is governed by Graduate School policy.

C. Written Answers to Committee-Provided Questions

The third option allows the student to select three areas of study and to answer two
integrative questions per area on a single, pre-scheduled day. At least one of the areas must
address the major area (Clinical Psychology) while the other two areas may address the
student’s designated research focus area.

1. The supervisory committee, together with the student, defines the scope of each area.
The student, in consultation with the committee members, generates a reading list for each area
that will guide the student’s preparation for the examination. The reading list must be approved
by each committee member, though signatures are not required. After approval of the reading
list, the student prepares for the written portion of the qualifying examination. The methods
used by the student to prepare for the qualifying examination are individually determined,
subject to the guidance and approval of the chair and the student’s committee. The use of
practice questions, mock orals, or other methods of preparation may be used at the discretion of
the student’s chair and committee. The student should discuss the use of such methods with
the chair at the time the qualifying examination topics are approved by the faculty.

2. The reading list is developed by the student and the committee chair, supplemented by
other committee members. A precise length cannot be mandated. The student is strongly
advised to consult with all committee members in developing their topics and reading lists, and
in preparing for the written and oral portions of the examination. The examination questions are
not limited to only that information that is written in the reading list material, although there is
expected to be a reasonable relationship between the content of the reading list and the content
of the examination questions. The reading list represents a take-off point, or a guide, for the student's reading. It is anticipated that the student will read additional, related material.

3. The written examination under Option 3 will be prepared by the student's committee. The chair will be responsible for overseeing its preparation, including soliciting questions and input from all committee members. The chair will disseminate the final examination questions to all committee members no later than three days prior to the scheduled written examination date.

4. The Option 3 written portion of the examination will take place on a single date, mutually agreed upon by the student and their supervisory committee. The exam can begin at 8:00am and end at 4:30pm or begin at 8:30am and end at 5:00pm.

5. When completing the Option 3 Written Qualifying Exam, the student will be allowed to have a copy of the non-annotated reading list that has been approved by their supervisory committee as well as food and drink and a wrist watch or clock. The standard format for the written portion of the Qualifying Examination under Option 3 is as follows:

   a. The examination will consist of six questions, two in each of the topic areas. Students, in consultation with their committee, will be informed at the time that qualifying examination topics are approved by the faculty, regarding whether or not a menu of questions (i.e., choices) will be provided on the exam.
   b. The student may bring a copy of the (non-annotated) reading list into the examination room.
   c. The student will be given access to a desktop PC/word processor in a quiet room to take the examination.
   d. The student will not be allowed to bring computer disks, USB drives, or other external storage devices to the examination or to load information to the computer’s hard disk (other than in typing the answers themselves). Students may not bring books, notes, cell phones (with or without internet capabilities), pagers or other PDAs. The student may submit handwritten instead of typed responses at the discretion of the supervisory committee.

6. The student will deliver the original written exam responses to the Academic Coordinator at the end of the written examination day. The Academic Coordinator will send the exam answers to the student’s chair. The chair will distribute the student’s answers to members of the supervisory committee by noon of the next business day. At the discretion of the chair, the student’s written qualifying exam can be distributed in hard copy or electronic format.

7. The written examination is graded by each member of the committee who then informs the committee chair of their grades and comments for each of the six questions and for each of the three areas. Each committee member assigns a “pass”, “marginal”, or “fail” grade to the answers in each area. The committee chair then organizes this information and provides the student with preliminary results at least three calendar days before the oral examination is scheduled to take place. Preliminary results are communicated to the student via the department's Written Qualifying Examination Feedback Form, selecting the appropriate option.

8. Students who receive a majority of “Pass” scores in all areas may proceed to the Oral Examination. Each topic area is separately passed or failed. If a student fails only one area, only that area needs to be subject to written re-examination. If, however, the student fails two areas, the written reexamination may include only the failed areas or may include all three areas, as determined by a majority vote of the committee members at their meeting. Passing
performance on the qualifying examination cannot be made contingent upon additional tasks assigned to the student.

9. The oral examination is conducted by the members of the supervisory committee and can be scheduled between 10-14 calendar days after the written examination is taken. Attendance at the Oral Examination is governed by Graduate School policy.

**General Departmental Policies**

1. Regardless of the Option selected, the student is considered to be under written examination from the time the written examination begins/is submitted through successful completion of the oral examination. Supervisory committee members are not permitted to coach students during this time period. Committee members are not allowed to provide students with specific information about how to remediate any deficiencies in their written examination performance during this time, except as permitted on the Written Qualifying Examination Feedback Form.

2. At the time of the Oral Qualifying Examination, the student may have the following items in their possession:
   - A copy of the written documents submitted in the “writing phase”
   - A copy of relevant bibliographies (references only) used in preparing the written document.
   - Up to five (5) type-written pages of notes, reflecting the student’s own evaluation of and reflections on their written qualifying exam performance (not to include any information resulting from discussions with any person regarding the student’s written exam). A copy of these notes will be provided to the committee chair prior to the beginning of the oral exam.

3. The oral qualifying examination will focus extensively on the products of the written qualifying examination, though questions more broadly relevant to concepts in the major and minor area are also appropriate. A specific objective of the qualifying examination is that the student demonstrate(s) the ability to discuss issues of ethics and diversity as they relate to the various topics chosen for examination.

