STUDENT HANDBOOK

COMBINED DOCTORAL PROGRAM
IN COUNSELING PSYCHOLOGY
AND SCHOOL PSYCHOLOGY

Accredited by the Commission on Accreditation of the American Psychological Association as a Combined Program in Counseling Psychology and School Psychology

and

Member of the Consortium of Combined-Integrated Doctoral Programs in Psychology (CCIDIP)

1 Revised April 2018
2 Questions related to the program’s accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: http://www.apa.org/ed/accreditation
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INTRODUCTION

Mission

The mission of the Combined Doctoral Program in Counseling Psychology and School Psychology is to enable students to acquire knowledge and skills necessary for the practice of health service psychology with specializations in counseling psychology and school psychology in a variety of applied health service settings, as well as to contribute to the advancement of the profession of psychology through research and scholarly contributions. Students develop competencies that will allow them to obtain positions as faculty members in counseling psychology or school psychology training programs, or to obtain employment as licensed psychologists in schools, career centers, counseling centers, postsecondary education, community mental health agencies, hospitals, and other public and private health service agencies and organizations. Graduates are expected to be active contributors to the profession and to provide professional leadership, which can include contributing to the knowledge base of the profession by conducting research, supervising and/or disseminating research, serving in professional associations, providing service in the community, supervising psycho-educational service providers, and teaching, supervising and/or mentoring other professionals.

The Counseling Psychology and Human Systems Ph.D. degree relates to the College of Education mission statement. The College of Education’s mission is to enhance the learning capacity of children, adolescents, and adults, thus improving the quality of life for individuals; enabling them to contribute economically, socially, and politically to the advancement of a pluralistic society. We note that enhancing the learning capacity of children, adolescents, and adults within a pluralistic society includes addressing present and projected counseling and human development needs. This mission is achieved through the following:

1. Preparing faculty, administrators, and human services specialists according to the highest professional standards of appropriate state, regional, and national accrediting agencies and societies. We note that human services specialists include counseling psychologists and school psychologists and that graduates of this degree program work as psychological service providers, faculty members, and administrators. We also note that the American Psychological Association has accredited this doctoral degree as a Combined Program in Counseling Psychology and School Psychology.

2. Developing knowledge of learning through faculty and student research; applying knowledge gained in research to address emerging problems in learning; and disseminating knowledge of learning through publications and presentations at state, regional, national, and international professional meetings. We note that students are required within the curriculum to participate with faculty in the creation and dissemination of knowledge through research, scholarship, and program evaluation.

3. Serving schools, institutions, agencies, and other organizations engaged in promoting learning through faculty and student involvement in teaching, consulting, evaluating, planning, and policy development. We note that students are required to provide direct services to schools, institutions, human service agencies, and/or other organizations as part of the curriculum.

4. The primary focus of these efforts is on the learning needs of children, adolescents, and adults of the State of Florida; but their impact is expected to extend into regional, national, and international arenas. We note that, while emphasis is placed upon serving the needs of children, adolescents, and adults within the State of Florida, the supervised practice of some students occurs outside of the state and may, in fact, have international impact.
Training Model

The Combined Doctoral Program in Counseling Psychology and School Psychology embraces a scientist-practitioner model of training for health service psychology. The combined training program endorses a common, generalist, and integrative framework for the education and training of doctoral students. The training program framework is respectful of the major traditions and practice areas (also called specialty areas and substantive areas; most recently, “professional psychology health service specialties”) of counseling psychology and school psychology.”

Emphasis is placed upon the development of professional practice skills, attitudes, and competencies that are consistent with the specialties of counseling psychology and school psychology.

The scientist-practitioner model in the Combined Doctoral Program in Counseling Psychology and School Psychology at the Florida State University entails the on-going and lifelong integration of a broad base of psychological theory, research and practice into a unified personal theory of healthy human development and change with which to guide scientific inquiry and effective practice. Moreover, Florida State University embraces the pedagogical philosophy of “scholarly engagement;” the combined program supports this philosophy and provides opportunities for students to become independent scholars who participate in the global academic and intellectual community.

Competencies and Training Goals

The Combined Doctoral Program in Counseling Psychology and School Psychology is offered as a major under the degree title of Doctor of Philosophy (Ph.D.) in Counseling Psychology and Human Systems. Students in the Combined Doctoral Program are expected to acquire competencies in the health service psychology areas of counseling psychology and school psychology, as well as advanced competency in counseling psychology and/or school psychology. Within this combined program, all students share a common core of courses and experience in health service psychology, which focus on research and practice in counseling psychology and school psychology. The curriculum fosters the attainment of key professional competencies in: (1) Research, (2) Ethical and legal standards, (3) Individual and cultural diversity, (4) Professional values, attitudes, and behaviors, (5) Communication and interpersonal skills, (6) Psychological interventions, (7) Psychological and educational assessment, (8) Supervision, (9) Consultation, and (10) Psychological foundations. In addition, students choose an emphasis in counseling psychology, school psychology, or both. The additional courses and experiences in these emphases areas provide students with the opportunity to develop advanced competencies and professional focus in a specific area.

The combined training program embraces three overarching training goals and ten training objectives, as follows:

3 Each objective is marked by one or more competencies that provide a means of evaluating program success for that training objective. Each competency is measured by proximal and/or distal outcome
Training Goal 1: The program prepares graduates to have the requisite knowledge and skills to engage in scientifically informed scholarly activity

Objective 1A: Students develop knowledge and ability to evaluate the empirical literature

Objective 1B: Students develop knowledge and skills to design and conduct independent research as well as produce a scholarly product

Training Goal 2: The program prepares graduates to have foundational knowledge and skills for evidence-based professional practice of counseling psychology and/or school psychology

Objective 2A: Students develop knowledge and clinical competencies in the areas of psychological assessment, diagnosis, and case conceptualization

Objective 2B: Students develop knowledge and clinical competencies in the areas of psychological intervention/treatment and consultation

Objective 2C: Students demonstrate knowledge, attitudes, and skills in the area of clinical supervision

Training Goal 3: The program prepares graduates for lifelong learning who develop an identity as a professional psychologist

Objective 3A: Students acquire knowledge of, and adhere to, ethical principles and guidelines in their professional activities

Objective 3B: Students develop an understanding and respect for cultural and individual diversity as well as role differences

Objective 3C: Students will identify with APA and/or other relevant professional organizations

Objective 3D: Graduates of the program will pursue career trajectories (procure employment) consistent with the program emphasis in counseling psychology and/or school psychology

Objective 3E: Graduates of the program will pursue licensure as a psychologist.

The Combined Doctoral Program at the Florida State University is accredited by the American Psychological Association as a Combined Program in Counseling Psychology and School Psychology.

Questions regarding APA accreditation should be directed to: Director, Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 (202) 336-5979.

The Combined Doctoral Program also reflects the professional experience and research interests of the faculty within the context of the College of Education’s mission. Faculty members in the Psychological & Counseling Services (PCS) have professional experiences and research interests related to the provision of: career counseling services for adolescents in educational settings and adults in postsecondary-higher education settings; mental health and related services for children and adolescents in school, home and community settings, and adults in postsecondary/higher education settings and agency settings; school psychological services in schools and related educational settings; counseling and rehabilitation services for individuals with disabilities; and consulting and program development and evaluation services for gifted children and youth, and their parents and teachers. In view of the professional experience and research interests of the faculty and the mission of the College of Education, students completing the Combined Doctoral Program in Counseling Psychology and School Psychology are expected to concentrate their research and practice efforts in one or more of the following professional areas:

data/evidence that the program regularly collects and aggregates (program goals and objectives revised August 2017).
1. **Vocational Psychology** for adolescents and adults in high school and postsecondary / higher education settings or for adults in organizational settings where education and training is a principal component of human resource development.

2. **Mental Health Counseling** for children and adolescents in school settings or in health service settings where education is a principal component in delivering services and for adults in postsecondary / higher education settings or agency settings where psycho-educational and psychological processes and lifelong learning are emphasized.

3. **Rehabilitation Psychology** for individuals with disabilities across the lifespan in settings such as medical, community, schools, and higher education.

4. **School Psychology** for children, adolescents and young adults, educators and parents in schools and related settings.

**ADMISSION**

**Admission Requirements and Considerations**

The faculty encourages Ph.D. applications from individuals who have career goals that are congruent with the mission of the Combined Doctoral Program and the College of Education. Each applicant's statement of goals should indicate clearly how their interests relate to one or more of the four professional areas described above. Applicants should also be clear in identifying 1-3 faculty members whose research is congruent with their own research interests. Applicants are not encouraged to apply for admission if the applicant’s primary career goal is the delivery of psychological services in private practice settings unrelated to the four professional areas described above. Each year typically 8-12 applicants are accepted for admission into the doctoral program. In recent years, approximately 75-90 completed doctoral applications have been received annually.

The Florida State University is committed to equal opportunity and nondiscrimination. The [University EOC policy](#) states “Florida State University (University) is an equal opportunity employer and educational provider committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable laws, regulations, ordinances, orders, and University policies, procedures, and processes.”

**University and Department / Program Admission Requirements**

In order to meet minimum University and program admission requirements, an applicant must have:

1. *A Bachelor’s or Master’s degree from an accredited college or university.*
   Applicants seeking admission with bachelor’s degree must have a bachelor's degree in psychology, human development, social work, rehabilitation services, or related discipline from an accredited college or university, or a comparable degree from an international institution and a minimum grade point average (GPA) of 3.0 (on a 4.0 scale) in all attempted upper-division undergraduate coursework. Applicants are expected to have completed the following courses as part of their bachelor’s degrees: Psychological or educational testing or measurement; Psychological or educational statistics; and 15 credit hours in psychology, educational psychology, or human development.
Applicants seeking admission with a Master’s degree must have received their graduate degree from a regionally accredited U.S. institution, or a comparable degree from an international institution. Master’s degree in counseling, school psychology, counseling psychology, rehabilitation counseling, and related fields are preferred.

2. Official test results from the General Test of the Graduate Record Examination (GRE). The Educational Testing Service (ETS) does not retain scores longer than five years. If test scores are older than five years, then it may be necessary to retake the test and have official scores sent directly to FSU from the testing agency. Official report for older scores that were mailed to the applicant’s home address may be accepted by FSU. The FSU Institution Code is 5219.

Target Scores:
Verbal – 150 or above
Quantitative – 150 or above
Analytical – 4.0 or above

3. Both the university and the department require non-native English speakers to complete an English proficiency exam. Department policy states that official TOEFL results are required of all international applicants whose native language is not English and who have not studied in an English-speaking country for at least one academic year. Applicants must achieve a score of 550 or higher on the paper-based exam; or a score of 80 or higher on the internet-based exam.

Other Admission Considerations
Students may also be considered for acceptance on the basis of exceptional professional accomplishment. Additional criteria and indicators used in the admissions process are indicated in Table 1, which follows. The faculty uses a rubric to evaluate applications. The highest scoring applications are invited for an on-campus or Skype interview.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit / match:</td>
<td>• Goal statement indicates general fit for the program.</td>
</tr>
<tr>
<td>With combined program and specific faculty areas of research</td>
<td>• Identify 1-2 faculty with congruent research interests</td>
</tr>
<tr>
<td></td>
<td>• Goal statement indicates specific fit with identified faculty.</td>
</tr>
<tr>
<td></td>
<td>• Fit includes research and clinical interests.</td>
</tr>
<tr>
<td></td>
<td>• Fit includes interpersonal match.</td>
</tr>
<tr>
<td></td>
<td>• Fit includes match with the culture of the program.</td>
</tr>
<tr>
<td></td>
<td>• Quality/sophistication of fit / match statement.</td>
</tr>
</tbody>
</table>
| Clear Purpose | • Personal goals are clearly defined and related to the opportunities in the program.  
• Explicit understanding of counseling and / or school psychology as a progression.  
• Clear understanding of the program at FSU.  
• Clear evidence of previous relevant experiences demonstrating a clear goal-directed pathway. |
| Clear writing style: | • All submitted materials use correct spelling, grammar, and organization.  
• Evidence of originality in writing.  
• Uses advanced vocabulary and correct use of jargon. |
| Successful academic record | • GPA and GRE scores meet expected standards.  
• Carnegie rank of institutions attended.  
• Educational major and coursework relevant to fields of counseling, education, and/or psychology. |
| Relevant experience | • Counseling, clinical, and / or school psychology, internship and / or practicum  
• Psychology-related work or relevant volunteer experience  
• Research products and / or participation |
| Motivation: To obtain PhD, engage in research, and become a professional psychologist | • Letters of recommendation  
• Personal statement  
• Evidence of ‘researching’ the program faculty  
• Evidence of ‘passion’ for serious study that matches their stated career goal. |
| Capacity / ability to successfully complete doctoral program | • Letters of recommendation  
• GRE scores  
• GPA  
• Other evidence: course paper, publications, employment, leadership positions, etc. |
| Maturity and personal / interpersonal qualities | • Letters of recommendation  
• Personal statement |
| Ability to be a full-time student | • Evidence that candidate has requisite maturity, social, emotional, and financial resources for full-time student status |

The following are criteria and indicators used to during the interview process.

| Interpersonal skills | • Enthusiastic about the program and the degree.  
• Positive and personable attitude with faculty, staff, students, and other applicants.  
• Comfortable interactions with others. |
| Communication skills | • Engaging and unique responses.  
• Clear mastery of grammar, syntax, and language use.  
• Mastery of the use of professional language.  
• Language used is appropriate for the setting.  
• Nonverbal communication is appropriate for an engaged listener. |
| Professionalism | • Dress and demeanor are professional. |
- Contributed to the interview process in a meaningful and respectful manner.
- Allowed other candidates to participate in the interview process in a meaningful manner.

| Knowledge of the field | • Exhibits advanced knowledge of the field(s) of Counseling and / or School Psychology
• Knowledge about FSUs program.
• Understands related current issues to the field. |

**Residence Requirement:** Pursuant with APA residency requirements outlined in C-5D, the Combined Program requires 3 years full-time graduate study in residence in addition to the completion of a one-year, 2,000-hour internship, with two of the three academic training years within the program. To meet the residence requirement for the doctoral degree, a student must spend a period of continuous, full-time enrollment of not less than two out of three successive semesters on the Florida State University campus. In meeting the residency requirements, a minimum of 24 graduate semester hours (8 hours or more for each of two out of three successive semesters) are necessary. At least 12 of these hours must be in courses other than MHS 5915 (Supervised Research), MHS 5860 (Supervised Teaching), and MHS 8980 (Dissertation). As such, applicants will not be admitted to the program unless they commit to full-time doctoral study.

**Admission Procedures**

The graduate application is available online [https://admissions.fsu.edu/gradapp/](https://admissions.fsu.edu/gradapp/)

To complete the process applicants **must** submit the following:

1. An official transcript (in a sealed envelope) from each college and / or university attended to the Office of Admissions. Transfer credit posted on the records of other institutions is not accepted in lieu of transcripts from the original institutions. Official transcripts for these credits must also be submitted. Transcripts are considered official when they bear an official seal and signature, and are sent from the issuing college or university directly to Florida State University. The Office of Admissions will obtain FSU transcripts or official transcripts already on file. The address for submitting transcripts is:

   **The Florida State University**
   Office of Admissions
   282 Champions Way
   P.O. Box 3062400
   Tallahassee, FL 32306-2400
   USA

2. Official nationally standardized graduate admission test scores.

3. Official test results are required from a nationally standardized graduate admission test, such as the General Test of the Graduate Record Examination (GRE). These scores are considered official only when they are sent directly to the Office of Admissions from the testing agency. Examinee copies are not considered official. The university code for electronic test submission is **5219**.
All program communication, including admission decisions, is sent electronically. Applicants should provide FSU with the most up-to-date email address. Applicants can check the status of their application via the Online Status Check at https://admissions.fsu.edu/StatusCheck/ on a regular basis. To ensure receipt of FSU emails, applicants are encouraged to include graduateadmissions@admin.fsu.edu in their address book.

Admission to graduate study is a two-fold evaluation process. The Office of Admissions determines eligibility for admission to the University, and the academic department or college determines admissibility to the degree program. Final admission to the University is subject to approval by the Office of Admissions.

Completed applications and other required materials should be submitted to the Office of Graduate Admissions. Applications must be submitted no later than December 1. However, applicants are strongly encouraged to apply early. The program begins reviewing applications and selecting finalists to invite to campus for interviews as early as November 15. The following are required and are submitted online:

1. **Statement of Purpose (1 Required)**
   
   Applicants must identify a particular faculty member or members with whom they are seeking to work / study. You must select one to three faculty members from the Psychological & Counseling Services Program. Information about the core program faculty and their research areas can be found on the departmental website. The identified faculty needs to be named in the essay and listed at the top of the statement of purpose in order of preference. Information and guidelines regarding the Statement of Purpose can be found under Admissions Requirements on the program’s webpage: http://education.fsu.edu/degrees-and-programs/counseling-psychology-and-school-psychology

2. **Letters of Recommendation (3 Required)**
   
   We only accept academic and professional recommendations. No personal recommendations will be accepted. The name, address, and phone number of each of your recommenders must be entered in the appropriate section of the University Application on professional letterhead.

3. **Resume/Curriculum Vitae (1 Required)**
   
   Current Resume / Curriculum Vitae should describe your academic background, relevant work and volunteer experience.

4. **Unofficial Score Report (optional)**
   
   Unofficial GRE test scores sheet can be uploaded to expedite the review process.

5. **Unofficial Transcript (optional)**
   
   Unofficial transcripts can be uploaded into the application in order to expedite the review process.

Please submit all documents via the online application. We ask that you not send paper application materials to the department. All required documents and test scores must be submitted by the December 1st deadline. Late applications will not be considered. These requirements and criteria do not guarantee admission into the program. Admission depends on a variety of factors, including maximum allowable enrollment levels of the program.

Each core faculty member in the program typically admits and serves as major professor for 1-2 students per year. The core program faculty will approve the admission of each student. The
applicant’s personal statement should indicate a rationale for working with 1-3 specific professors based on congruent research interests.

Normally, an applicant should be available for a campus interview with one or more core faculty members. In extenuating circumstances, a phone / Skype interview may be arranged, although the program strongly encourages on-campus interviews. This decision is made in consultation with the potential major professor and the Director of Clinical Training (DCT).

All decisions on admission to the Ph.D. program will be made by a three-fourths majority of the core program faculty, with input from the DCT and potential major professor. The DCT will screen all applicants for admission, often-times in consultation with one more core program faculty, prior to the review by the entire faculty. The department will notify all applicants receiving University or College scholarships or fellowships of their admissions decision via e-mail no later than April 15. However, admission to the program can continue until the end of May.

Students are admitted only for the Fall Semester. Applications should be completed as early as possible. Once you have applied, the Online Status Check (OSC) will allow you to check on the receipt of transcripts and test scores, as well as checking the current status of your application. To access the OSC, you should go to https://admissions.fsu.edu/statuscheck/. You will log in with your assigned FSUID and password. Please be aware that our office processes thousands of applications each semester, and it takes time for files to be updated, especially around deadlines.

**Financial Aid**

**General Information**

Florida State University recognizes the high cost of education today and makes every effort to offer financial assistance through a variety of programs to qualified graduate students. In addition to providing funds on the basis of demonstrated financial need in the form of grants, work study awards, and loans, the University offers scholarships to recognize and reward talent, academic achievement, and meritorious performance.

The Office of Financial Aid is committed to serving and guiding students through the process of applying for financial aid. Help in completing the financial aid forms is available from professional financial aid counselors located in the University Center, Building A, Room 4400. Assistance is also available by calling the Express Telephone System (ET) from 8:00 a.m. through 6:00 p.m. at (850) 644-0539. (The hours of operation for the Office of Financial Aid are Monday through Friday from 8:30 a.m. to 5:00 p.m.) The Information Center is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Telephone counseling is available Monday through Friday 8:30 a.m. to 5:00 p.m.

Once an application for admission has been submitted, students may monitor their financial aid status by visiting http://financialaid.fsu.edu/. This site will also provide information on any outstanding documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a student's financial aid award may also be found on this site.

Graduate students may apply for federal loans and federal work-study by completing the Free Application for Federal Student Aid (FAFSA) at http://www.fafsa.ed.gov. Graduate fellowships and assistantships are awarded through the Graduate School and selected university departments.

Any graduate student may apply for a University Fellowship, or a College of Education Fellowship, although these awards are very competitive. Recipients of fellowships over the past few years have typically had GRE scores in the 90-95th percentile or higher and undergraduate grade-point-average of 3.75 or higher. For some awards, applicants need to be nominated prior to official acceptance. Stipend awards are available for between 9 and 12 months per year, for up to three years. Other financial aid is
available in several forms, including special fellowships for minority students. The amount available varies each year. Doctoral students in need of financial aid have usually been able to obtain some form of financial aid. Many university student service programs employ doctoral counseling psychology students. However, some doctoral students do not obtain such aid until they have arrived on campus. Information regarding financial aid in the form of fellowships and grants may be found at the following link:

http://gradschool.fsu.edu/Funding-Awards/Graduate-School-Fellowships-and-Grants

By April 15th of each year, all offers of financial assistance are binding on both the applicant and the institution, in accordance with the resolutions approved by the Council of Graduate Departments of Psychology in 1965, 1981, and 1988. No assistantships or fellowships are offered until the student has officially been admitted to a graduate program. Applications for financial aid may be addressed to the University Office of Financial Aid, Room A4400 in the University Center, telephone (850) 644-0539.

**Fellowships**

There are a variety of fellowships offered through the University. Some require duties, and some do not. Students should check with their graduate department for awards available in their discipline.

1. **College Teaching Fellowships.** There are a limited number of fellowships allocated to each college for the purpose of recruiting first-time graduate students at Florida State University. Duties may or may not be required. Students must apply directly to their academic department.

2. **University Fellowships.** Awards are made annually to a limited number of students in any discipline for $15,000 per year plus out-of-state and matriculation waivers. Application forms may be obtained from the chair of the student's proposed major department or the website of the Office of Graduate Studies at http://www.gradstudies.fsu.edu/. Applications are judged by a University-wide committee.

3. **McKnight Doctoral Fellowship Program.** This program is for newly enrolling African-American students and includes all academic disciplines except law, medicine, and most fields in education (doctoral students in mathematics and science education are eligible to apply). Awards are $12,000 per year plus tuition and fees, renewable for a total of four years. Contact the Graduate School at http://www.gradstudies.fsu.edu/, or 314 Westcott Building (850/644-3500) for information.

4. **Delores Auzenne Fellowship for Black Graduate Students.** Awards are $5000 per academic year. For details, contact the Office of Graduate Studies at http://www.gradstudies.fsu.edu/, or 314 Westcott Building (850/644-4500).

Students who wish to be considered for a Department, College, or University level Fellowships/Assistantships are encouraged to submit their application for admission by December 15. Additional information regarding fellowships and scholarships can be found at:

- http://education.fsu.edu/student-resources/scholarships-and-aid
- http://gradschool.fsu.edu/Funding-Awards/Graduate-School-Fellowships-and-Grants
- http://gradschool.fsu.edu/Funding-Awards

**Assistantships**

Graduate assistants are sometimes selected by academic departments for duties connected with instruction or research of mutual benefit to the University and the student. Only students with full-time graduate student status are eligible for graduate assistantships. Special and provisional students are ineligible.
The stipend varies depending on the amount of service rendered, the nature of the service, and the qualifications of the student. Graduate assistants typically receive a tuition waiver (usually covering 9-12 hours per semester) from their academic department.

To remain eligible for an assistantship and a tuition waiver, a student must discharge the assigned duties satisfactorily as determined by the appropriate administrator or faculty member. A graduate student with less than a 3.0 cumulative grade point average is not allowed to continue more than one term as a graduate assistant.

### Deadline for Applications

Doctoral students are admitted only for fall semester. The application deadline for the program is December 1. However, applicants are strongly encouraged to apply early. The program begins reviewing applications and selecting finalists to invite to campus for interviews as early as November 15, two weeks prior to the application submission deadline.

### ADVISEMENT AND REQUIREMENTS OF DOCTORAL STUDENTS

#### University Degree Requirements

Information on degree requirements can be found online in the FSU Graduate Bulletin or on “GradSpace”, which is accessible to enrolled students. Topics covered include: Prerequisites for All Graduate Degrees, Editing Services and Statistical Assistance, Doctoral Degree Programs, Doctoral Degrees Offered; Requirements of the Doctor of Philosophy Degree, Diagnostic Examination, Residence, Transfer Credit, Course Requirements, Major Professor, Supervisory Committee, Program of Study, Language and Related Requirements, Preliminary Examination, Time Limit for Completion of Degree Requirements, Admission to Candidacy, Prospectus, Dissertation, Examination in Defense of Dissertation, Publication of Dissertation, Guidelines for Restrictions on the Release of Theses and Dissertations, Faculty Academic Judgment, Registration for Final Term, and Clearance for Degrees. Applicants and students are encouraged to become familiar with information provided in the most recent edition of the online Graduate Bulletin.

#### General Responsibility of Students

**College and Department Policies**

Doctoral students are expected to be familiar with current policies and regulations of the Department of Educational Psychology and Learning Systems (EPLS) and of the College of Education Office of Academic Services and Intern Support (OASIS), since these may affect a particular program. It is each student’s responsibility to see that all regulations involving deadlines and dates of completion of specific requirements are followed. Furthermore, it is their responsibility to initiate, through the major professor, all of the procedures, actions, and forms required of the supervisory committee. More information on OASIS can be found on their website, located at http://coe.fsu.edu/Student-Academic-Services-OASIS

In order to receive official announcements from the Department of Educational Psychology and Learning Systems regarding their academic study, students must be registered for the departmental Listserv.

**Program of Study**

Students have a further responsibility—in consultation with their doctoral supervisory committees—to develop a program of study and training experiences representing the essence of a doctoral degree in professional psychology, within their area of specialized professional interest. The program of study must be filed and approved by the Department Chair no later than the fifteenth week of the second semester of residency. Programs of study may be modified at a later time with the approval of doctoral
supervisory committee. Although courses are available to prepare students for the preliminary examination and future professional roles, it is understood that competencies needed to be successful in both the exam and their future roles cannot be achieved solely through coursework. Independent study and reflection also are necessary. Information about waiving or transferring in coursework is discussed later in this document.

**Maximum Time for Degree Completion**

All requirements for the doctoral degree must be completed within 5 calendar years from the time the student passes the preliminary exam and is admitted to candidacy. For students beginning the program with a bachelor’s degree, the maximum number of credit hours is 200; for students entering the program with a master’s degree, the maximum number of credit hours is 130. Any extension of this rule must be approved by the Dean of the Graduate School. Prior to review by the Dean of the Graduate School, an extension request must be made by the major professor and supervisory committee and approved by the department chair and academic Dean. An extension request must be submitted before a student’s five-year candidacy period lapses. In requesting an extension, the major professor and supervisory committee must attest that the student has a legitimate reason for the delay (e.g. illness, new knowledge requiring a basic change in methodology, etc.) and the student is making reasonable progress towards the completion of degree requirements. Forms can be found on the Graduate School Canvas website “GradSpace.” If the student’s extension is denied and the five-year candidacy period lapses or the period of an approved extension is exceeded, the student must register and pass a new preliminary exam.

**Maintaining Student Records**

In addition to the records maintained by the department, students are responsible for maintaining copies of their transcripts, class syllabi, all semi-annual student evaluations, practicum evaluations, internship readiness forms, and related forms, and internship evaluations and related documents.

**First Year Doctoral Student Advisement**

After completion of orientation, which is held during the week prior to the start of classes, students participate in a weekly Professional Seminar during the fall and spring semesters. The seminar, which meets at 8:30 a.m. on Mondays, is led by the DCT. This two-semester pro-seminar advising sequence is currently provided without course credit. Beginning Fall 2018, students will register for this course under MHS 6938: Special Topics in Counseling Psychology for 2 credit hours in Fall 1 and 1 credit hour in Spring 1. Topics covered include: development of a professional identity as a counseling psychologist and / or school psychologist; networking; the doctoral degree process (supervisory committee member selection, program of study, qualifying examination, preliminary examination, internship readiness and application process, dissertation); APA Code of Ethics, values of psychology, burn-out prevention, employment options; and state licensure and state and national certification; preparing for the qualifying and prelim written exams and internship MATCH; FL licensure regulations; membership in professional associations and organizations (e.g., APA Divisions 16, 17, and 37), membership with the National Register of Health Service Providers of Psychology and national board certification; leadership opportunities in professional psychology; and well-being post-graduation: leading a balanced and healthy life after graduating and values of health service psychology. Following the first-year pro-seminar advisement sequence, the major professor and DCT assume joint responsibility for each student’s ongoing academic advisement.

**Doctoral Supervisory Committee**

A committee of four faculty members will supervise all students. This committee will consist of the student’s major professor and three other members with at least one of those members being from
outside the Educational Psychology and Learning Systems (EPLS) department. This committee will oversee the progression of the student through the program and will evaluate the student’s academic progress, professional development, and competency attainment throughout the program. The major professor chairs this committee.

**Major Professor**

The appointment of a major professor is based on a match and congruence between a faculty member’s research and clinical interests and the student’s stated research and clinical interests. The Department Chair makes the official assignment of the major professor when the student is admitted to the program. The major professor is the student’s academic advisor and mentor. Each student should work closely with their major professor in planning their program of study, research agenda, and clinical goals. The major professor will supervise and assess the student’s progress in all competency areas throughout the student’s program of study. Students will work closely with their major on all required research activities. Students should also keep their major professor informed of their clinical activities and other scholarly activity in which they are involved. Since the major professor / student match is based on mutual interests, the student generally has the same faculty member as their major professor throughout the program. However, the program does recognize there may be instances where a change of a major professor is warranted.

**Changing Major Professor**

The program encourages students with disagreements with their major professor and/or committee members to attempt to resolve these disagreements within the context of the advisor-advisee relationship. However, students may change their major professor or committee members and should generally feel comfortable to do so. The most typical reason for changing major professor is that another faculty member’s research more closely aligns with those of the student. Although a change in major professor is always an option, by history it occurs quite rarely in the program.

Replacing a major professor or committee member can be difficult, if not impossible, in the later stages of doctoral study when the student is focusing on the dissertation project. Students are discouraged from replacing a major professor or committee member in the year in which they intend to graduate.

This policy regarding changing a major professor or committee member is intended to be consistent with University and College of Education policy. The student is expected to be familiar with and adhere to University and College of Education policy and Procedures.

While there may be valid reasons for changing a major professor or replacing a committee member, these are decisions that are not made often and require mutual consent of all parties. The procedure for students to follow in changing a major professor is to 1) notify their major professor of their decision to change; 2) discuss the proposed action with the DCT and notify the Department Chair; 3) identify a new major professor who is amenable to the change and willing to take the student on as an advisee; and 4) send a “change of major professor” memo to the DCT, Department Chair, new major professor, and former major professor.

A faculty member reserves the right to suggest that a student seek out another faculty member to serve as major professor. Whenever there is a change in major professor, it is the student’s responsibility to find a new major professor who agrees to supervise the student. If a student is unable to find a new major professor, the student will be assigned one by the Department Chair.

**Supervisory Committee**

The supervisory committee will monitor the student’s progress throughout their program of study. The supervisory committee consists of the major professor and at least three other members, with one member being outside the student’s own department (EPLS). All committee members must hold
Graduate Faculty Status (GFS). The outside committee member (University representative) must also be a tenured member of the University.

In consultation with their major professor, with the approval of the Department Chair, and consistent with university policy, students invite faculty members within the university community to serve on their committee. Students discuss prospective committee members with their major professor before issuing invitations. Selection of committee members is discussed during the first semester pro-seminar advising sessions. The selection of department members of the committee can occur as early as the first semester in the program. Students must have their departmental committee members selected prior to their oral qualifying examination.

Committee members can be removed or added when the student and major professor establish a mutual agreement. A member who is added or who replaces another faculty member must agree to serve on the student’s committee. It is appropriate protocol, and expected, for the student to discuss these changes and notify in writing affected committee members. Students should always discuss these proposed changes with their major professor prior to making the change.

**Transfer of Credits**

A portion of the credits required for the Ph.D. degree may be transferred from other accredited universities. All the grades for credits earned at other institutions are entered on the student's Florida State University permanent record at the time of transfer exactly as earned. Such grades are averaged separately from grades earned at Florida State University.

Coursework not counted toward a previous degree from another regionally accredited graduate school is limited to six semester hours and transfer of coursework not counted toward a previous degree within Florida State University is limited to twelve semester hours, except when the departmental course requirement exceeds the thirty-two-hour University-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. In all cases, the majority of credit must be earned through Florida State University or its official consortium institutions.

Students should meet with their major professor to discuss selected courses they are proposing for transfer of credit. All transfer credits must have been completed with grades of “B” or better. The student will be asked to provide syllabi for courses for which he or she is seeking transfer credit. Students may also be asked to provide other relevant documentation, course text, sample assignments, as well as demonstrate competency in the content area. After provisional approval by the major professor, the student will be asked to submit documentation to the FSU instructor responsible for that particular course. If the instructor who teaches the course approves the transfer, he/she will write an email to that effect to the major professor. The student will then complete the paperwork required for course transfer in order to have the course appear on his or her official FSU transcript. Final approval of previous graduate work for degree credits rests with the Department Chair, and the College of Education’s Office of Academic Services. Forms for obtaining approval are available in the Office of Academic Services (OASIS), 2301 Stone Building. In order to receive transfer credits, students will be required to submit certified copies of transcripts from all higher educational institutions attended.

**Course Waivers**

In addition to the formal transfer of credits, students may receive a course waiver for courses required on the Program of Study that they have already completed at another accredited institution. Only graduate courses taken at an accredited college or university will be considered for a course waiver. There is no maximum number of hours of course waivers allowed toward a doctoral degree, as long as the student is still able to meet the residency requirement (the student must be continuously enrolled on Florida State University Tallahassee campus for a minimum of twenty-four graduate semester hours of
credit in any period of twelve consecutive months). Course waivers will not appear on the student’s FSU transcript; rather, these are courses that are normally required by the program that the student will not have to re-take, if equivalent courses have been taken previously. The procedures for requesting a course waiver are below. Please note there are different procedures depending on whether the course was taken from an accredited counseling, psychology, or school psychology program.

**Course Waiver Procedure:**

**Course from an accredited program**

If the course(s) was taken in a nationally accredited program (i.e., CACREP, APA, NASP, MPCAC), the decision to waive the course will be made by your major professor. The process for requesting approval of courses is listed below:

1. **Read program handbook (posted online), which includes a list of required courses.**
2. **Decide which course(s) could be waived.** The student must have a copy of the syllabus from the semester the course was completed.
3. **Request a copy of the relevant FSU course syllabus/syllabi from Deb Ham-Kelly.**
4. **Highlight the course objectives on both syllabi.**
5. **Complete the Course Objective Comparison table and write the Equivalence Statement (see Appendix E).**
6. **Submit to the major professor by July 1 the following documents electronically: FSU Syllabus, other course syllabus, Comparison Table, and Equivalence Statement.**
7. **The major professor will review the documents and make a decision by August 15th.** A major professor may consult with a member of the Course Waiver Committee if the request is not clear or compelling.

**Course from a program/department that was not accredited**

If the course(s) was not taken in an APA, CACREP, MPCAC, or NASP-accredited program, the review of the course(s) and the decision to waive the course(s) is a more comprehensive. In this instance, the review of your request to waiver one or more courses will be made by the **Course Waiver Committee** as indicated in the procedures below:

1. **Read program handbook (posted online), which includes a list of required courses.**
2. **Decide which course(s) may be able to be waived.** The student must have a copy of the syllabus from the semester the course was completed.
3. **Request a copy of the relevant FSU course syllabus/syllabi from Deb Ham-Kelly.**
4. **Highlight the course objectives on both syllabi.**
5. **Complete the Course Objective Comparison table and write the Equivalence Statement (see Appendix E).**
6. **Submit the following documents electronically: FSU Syllabus, other course syllabus, Comparison Table, and Equivalence Statement. These documents should be submitted to Dr. Lyndsay Jenkins (Injenkins@fsu.edu), Chair of Course Waiver Committee, by July 1. Students must copy their major professor when submitting documents to Dr. Jenkins.**
7. **The Course Waiver Committee will review the documents and make a decision by August 15th.** The Course Waiver Committee may consult with the student’s Major Professor.
Though students may be able to waive a course, they must still demonstrate that attainment of specific knowledge from that course, referred to as Discipline-Specific Knowledge (see page 45 in the handbook). Students will be asked to provide an artifact for those courses requiring signature assessment in order to demonstrate attainment of Discipline-Specific Knowledge (DSK). See the Curriculum Map in Appendix R for specific courses containing these assignments. This artifact must be submitted to the FSU course instructor prior to the qualifying examination.

In order to document either transfer of credit or course waiver, the student will prepare two Programs of Study. The University Program of Study (an official document maintained by College of Education’s Office of Academic Services) will contain only those courses actually completed at FSU. The Departmental Program of Study (an internal document kept in the student’s file) will list all courses required by the Program, and will designate those courses that have been waived or transferred. Documentation in the form of an email from the instructor of the course or the FSU transcript recording the transfer credit, must be amended to the Departmental Program of Study.

**Qualifying Examination**

The doctoral qualifying examination is a combined diagnostic and evaluative experience designed to examine the student’s ability to write in an organized manner, communicate verbally, and think critically. It is also designed to help the student determine the fit between the student’s professional identity, personal and professional goals, and the mission / goals of the doctoral program. The examination includes written and oral components. Both the written and oral portions are administered the second semester of the first year of doctoral study. The examination is not administered in the summer semester.

The written portion of the qualifying examination assesses the student’s ability to articulate their professional goals in light of their professional identity, and mission / goals of the doctoral program and to propose a plan for achieving those goals while during the program. The expectation is that examinees will use literature available in the fields of both counseling psychology and school psychology as part of the written portion of the exam. In addition, examinees should use literature from the field concerning the nature of combined psychology doctoral programs. The written exam does not assess specific content knowledge other than what is discussed here.

The oral portion of the exam assesses a student’s ability to verbally articulate their goals in a professional manner and demonstrate the fit between these goals and the program’s mission and training experiences.

**Procedures for the Written Portion of the Qualifying Examination**

1. The qualifying examination paper consists of a statement of professional identity as a psychologist, the student’s professional goals, and a proposed plan for achieving these goals while in the combined doctoral program. The goals should correspond to the mission and objectives of the combined program in counseling and school psychology. The plan should include the student’s proposed program of study, as well as ideas for field practica and possible dissertation topics.

2. The qualifying examination paper must be no more than 5 pages (double-spaced, 12 font size, 1” margin, Times New Roman). The statement of professional goals and the student’s plan to meet these goals must be supported by the professional literature, with students referencing a minimum of five refereed articles across the fields of both school and counseling psychology, as well as literature on the nature of a combined psychology program. The paper must be submitted to Turn-it-in and revised as necessary.
3. Students will submit the paper to their major professor by January 30th of their first year in the program. The paper should be submitted either electronically or as a paper document (based on the committee members’ preferences). The student’s doctoral supervisory committee will read and grade the response based on the considerations outlined below.

**Procedures for the Oral Portion of the Qualifying Examination**

1. The oral qualifying exam should be scheduled after the submission date of the written portion of the exam. It is the student’s responsibility to coordinate the day and time of their oral examination with their supervisory committee. The student must also reserve a room for the oral examination.
2. Materials to be placed in the oral qualifying examination binder include the following:
   a. Cover page including student name, doctoral supervisory committee members, date, time, and room number for oral qualifying examination.
   b. Qualifying examination paper
   c. Curriculum vitae
   d. Proposed program of study
3. The qualifying examination binder MUST be submitted to the doctoral supervisory committee at least ONE week before the scheduled oral qualifying exam date.
4. The evaluation form for Qualifying Examination from the OASIS website should be included in the binder for the major professor. It should be typed and partially completed with the student’s identifying information.

**Evaluation Criteria of the Qualifying Examination**

The qualifying examination will be evaluated on the following criteria:

1. Congruence between the student’s professional goals and the mission and objectives of the combined program in counseling and school psychology, both in the written statement and oral presentation.
2. Quality of writing. This includes mechanical aspects (spelling, sentence structure, correct/consistent tense usage, coherent paragraphs with appropriate transitions), as well as clarity of writing (e.g., the writing is clear and concise, organized and has a flow, no duplications). APA formatting is evaluated for citations and for references.
3. Use of supporting literature in the fields of school and counseling psychology as well as on combined programs.
4. Quality of oral presentation. This includes confidence in explaining the goals and proposed plan, as well as flexibility in negotiating the plan with faculty.

Students must demonstrate competency in all four areas. Based on the student’s performance on the qualifying examination, the student’s doctoral supervisory committee will assign a pass or fail grade, as required by the College of Education. In addition, the committee will make recommendations for professional development and possible changes to the program of study.

**Scholarly Engagement Requirements**

Scholarly engagement is embraced by Florida State University to ensure that all doctoral students are provided opportunities to become independent scholars who participate in the global academic and intellectual community.

Graduate students in the doctoral program in combined counseling psychology and school psychology are encouraged and supported by faculty to actively participate in classes; attend seminars, symposia and conferences—locally, nationally, and internationally; engage in collaborative research with their
major professor and others; and utilize on-campus and off-campus clinics and community facilities to further their clinical skills. One preeminent goal of the combined program is to prepare doctoral students to be scientist-practitioners who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators, disseminators of knowledge, and leaders in the global community.