4. Only one re-examination is allowed. A student will not be permitted to advance to candidacy for the doctoral degree the Qualifying examination has been failed twice.

**Additional Graduate School Policies**

1. The Graduate School rules regarding re-examination state that if a student fails the qualifying examination, the Graduate School must be notified. A re-examination may be requested, but it must be recommended by the supervisory committee and must be approved by the Graduate School. At least one semester of additional preparation is required before re-examination.

2. The Graduate School requires all work for the doctoral degree to be completed within five calendar years after the Qualifying Examination or this examination must be repeated.

3. The Graduate School requires that four faculty members be present for the oral portion of the examination. Neither the chair nor the external member can be substituted.

*Revised 3/17/16*
Guidelines for General Faculty Approval of Qualifying Examination

When student submit their proposed QE plan to the general faculty for approval, the faculty will use the following general guidelines in evaluating the proposal.

Grant Proposals

1) The pre-proposal submitted for faculty review has been approved by the student’s doctoral committee.
2) The pre-proposal contains a 1 page synopsis that includes the following sections: rationale, specific aims, and methods (how the aims will be addressed).
3) The stated aims are adequately addressed by the proposed methods.
4) The pre-proposal describes a specific research question in a defined research area judged to be of sufficient significance to reasonably justify the work.
5) A planned submission date is included in the proposal.

Review Papers

1) The proposed review paper has been approved by the student’s doctoral committee.
2) The submitted synopsis includes a statement of the purpose and goals of the review and the target problem or literature area addressed by the review.
3) The student has adequately described the methods that will be used in selecting articles and other materials for the review.
4) The student’s proposal demonstrates appreciation for key issues in the area of study covered by the review, and highlights anticipated outcomes that reasonably justify the work.
5) A planned submission date is included in the proposal.

Committee-Administered Areas and Questions

1) The three proposed areas, the attached reading list, and the area descriptions provided by the student have been approved by the student’s doctoral committee.
2) The three areas address issues and content that, if mastered, will allow the student to demonstrate integrative thinking.
3) The three proposed areas provide adequate coverage of both the major (Clinical Psychology) and minor (specialty) areas.
4) The areas are sufficiently different and extensive enough in scope to provide reasonable breadth of coverage.
5) A planned date for the written qualifying examination is included in the proposal.
Written Qualifying Examination Feedback Form
Option #1 (Grant Proposal)
Must be given to student 3 calendar days before scheduled Oral Examination

Student Name ______________________________________

Written Exam Date _____________________

Grant Proposal Title:
______________________________________________________________________

Overall Evaluation

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Note: Overall evaluation may include assessment of the quality of the specific aims and research strategy, training goals, and adequacy of plans for responsible conduct of research/human subjects, among other factors. All required components should be present.

Rev 3/2016
Written Qualifying Examination Feedback Form
Option #2: Review Paper
Must be given to student 3 calendar days before scheduled Oral Examination

Student Name ______________________________________

Written Exam Date _____________________

Review Paper Title:

______________________________________________________________________

Overall Evaluation

Member 1  P  M  F
Member 2  P  M  F
Member 3  P  M  F
Member 4  P  M  F
Member 5  P  M  F

Note: Overall evaluation may include assessment of the quality of the work in the following areas: goal/purpose is clearly specified, adequate description of review methodology (if applicable), critical analysis of key issues, and conclusions and implications, among other factors.

Rev 3/2016
Written Qualifying Examination Feedback Form
Option #3: Written Answers to Committee-Provided Questions

Must be given to student 3 calendar days before scheduled Oral Examination

Student Name _____________________________   Written Exam Date ____________

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SECTION 1 SCORE:   Pass    Marginal    Fail

SECTION 2  ______________________________________________________(title)

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SECTION 2 SCORE:   Pass    Marginal    Fail

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SECTION 3 SCORE:   Pass    Marginal    Fail

Rev 3/2016
APPENDIX K – MISCELLANEOUS PROGRAM FORMS

NOTE: Forms are occasionally updated or revised. All revised/updated forms will be posted in the CHP Doctoral Student Portal on Canvas. Please look there first when a form is needed.

1) COURSE REGISTRATION APPROVAL FORM

2) COURSE EXEMPTION/SUBSTITUTION

3) INDIVIDUAL WORK

4) REQUEST TO PARTICIPATE IN OUTSIDE EMPLOYMENT

5) CLINICAL COMPETENCY ASSESSMENT TOOL (PRACTICUM EVALUATION)

6) DECLARATION OF AREA

7) APPLICATION FOR ADVANCED PRACTICUM

8) DOCTORAL COMMITTEE RECOMMENDATION FORM

9) CHANGE OF SUPERVISORY COMMITTEE

10) REQUEST TO APPROVE QUALIFYING EXAMINATION

11) Ph.D. PROPOSAL ACCEPTANCE FORM

12) CHP MENTORSHIP AGREEMENT – MENTOR COMPACT

13) CHP MENTORSHIP AGREEMENT – STUDENT COMPACT

14) PUBLICATION POLICY GUIDELINES