Each year, doctoral students in the combined program work closely with their major professor to establish annual and longer-range goals for scholarly engagement. Core program faculty assesses progress toward these goals during the semi-annual evaluation of all students in the combined program.

It is expected that students will select activities, in consultation with their major professor, that are congruent with their career goals and program mission and goals. It is expected that each student will be actively engaged in at least two of the following activities each academic year. Sample activities that doctoral students in the combined program would likely select to meet the scholarly engagement requirement include:

- Participate in a research team
- Engage in collaborative research and development activity with core program faculty.
- Attend and volunteer to participate in College events (e.g., COE week; Marvalene Hughes Conference; Cottingham Annual Conference)
- Attend a campus-wide professional development event (for example, Preparing Future Faculty, PIE, library-sponsored professional development events, Graduate School events, Digitech)
- Attend a state, regional, national, and/or international conference (for example, APA, AERA, FPA, NASP, NAGC, ACA). Present at a state, regional, national, and/or international conference, volunteer for a local education and/or mental health-related event
- Serve in a leadership role on a committee or hold an office in a professional organization.
- Collaborate with major professor in preparing and submitting a scholarly manuscript for publication consideration to a peer-review journal and/or a book chapter
- Author and submit a scholarly manuscript for publication in a peer-review journal
- Complete a DIS or Supervised Research course with a written product (for example, a literature review, secondary analysis, thematic paper) that could serve as the basis for a published article.

Prior to taking the Doctoral Preliminary Examination Defense (MHS 8961) student must demonstrate meeting the following program research requirements:

1. Student holds authorship (not required to be first author) on a minimum of two research or other scholarly activities over 2 semesters prior to preliminary examination.

2. Prior to defending their preliminary examination, the students must disseminate a minimum of two research or other scholarly activities via professional publication or presentation over 2 semesters.

Student will include a copy of the Semi-Annual Evaluations that documents completion of these requirements in their preliminary examination defense binder.

**Students who began the program prior to August 2017:** All students who did not complete a master’s thesis are required to complete a research project as part of their degree requirements. The requirements should be satisfied no later than the second year of residence in the Ph.D. program, and must be fulfilled before any student takes written prelims.
This requirement shall be satisfied in the following manner: doctoral students and their major professors will agree upon a research project, either qualitative or quantitative in nature. The major professor must approve the research project before the student can proceed. Students are expected to work closely with their major professor. Students will sign up for a minimum of two hours, maximum of three, of MHS 5915 (Supervised Research) during each semester in which research is being conducted.

Research products will be written in a scholarly format, which is well conceptualized and reflects current literature with the student identified as the sole author. *The APA Publication Manual* (6th edition) shall be used as the style preparing the work. Once the work is completed, student shall present it to their major professors for final approval. Upon research project approval, students will be given a grade of "S" at the end of each semester that they are enrolled in MHS 5915. Students are strongly encouraged to work with their major professor in submitting their research for publication.

**Preliminary Examination**

The purposes of doctoral preliminary examinations (prelims) are to: (1) determine whether an individual possesses the knowledge and skills required to synthesize a body of professional literature and to formulate a set of questions or issues that points the way toward advancing our professional knowledge; (2) assess whether an individual is able to critically review the primary research tradition of the disciplines of professional psychology (specifically counseling psychology and/or school psychology); and (3) ascertain whether an individual is able to integrate and document philosophies, theories, current evidence-based interventions, and contemporary professional issues, ethics, and law related to the actual practice of counseling psychology and/or school psychology. Students who intend to apply for internship the following fall semester must defend their preliminary examination *no later than April 1*.

**Examination Content**

The prelim examinations will consist of two performance areas: 1) Research Area - A Comprehensive Synthesis and Critical Review of Literature and 2) Clinical Area - Clinical Case Study, and an oral preliminary defense to their supervisory committee. Students present and defend their Research Area paper at the oral preliminary defense. In addition, students who receive a conditional pass on the Clinical Area must also defend their clinical case study at the oral defense.

**Research Area - A Comprehensive Synthesis and Critical Review of Literature**

The research area of the preliminary examination requires students to present an integrative and critical "think piece" in a specific area of knowledge in counseling psychology and/or school psychology. It should demonstrate the student’s:

- ability to conceptualize a body of literature by tying concepts together through integrative themes.
- substantial independent ability to formulate research.
- ability to produce a research paper that is of acceptable quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.
- ability to integrate awareness and knowledge of individual and cultural differences in conducting research.

The paper portion of the Research Area must contain the following:

- An introduction that establishes the scope, context, and significance of the research being reviewed and a statement of the professional or human problem.
- A comprehensive synthesis of the literature that relates to the identified problem.
• An identification of gaps in the literature
• A bulleted outline of a possible study that is logically derived from the literature review and identified gaps.

The table portion of the Research Area must contain:
• A critical analysis of 10-15 key empirical studies that are presented the text. This table should contain the study’s title, author(s), year, research questions (if included), variables, measures used, participants, analyses used, results (e.g., effect size, etc.), limitations / gap, and cultural considerations.

The paper will reflect a student's own independent thought and creation. The role of the major professor will be to assist the student in the identification of the topic and in locating relevant literature. The major professor is allowed to provide feedback to multiple drafts of an outline for the research area paper, but only one review of the written draft of the paper. The student must provide an initial outline of the paper to their major professor in December by the beginning of finals week. During the first week of spring semester, a draft of the paper must be given to the major professor for their review. The student will receive feedback from their major professor by the first week of February. Students will then revise the paper, taking into consideration the feedback of their major professor. The student cannot have any other assistance in developing or writing the paper. The paper should be submitted either electronically or as a paper document (based on the committee members’ preferences).

The paper must be at least 40 pages in length (exclusive of references and tables) but no more than 60 pages and supported by typically 50-75 referenced citations. The written paper should be coherently organized, logically presented, literately written, and conform to the standards of the most current edition of the Publication Manual of the American Psychological Association. The student should submit the paper to Turn-it-in (online plagiarism check) to check against copying material from others. The student should revise their paper incorporating the results of the plagiarism check. The paper and final plagiarism check indicating the percentage of match of other sources are included in the student’s preliminary examination binder. Students defending their preliminary examination after spring break must submit their binder to the supervisory committee two weeks prior to spring break. Students defending their preliminary examination prior to spring break must submit their binder to the supervisory committee two weeks prior to the scheduled defense. The binder should be submitted either electronically or as a paper binder (based on the committee members’ preferences). The supervisory committee will use a rubric in assessing the paper during the preliminary examination defense. A copy of the rubric will be provided to the student by the major professor.

Clinical Area - Clinical Case Study
The Clinical Area is a 1-hour case study examination based on the Candidate Examination for Board Certification in Counseling Psychology or School Psychology for the American Board of Professional Psychology (ABPP). The student prepares one case (work sample) for a 1-hour oral case presentation / examination. The work sample consists of a case from the student’s practicum / clinical fieldwork. The case should be selected to provide the student with an opportunity to discuss and answer questions about the following: presenting concern / reason for referral, brief case history, diagnosis, assessment, case conceptualization, treatment plan, intervention(s), measurement of success, diversity considerations, and ethical implications.

The case study must demonstrate the student’s competence in the following areas:

1) Scientific and scholarly base for how the student approaches the case (integration of theory and research)
2) Implementation of interventions informed by the current scientific literature, assessment findings, diversity characteristics, contextual variables, and legal/ethical considerations.

3) A current theoretical and empirical knowledge base as it relates to addressing diversity.

4) The ability to apply the relevant research literature to clinical decision-making.

5) The ability to evaluate intervention effectiveness.

6) The ability to adapt intervention goals and methods consistent with ongoing evaluation.

7) Proficiency in using assessment results to inform case conceptualization, classification, and recommendations.

8) Ability to distinguish aspects of assessment that are subjective from those that are objective.

9) Ability to cogently and coherently verbally present a case and respond to questions from faculty.

Choosing a Clinical Case Study

Effective Fall 2018, student will no longer be allowed to use a case they previously presented in a class or practicum. Faculty will not review the case or the presentation in advance; however, students may ask them specific questions about the case. Students may use assessment data that they did not administer if it was available to them at the time they worked on the case. Students do not have to have formal outcome data; however, students should keep in mind that all cases have outcomes (e.g., dropping out, clinical impressions at the time of termination), and students need to explain what happened. There is no specific criterion for how much data or how many sessions are required. Some cases (e.g., school psychology) will be more heavily weighted on assessment data, consultation, treatment planning, educational information, and suggested interventions. Other cases (e.g., counseling psychology) may be more heavily weighted on clinical interventions and duration of counseling sessions, and less on a priori assessment.

The case should include enough material to provide students with an opportunity to discuss and answer case-specific questions on assessment, case conceptualization, treatment planning, how assessment relates to intervention, which theoretical model(s) guided their work, which interventions they selected and why they chose them (or might decide to use them), how they evaluated (or would evaluate) the success of their planned intervention(s), attention to individual and cultural diversity, and legal and ethical considerations. The case should provide the student with opportunity to demonstrate competence in the nine areas above.

Procedures for Clinical Area

The Clinical Area is administered during the spring semester. The specific date will be announced at the beginning of spring semester. At the time of the 1-hour oral examination meeting, the student provides the prelims committee with three sets of copies of pertinent material (i.e., diagnostic, assessment, treatment planning, and/or intervention documentation; a list of references associated with the scientific/scholarly base). All identifying information must be removed from the case material. Materials submitted should include interview data plus the results of at least two different assessment tools/procedures. The student should use a visual presentation (e.g., PowerPoint, Keynote, Prezi). However, s/he should not take up the majority of the 1-hour examination and the student should not read the presentation to the committee. It is expected that the case presentation will take no more than ½ hour, providing ample time for committee questions.

The student presents to and is evaluated by a 3-member committee consisting of core faculty. At least one of committee members will be an expert in child/adolescent or adult, depending upon the case
study the student selects. The committee examines the student’s degree of competence in presenting the case and in answering questions about the case. The student must report to the faculty member who serves as Coordinator of the Clinical Area Exam whether they will be presenting a child (child/adolescent) case or an adult case. Students must inform the Coordinator of the Clinical Area Exam during the semester prior to the date that the exam is scheduled that they intend to take the Clinical Case Study Exam. Grading on the Clinical Case Study exam is: Pass; Conditional Pass; Fail. The program provides all students with examples of competencies that the committee considers when evaluating the Clinical Case Study examination (during first year pro-seminar orientation). Examples of competencies are also posted on the student Canvas site and readily available to download.

**Pre-requisites for Preliminary Examination**

Research Area: Students should begin working on their research paper early in their doctoral program. Prior to defending their preliminary examination students must complete all required research design and statistics courses, and successfully completed the scholarly engagement requirement. Students can be working on their paper while concurrently enrolled in their last required statistics course.

**Preliminary Examination Defense**

Students must register for MHS 8961r: *Preliminary Doctoral Examination* the semester they intend to complete their oral defense. Eligible students are those who have completed all prerequisites (see above section), received a minimum of a “Conditional Pass” on the Clinical Area presentation, and have a completed Research paper. The preliminary examination defense is a 1½-hour oral exam by the doctoral supervisory committee that covers all areas of the preliminary examination. Students will prepare a binder for the preliminary examination defense that consisting of:

- Research Area: The research paper and corresponding Turn-it-in report.
- Clinical Area: A memo from the Clinical Area evaluation committee communicating the results and a copy or outline of their presentation.
- Summary Semi-Annual Student Evaluations: A table summarizing Sections B.3 and F.3B of the student’s semi-annual evaluations for all semesters in the doctoral program.
- Evidence of Completion of Scholarly Engagement requirement: Documentation of conducting and disseminating 2 research or other scholarly activities over 2 semesters prior to the preliminary examination defense his requirement (e.g., Letter of receipt of paper from journal editor, copy of conference program).

The research paper, clinical presentation, summary of semi-annual evaluations, and completion of engagement in scholarly activity requirement are all signature assessment designed to assess student’s attainment of specific APA competencies for health service psychologists. The student will upload these materials to LiveText. The major professor will use the following criteria in evaluating the student’s competency attainment:

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<th>Signature Assessment</th>
<th>Competency Area</th>
<th>LiveText Measureable Objective</th>
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<td>Research Paper</td>
<td>Research</td>
<td>o Student demonstrates substantially independent ability to formulate research</td>
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<td>o Student produces research paper that is of sufficient quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.</td>
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<tr>
<td>Clinical Presentation</td>
<td>Individual and Cultural Diversity</td>
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<td>o Student implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
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<td>o The student demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Student implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
</tr>
<tr>
<td>o The student will demonstrate the ability to apply the relevant research literature to clinical decision-making.</td>
</tr>
<tr>
<td>o The student will demonstrate the ability to evaluate intervention effectiveness.</td>
</tr>
<tr>
<td>o The student will demonstrate the ability to adapt intervention goals and methods consistent with ongoing evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Student demonstrates the ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.</td>
</tr>
<tr>
<td>o Student is able to distinguish aspects of assessment that are subjective from those that are objective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of Semi-Annual Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and Legal Standards</td>
</tr>
<tr>
<td>o Student conducts himself / herself in an ethical manner in all activities.</td>
</tr>
</tbody>
</table>

| Fulfillment of Scholarly Engagement requirement |
| Research |
| o Student conducts a minimum of two research or other scholarly activities over 2 semesters prior to preliminary examination. |
| o Student disseminates a minimum of two research or other scholarly activities via professional publication or presentation over 2 semesters prior to preliminary examination. |

The binder must be provided to all supervisory committee members at least two weeks prior to the scheduled defense. Students who obtained a minimum of a “Pass” on Clinical Area may not be required to orally defend their clinical case study at the discretion of the supervisory committee. *For these students it is likely that the oral defense will focus on Research paper.* Students are considered to have passed prelims (and entered candidacy) after they have successfully completed their prelim defense. At the conclusion of that exam, committee members sign off on the Doctoral Prelim Exam Results Form (available on the OASIS website). This prepared form with the identifying information typed should be brought to the defense by the student. A representative from the department must submit the form to OASIS.

**Failure to Pass Preliminary Examination Area or Defense**

**Research Area**

Students who fail the Research Area one time will receive feedback from the committee about which areas they failed. Students are required to submit a new, revised Area I paper to their committee. The “new” Area I can be a revised version of the initial Area I paper, based on feedback provided in the prelim oral defense meeting, or students may choose to complete an Area I paper on a new topic. There must be at least 6 weeks between the first and second defense dates and committee members must have
at least 2 weeks, within the 6-week period, to review the any written document(s) prior to the second oral defense. The student will receive an “F” for MHS 8961 in the current semester and must register for the examination again in the semester of their next defense of the Research Area.

In some instances, the students may receive a conditional pass on Research paper. Students will be given feedback and must revise the paper accordingly. Once students revise the paper to the satisfaction of the supervisory committee, a grade of “Pass” will be submitted for MHS 8961. Students who do not revise the paper to satisfaction of their committee by the end of the semester they are enrolled in the course, the student will need to be manually withdrawn from MHS 8961 and reenroll in the course the following semester. Students must complete all requirements by the end of the following semester.

**Clinical Area**

Students who fail the Clinical Area will be required to present another case during the next semester. Students can retake the clinical area once. Failure to pass the clinical area after the second attempt will constitute grounds for dismissal from the program. The doctoral supervisory committee will retest those students who receive a Conditional Pass on their clinical case presentation.

If a student who received a conditional pass on clinical area then fails the oral portion of clinical area, the supervisory committee will develop a remediation plan to address identified deficit areas. A student will not be able to pass the oral preliminary exam defense until the remediation plan is completed and approved the supervisory committee. Failure to pass the Preliminary Examination Defense after two attempts constitutes grounds for dismissal from the program.

Clinical Area: Tables 3 and 4 below denote the prerequisites for Clinical Area – Case Study Exam.

Table 3. Required for both Counseling Psychology and School Psychology Doctoral Emphasis

<table>
<thead>
<tr>
<th>Course #</th>
<th>Descriptive Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5060</td>
<td>Psychosocial and Multicultural Aspects of Counseling</td>
</tr>
<tr>
<td>MHS 6401</td>
<td>Evidence-Based Counseling Psychotherapy</td>
</tr>
<tr>
<td>MHS 6220</td>
<td>Individual Appraisal in Counseling</td>
</tr>
<tr>
<td>MHS 6300</td>
<td>Theories of Vocational Behavior</td>
</tr>
<tr>
<td>SPS 5191</td>
<td>Assessment of Intelligence</td>
</tr>
<tr>
<td>MHS 6805r</td>
<td>Practicum in Counseling and Rehabilitation (Human Services Center)</td>
</tr>
<tr>
<td>MHS 6805r</td>
<td>Practicum in Counseling and Rehabilitation (Career Center – 1 semester)</td>
</tr>
<tr>
<td>MHS 6938r</td>
<td>Field Practicum (2 semesters – 200 clinical hours minimum)</td>
</tr>
</tbody>
</table>

Table 4. Required for Specific Emphasis Area

Required for School Psychology Emphasis Required for Counseling Psychology Emphasis

<table>
<thead>
<tr>
<th>Course #</th>
<th>Descriptive Title</th>
<th>Course #</th>
<th>Descriptive Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS 5105</td>
<td>Social-Emotional Disorders of Children &amp; Adolescents</td>
<td>CLP 6169</td>
<td>Adult Development and Psychopathy</td>
</tr>
</tbody>
</table>
In an effort to provide easy-access to documents, which are important to students throughout their tenure in the program, the program has established a Canvas organization site titled *PhD Combined: Student Documents*. Students matriculating in the combined program are able to access the site and register in order to access program-related informational documents, templates, and forms. Upon admission to the program, students will be notified of the Canvas organization and given information on how to register.

### LiveText Areas

MHS 8961r Preliminary Examination contains 4 signature assessments, which cover 4 competencies areas. As such, students must receive a rating of “Mastery” or better on each competency to pass this course. Please refer to the LiveText / Signature Assessments section of this handbook for further information on LiveText requirements.

### Additional Information

Students shall request permission through their major professors to register for the preliminary examinations defense (MHS 8961r: Preliminary Doctoral Examination). It is the student’s responsibility to consult with their major professor and register for MHS 8961r the semester that they anticipate completing all sections of the Prelims Exam. The preliminary examination defense is typically completed in the fall or spring semester. Depending upon the availability of the supervisory committee members, the defense could be completed in summer semester.

In order for any accommodations for disabilities to be made during the written or oral portions of the preliminary examination the student must be registered at the Student Disability Resource Center (SDRC) and inform their major professor of their intention to seek accommodations.

Students cannot register for dissertation hours until they passed the Preliminary Examination Defense and are admitted to doctoral candidacy. An admission to candidacy form must be completed and filed in the Office of the University Registrar prior to registration for dissertation hours. After completion of the admission to candidacy process, the student may retroactively add dissertation hours for that semester in which all prelim exams were completed. Retroactive changes are only permitted if all exams are passed by the mid-point of the semester (i.e., end of the 7th week of the semester).

### Preliminary Examination Timeline

- Student should begin working on their Research paper by Summer 1. Students must provide their major professor with the draft of Research paper no later than January 15 (during the calendar year they intend to apply for internship).
- The clinical area and preliminary defense are typically taken during Spring 2 for those students entering the program with a master’s degree and Spring 3 for those entering the program with a Bachelor’s degree.
- Preliminary Examination Defense must be scheduled prior to spring break during the calendar year the student intends to apply for internship.
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Practicum
All students are required to complete a series of practicum experiences. The program follows a 3-tier practicum model, which reflects the program’s commitment to sequential, cumulative and graded training.

Tier-1 Practicum: Site where core faculty closely supervises students. In the first year, all students complete their first clinical training experience in the on-campus Human Services Center (HSC). Students who completed the pre-requisites for the Tier 1 practicum must register for MHS 6805 during Spring 1 of their program of study. Students are also co-supervised by an advanced doctoral student enrolled in MHS 6803 Seminar in Ethics, Law, and Clinical Supervision. (Effective Spring 2019, ALEC practicum will be offered as a Tier 1 practicum under MHS 6805).

Tier-2 Practicum: These practicum sites are located in Centers on the FSU campus. Students are directly supervised by core or associated faculty. The four on-campus practica training centers are the FSU Adult Learning Evaluation Center (ALEC), Career Center, University Counseling Center (UCC), and the Multidisciplinary Center (MDC). Upon successful completed of the Tier 1 practicum, students complete the Tier 2 practicum during the second year of doctoral study.

Tier-3 Practicum: Sites where training is extended beyond campus to various community agencies or campus-based sites in which faculty are not affiliated (e.g., Tallahassee Memorial Hospital, Veteran’s Administration, Florida State Hospital).

The sequencing of practicum experiences is as follows:

Counseling psychology emphasis
Spring 1: MHS 6805 – Human Service Center (Tier 1)
(Note: Effective Spring 2019 ALEC (Tier 1) will be offered and doctoral students will take either ALEC or HSC practicum Spring 1)
Summer 1: Effective Spring 2019, MHS 6805 ALEC (Tier 1) will be offered and doctoral students will take either ALEC or HSC practicum Summer 1)
Fall 2: Career Center (Tier 2) and MHS 6946 – Field Practicum (Tier 2 or 3)
Spring 2: MHS 6805 – Career Center (Tier 2) and MHS 6946 - Field Practicum (Tier 2 or 3) *
Summer 2: MHS 6946 – Field Practicum (Tier 3)
Fall 3 – Field Practicum (Tier 3)

School psychology emphasis
Spring 1: MHS 6805 – Human Service Center (Tier 1)
(Note: Effective Fall 2018 ALEC (Tier 1) will be offered and doctoral students will take either ALEC or HSC practicum Spring 1)
Summer 1: Effective Fall 2018, MHS 6805 ALEC (Tier 1) will be offered and doctoral students will take either ALEC or HSC practicum Summer 1)
Fall 2: MHS 6805 Career Center (Tier 2) and MHS 6946 – Field Practicum (Tier 2 or 3)
Spring 2: MHS 6946 - Field Practicum (Tier 2 or Tier 3)
Summer 2: MHS 6946 – Field Practicum (Tier 3)
Fall 3: MHS 6946 Field Practicum (Tier 3)

Practicum Requirements

Pre-requisites
The pre-requisites associated with each tier of practicum are indicated in Table 5.
Table 5. Pre-Requisites for Practicum

<table>
<thead>
<tr>
<th>Practicum Tier</th>
<th>Pre-requisite Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. MHS 6805 – HSC Practicum</td>
<td>MHS 5400 Introduction to Counseling Theories</td>
</tr>
</tbody>
</table>
| II. MHS 6805 – Career Practicum  
MHS 6946r – Field Practicum (ALEC, UCC, or MDC) | MHS 6805 – Practicum (HSC)  
MHS 6300 Theories of Vocational Behavior (Career)  
MHS 5060 Psychosocial and Multicultural Aspects of Counseling  
CLP 6169 Adult Development and Psychopathology OR SPS 5105 Socio-emotional disorders of Children |
| III. MHS 6946r       | All of the above                                                                      |

All students are required to obtain a Level II Security background clearance, including fingerprinting, during the first semester of their program. More information is available in the section entitled, Background Check.

All students must successfully complete Tier 1 (HSC) practicum prior to enrolling in Tier 2 or 3 practicum. Students can take a Tier 3 practicum concurrently with their required Tier-2 practicum during their second year. Students with an emphasis in counseling psychology must successfully complete 2 semesters of MHS6805 Career Center practicum during their second year. Students with an emphasis in school psychology must successfully complete 2 semesters of school psychology practicum (one of these must be ALEC, a Tier 2 site) and MHS 6805 Career Center practicum during their second or third year. During their third year, students may complete practicum at Tier-3 sites.

**Practicum Hours**

Students must complete a minimum of 4 semesters of (MHS 6946) field practicum, with a minimum of 100 clock-hours per semester. Students are also expected to complete at least 200 hours at a Tier 3 site. Doctoral students specializing in counseling psychology are required to complete 100 hours working with children, adolescents, or college students in child-focused (e.g., MDC counseling services), or education settings (Leon County school, ALEC). Hours accrued at the HSC working with children or adolescents can be used to meet this requirement. However, hours accrued at the HSC working with college students on non-educational issues will not meet this requirement. Students who wish to complete this practicum in Leon County schools must apply through OASIS the by the middle of the proceeding semester.

Doctoral students with an emphasis in school psychology must complete pre-requisite school psychology practicum and a total of 100 practicum hours must be providing counseling services to adults, where their children are not the focus of services. The hours accrued at the HSC and Career Center will account toward meeting this 100 hours requirement as long as they are working with adults.

Students can enroll in additional semesters with the permission of the DCT and their major professor. The hours include direct client contact (counseling or assessment), supervision, report writing, client documentation, case management, etc. The course instructors will determine specific minimum hours for MHS6805.
Students are responsible for tracking their own hours. Students may do this through a site called Time2Track (https://time2track.com) or through a spreadsheet. Time2Track costs between $4.00-$7.00 a month. Students will be responsible for any costs related to tracking hours.

**Practicum Sites**

Students are required to be supervised by a licensed healthcare provider appropriately credentialed and licensed in each practicum site. The program requires that appropriately credentialed, doctoral-level licensed psychologists supervise the majority of field practicum placements for each student. However, the program recognizes that there may be an exceptional clinical training opportunity in which the field supervisor is not a licensed psychologist, but licensed and appropriately credentialed in a related healthcare field or discipline (e.g., psychiatry, social work, marriage and family therapy, mental health counseling, and / or speech and language pathology).

There is no rigid policy in terms of how a student goes about selecting, negotiating, and/or contracting with a field practicum site. The program has a list of approved practicum sites, which is available to students. These sites are evaluated annually by the program based on feedback from students placed in these settings and enrolled in a 2-credit hour field practicum course (MHS 6946).

Students presently identify and select one or more field practicum sites based on tradition, opportunity, and / or recommendations of more advanced students, faculty and / or the DCT. The program encourages students to pursue a number of community-based field practicum experiences because it enriches their clinical training experience, increases their doctoral practicum hours, and makes them more competitive when applying for the APPIC internship MATCH program. Students are permitted to register for no more than 3 semesters of Tier-3 field practicum prior to successfully defending their dissertation prospectus. Under the advisement of their major professor and the DCT, students can be in more than one practicum site in a given semester. Even if a student is in two or, in rare circumstances, three practicum sites in a given semester, they are only required to register for two credit hours of MHS 6946: Field practicum. In addition, students are permitted no more than 20 hours / week of field practicum in any given semesters.

A student can propose a new practicum site. There is a form that the student completes, available on the Student Canvas site, and submits to the program faculty for review and consideration. The program considers a number of criteria in evaluating the suitability and likely quality of training at any newly proposed field practicum site. Criteria to evaluate suitability include: credentials of the clinical supervisor; resources at the agency / facility/ practice setting, compatibility with the program philosophy and training goals of the combined program, time for weekly supervision, type and range of clinical training opportunities, unique training opportunities, client population served, and evidence of “evidence-based practice” (EBP) on-site. A majority vote of the core program faculty is required to approve a new field practicum site. The program updates annually a list of approved Tier-3 field practicum sites available on Student Canvas.

All students participating in field practicum are required to register for a 2-credit hour field practicum course (MHS 6946). The field practicum instructor is a doctoral level licensed psychologist and typically a core program faculty. Students are required to register for field practicum (MHS 6946) each semester that they are in a field placement as a practicum student. Field practicum meets regularly on campus to provide students with an opportunity to discuss cases, explore ethical, legal and / or professional guild issues, and reinforce the marriage of science and practice, how research informs practice.
Ph.D. Student Handbook

Note that some students arrange, with the permission of and in consultation with the DCT, a one- or two-semester field practicum placement outside of Tallahassee. Recent ‘distal’ practicum sites have included the Yale Child Study Center, Ackerman Institute for the Family, Mailman Center for Child Development, U of Miami School of Medicine; Houston VA Medical Center; Queens Children’s Psychiatric Center, NY; All Children’s Hospital/The Children’s Cancer Center.

Internship

All internship sites must be congruent with the mission of the College of Education as stated in the beginning of this document.

Doctoral students will take a full year internship (2,000 hours required). The program requires that students submit a completed first draft of their prospectus paper by July 1 to their major professor if they plan for internship to following fall. Students are only able to apply for internship MATCH if they have successfully defended their dissertation prospectus by October 1 of the year that they are applying to APPIC for internship MATCH.

All students are strongly encouraged to seek internship sites at settings either accredited by the APA or listed in the APPIC Directory. Only in unusual circumstances would a non-APA-accredited or non APPIC-listed internship be deemed acceptable. All internship sites must provide quality supervised training experiences appropriate for students in counseling psychology and / or school psychology and consistent with the specialties of school psychology\(^1\) and counseling psychology\(^2\). In all instances, the program strongly encourages that an internship provide a stipend.

All Ph.D. students concentrating in school psychology will seek internship sites at settings consistent with the profession of school psychology as listed in the Directory of Internships for Doctoral Students in School Psychology. Students concentrating in school psychology who wish to pursue certification / licensure as a School Psychologist, should obtain at least 600 hours of school-based experience. The 600-hour school-based requirement may be obtained as part of the 2,000-hour, year-long internship, if available as a training component of the internship, or in addition to the 2,000-hour, one-year internship. All internship hours must be accrued within a 24-month period.

In circumstances where an APA-accredited or an APPIC-listed setting cannot be attained, internships will have the following features consistent with psychology licensure regulations:

- The internship must consist of an organized training program (in contrast to supervised experience or on-the-job training) designed to provide the intern with a coherent, planned, programmed sequence of training experiences, the primary focus and purpose of which is to assure breadth and quality of training;
- The internship agency must have a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and who is actively licensed/ certified by the State Board of Examiners in Psychology;
- The internship agency must have two or more psychologists on staff as supervisors, at least one of whom is actively licensed/certified by the State Board of Examiners in Psychology;


\(^2\) How does one become a Counseling Psychologist?; [http://www.div17.org/students_defining.html](http://www.div17.org/students_defining.html)
• Internship supervision must be provided by a staff member of the internship agency or by an affiliate of that agency who carries clinical responsibility for the cases being supervised;
• At least half of the internship supervision must be provided by one or more psychologists;
• The internship must provide training in a range of assessment and treatment activities conducted directly with clients seeking psychological services;
• At least 25% of the intern's time during the internship must be in direct client contact;
• The internship must include a minimum of two hours per week (regardless of whether the internship is completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with psychological services rendered directly by the intern;
• The internship must include at least two additional hours per week in learning activities such as: case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision;
• The training must be post-practicum level;
• The internship agency must have a minimum of two interns at the internship level of training during the applicant's training period;
• The trainee must have a title such as "intern," "resident," "fellow," or other designation of trainee status;
• The internship agency must have a written statement or brochure which describes the goals and content of the internship, states clear expectations for the quantity and quality of the intern's work and is made available to prospective interns;
• The internship experience must include a minimum 2,000 hours to be completed within 24 months;
• The intern should be afforded the opportunity to engage in research; and
• The internship agency must provide the DCT with reports on the intern's progress each semester.

The student’s major professor and the DCT must approve internship site selection. Students should begin the process of planning for the internship MATCH at least twelve months prior to the internship starting date. The DCT begins a series of internship application process meetings with students in late spring of the semester prior to the fall semester when students apply for internship. These meetings cover a wide range of topics including: identifying potential references, preliminary review of the APPIC website (http://www.appic.org), planning for additional practicum experiences, developing a 6-month self-enhancement plan, updating Vita and selecting psychological reports and treatment summaries from case files, and identifying factors important to selection of internship sites.

Any exception to the above policy may be appealed to the program faculty for review and reconsideration.

Students electing to complete a dual emphasis at the advanced competency level in both counseling psychology and school psychology have two internship options. Students may complete one APA-accredited, APPIC-listed, or School Psychology approved internship that includes a rotation in which 600 hours are in a school setting. Students may complete a 600-hour internship in a school setting, followed by a one-year APA-accredited or APPIC-listed internship. Most students who select this option choose to do their 600 hours in a local school setting, such as Leon County Schools or the FSU Multidisciplinary Center, during their last year of on-campus study.
Students must register for three hours of internship credit for each semester, including a minimum of 3 hours during the last semester of the internship, for a total of 9 hours. Students must not register for internship credit prior to beginning the internship.

In some instances, internships commence in June, July or August. In these instances, the student-intern will need to register for internship over four semesters. The student is permitted to \textit{REQUEST TO MODIFY COURSE CREDIT FOR AN INDIVIDUAL STUDENT} form for two of the four semesters so that the total number of credit hours for internship does not exceed nine over the four semesters. The form is available online and is signed by the Department Chair and Dean’s Office (OASIS can sign for the Dean).

Students may not register for the 9\textsuperscript{th} hour of internship until the final semester of the internship. If a student does not complete their internship requirements by the end of summer session, they will receive an incomplete grade. The grade will be changed only after the program receives confirmation that the intern successfully completed all internship requirements.

If a student does not complete the internship in three semesters, the student’s program of study must be revised to add 3 hours for each subsequent semester of internship. An internship may last for no more than two consecutive years.

The major professor and DCT must approve student readiness for internship before the DCT attests to the student’s readiness to apply online with APPIC for internship MATCH.

In order to be competitive for APA-accredited internships, students typically are encouraged to arrange for two or more carefully selected off-campus supervised practicum experiences that enhance and extend the student’s portfolio of supervised clinical experiences. The DCT and major professor will facilitate student placements in off-campus, community settings.

Estimated costs for internship are approximately $200-$4,000 depending on how many in-person interviews are offered, the distance to those interviews, and costs of travel. That amount does not include application fees. The APPIC site reported that the first application submission is $51.00 and $27 for the next 2-15 submissions. 15 applications would cost approximately $431. Students are responsible for all fees and costs related to APPIC.

\textbf{Dissertation}

\textbf{Dissertation Prospectus}

In consultation with their major professors, students must submit a research prospectus (consists of the first three chapters of the dissertation) for the dissertation to be approved by the supervisory committee, the department head, and the Associate Dean of the College of Education. A doctoral supervisory committee meeting is held for the purpose of approving the prospectus. The prospectus (two copies) and the Prospectus Clearance Form (four copies) are available on the student Canvas site and are submitted to the Department Chair. Students must submit a completed first draft of their prospectus to their major professor by July 1 if they plan for internship to following fall. Students are only able to apply for internship if they have successfully defended their dissertation prospectus by October 1 of the year that they are applying for internship. All relevant documents must be provided at least two weeks before meeting with the student’s supervisory committee. The Associate Dean must approve the prospectus at least four months before the defense of dissertation may be scheduled.
Students must obtain approval from the FSU IRB in their own name if the research involves human (or animal) subjects, including secondary data analysis. Students must complete and submit the IRB Human Subjects Committee Approval Verification Form (appears in Appendix Q) to the Office of Academic Services and Intern Support (OASIS) within 60 days of the prospectus defense. Failure to submit this form within 60 days of the prospectus defense will result in a registration hold. The academic Dean will not approve the final manuscript clearance forms if the required IRB approvals are not obtained.

A dissertation guide is available to all students in the program, authored by one of the core program faculty, Dr. James Sampson. The guide is available on the Student Canvas site.

**Examination in Defense of Dissertation**

The major professor, together with the supervisory committee, will conduct an examination in which the candidate must defend the dissertation. Students must enroll in MHS 8981 – Dissertation Defense (0 credit hours), the semester they intend to defend their dissertation. The student must provide members of the supervisory with a copy of their dissertation at least 4 weeks prior to their defense date. All committee members and the student must attend the defense in real time, either by being physically present or participating via distance technology such as Skype. If exceptional emergency circumstances prevent the participation of a committee member then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate. Once approved by the supervisory committee, the dissertation is then submitted to the Department Chair for final approval.

**Registration Requirements for Dissertation Credits**

All students must complete a minimum of 24 semester hours of dissertation credit after being admitted to candidacy, part of which must be included in the student's program during each semester in which they are doing a substantial amount of dissertation work. Students must register, whether in residency or not, for a minimum of two semester hours of dissertation credits while they are working on their dissertations with their major professors. Likewise, they must be registered for a minimum of two hours of dissertation credit during the semester in which they defend the dissertation (MHS 8980 – Dissertation Defense). Information on publishing your dissertation can be found at http://www.apa.org/gradpsych/2006/03/dissertation.aspx

**DOCTORAL CURRICULUM**

**Introduction**

The scientist-practitioner model provides the foundation for the curriculum in the Combined Doctoral Program in Counseling Psychology and School Psychology, encouraging a coherent, integrated, systematic and rational investigation of relevant topics that both improve the quality of services provided by the individual professional and enhances the knowledge base of the field. To accomplish this goal the curriculum includes the following components: psychological foundations, professional issues, ethics and law, psychological and educational assessment, psychological interventions, research, design, and statistics, and supervised practice. Figure 2 depicts the combined nature of the curriculum.

Of primary concern is the provision of a coherent, unified, sequential series of learning experiences under the supervision of a carefully selected supervisory committee. The program includes didactic, laboratory, and experiential components, adapted to meet the needs of the individual student. Degrees
are conferred three times per year (May, August, and December). Students will not receive the PhD unless all program, college and university requirements have been met by the relevant program, college, and university deadlines. This includes written confirmation from the internship facility to the DCT that the student has satisfactorily completed the internship. Students should refer to the internship syllabus for additional details. Please note that courses taken in psychological foundations, professional issues, ethics and law, psychological and educational assessment, psychological interventions, and research design and statistics may not be taken on a pass / fail basis.

Figure 1.
Core and specialized curriculum in the doctoral program

Prerequisites

Students must provide documentation of completing the prerequisite courses for the combined doctoral degrees. These courses are listed in the section below and indicated in italics in the Combined Doctoral Curriculum. These prerequisite courses are typically completed as part of graduate degree programs in counseling or school psychology. Students admitted with a Master’s degree in Counseling, Counseling Psychology, School Psychology, Clinical Psychology, or related discipline from an accredited college or university are likely to have completed the prerequisite courses as part of their master’s degrees. Students who do not have the required prerequisites will be expected to make up deficiencies in coursework early in their programs of study. It is important to note that certain prerequisite courses must be taken prior to taking the doctoral courses indicated in Table 6.

Table 6. Pre-Requisites for Courses

<table>
<thead>
<tr>
<th>Pre-Requisite Course</th>
<th>Term Offered</th>
<th>Needed Before Taking</th>
<th>Term Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5400</td>
<td>Fall</td>
<td>MHS 6805r (HSC)</td>
<td>Spring</td>
</tr>
<tr>
<td>MHS 5060</td>
<td>Fall or Spring</td>
<td>MHS 6805 (Career) and MHS 6946</td>
<td>Fall (6805)/ All semesters (6946)/ Spring (6300)</td>
</tr>
<tr>
<td>MHS 6300</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLP 6169 or SPS 5105</td>
<td>Spring</td>
<td>MHS 6946</td>
<td>All semesters</td>
</tr>
<tr>
<td>EDF 5400</td>
<td>All semesters</td>
<td>EDF 5401 and EDF 5402</td>
<td>All Semesters</td>
</tr>
<tr>
<td>EDF 5481</td>
<td>All semesters</td>
<td>MHS 6715</td>
<td>Fall</td>
</tr>
<tr>
<td>SPS 5055 and MHS 6410</td>
<td>Fall / Spring</td>
<td>MHS 6946 – school-based practicum</td>
<td>Fall / Spring</td>
</tr>
</tbody>
</table>

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International students, who have completed a Master’s degree thesis in a language other than English, must submit a 2000 word paper in English that describes the research questions, theoretical bases, methodology, findings, and conclusions from their research.

### Combined Doctoral Curriculum
**Currently Admitted Students**

<table>
<thead>
<tr>
<th>Counseling Psychology</th>
<th>Core</th>
<th>School Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychological Foundation Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses in psychological foundations are designed to provide students with an understanding of the basic dynamics of human behavior. This coursework establishes a basis for the acquisition of knowledge and skills in counseling psychology and school psychology. Courses in psychological foundations are also designed to facilitate an understanding of the role of psychology as a discipline within the context of our society. Courses include a balance of lecture and discussion related to the above issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>DEP 5068 Life-Span Human Development (3 hours)</em></td>
<td><em>PSB 5066 Biological Bases of Learning and Behavior</em></td>
<td><em>MHS 6938 Special Topics in Child &amp; Adolescent Development (3 hours)</em></td>
</tr>
<tr>
<td><em>PSY 5605 History and Systems of Psychology</em></td>
<td><em>EDP 5216 Theories of Learning and Cognition in instruction</em></td>
<td></td>
</tr>
</tbody>
</table>
| *SYP 5150 Theories of Social Psychology (12 hours)* | *Effective Fall 2018:*
| | *MHS 6948 Special Topics: Professional Semester (2 hours Fall and Spring Semesters during 1st year)* |
| | | |
| **Professional Issue, Ethics, and Law** | | |
| Courses in professional issues, ethics, and law are designed to provide students with an understanding of the historical foundations of the practice of counseling psychology and school psychology, as well as an understanding of current ethical and legal issues. A specific understanding of multicultural issues in the delivery of psychological services is also considered essential. Courses include a balance of lecture and discussion related to the above issues. | | |
| *SPS 5055 Foundations of School Psychology* | | |
MHS 5060 Psychosocial & Multicultural Aspects of Counseling (6 hours)
MHS 6803 Seminar in Ethics, Law, and Clinical Supervision (3 hours)

Counseling Psychology Core School Psychology

**Psychological Assessment Courses**
Courses in psychological and educational assessment are designed to provide students with an understanding of the theory, practice, and research evidence related to the use of psychological and educational assessment as a foundation for the development and monitoring of effective psychological interventions. Courses include a balance of lecture, discussion, and supervised practice in administering, scoring, and interpreting various psychological and educational assessments.

- SPS 5191 Assessment of Intelligence (4 hours)
- SPS 5192 Psycho-educational Assessment (required core course effective Fall 2019)
- MHS 6220 Individual Appraisal (3 hours)
- SPS 5193 Laboratory in the Assessment of Socio-Emotional Problems in Children and Adolescents (5 hours)

**Psychological Intervention Courses**
Courses in psychological interventions are designed to provide students with an understanding of the theory, practice, and research evidence related to the use of psychological interventions to facilitate the behavior change of children, adolescents, and adults in school, postsecondary/higher education, agency, and organizational settings. Courses include a balance of lecture and discussion related to psychological interventions from a variety of theoretical perspectives.

- CLP 6169 Adult Development & Psychopathology (3 hours)
- MHS 6300 Theories of Vocational Behavior (3 hours)
- MHS 5400 Introduction to Counseling Theories & Techniques
- MHS 5511 Group Counseling: Theory and Practice
- MHS 6410 Behavior Management: Principles and Applications
- MHS 5340 Foundations of Career Development
- MHS 6401 Evidence-based Counseling/ Psychotherapy (3 hours)
- SPS 5105 Social-Emotional Disorders of Children & Adolescents: Characteristics and Assessment
- SPS 5205 Consultation in the Schools
- SPS 5615 Counseling Children & Adolescents (9 hours)

**Research Design and Statistics Courses**
Courses in research, design, and statistics are designed to provide students with an understanding of the systematic and rational process used to enhance the knowledge base of counseling psychology and school psychology. This coursework provides students with the opportunity to both gain knowledge and skills in the research process, and experience in conducting original and scholarly research in counseling psychology and school psychology.

**EDF 5400 Basic Descriptive and Inferential Statistics Applications**  
**EDF 5481 Methods of Educational Research Design**  
MHS 5915 Supervised Research (2 Semesters / 1 hour each)  
MHS 6715 Critical Review of Research in Counseling  
EDF 5401 General Linear Model Applications  
EDF 5402 ANOVA OR EDF 5406 Multivariate Analysis Applications OR Another statistic course approved by Doctoral Supervisory Committee  
MHS 8980 Dissertation

### Counseling Psychology Core School Psychology

#### Supervised Clinical Practice Courses
Courses in supervised practice are designed to provide students with the opportunity to integrate theory, research, and practice into the design, provision, and evaluation of psychological services. All practica include a combination of individual and group supervision from qualified supervisors.

Students complete a total of 100 practicum hours (MHS 6805 or MHS 6946) in a child-, school, or education-focused setting.

<table>
<thead>
<tr>
<th>Counseling Psychology Core</th>
<th>School Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 6805r Advanced Group or Individual Counseling Practicum (Human Services Center)</td>
<td>MHS 6820r Counseling Internship (APA-accredited or APPIC-listed internship) – 3</td>
</tr>
<tr>
<td>MHS 6805r Advanced Group or Individual Counseling Practicum (Career Center 1)</td>
<td>SPS 5945 (2 semesters)</td>
</tr>
<tr>
<td>MHS 6946r Field Practicum in Counseling Psychology – 4 semesters / 2 hours each</td>
<td>A total of 100 practicum hours (MHS 6946 and/or MHS 6805) in an adult setting.</td>
</tr>
</tbody>
</table>
Students electing to concentrate in Counseling Psychology will complete the column depicted in the above pages labeled "Counseling Psychology Emphasis" and "Combined Core." Students electing to concentrate in School Psychology will complete the column above, labeled "School Psychology Emphasis" and "Combined Core." Students electing to complete a dual emphasis at the advanced competency level in both counseling psychology and school psychology will complete all of the courses in the three columns above.

EVALUATION OF STUDENTS

Professional psychologists who provide health services to the public are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train mental health professionals are committed to protecting the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the (1) the competence of students across multiple aspects of performance, development, and functioning and (2) the effectiveness of the combined doctoral program in training health service psychologists.

The Combined Doctoral Program faculty members engage in an on-going and systematic process of student assessment to ensure overall program quality and ensuring these students obtain the necessary skills and knowledge throughout their program of study. The Combined Doctoral Program evaluation plan is comprised of both proximal (during the doctoral program) and distal (after graduation) evaluation of the student outcomes (see Figure 2). Proximal evaluation measures are used to assess student outcomes on milestones throughout the program and also serve as indicators of program quality. Distal evaluation measures are used for the evaluation of program quality.
Program Evaluation
The Combined Doctoral Program is committed to quality and excellence in preparing health service psychologists. In order to assure such quality the program engages in ongoing assessment of the program’s mission and the preparation our doctoral students. Distal data is used for this assessment. Alumni of the Combined Doctoral Program are surveyed annually as part of the programs annual report for APA-accreditation. Graduates of the program will continue to receive this survey until they are licensed. In addition, surveys of graduates are also conducted two and five-year post-graduation. These surveys assess the alumni’s perceptions of mastery of profession-wide competencies need for the practice of health service psychology. It is the program’s expectation that all graduates of the program complete surveys post-graduation when requested.

Student Evaluation and Retention
Students who have been accepted into any of the graduate degree programs offered by the Psychological and Counseling Services (PCS) Program should know, prior to program entry and at the outset of training, that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, students’ knowledge or skills may be assessed including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice; and, (b) ensure, insofar as possible, that students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Completion of the program of study and other academic requirements does not automatically assure candidates that the supervisory committee will recommend them for doctoral degrees. Competence in
professional psychology training programs is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of academic performance, development, and functioning of their students.

**Student Conduct**

The Psychological and Counseling Services Program strives not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence related to other programs, the profession, employers, or the public at large. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate student competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. Students are expected to adhere to rules, laws, and codes governing the academic training program and the field of psychology. Students are expected to adhere to the American Psychological Association Ethical Principles of Psychologists and Code of Conduct found at: http://www.apa.org/ethics/ and the FSU academic honor code, found at: http://fda.fsu.edu/Academics/Academic-Honor-Policy. Students’ adherence to these codes is tracked throughout the program as part of the evaluation process.

In addition to adherence to ethics and honor codes, other evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., responding constructively to feedback from supervisors or program faculty; the successful completion of remediation plans; participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, comprehensive examinations, independent study, practicum supervision, and internship supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic and social contexts). However, irrespective of setting or context, when a student’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

**Evaluation of Competence**

Students must meet all academic requirements, as well as discipline-specific knowledge and profession-wide competency areas. The program has a minimum level of achievement (MLA) that must be
achieved for the student to progress in the program. Students must meet these MLAs in order to remain in good standing in the program. Students who do not meet the MLA’s are reviewed by the program faculty which may result in a required remediation plan or dismissal from the program. Students who do not successfully complete a required remediation plan within the specified time frame will be considered for dismissal from the program.

Methods for assessing formative student outcome data include (1) faculty semi-annual review of doctoral students, (2) student rubric rating on the Qualifying Examination, (3) student performance ratings during practicum and internship, (4) rating of achievement of student learning objectives for each profession-wide competencies, (5) ratings on rubrics from all areas of the Preliminary Examination, (6) committee ratings on the prospectus, (7) ratings on the Readiness for Internship scale, and (8) committee ratings on dissertation defense. The MLAs for each of these areas are listed below. Students who do not meet the required MLA will be reviewed by faculty and receive an “Official Concern” in the related area on the Semi-Annual Evaluation, which may result in the development of a remediation plan or dismissal from the program as indicated below. Remediation will be offered provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student.

**Semi-Annual Evaluation of Doctoral Students**

The faculty evaluates each doctoral student twice a year at a regularly scheduled faculty meeting. The primary purpose of the evaluation is to facilitate student development by enhancing student self-awareness, self-reflection, and self-assessment. Based on this faculty evaluation, the major professor completes an evaluation form (See Appendix N). This evaluation tracks students’ academic progress (e.g., completion of Qualifying Exam, Preliminary Exams, Scholarly Engagement Activities), grades and GPA, scholarly engagement, and involvement in practicum. The major professor rates the student’s progress as “Official Concern,” "Acceptable," or "Outstanding." The major professor also provides a summary of students' strengths and weaknesses (in behavioral terms) and ratings on “program competency benchmarks” indicative of readiness for internship. A copy of this evaluation will be sent to the student and the original will be maintained by the college and department. The results of the evaluation will be discussed personally with each doctoral student. Evaluations will include more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). The faculty will review all ratings of “Official Concern” to determine what action (e.g., remediation plan, dismissal from the program, delay of internship) is warranted based on the specific concern and / or area(s) of deficit as indicated in the sections below. Students who disagree with the evaluation and retention decisions made by the program faculty may appeal a decision to the DCT, department chair, and college and university officials according to the rules of the College of Education and the University. The student must raise his or her deficiencies by the end of the next semester.

**Qualifying Examination**

The doctoral supervisory committee will evaluate the student’s performance on the Qualifying Examination using the Qualifying Exam rubric (Appendix A). Students must achieve minimum rating of 2 on each item on the Qualifying Exam Rubric and an averaged total score of 2.5. Students scoring lower that these minimum criteria will receive an “Official Concern” on the corresponding areas of the Semi-Annual Student Evaluation. If a student is unsuccessful in passing on the first attempt, a student will be given a 2nd chance to pass the qualifying examination. The second attempt must be taken no later than the fall semester following the first failed attempt. Students who fail to schedule and take the qualifying examination by the end of the 2nd semester of enrollment will be denied permission to register and take classes in subsequent semesters until this requirement has been satisfactorily completed. A
second failure on the qualifying examination will result in the student being considered for retention by the full core faculty.

**Course Grades and GPA**

Students must achieve a grade of B- or higher on all courses listed on their program of study (unless the class is for pass / fail credit, then the student must receive a pass grade). The student must re-take any course that does not meet this grade requirement. Throughout the doctoral program, the student must maintain a minimum grade point average (GPA) of 3.00 in **all courses** listed on the student’s program of study. Students scoring below these minimums will receive an “Official Concern” on the corresponding area(s) of the Semi-Annual Student Evaluation. Faculty members have the discretion to exempt students from the minimum grade performance criteria, but this exemption must carry by a three-fourths majority. Example: A student has a GPA of 3.0 or above in all areas except research, design, and statistics. The faculty may choose to support this student for retention in the program. However, no exemption from ethical standards or the honor code is allowed. Failure to maintain academic grade performance minimums for two consecutive semesters, the existence of problems related to adherence to the American Psychological Association Ethical Principles of Psychologists and Code of Conduct, or the existence of problems related to adherence to the FSU Academic Honor Code, will result in a retention vote by the faculty to determine whether or not to retain the student in the program. A three-fourths majority vote is necessary for a student to be retained.

**Practicum**

Students must complete the MHS 6805, HSC and Career Center practica, and minimum of 4 semesters of MHS 6946r Field Practicum (100 hours per semester of practicum). Students must receive a grade of “S” (Satisfactory) in all semesters of practica. Students who receive a “U” (Unsatisfactory) must retake the practicum and will receive an “Official Concern” on the corresponding area(s) of the Semi-Annual Student Evaluation. The program faculty will review reasons for “U” grade to determine whether action of remediation or dismissal is appropriate. If deemed appropriate, the faculty supervisor, DCT, and major professor will develop a remediation plan that the student must complete within the timeframe set.

**Preliminary Examination**

Students must receive a “Pass” on the Research and Clinical areas of the preliminary examination. Students will be allowed one retake of preliminary examinations. Failure to pass any area of the Preliminary Examination after two attempts constitutes grounds for dismissal from the program.

**Readiness for Internship**

The program uses a Readiness for Internship Rating Form (see Appendix N) to assist the program in determining a student’s readiness for and likely success in matching to an internship. The rating form consists of items that rate competencies in the areas of: 1) professional values and attitudes, 2) individual and cultural diversity, 3) ethical and legal standards and principles, 4) reflective practice / self-assessment/self-care, 5) relationships, 6) scientific knowledge and methods, and 7) evidence-based

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1 The faculty has endorsed, “The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs” that was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTP). The text of this document is available at: http://www.apa.org/ed/graduate/competency.aspx
practice. The competencies are rated as “1” (Unacceptable), “2” (Need Improvement), “3” (Acceptable), and “4” (Outstanding). The form also includes a section where the major professor provides a brief narrative summary statement on overall assessment of the student’s current level of competence and readiness for internship. The form is reviewed and signed by the student, major professor and DCT. Many faculty invite their students applying to internship to provide independent self-ratings on each of the items on the readiness for internship rating form. The “competency benchmarks” rated on the Readiness for Internship Rating Form is identical to the competencies found on the Semi-Annual Evaluation: PhD Students form. This provides students and the program with one metric to evaluate the developmental growth of important skills, attitudes, and competencies over time. Students must achieve ratings of “3” on all items for the semester prior to internship, as well as the semester they are applying for internship (must be completed by December 1 of that semester). Students who receive a rating below “3” will be reviewed by the major professor and DCT to determine if an “Official Concern” on the Semi-Annual Students Evaluation is warranted and whether a remediation plan is warranted. Students must have successfully completed all remediation plans prior to being deemed “ready” for internship.

**Internship**

Students must receive a grade of “Pass” for each semester of MHS 6820 Doctoral Internship. Students who receive a “U” (Unsatisfactory) will receive an “Official Concern” on the corresponding area(s) of the Semi-Annual Student Evaluation. The program faculty will review reasons for “U” grade to determine whether action of remediation or dismissal is appropriate. If deemed appropriate, the faculty supervisor, DCT, and major professor will develop a remediation plan that the student must complete within the timeframe set.

**Scholarly Engagement**

During their doctoral program students must actively participate in scholarly activities (see more information on page 19). Prior to defending this preliminary examination students must have:

1. Conducted a minimum of two research or other scholarly activities over 2 semesters prior to preliminary examination.
2. Disseminated a minimum of two research or other scholarly activities via professional publication or presentation over 2 semesters prior to preliminary examination.

The major professor will track attainment of these requirements via the Semi-Annual Student Evaluation. The Semi-Annual Student Evaluation documenting the completion of this requirement will be place in the student’s preliminary examination binder and uploaded to LiveText as a “Signature Assessment” associated with MHS 8961 (Prelim Defense). Students who do not complete this requirement will not receive a “Pass” for their prelim defense and cannot progress to doctoral candidacy until the requirement is completed.

**Discipline-Specific Knowledge and Profession-Wide Competency Attainment**

**Knowledge / Competency Attainment and Signature Assessments**

Student attainment of content knowledge and demonstration of skills are evaluated within courses and field experiences continually throughout the progression of the program. The signature assessments outlined herein are aligned to the American Psychological Association (APA) 2017 Standards on Accreditation. The competency assessment system and associated course-embedded signature assessments are systematically reviewed annually in conjunction with the annual analysis of student and
program level data for the purpose of continuous program improvement. Signature Assessments are a subset of assignments in courses that have been identified by the Combined Doctoral Program faculty as those assignments that assess student mastery of specific competencies identified in the APA standards for health services psychology. APA-accredited programs are required to assess individual student performance throughout coursework and field experiences (practicum / internship). Student performance on signature assessments are evaluated using detailed 4-point rubrics: 1 = Unacceptable; 2 = Developing; 3 = Mastery; or 4 = Exemplary.

**LiveText**
Completion of an APA-accredited doctoral program in psychology requires students to demonstrate knowledge in nine discipline-specific areas and competencies in nine broad areas. Students demonstrate knowledge of some of these discipline-specific areas and attainment of the nine broad competencies via Signature Assessments, which are various assignments and tasks you will complete throughout the program. In order to track and collect data on progress in achieving these competencies, FSU has adopted LiveText. Students will to upload the Signature Assessments into LiveText as they progress throughout the program and faculty will then indicate the student performance level associated with the Signature Assessment.

A LiveText membership is required for successful completion of the state approved teacher preparation program. A membership is active for five years and allows students to retain evidence of their demonstration of the APA required competencies. The LiveText membership costs $133.00 (as of Spring 2018 but cost may vary over time) and students must purchase the membership prior to the first Signature Assessment due date.

In order to purchase a LiveText membership, please go to https://www.livetext.com/purchase_membership/

Students will need to fill out the required information and select the LiveText “Student Membership Field Experience Edition - $133” in the drop down. Students who have any issues with registering for membership, should contact LiveText at support@livetext.com or by phone at 1-866-548-3839. Any questions about program requirements for LiveText should be directed to Tonya Jones in the College of Education at tjones7@fsu.edu or by phone at 850-644-1627.

**Discipline-Specific Knowledge Areas**
The program provides broad exposure to discipline-specific knowledge (DSK) areas throughout the curriculum via coursework, research requirements, clinical experiences, and other program requirements. The Curriculum Map (see Appendix R) provides an overview of the specific courses associated with a specific DSK area. Students demonstrate attainment of DSK areas through their performance in the specific courses, as well as by successfully completing specified signature assessments or course artifact. The discipline-specific knowledge areas and the MLA for demonstrating attainment of the knowledge area include:

- **History and Systems of Psychology**: grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee); a score of “3” on minimum score for History & Systems artifact assignment.
- **Affective Aspects of Behavior**: grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee); Rating of 3 on Rubric for theory
• **Biological Aspects of Behavior**: a grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee); Rating of 3 or higher on biological basis section of rubric for clinical presentation (MHS 6946r).

• **Cognitive Aspects of Behavior**: Grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee); Rating of 3 or higher on cognitive aspects section of rubric for clinical presentation (MHS 6946r)

• **Developmental Aspects of Behavior**: Grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee); Rating of 3 or higher on developmental aspects section of rubric for clinical presentation (MHS 6946r)

• **Social Aspects of Behavior**: Grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee); Rating of 3 or higher on social aspects section of rubric for clinical presentation (MHS 6946r)

• **Research Methods**: Rating of 3 or higher on empirical scholarly engagement activity (MHS 8961r); Pass on Research Area Prelim Exam (MHS 8961r); Pass on Dissertation Prospectus; Pass on Dissertation Defense; Grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee)

• **Quantitative Methods**: Rating of 3 or higher on empirical scholarly engagement activity (MHS 8961r); Pass on Dissertation Prospectus; Pass on Dissertation Defense; Grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee)

• **Psychometrics**: a grade of B- for all courses listed above or their graduate equivalent (as determined by the course waiver committee)

The major professor tracks students’ progress in these knowledge areas as part of the Semi-Annual evaluation process. The Semi-Annual evaluation requires for faculty to review students’ semester course grades to assure the MLA (grade of B- or better) for each course is met. Course instructors also notify the major professor if a student does not achieve the MLA on specific signature assessment / artifact used to assess a DSK area. Students who receive a course waiver for a course comprising a DSK area must also successfully complete any artifact or signature assessment associated with the waived course. The instructor of the waived course will evaluate the artifact / signature assessment according to the same criteria used in the course. If a student does meet a MLA for either a course grade or specified signature assessment / artifact, then the core program faculty will determine if an official concern and / or remediation plan are warranted. Students must complete the remediation plan within the specific time period in order stay in good standing in the program.

**Profession-Wide Competencies**

Students are assessed throughout the program on the attainment of competencies across nine areas identified by APA as being important for health service psychology practice. These nine areas are then further delineated into “elements”. The program assesses students at the element-level via Signature Assessments embedded in courses throughout the doctoral program. The student uploads all Signature Assessments into LiveText. (See information on Signature Assessments and LiveText in section above).

The minimum acceptable overall rating for each Signature Assessment is a rating of 3 (Mastery). Students receiving a rating of “Unacceptable” or “Developing” will remediate the assignment within the
LiveText environment. The instructor will assign a grade of “Incomplete” if a student cannot demonstrate “Successful” mastery of the Signature Assessment by the end of the course. Signature Assessments must be successfully remediated by the end of the 7th week of classes in the semester following completion of the course. For students who cannot successfully remediate the Signature Assessment by the end of the 7th week of the semester, the instructor will change the Incomplete to the grade of “F”. No student may enter or continue any subsequent practicum or internship without demonstrating a score of Mastery” on all Signature Assessments within the LiveText environment.

Please note that while the student is given the opportunity to remediate a Signature Assessment evaluated as less than “Mastery”, this does not mean that the instructor must increase the course grade for the assignment from its original score. Revisions occur within the LiveText environment to demonstrate competency mastery, but are not a substitute for high quality work in its original form. If the student does not remediate the assignment in the time allotted, then they will receive a “F” for the course. This is regardless of how well the student may have performed on any of the other parts of the course.

A list of the profession wide signature assessment competencies can be found in Appendix P.

**Responsibilities of the Director of Clinical Training, the Major Professor, and Program Faculty in Evaluating the Professional Skills of Ph.D. Students**

1) As part of the admission process, the prospective major professor clarifies the applicant’s psychology-related experience and interest in various clinical practice and research options on the basis of an interview and from the resume and the personal statement of the prospective student.

2) During the 1st semester, the major professor again clarifies the preliminary career goals of the student in relation to intended professional practice. The student writes a brief statement of career goals and intended practice, and provides copies of the statement to both the major professor and the DCT. One copy is placed in the student’s file that is maintained by the department. A second copy is shared with the DCT, who reviews the above statement of career goals and intended practice.

3) The major professor collaborates with the student in selecting sites for field practica. The DCT reviews and approves the student’s intended practicum placement(s) and resolves any differences of opinion between the major professor and the DCT about the practicum placement(s).

4) The core faculty member assigned as the instructor for off-campus practicum obtains from supervisors, each semester, practicum evaluation forms for each student registered for off-campus practicum. A copy of the practicum evaluation form (Appendix J) is also provided to the DCT. Students submit practicum forms, for each off-campus practicum placement. Each semester supervisors for on-campus practicum provide the DCT with practicum evaluation forms for each student enrolled in an on-campus practicum (e.g., HSC, Career Counseling Center, ALEC, FSU University Counseling Center, Student Disability Resource Center). Practicum performance data is regularly aggregated by the DCT for program evaluation purposes and for accreditation reporting purposes. If a student is identified as: 1) lacking minimal clinical skills by failing to receive a grade of B- in the practicum, 2) engaging in unethical behavior according to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association, and / or 3) demonstrating evidence of impairment that adversely
impacts student professional performance, the DCT and major professor collaboratively evaluate the situation and create a remediation plan. The faculty is informed of the problem and the proposed remediation plan during the next faculty meeting. The faculty votes on retention and, if needed, approves, modifies, and approves, or rejects the remediation plan on the basis of their professional judgment regarding whether the student possesses the competence necessary for ethical behavior in the delivery of psychological services. University legal counsel, the Department Chair, and the APA accreditation office may be contacted if it is deemed appropriate to consult with and/or inform these bodies that a problem exists, and to seek advice or an opinion on the proposed actions regarding the student. Students exhibiting any impairment or students engaging in unethical or illegal behavior will be immediately terminated from the program if it is judged by the faculty that successful remediation is unlikely to be effective or inappropriate given the transgression or circumstances. The records of any deliberation to retain or dismiss a student, including the doctoral student evaluation form, all correspondence, and all notes from telephone conversations, will be placed in the student’s file maintained by the department. Students will receive due process in any remediation or dismissal decision, including the right to departmental, college, and university appeal.

5) The major professor and DCT collaborate with students in selecting community practicum settings that provide unique assessment, consultation, program evaluation, and/or counseling/psychotherapy experience valuable to round-out their portfolio with an eye toward the internship MATCH. The DCT approves each student’s off-campus practicum placement and resolves any differences of opinion about placement options with the major professor. As mentioned above, each semester the DCT obtains a copy of the practicum evaluation form for each student, from supervisors of both on-campus and off-campus sites. These data are regularly aggregated by the DCT for program evaluation purposes and for accreditation reporting purposes. Please refer to #4 above regarding the procedure that is followed when a student is identified as: lacking minimal clinical skills by failing to receive a grade of B- in the practicum, engaging in unethical behavior, and/or demonstrating evidence of impairment that adversely impacts student professional performance.

6) The major professor completes a Readiness for Internship Rating Form for each student interested in applying for internship. The rating form is designed to assess a student’s level of competence across important competency benchmarks in professional values and attitudes, individual and cultural diversity, ethical and legal standards and principles, participation in the supervisory process, relationships, scientific knowledge and methods, and evidence-based practice. The form is reviewed and co-signed by the student, major professor, and DCT and becomes a part of the student’s file.

7) The DCT, with input from the major professor, helps the student select internship sites to apply to for the APPIC MATCH. Internship sites should be reputable and provide a quality training experience and be congruent with the student’s training and career goals. All records and documents of the student’s internship will be placed in folders maintained by the DCT, the major professor, and the department.

8) The DCT is the instructor of record for internship hours for all students on internship. Therefore, only the DCT can assign a grade for internship hours. A passing grade for internship hours will be determined on the basis of satisfactory progress reports from the internship on-site clinical director and/or by an official statement or report from the internship on-site clinical director that the student has successfully completed all requirements for the internship. If the student is identified by the internship on-site clinical director as: 1) lacking minimal clinical skills, 2) engaging in unethical behavior, or 3) demonstrating
evidence of impairment that adversely impacts student professional performance, the DCT collaborates with the major professor in evaluating the situation and any actions proposed or taken by the internship site, and creates a remediation plan. The faculty is informed of the problem and the proposed remediation plan during the next faculty meeting. The faculty votes on retention and, if needed, approves, modifies and approves, or rejects the remediation plan on the basis of their professional judgment regarding whether the student possesses the competence necessary for ethical behavior in the delivery of psychological services. The Department Chair, the College of Education Office of the Dean, University legal counsel, and the APA accreditation office may be contacted to indicate that a problem exists and consulted as to potentially appropriate actions regarding the intern. Interns exhibiting any impairment or interns engaging in unethical or illegal behavior will be immediately terminated from the program if it is judged by the faculty that a successful remediation is unlikely or inappropriate given the transgression or circumstances. The records of any deliberation to retain or dismiss a student, including the doctoral student evaluation form, all correspondence, and all notes from telephone conversations, will be placed in the student’s file maintained by the department. Students will receive due process in any remediation or dismissal decision.

**Academic Policies and Procedures**

**Grade Appeals and Grievance Procedure**

Students who wish to appeal a course grade, or students who feel that academic regulations and procedures have been improperly applied in specific instances, may have their grievances addressed through the general academic appeals process. In this process, the student brings a complaint first to the instructor, then to the department chair, and finally to the academic dean appropriate to the course involved, stopping at the level at which the complaint is resolved. After following this procedure, if graduate students have not resolved their complaint, they must see the Dean of Graduate Studies prior to meeting with the Dean of the Faculties. If no resolution is reached, the student brings the complaint to the attention of the Dean of the Faculties for either resolution or referral to the Student Academic Relations Committee of the Faculty Senate. This committee has the authority to direct, through the Vice President for Academic Affairs, that corrective action be taken when justified.

If students feel that they have been unfairly treated in other regards that do not directly have to do with a grade, a similar process is utilized. The student should first meet with the individual with whom they are having a disagreement or difficulty, and attempt to resolve the complaint. If the student feels unable to meet with the individual due to perceived negative sanctions or repercussions, the student may bypass this step and meet with their Major Professor. Their Major Professor serves as their advocate, and will consult with them in an attempt to help the student resolve the issue, or advocate directly on their behalf. If this is not successful, the student may then bring their complaint to the Director of Clinical Training, then to the Department Chair, the Dean, the Dean of the Graduate School, and finally the Dean of the Faculties (if the complaint involves a faculty member). If the complaint involves one of the members of this hierarchy, the student may choose not to consult with that person if they perceive negative sanctions or repercussions at that stage.

**Readmission to the Program**
Students who find it necessary to interrupt their progress in the program may be readmitted according to the established readmission policy. Students must seek readmission if they have not registered for at least three hours of credit for a period of two consecutive semesters. The criteria for readmission are as follows.

In academic coursework already taken in the doctoral program, the student applying for readmission must demonstrate at least a 3.0 course grade point average in psychological foundations, professional issues, ethics and law, psychological and educational assessment, psychological interventions, supervised practice and statistics and research.

Readmission will be considered in light of current enrollment numbers in the doctoral program and the availability of "openings" to accommodate returning students.

A student who has not completed prelims and who has been absent from the program for eight (8) consecutive semesters must meet any new admission requirements. At the discretion of the doctoral supervisory committee, he or she may be required to take additional coursework over and above that detailed in their program of study.

A student who has completed prelims (written and oral), but who has not received the degree after fifteen (15) consecutive semesters (including summers) will be required to re-take all areas of the preliminary examination. At the discretion of the doctoral supervisory committee, they may be required to take additional coursework over and above that detailed in their program of study.

All hardship petitions need to be submitted to the department head and committee chair for appropriate action.

The procedures for readmission are as follows:

1. The student must submit a personal statement detailing:
   - Reasons for non-matriculation; and
   - A rationale in support of his / her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to address the "reasons" raised in "a" above and a detailed plan that lays out the student's program for a timely completion after readmissions.

2. The program admissions committee must interview the student.

3. After reviewing the student’s prior academic performance, personal statement, and interview results, the committee will recommend to the total faculty either to allow or deny readmission to the program.

4. The total faculty must vote on the committee recommendation. If the committee recommendation is to readmit, then the faculty vote must be approved by a three-fourths majority in favor of readmission in order for the motion to carry. A recommendation to deny readmission may be overturned and reversed by a three-fourths majority faculty vote against the committee recommendation.

Academic Honor Policy

The statement on Values and Moral Standards at Florida State University says: "The moral norm which guides conduct and informs policy at Florida State University is responsible freedom. Freedom is an
important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards." (Values and moral standards at Florida State University retrieved from the current General Bulletin located at http://registrar.fsu.edu/).

The statement also addresses academic integrity: "The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one's claims and representations and honesty in one's activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process." (Values and moral standards at Florida State University retrieved from the current General Bulletin located at http://registrar.fsu.edu/).

Guided by these principles, this Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process.

Note: Information regarding the Academic Honor Policy may also be accessed online at http://fda.fsu.edu/Academics/Academic-Honor-Policy

**Academic Honor Violations**

**Note:** Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

**Plagiarism.** Intentionally presenting the work of another as one's own (i.e., without proper acknowledgement of the source). Typical examples include: using another's work from print, Web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

**Cheating.** Improper application of any information or material that is used in evaluating academic work. Typical examples include: copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes, or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

**Unauthorized Group Work.** Unauthorized collaborating with others. Typical examples include: working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

**Fabrication, Falsification, and Misrepresentation.** Intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work. Typical examples include: inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

**Multiple Submissions.** Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing.
by the time assignments are given. Typical examples include: submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

**Abuse of Academic Materials.** Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material. Typical examples include: stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

**Complicity in Academic Dishonesty.** Intentionally helping another to commit an act of academic dishonesty. Typical examples include: knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

**Attempting to commit any offense as outlined above.**

**Student Rights**

Students have the following important due process rights, which may have an impact on the appellate process:

- To be informed of all alleged violation(s), receive the complaint in writing (except in a Step 1 agreement, described in the Procedures Section (below), where the signed agreement serves as notice), and be given access to all relevant materials pertaining to the case
- To receive an impartial hearing in a timely manner where they will be given a full opportunity to present information pertaining to the case.
- Students are also accorded the following prerogatives:
  - When possible, to discuss the allegations with the instructor
  - Privacy, confidentiality, and personal security
  - To be assisted by an advisor who may accompany the student throughout the process but may not speak on the student's behalf
  - To choose not to answer any question that might be incriminating
  - To contest the sanctions of a first-level agreement and to appeal both the decision and sanctions of an Academic Honor Hearing

The student has the right to continue in the course in question during the entire process. Once a student has received notice that he/she is being charged with an alleged violation of the Academic Honor Policy, the student is not permitted to withdraw or drop the course unless the final outcome of the process dictates that no academic penalty will be imposed. Should no final determination be made before the end of the term, the grade of "Incomplete" will be assigned until a decision is made.

Students should contact the Dean of Students Department for further information regarding their rights.

**Procedures for Resolving Cases**

**Step 1.** Throughout the Step 1 process, the instructor has the responsibility to address academic honor allegations in a timely manner, and the student has the responsibility to respond to those allegations in a timely manner. For assistance with the Academic Honor Policy, students should consult the Dean of Students Department and instructors should consult the Office of the Dean of the Faculties.
If a student observes a violation of the Academic Honor Policy, he or she should report the incident to the instructor of the course. When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the Office of the Dean of the Faculties to report the alleged violation to determine whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. (Teaching assistants must seek guidance from their supervising faculty members.) However, faculty members or others who do not have administrative authority for enforcing the Academic Integrity Policy should not be informed of the allegation, unless they have established a legitimate need to know. If pursuing a Step 1 agreement is determined to be possible, the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement. The following possible outcomes of this discussion may occur:

If the charge appears unsubstantiated, the instructor will drop the charge, and all documents of the Faculties (or designee) will review the submitted documentation to determine whether the instructor has imposed a sanction that is disproportionate to the offense. The Dean of the Faculties may affirm or modify the sanction as appropriate. The decision that results from this review is final.

The student may deny responsibility. In this circumstance, the instructor submits the "Academic Honor Policy Hearing Referral" form along with supporting documentation to the Dean of the Faculties Office for an Academic Honor Policy Hearing. The student is issued a letter detailing the charges within ten class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 90 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than seven class days from the student's receipt of the charge letter. The process then proceeds to Step 2.

If the student is found to have a prior record of academic dishonesty or the serious nature of the allegations merits a formal hearing, the instructor must refer the matter to Step 2 for an Academic Honor Policy Hearing by submitting the "Academic Honor Policy Hearing Referral" form to the Office of the Dean of the Faculties.

**Step 2. Academic Honor Policy Hearing.** A panel consisting of five members shall hear the case. The panel shall include: one faculty member appointed by the dean from the unit in which the course is taught; one faculty member appointed by the Dean of the Faculties who is not from that unit; and two students appointed through procedures established by the Dean of Students Department. The panel shall be chaired by the Dean of the Faculties (or designee), who is a non-voting member of the committee.

The hearing will be conducted in a non-adversarial manner with a clear focus on finding the facts within the academic context of the course. The student is presumed innocent going into the proceeding. After hearing all available and relevant information, the panel determines whether or not to find the student responsible for the alleged violation using the "preponderance of the evidence" standard. If the student is found responsible for the violation, the panel is informed about any prior record of academic honor policy violations and determines an academic sanction (and disciplinary sanction, if appropriate). In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that proposed by the faculty member. The panel is required to
provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1.

The chair of the Academic Honor Policy hearing panel will report the decision to the student, the instructor, and the Dean of Students Department. The Dean of Students Department will report the decision to the University Registrar, if appropriate. If the student is found "responsible," this outcome will be recorded with the Dean of Students Department and becomes a confidential student record of an Academic Honor Policy violation. Records in which suspension or a less severe sanction (including all academic sanctions) is imposed will be removed five years from the date of the final decision in the case. Records involving dismissal and expulsion will be retained permanently, except in cases where a dismissed student is readmitted. Those records will be removed five years from the date of the student's readmission.

Sex Discrimination and Sexual Misconduct

Sex discrimination and sexual misconduct are not tolerated at Florida State University and all faculty, staff and students are subject to the university sex discrimination and sexual misconduct policy found at: http://policies.fsu.edu/sites/g/files/upcbnu486/files/policies/president/FSU%20Policy%202-2.pdf

Integrity in Research and Creative Activity

It is the policy of Florida State University to uphold the highest standards of integrity in research and creative activity, and to protect the right of its employees to engage in research and creative activity. Detailed policies and procedures can be found in the Faculty Handbook.

Equal Employment Opportunity and Non-Discrimination

Florida State University is committed to a policy of non-discrimination for any member of the University's community on the basis of race, creed, color, sex, religion, national origin, age, disability, veteran's or marital status, or any other protected group status. This policy applies to faculty, staff, students, visitors, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University policies, procedures and processes.

The University's standards of civility and collegiality recognize the dignity and value that each person contributes. In pursuing its mission of excellence as a comprehensive, graduate-research university with a liberal arts base, it is the policy of the University to create and maintain a harmonious, high performing work and educational environment. It is management's intent for the work environment to be conducive to the betterment of the University.

The University realizes that there is an advantage in incorporating diversity and inclusion to achieve its mission and objectives. Further, it is the aim of the University in all lawful ways to carry forward its mission by:

- Ensuring accessibility of programs (including athletics), services, and activities;
- Implementing policies and procedures that ensure that opportunities are available equitably to all;
- Building a multidimensional, diverse workforce reflective of availability;
• Fostering leadership and direction that promote an accountable, highly participatory, effective institution of higher learning at all levels; and
• Communicating the same to all individuals in various formats as applicable.

To facilitate or otherwise strive to ensure university-wide compliance, diversity and inclusion, the University President has appointed a Director of Human Resources in the Office of Diversity and Compliance and Chief Diversity Officer who develops, administers, and coordinates university-wide initiatives. This will be accomplished through collaboration with the Office of the Dean of the Faculties and all other divisions and departments. Further, Human Resources and the Office of the Dean of the Faculties serve the University in helping to create an educational environment that promotes fairness, respect, and trust and that is free from mistreatment, discrimination, and harassment. Questions, complaints, issues, and concerns regarding the above may be directed to your advisor, manager, supervisor, or the above-mentioned director.

**Program Policies**

**Demonstration of Health Service Psychology Competencies**

Doctoral students must demonstrate adequate proficiency in a range of profession-wide competencies during their graduate program. Throughout the doctoral program students will be assessed on their attainment of specific knowledge and skills in the areas of (1) research, (2) ethics and legal standards, (3) individual and cultural diversity, (4) professional values, attitudes, and behaviors, (5) communication and interpersonal skills, (6) interventions, (7) assessment, (8) supervision, and (9) consultation and inter-professional/interdisciplinary skills. These competencies are evaluated via signature assessments embedded in following core doctoral courses: MHS 6805r, MHS 6803, MHS 6946r, MHS 6220, MHS 6715, MHS 6401, and MHS 8961. Signature assessments may be added to other courses as needed. The syllabi of these courses will identify the signature assessments associated with the specific course. Students submit these signature assessments throughout their doctoral program.

**Self-Evaluation and Personal Growth**

Students' abilities to attain satisfactory degrees of self-understanding and acceptable amounts of skill in their own interpersonal relationships are as important as academic performance. In order to accomplish these objectives, each student is encouraged to participate in personal growth experiences, which are available in the University.

**Student Membership in Professional Organizations and Professional Development**

Students are strongly encouraged to be members in professional organizations, make conference presentations, and participate in available extracurricular professional development activities in the form of conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations. Students may receive an excused absence from Psychological and Counseling Services (PCS) program classes provided that the following conditions are met:

• Arrangements are made in advance with the faculty member teaching the course.
• The faculty member agrees that course content can be adequately obtained via notes, tapes, and discussion.
• The student has demonstrated an acceptable level of course performance and attendance.
• When requested, students will provide evidence of professional program attendance.
• Before talking with the faculty member teaching the course, the student should discuss conference attendance with their major professors.

**Outside Work by Students**

Full-time graduate study in a professional psychology program is a rigorous enterprise and students should maintain realistic expectations regarding outside work relative to their progress in their program. Students in training must *not* represent themselves as psychologists by their statements, their roles, or the nature of their work. When students are engaged in work that is "psychological" or "human service" in nature, they *must* be directly supervised on a regular basis by an appropriately licensed or certified professional. In those cases where students are independently licensed or certified to work in areas of human services (e.g. career counselor, marriage and family therapist, mental health counselor, school counselor, school psychologist, clinical, social worker, vocational evaluator, etc.), students must carefully limit their work to the confines of that certification or licensure. In these instances, students must carry professional liability insurance as independent practitioners, and they should not rely upon their student professional liability coverage. Students in any Tier-3 field practicum may be permitted to concurrently be employed in the same agency / facility / practice.

Students are expected to inform their major professor and DCT of any planned or outside employment or employment within the university. Students maintaining current enrollment must disclose in writing the nature of any "psychological" or "human service" work and the nature and extent of supervision to their major professor and the DCT by completing the "Outside Experience Form" found in Appendix L. Failure to disclose any outside "psychological" or "human service" work may result in a retention review by the faculty.

**Professional Liability Insurance**

Students are *required* to obtain appropriate professional liability insurance prior to providing assessment, counseling or related services to any client in connection with practicum, internship, university employment, volunteer work, or any other direct service effort. Student insurance can be obtained as a student member of APA, NASP, and / or ACA. It is the student’s responsibility to submit annually documentation of insurance coverage, which is filed in their departmental file during the first semester of graduate study and updated annually.

**Student Representation of Professional Credentials**

Professional psychologists (including counseling psychologists and school psychologists) have an ethical obligation to accurately represent their credentials in all professional documents, correspondence, and statements. Students and graduates are required to apply the following guidelines in representing themselves on their Vita, business cards, letter closings, e-mail closings, employment applications, other professional documents, and during conference presentations, workshops, etc.

*Doctoral Student and Doctoral Candidate*

Use the designation “Doctoral Student in the Combined Doctoral Program in Counseling Psychology and School Psychology.” The Vita should include inclusive dates, such as August [year] to the present or August [year] to July [year]. The date a student is admitted to candidacy should be noted or the title “Doctoral Candidate” and inclusive dates should be noted.
Doctoral Intern
Use the designation “Doctoral Intern at (name of the internship program).” The Vita should include inclusive dates as described previously.

Post-Graduation Experience Period
Use the designation required by the applicable state psychology licensing law. Some state psychology licensing laws additionally require that the name of the supervising psychologist be noted. In Florida, use the designation “Counseling Psychologist” or “School Psychologist” or “Counseling Psychologist and School Psychologist” followed by "Provisional Psychologist Licensee." The student’s Vita must include the date of his or her graduation in order to establish the appropriate starting date for acquiring pre-licensure experience. The Vita should include inclusive dates as described previously.

Licensure Period
Use the designation required by the applicable state psychology licensing law. In Florida, use the designation “Psychologist” or “Counseling Psychologist” or “School Psychologist” or “Counseling Psychologist and School Psychologist” followed by "Psychologist (License number XXXX)” or “Psychologist (Lic. No. XXXX).”

Specialty and Other Designations
A psychologist may only designate the specialty area earned in his or her degree program (“Counseling Psychology” or “School Psychology” or “Counseling and School Psychology”). Board certification in counseling psychology or school psychology by the American Board of Professional Psychology and listing as a provider in the National Registry of Health Care Providers should be stated. Other legitimate certifications and professional association fellowships in various specialty areas in psychology, counseling, and education should also be listed. The Vita should include inclusive dates as described previously.

Background Check
All students in the combined program have contact with children and adolescents during their doctoral study. As a result, all students are required to obtain a Level 2 Security background clearance, including fingerprinting, during the first semester of their program. It is the student’s responsibility to submit a document attesting to their background clearance, which is kept in their student file. The student is responsible for the cost ($95.00, as of spring 2018, but this is subject to change) of this background search. Background clearance forms can be obtained from the OASIS office for counseling emphasis students and from the MDC for school-psychology emphasis students. Counseling emphasis students need to bring their FSU ID card to the OASIS office at 2301 Stone Building to get the form. School-psychology emphasis students will be given a form from a school-psychology faculty member. The student will complete and take the form to the Leon County Schools district office at 2757 West Pensacola Street in Portable Bldg. 1. More information on the procedures for Leon County background forms can be obtained from the OASIS office. The background check is a requirement for lab classes, practicum, and internship. Failure to clear a Level 2 background check may lead to dismissal from the program.
Revisions to the Student Handbook
Because of ongoing changes occurring in our state, our institution, and our profession, the faculty reserves the right to make revisions and additions to this Student Handbook in order to better meet the needs of our students and the individuals we serve. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook. Any questions about modifications to the handbook should be directed to the Director of Clinical Training.

FREQUENTLY ASKED QUESTIONS (F.A.Q.)

About Applying to the Program

How do I have information about the program (brochure, application, etc.) mailed to me?
In our efforts to conserve the environment, we no longer print hard copy brochures or send information to applicants by mail. Information can be found on line at: http://education.fsu.edu/degrees-and-programs/counseling-psychology-and-school-psychology

How can I check the status of my application?
You can check the status of your application at https://admissions.fsu.edu/StatusCheck/. If chosen for an interview, applicants will be invited via e-mail. Admissions decisions are sent out via e-mail on or before April 15th. If you have any further questions please contact Deborah Ham-Kelly, Graduate Admissions Coordinator, dhamkelly@fsu.edu

What are the requirements / procedures for applying as an international student?
Information for international applications can be found at the following website: http://admissions.fsu.edu/international/admissions/graduate.cfm. More information can be found in the “Admission Procedures” section of the Student Handbook online. TOEFL scores are required for International applicants who are non-native English speakers. Finalists will be encouraged to arrange either an in-person interview or an interview via Skype.

Can I visit the program prior to my application's acceptance?
Official interviews are granted by invitation only. However, applicants are not discouraged from visiting the campus. Applicants should become familiar with faculty research interests (available on the website) and directly contact the faculty member(s) with whom they would like to work, with any questions or expressions of interest. The application requires that you identify 1 or 2 program faculty whose research is most compatible with your own research interests.

How does the Department handle previous graduate work completed by an applicant?
Please refer to the “Transfer of Credits” section in the Student Handbook.

How many students do you admit?
Each year we receive approximately 75-90 applications and typically admit between 8-12 students per year.

What are the average GREs and GPAs of successful applicants?
During the past several years, the average GRE score (verbal + quantitative) has been around 1140; undergraduate GPAs are around 3.6. However, please note that the metric for the GRE has very recently
changed and these average scores do not reflect the new scale. The program is piloting use of 150
Verbal and 150 Quantitative as recommended minimal scores, although these are not specific cut-scores.
The program will consider GRE scores that fall below these recommended cut-scores as it becomes
more proficient with the new metric established by ETS.

If I took GREs many years ago, do I need to retake them?
No, if you have the scores located on a previous transcript, they will be accepted. However, if it has
been more than five years and you do not have acceptable proof, you will need to take the test again.
ETS purges their files every five years, and you will no longer be able to retrieve the scores from them.

Do I need to take the psychology GRE exam?
No, we do not require applicants to take the psychology GRE exam. You are required to take the GRE
verbal, quantitative and analytical sections. The program considers your best scores, if you have taken
the exam on more than one occasion. If you feel that your scores do not accurately reflect your potential
for doctoral work, we encourage you to re-take the GRE exam.

Can I apply if I don’t have an undergraduate degree in psychology?
Yes, as long as you have a background in psychology, education and/or a related discipline, including
statistics. Please refer to the section, “Admission Prerequisites” in the Student Handbook.

What is the deadline for application?
Application materials must be submitted no later than December 1st. However, it is advantageous to
complete and submit your application early since the faculty begins reviewing materials and making
preliminary admit decisions as early as November 15. Make sure that you have identified 1-3 program
faculty in priority order whose research is most congruent with your own anticipated research.

What do you give the most weight to in evaluating an applicant’s academic background? Research
experience? GRE scores? Work experience?
Each application is looked at as a whole; very high GRE scores, very strong recommendation letters, and
unique work experiences, for instance, might balance a low undergraduate GPA. A key component of
your application is the Statement of Purpose. Here, you discuss your professional aspirations, interest in
the program, and identify ways in which you are a primer match for the program. Your Statement of
Purpose is an excellent way for the program faculty to get a feel for who you are, how well you would
fit into the program, and how well your research interests match with the one to three program faculty
who you have identified. In addition, this document provides a writing sample for faculty to evaluate
your writing skills. A guide for completion of your Personal Statement can be found on the program
webpage.

What are the demographic characteristics of your doctoral students?
Approximately 65% of our students are female, almost 30% are of ethnically diverse heritage, and
roughly 72% enter the program with prior graduate study. The focus of previous education is quite
diverse, including psychology, criminal justice, business, music, and the sciences. Prior to admission,
many students have had experience in both applied and scholarly endeavors in psychology and
education, and volunteer experiences in the human services field.

Can I enroll in the doctoral program on a part-time basis?
No. The program is designed for at least three years of full-time study. Most students remain in full-time status throughout their academic and internship years. Also, applications are accepted only for a fall matriculation.

**What kinds of previous experiences are required for admission?**
We look for undergraduate students who have some service learning, volunteer or related work experience (e.g., hotline counselor, teacher, residence hall advisor, camp counselor), and Master’s students with counseling, teaching, and/or school psychology experience. Research experience (and a passion for research) is highly desirable. If you have not done an independent research project but have helped out on a research team, include that information in your application.

**How do I find out if a specific professor is taking new students next year?**
It is recommended that applicants become familiar with faculty research interests and directly contact the 1 or 3 faculty members with whom they would like to work, with any questions or expressions of interest. During this initial contact, it is appropriate to inquire whether the faculty member is planning to take a new student in the coming year.

**What about financial aid?**
We are aware that graduate tuition is expensive. The great majority of our students receive some form of financial assistance in the form of scholarships, and/or teaching or research assistantships within the college or university. Information can be found at the following links: http://financialaid.fsu.edu and http://education.fsu.edu/student-resources/scholarships-and-aid. The application pool is very competitive. Recipients of these awards over the past few years have typically had GRE scores within the 90th-95th percentile or higher and undergraduate GPA of 3.75 or higher. We are proud to report that over the past five years; all of our doctoral students have received some form of financial aid.

**Internship is competitive; what internship sites do students match to and what is your match rate?**
Over the past years, students in our program have matched to the following internship sites:

**Internship Placements 2007-2019**

<table>
<thead>
<tr>
<th>2018-2019</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Child and Adolescent Behavioral Health/CMHC/Child Facility</td>
<td></td>
</tr>
<tr>
<td>Cypress-Fairbanks Independent School District / Psychological Services</td>
<td></td>
</tr>
<tr>
<td>Duke University Counseling and Psychological Services</td>
<td></td>
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<tr>
<td>Greater Hartford Clinical Psychology Internship Consortium</td>
<td></td>
</tr>
<tr>
<td>James H. Quillen VA Medical Center</td>
<td></td>
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<tr>
<td>Lehigh University / University Counseling and Psychological Services</td>
<td></td>
</tr>
<tr>
<td>North Florida/South Georgia VA Health System, Gainesville, FL</td>
<td></td>
</tr>
<tr>
<td>The University of Texas Health Science Center at Houston-McGovern Medical School</td>
<td></td>
</tr>
<tr>
<td>Tulane University School of Medicine- Child/Pediatric Psychology</td>
<td></td>
</tr>
<tr>
<td>University of South Florida Counseling Center</td>
<td></td>
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<tr>
<td>UC Davis Medical Center – CAARE Center, Sacramento, CA</td>
<td></td>
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<tr>
<td>Year</td>
<td>Internships</td>
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<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Northern Illinois University Counseling Center, Dekalb, IL</td>
</tr>
<tr>
<td></td>
<td>Florida State University/Louise Goldhagen Evaluation &amp; Consultation Center,</td>
</tr>
<tr>
<td></td>
<td>Tallahassee, FL</td>
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<tr>
<td></td>
<td>North Florida/South Georgia VA Health System, Gainesville, FL</td>
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<tr>
<td></td>
<td>Florida Department of Corrections, Zephyrhills, FL</td>
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<tr>
<td></td>
<td>University of Maryland Counseling Center, College Park, MD</td>
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<tr>
<td></td>
<td>Purdue University Counseling Center, West Lafayette, IN</td>
</tr>
<tr>
<td></td>
<td>Texas State University Counseling Center, San Marcos, TX</td>
</tr>
<tr>
<td></td>
<td>North Florida/South Georgia VA Health System, Gainesville, FL</td>
</tr>
<tr>
<td></td>
<td>University of Florida Health Science Center – Pediatric Internship, Gainesville, FL</td>
</tr>
<tr>
<td>2016-2017</td>
<td>Denver Health Medical Center, Denver, CO</td>
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<tr>
<td></td>
<td>Texas State University Psychology Internship, San Marcos, TX</td>
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<tr>
<td></td>
<td>Astor Services for Children &amp; Families, Middletown, NY</td>
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<tr>
<td></td>
<td>Veterans Affairs Medical Center – Atlanta, Atlanta, GA</td>
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<tr>
<td></td>
<td>University of Kentucky Counseling Center, Lexington, KY</td>
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<tr>
<td></td>
<td>Georgia Tech Counseling Center, Atlanta, GA</td>
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<tr>
<td>2015-2016</td>
<td>Michael E. DeBakey VA Medical Center, Houston, TX</td>
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<tr>
<td></td>
<td>Appalachian State University Counseling Center, Boone, NC</td>
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<tr>
<td></td>
<td>VA Medical Center, Washington, DC</td>
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<td></td>
<td>American University Counseling Center, Washington, DC</td>
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<td></td>
<td>University of Pennsylvania Counseling Center, Philadelphia, PA</td>
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<td></td>
<td>Ohio State University Counseling Center, Columbus, OH</td>
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<td></td>
<td>University of Virginia Counseling Center, Charlottesville, VA</td>
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<tr>
<td>2014-2015</td>
<td>James A Haley Veterans Hospital - Trauma Psychology, Tampa, FL</td>
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<tr>
<td></td>
<td>University of Illinois Urbana-Champaign Counseling Center</td>
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<tr>
<td></td>
<td>Medical College of Georgia VA - Psychology of Women Track, Augusta, GA</td>
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<tr>
<td></td>
<td>Utah State University Counseling Center, Logan, UT</td>
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<tr>
<td>2013-2014</td>
<td>Georgia State University Counseling Center, Atlanta, GA</td>
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<tr>
<td></td>
<td>GeoCare / South Florida State Hospital, Pembroke Pines, FL</td>
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<tr>
<td></td>
<td>Sheridan VA Medical Center, Sheridan, WY</td>
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<tr>
<td>2013-2014 Continued</td>
<td>Johns Hopkins University Counseling Center, Baltimore, MD</td>
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<tr>
<td></td>
<td>Appalachian State University Counseling Center, Boone, NC</td>
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<tr>
<td></td>
<td>Florida International University Counseling Center, Miami, FL</td>
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<tr>
<td></td>
<td>Mid-Ohio Psych Services, Inc., Columbus, OH</td>
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<tr>
<td></td>
<td>Nova Southeastern University Psych. Services Center, Ft. Lauderdale</td>
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<tr>
<td></td>
<td>Alaska VA Healthcare System, Anchorage, AK</td>
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<td></td>
<td>St. Mary’s Hospital, Children’s Mental Health Services, Amsterdam, NY</td>
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<tr>
<td></td>
<td>All Children’s Hospital, Tampa, FL</td>
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<tr>
<td></td>
<td>Psychological Center for Growth and Development, Thomasville, GA</td>
</tr>
<tr>
<td></td>
<td>Tallahassee Memorial Hospital/Florida State University Student Disability Resource Center, Tallahassee, FL</td>
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<tr>
<td>2012-2013</td>
<td>Texas A&amp;M University Counseling Center, College Station, TX</td>
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<tr>
<td></td>
<td>University of Miami, Jackson Memorial Medical Center, Miami, FL</td>
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<tr>
<td></td>
<td>University of Akron Counseling Center, Akron OH</td>
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<tr>
<td></td>
<td>Northwestern University Counseling Center, Evanston, IL</td>
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<tr>
<td></td>
<td>Vanderbilt University VA Medical INT Consort, Nashville, TN</td>
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<tr>
<td></td>
<td>University of Florida Health Science Center, Gainesville, FL</td>
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<tr>
<td></td>
<td>Oregon State University Counseling Center, Corvallis, OR</td>
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<tr>
<td></td>
<td>Wilford Hall Medical Center, Lackland Air Force Base, San Antonio, TX</td>
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<tr>
<td>2011-2012</td>
<td>College of William and Mary Counseling Center, Williamsburg VA</td>
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<tr>
<td></td>
<td>University of Memphis Counseling Center, Memphis TN</td>
</tr>
<tr>
<td></td>
<td>Purdue University, West Lafayette IN</td>
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<tr>
<td></td>
<td>Arkansas Division of Behavioral Health Services, Little Rock AR</td>
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<tr>
<td></td>
<td>Virginia Beach City Public Schools, Virginia Beach VA</td>
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<tr>
<td></td>
<td>Miami-Dade Department of Human Services, Miami</td>
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<tr>
<td></td>
<td>Shands-University of Florida Medical Center/Trauma Center</td>
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<tr>
<td>2010-2011</td>
<td>VA Medical Center, North Chicago IL</td>
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<td></td>
<td>Applewood Centers, INC. Cleveland OH</td>
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<td></td>
<td>Arkansas Division Behavioral Health Services, Little Rock AR</td>
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<td></td>
<td>Berea Children’s Home &amp; Family Services, Cleveland OH</td>
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<td>Year</td>
<td>Site</td>
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<tr>
<td>2009-2010</td>
<td>ANCORA Psychiatric Hospital, Hammonton NJ</td>
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<td></td>
<td>Colorado Department of Corrections, Cannon City, CO</td>
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<td></td>
<td>Georgia Southern College, Student Counseling Services</td>
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<td></td>
<td>Renaissance Crossroads, East Petersburg PA</td>
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<td></td>
<td>Tripler Army Medical Center, Honolulu HI</td>
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<td></td>
<td>VA New Jersey Health Care Center System, Lyons NJ</td>
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<td></td>
<td>Andrus Children’s Center, Yonkers NY</td>
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<tr>
<td></td>
<td>Miami-Dade Department of Human Services, FL</td>
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<tr>
<td></td>
<td>Florida State University Counseling Center</td>
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<tr>
<td>2008-2009</td>
<td>Michael E. DeBakey VA Medical Center, Houston</td>
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<td></td>
<td>Citrus Health Network, FL</td>
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<td></td>
<td>Louisiana School Psych Internship Consortium</td>
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<td></td>
<td>Federal Correctional Complex at Coleman</td>
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<td></td>
<td>Franciscan Hospital For Children, Boston</td>
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<td></td>
<td>South Mississippi Psychology Consortium/Forrest</td>
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<td></td>
<td>Johns Hopkins University Counseling Center</td>
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<td></td>
<td>Fort Worth Independent School District</td>
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<td></td>
<td>The Astor Home for Children, NY</td>
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<tr>
<td></td>
<td>Carl T. Hayden VA Medical Center, Phoenix</td>
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<tr>
<td>2007-2008</td>
<td>Center for Aging Resources, Pasadena, CA</td>
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<tr>
<td></td>
<td>Yale University Department of Psychiatry, New Haven</td>
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<tr>
<td></td>
<td>Battle Creek VA Medical Center, MI</td>
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<td></td>
<td>Florida State Hospital</td>
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<tr>
<td></td>
<td>Arogsy Correctional Internship, Stateville/Dwight Correctional Centers, IL</td>
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<tr>
<td></td>
<td>Fort Worth Independent School District</td>
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<tr>
<td></td>
<td>Central CA Psych Intern Consortium</td>
</tr>
</tbody>
</table>

**F.A.Q. About the Program and Faculty**

**About the Program and Faculty**

How long will the program take?
If you enter with a bachelor's degree, you should be prepared for a minimum of five years of academic study, including a year of internship. If you are starting with some previous graduate study, the answer to this question will depend on how closely your prior study matches our curriculum (see the Student Handbook), and on the sequences of remaining coursework. Experience with previous students entering with substantial graduate coursework in clinical, counseling, or school psychology suggests that the minimum time necessary to complete the program is three years of academic study and one year of internship. Students often take 5 years to complete the program in order to take advantage of local clinical practicum opportunities, publish one or more research articles as coauthor with their major professor, and to complete the dissertation.

What is the theoretical orientation of your faculty?
The theoretical orientation of the program faculty is diverse, with representatives or proponents of behavioral, cognitive behavioral, psychodynamic, trans-theoretical, systems, humanistic, and interpersonal points of view. The program respects a scientific approach to clinical practice, and strongly endorses the application of evidence-based interventions.

What exactly is a combined program?
Since the 1970’s, the American Psychological Association (APA) has accredited “combined” programs. A combined doctoral training program in psychology prepares general practice, primary care, and health service psychologists who are competent to function in a variety of professional and academic settings and roles. Florida State University’s APA-accredited combined program achieves this goal by intentionally combining / integrating education and training across the two practice areas of counseling psychology and school psychology. The combined program at Florida State is one of ten programs accredited by APA nationally as a “combined” program.

What are the strengths of your program?
One unique aspect of our program is that, as a combined program, students are provided a wide breadth of training and intentional exposure to two psychological practice areas, counseling psychology and school psychology, which are woven throughout the curriculum. We feel that the combined training program model prepares our students for a wide variety of professional and academic positions, increasing their career flexibility and marketability.

Program faculty are very dedicated and committed to training. The program supports the highest standards of quality assurance, engages in the ongoing assessment of program outcomes with an eye toward program improvement, and is actively self-reflective. The program faculty embraces a mentorship philosophy in which each doctoral student works closely with her / his major professor from early on in their graduate career. Career planning begins first semester of Year 1 with graduate students participating in a weekly new student orientation seminar led by the DCT.

The program embraces a scientist-practitioner training model and provides multiple opportunities for clinical and research experiences. The program strives to offer a balance of training opportunities that fit well with the scientist-practitioner model, is congruent with each student’s individual career goals, and prepares them for competitive internship placements and a successful career in professional psychology.

With regard to research experiences, the curriculum and opportunities to participate in faculty research provide for early and rich exposure to and experience in the science of psychology. Many students
present their research at regional and national meetings and publish their research in peer review journals.

With regard to clinical experiences, students are exposed to a variety of primary, campus-based practicum sites devoted to clinical training, service and research. Information for some of the on-campus practicum opportunities can be found at the following websites:

Adult Learning Evaluation Center (ALEC; https://education.fsu.edu/centers-institutes/adult-learning-evaluation-center-alec)
Career Counseling Center (https://career.fsu.edu/students/plan-your-career/career-advising)
Multidisciplinary Center (http://mdc.fsu.edu)
University Counseling Center (http://counseling.fsu.edu)

These sites offer a rich variety of clients and clinical experiences. Students also are exposed to clinical training in a variety of off-campus, community and school-based practicum settings. In these off-campus practicum sites, students obtain diverse clinical experiences under the supervision of licensed psychologists and other licensed health care providers.

How does this program differ from the clinical psychology program offered by the Department of Psychology at Florida State University?
Both our combined program in the College of Education and the Psychology Department's clinical psychology program are APA-accredited doctoral programs designed to train psychologists who can combine scientific inquiry with clinical practice. Our program is a combined counseling psychology and school psychology program designed to prepare students for the practice of counseling psychology, school psychology or both specializations in a variety of settings, and to contribute to the advancement of the profession through research and scholarly contributions. The program offered by the Department of Psychology is in clinical psychology. We encourage you to learn about the clinical psychology program in the Department of Psychology directly from their website and admissions materials.

What is the relationship between the doctoral program and the master's programs?
We have several M.S. / Ed.S. degree programs: Career Counseling, Mental Health Counseling, and School Psychology. On the program web site (https://education.fsu.edu/degrees-and-programs/graduate-programs) you can access the Master’s / Ed.S. Student Handbook. The handbook describes in detail these programs.

The doctoral and master's programs have separate admissions. In terms of admissions, applicants must fill out a separate application for each program to which they would like to apply. Students enrolled in the doctoral program do not earn a "master's-along-the-way." There is some overlap in coursework, although students in the doctoral program are required to take advanced courses that are not available to students in the master's program. Students in the M.S. / Ed.S. programs can apply to the doctoral program, although there is no assurance or guarantee that they will be admitted. Approximately 1-2 students each year from the MS / EdS program are admitted into the doctoral program.

How successful are students at obtaining internships?
Our students have been very successful at obtaining funded offers from among the most prestigious internship sites nationwide. Most students are matched with one of their top choices. Internship sites
range from university counseling centers, to hospitals, to community mental health centers, to forensic centers, and in some instances, to school districts for students specializing in school psychology. The program strongly encourages students to apply and attend an APA-accredited internship.

What kinds of jobs do graduates get?
The majority of our graduates work in clinical or school settings, although quite a few have taken academic positions. In a recent alumni survey, we found that graduates of the combined program held employment in the following settings:

- Medical center
- VA hospital
- Child psychiatric facility
- Military
- University counseling center
- Academic teaching position
- School district/system
- Police department
- Campus multidisciplinary center
- Government agency
- Consulting
- Private practice
- Detention centers and prisons

Will I be eligible for licensure?
Graduates of our program are eligible for licensure as a psychologist in Florida. Florida has statutes that specify the specific requirements for licensure as a psychologist and school psychologist (see Chapter 490: Psychological Services; www.flsenate.gov/Statutes/index).

Will I be able to be licensed in other states?
Although the program was designed with Florida regulations in mind, graduates of the program have had no difficulty successfully applying for licensure in other states. Many of our graduates are licensed and practicing as psychologists in other states. The program encourages applicants to check the specific licensure requirements for any state that they might wish to practice as a psychologist in.
The Faculty

Deborah J. Ebener, Ph.D.
Professor

Steven I. Pfeiffer, Ph.D.
Professor
Courtesy Appointment, College of Medicine. Education: PhD, University of North Carolina at Chapel Hill, School Psychology, 1977. Professional Qualifications: Fellow, APA; Diplomate, American Board of Professional Psychology; National Register of Health Service Providers in Psychology; Licensed Psychologist, FL, NC. Membership in Professional Organizations: APA (Child, Youth & Family; Counseling Psychology; Psychotherapy; School Psychology); National Association of Gifted Children, Florida Psychological Association. Areas of Interest: Gifted; talent development; socio-emotional difficulties among high ability children; youth leadership; character strengths/virtues.

Angel Canto, Ph.D.
Associate Professor

Deb Osborn, Ph.D.
Associate Professor
National Career Development Association (Past President and Current Fellow); Association for Counselor Education & Supervision. Areas of Interest: correlates, predictors and interventions that impact the career readiness, choice, satisfaction, and career indecision of individuals; training of career development practitioners.

**Shengli Dong, Ph.D.**  
Associate Professor  

**Martin Swanbrow Becker, Ph.D.**  
Assistant Professor  
*Education:* Ph.D., University of Texas at Austin, Counseling Psychology, 2013. *Membership in Professional Organizations:* Society of Counseling Psychology, American Psychological Association. Areas of Interest: The efficacy of suicide prevention and wellness-supporting programing; understanding and preventing the progression of youth along a distress and suicidal continuum of experience with a focus on stress, coping, resilience, help seeking and cultural influences; promoting college student and young adult development.

**S. Kathleen Krach, Ph.D., NCSP**  
Assistant Professor  
*Education:* Ph.D., Texas A&M University, School Psychology, 2003. *Professional Qualifications:* Licensed Psychologist (AL, FL, NV); Nationally Certified School Psychologist; Certified School Psychologist (AL, GA); Organizations: National Association of School Psychologists, Florida Association of School Psychologists. Areas of Interest: The overlapping fields of multilingual assessment, technology-based assessment, and social-emotional assessment. Her goal is to integrate these three areas by developing computer-based, social-emotional assessments that can be administered in multiple languages.

**Lyndsay Jenkins, Ph.D., NCSP**  
Assistant Professor  
*Education:* Ph.D., Northern Illinois University, School Psychology, 2012.
Membership in Professional Organizations: American Psychological Association, National Association of School Psychologists, Florida Association of School Psychologists. **Areas of Interest:** bullying prevention and intervention, role of bystanders in bullying, teacher victimization, school violence, preschool aggression and helping behavior.

**V. Casey Dozier, Ph.D.**  
Program Director, Instruction, Research, and Evaluation, FSU Career Advising Center and Co-Director of the Center for the Study of Technology in Counseling And Career Development.  
*Education:* Ph.D., Florida State University, Combined Program in Counseling Psychology and School Psychology, 2013.  
*Professional Qualifications:* Licensed Psychologist (State of Florida), National Certified Counselor (NBCC).  
**Areas of Interest:** Supervision and training, underserved populations, work-life balance, and integrating theory, research, and evidence-based practice.

**Courtesy and Emeritus Program Faculty**  
(Please note these Faculty do not admit students or serve as major professors)

**Jeffrey W. Garis, Ph. D.**  
**Affiliate Faculty**  
Retired Career Center Senior Director and Professor, Counselor Education, The Pennsylvania State University; Former Career Center Director, Florida State University.  
**Professional Qualifications:** Licensed Psychologist, Pennsylvania  
**Membership in Professional Organizations:** National Association of Colleges & Employers; Pennsylvania Psychological Association  
**Areas of Interest:** Counseling Psychology. International career development consultation

**Robert L. Glueckauf, Ph.D.**  
**Courtesy Faculty**  
*Education:* Ph.D., Florida State University, Clinical Psychology.  
Professor in the Department of Medical Humanities and Social Sciences, FSU College of Medicine. Former President of the APA’s Division of Rehabilitation Psychology; served as Associate Editor of *Rehabilitation Psychology*. Has authored almost 100 articles, books, and chapters; recipient of numerous federal and state grants.  
**Areas of Interest:** The development and evaluation of telehealth-based prevention and intervention programs for underserved individuals with chronic illnesses and their family caregivers; measurement of rehabilitation and health outcomes; spirituality and health.
F. Donald Kelly, Ph.D.
Professor Emeritus


Gary W. Peterson, Ph.D.
Professor Emeritus


Robert C. Reardon, Ph.D.
Professor Emeritus


Frances Prevatt, Ph.D.
Professor Emeritus


James P. Sampson, Jr., Ph.D.
Professor Emeritus

Mode L. Stone Distinguished Professor of Counseling and Career Development
Former Associate Dean for Faculty Development and Administration, College of Education and Co-Director, Center for the Study of Technology in Counseling and Career Development. Education: Ph.D., University of Florida, Counselor Education, 1977. Professional Qualifications: Fellow, APA, National Certified Counselor (NBCC) (No. 3999; National Certified Career Counselor (NCCC); Licensed Psychologist, State of Florida. Membership in Professional Organizations: APA (Society of Counseling Psychology; Psychologists Interested in Religious Issues); American Counseling Association; Association for Assessment in Counseling; Association for Counselor Education and Supervision; and National Career Development Association. Areas of Interest: Computer applications in counseling and human services; career decision making; delivery of career services.
Appendix A

**Scoring Rubric First Year Qualifying Exam**

(Revised 03/07/18)

Directions: Please rate each of the four (4) components on a 3-point scale using table:

1. Unacceptable/Fail
2. Conditional Pass
3. Pass

A rating of “1” on any of the four components may result in a failure of the exam. Completed via consensus with supervisory committee. Major Professor submits completed rubric to Director of Clinical Training using “quals rubric” in subject line. Major Professor also submits Memo to student and Program Administrator with results of qualifying exam for the student’s academic file.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Unacceptable (1)</th>
<th>Conditional (2)</th>
<th>Pass (3)</th>
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<tbody>
<tr>
<td>Paper</td>
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<tr>
<td>1. The written paper demonstrates clarity, intelligibility, and depth (more than superficial statements) communicating the student’s professional/career goals and its congruence with the mission and overarching goals of the combined program. The paper conveys an understanding of the combined-integrated model (e.g., as articulated in the 2004 special issue of J. Clinical Psychology on the Consensus Conference and Combined-Integrated Model of Doctoral Training in Professional Psychology).</td>
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<tr>
<td>2. The paper demonstrates a quality of writing expected of a beginning doctoral student. This includes mechanics (spelling, sentence structure, correct verb tense usage, coherent sentence structure, and appropriate transitions) and precise writing.</td>
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<tr>
<td>3. The paper includes supporting citations from the professional psychology fields, including school psychology and counseling psychology. A minimum of five citations is expected.</td>
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<tr>
<td>Oral Presentation</td>
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<tr>
<td>1. Overall quality of the oral presentation. This component includes clarity and confidence in explaining the student’s career/professional goals, effective management of personal anxiety, and comfort and intelligibility in answering questions from committee members.</td>
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</tbody>
</table>

*Average Score* =
### Doctoral Preliminary Examination: Comprehensive Case Study Evaluation Rubric & Scoring Protocol

<table>
<thead>
<tr>
<th>APA Competency</th>
<th>Unacceptable (rating = 1)</th>
<th>Developing (rating = 2)</th>
<th>Mastery (rating = 3)</th>
<th>Exemplary (rating = 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethical and Legal</strong></td>
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<tr>
<td>2d1</td>
<td>The student consistently fails to conduct self in an ethical manner in professional activities.</td>
<td>The student inconsistently conducts him/herself in an ethical manner to a minimally acceptable level with no more than one official concern given for ethical behavior prior to preliminary examination.</td>
<td>The student consistently conducts him/herself in an ethical manner to an acceptable level in all professional activities.</td>
<td>The student consistently conducts him/herself in a highly ethical manner with no official concerns given for ethical behavior in all professional activities.</td>
</tr>
<tr>
<td><strong>Individual and Cultural Diversity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b1</td>
<td>The student fails to demonstrate knowledge of the current theoretical and empirical knowledge base for diversity.</td>
<td>The student inconsistently demonstrates knowledge of the current theoretical and empirical knowledge base for diversity.</td>
<td>The student consistently demonstrates knowledge of the current theoretical and empirical knowledge base for diversity.</td>
<td>The student consistently demonstrates knowledge of the current theoretical and empirical knowledge base for diversity to a high degree.</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6c1</td>
<td>The student fails to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
<td>The student inconsistently implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
<td>The student consistently implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables, and legal/ethical considerations.</td>
<td>The student consistently implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables, to a high degree.</td>
</tr>
<tr>
<td>6d1</td>
<td>The student fails to demonstrate the ability to apply the relevant research literature to clinical decision-making.</td>
<td>The student inconsistently demonstrates the ability to apply the relevant research literature to clinical decision-making.</td>
<td>The student consistently demonstrates the ability to apply the relevant research literature to clinical decision-making.</td>
<td>The student consistently demonstrates the high ability to apply the relevant research literature to clinical decision-making.</td>
</tr>
<tr>
<td>6f1</td>
<td>The student fails to demonstrate the ability to evaluate intervention effectiveness.</td>
<td>The student inconsistently demonstrates the ability to evaluate intervention effectiveness.</td>
<td>The student consistently demonstrates the ability to evaluate intervention effectiveness.</td>
<td>The student consistently demonstrates the high ability to evaluate intervention effectiveness.</td>
</tr>
<tr>
<td>6f2</td>
<td>The student fails to demonstrate the ability to adapt intervention goals and methods consistent with ongoing evaluation.</td>
<td>The student inconsistently demonstrates the ability to adapt intervention goals and methods consistent with ongoing evaluation.</td>
<td>The student consistently demonstrates the ability to adapt intervention goals and methods consistent with ongoing evaluation.</td>
<td>The student consistently demonstrates the high ability to adapt intervention goals and methods consistent with ongoing evaluation.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7b2</td>
<td>Student fails to show proficiency in using assessment results to inform case conceptualization, classification, and recommendations.</td>
<td>Student inconsistently shows proficiency in using assessment results to inform case.</td>
<td>Student consistently shows proficiency in using assessment results to inform case.</td>
<td>Student consistently shows high proficiency in using assessment results to inform case.</td>
</tr>
<tr>
<td></td>
<td>conceptualization, classification, and recommendations</td>
<td>conceptualization, classification, and recommendations</td>
<td>conceptualization, classification, and recommendations</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7b4</td>
<td>Student fails to distinguish aspects of assessment that are subjective from those that are objective.</td>
<td>Student inconsistently shows the ability to distinguish aspects of assessment that are subjective from those that are objective.</td>
<td>Student consistently shows the ability to distinguish aspects of assessment that are subjective from those that are objective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student consistently shows the ability to distinguish aspects of assessment that are subjective from those that are objective.</td>
<td>Student consistently shows high ability to distinguish aspects of assessment that are subjective from those that are objective.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Competencies**

<table>
<thead>
<tr>
<th></th>
<th>Student fails to demonstrate the ability to cogently and coherently verbally presented the case and responded to questions appropriately and professionally.</th>
<th>Student inconsistently demonstrates the ability to cogently and coherently verbally presented the case and responded to questions appropriately and professionally.</th>
<th>Student consistently demonstrates the ability to cogently and coherently verbally presented the case and responded to questions appropriately and professionally.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student consistently demonstrates the ability to cogently and coherently verbally presented the case and responded to questions appropriately and professionally.</td>
<td>Student consistently demonstrated a superior ability to cogently and coherently verbally presented the case and responded to questions appropriately and professionally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student fails to demonstrates knowledge of the scientific and scholarly base for how they approach the case.</td>
<td>Student inconsistently demonstrates knowledge of the scientific and scholarly base for how they approach the case.</td>
<td>Student consistently demonstrates knowledge of the scientific and scholarly base for how they approach the case.</td>
</tr>
<tr>
<td></td>
<td>Student consistently demonstrates superior knowledge of the scientific and scholarly base for how they approach the case.</td>
<td>Student consistently demonstrates superior knowledge of the scientific and scholarly base for how they approach the case.</td>
<td>Student consistently demonstrates superior knowledge of the scientific and scholarly base for how they approach the case.</td>
</tr>
</tbody>
</table>
# Appendix B

## Doctoral Preliminary Examination: Comprehensive Case Study Evaluation Rubric & Scoring Protocol

<table>
<thead>
<tr>
<th>APA competency</th>
<th>Rating (1, 2, 3, or 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethics and Legal</strong></td>
<td></td>
</tr>
<tr>
<td>2d1</td>
<td>The student demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities</td>
</tr>
<tr>
<td><strong>Individual and Cultural Diversity</strong></td>
<td></td>
</tr>
<tr>
<td>3b1</td>
<td>The student demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>6c1</td>
<td>Student implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
</tr>
<tr>
<td>6d1</td>
<td>The student will demonstrate the ability to apply the relevant research literature to clinical decision-making.</td>
</tr>
<tr>
<td>6f1</td>
<td>The student will demonstrate the ability to evaluate intervention effectiveness.</td>
</tr>
<tr>
<td>6f2</td>
<td>The student will demonstrate the ability to adapt intervention goals and methods consistent with</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>7b2</td>
<td>Student shows proficiency in using assessment results to inform case conceptualization, classification, and recommendations</td>
</tr>
<tr>
<td>7b4</td>
<td>Student is able to distinguish aspects of assessment that are subjective from those that are objective.</td>
</tr>
<tr>
<td><strong>Other Competencies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to cogently and coherently verbally present a case and respond to questions.</td>
</tr>
<tr>
<td></td>
<td>Student demonstrates knowledge of the scientific and scholarly base for how they approach the case.</td>
</tr>
</tbody>
</table>
### Minimum Levels of Achievement

<table>
<thead>
<tr>
<th>Fail</th>
<th>Conditional Pass</th>
<th>Pass</th>
<th>Final Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rating of “Unacceptable” OR One or more areas rated as “Unacceptable”</td>
<td>Overall Rating of “Developing” OR 3 or more areas rated as ‘Developing’</td>
<td>Overall Rating of “Mastery” or “Exemplary”</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix C
## Doctoral Preliminary Examination: Research Area

**Student Name:**

**Supervisory Committee:**

**Major Professor**

**Date of Defense:**

### APA competency

<table>
<thead>
<tr>
<th>Rating (1, 2, 3, or 4)</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>1a1</td>
<td>The student demonstrates substantially independent ability to formulate research.</td>
</tr>
<tr>
<td>1a2</td>
<td>The student produces research paper that is of sufficient quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.</td>
</tr>
<tr>
<td><strong>Individual and Cultural Diversity</strong></td>
<td></td>
</tr>
<tr>
<td>3c2</td>
<td>The student demonstrates the ability to integrate awareness of individual and cultural differences in conducting research.</td>
</tr>
<tr>
<td><strong>Other Program Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>Student consistently demonstrates the ability to conceptualize a body of literature by tying concepts together through integrative themes.</td>
</tr>
<tr>
<td>--</td>
<td>Student consistently demonstrates the ability to cogently and coherently respond to questions appropriately and professionally.</td>
</tr>
<tr>
<td>--</td>
<td>Student consistently demonstrates the ability to follow directions and produce a narrative that includes all required components: (1) An introduction that establishes the scope, context, and significance of the research being reviewed and a statement of the professional or human problem; (2) a comprehensive synthesis of the literature that relates to the identified problem; (3) an identification of gaps in the literature; (4) a bulleted outline of a possible study that is logically derived from the literature review and identified gaps; (5) within 40-60 pages exclusive of tables and 50-75 citations (typically); (6) following APA style.</td>
</tr>
<tr>
<td>--</td>
<td>Student consistently demonstrates the ability to follow directions and produce a critical analysis table of 10-15 key empirical studies that are described in the narrative text. This table includes all required components: the study’s title, author(s), year, research questions (if included), variables, measures used, participants, analyses used, results (e.g., effect size, etc.), limitations / gap, and cultural considerations.</td>
</tr>
</tbody>
</table>

### Minimum Levels of Achievement

<table>
<thead>
<tr>
<th>Fail</th>
<th>Conditional Pass</th>
<th>Pass</th>
<th>Final Decision (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or more areas rated as “Unacceptable”.</td>
<td>No “Unacceptable” ratings AND 3 or more areas rated as “Developing”.</td>
<td>No “Unacceptable” or “Developing” ratings AND all other ratings of “Mastery” or “Exemplary”.</td>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Conditional Pass</strong></td>
</tr>
</tbody>
</table>
## Doctoral Preliminary Examination: Research Area Rubric

<table>
<thead>
<tr>
<th>APA Competency</th>
<th>Unacceptable (rating = 1)</th>
<th>Developing (rating = 2)</th>
<th>Mastery (rating = 3)</th>
<th>Exemplary (rating = 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a1</td>
<td>The student fails to demonstrate a substantially independent ability to formulate research.</td>
<td>The student is able to demonstrate a minimally independent ability to formulate research.</td>
<td>The student is able to demonstrate a substantially independent ability to formulate research.</td>
<td>The student demonstrates a high level of ability to independently formulate research.</td>
</tr>
<tr>
<td>1a2</td>
<td>The student produces a research paper that is of poor quality and rigor; scholarly activity does not have the potential to contribute to the scientific, psychological, or professional knowledge base.</td>
<td>The student produces a research paper that is of minimal quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.</td>
<td>The student produces a research paper that is of acceptable quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.</td>
<td>The student demonstrates a high level of ability to produce a research paper that is of sufficient quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.</td>
</tr>
<tr>
<td><strong>Individual and Cultural Diversity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c2</td>
<td>The student fails to integrate awareness and knowledge of individual and cultural differences in conducting research.</td>
<td>The student inconsistently demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in conducting research.</td>
<td>The student consistently demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in conducting research.</td>
<td>The student consistently demonstrates outstanding ability to integrate awareness and knowledge of individual and cultural differences in conducting research.</td>
</tr>
<tr>
<td><strong>Other Program Competencies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>Student fails to demonstrate the ability to conceptualize a body of literature by tying concepts together through integrative themes.</td>
<td>Student inconsistently demonstrates the ability to conceptualize a body of literature by tying concepts together through integrative themes.</td>
<td>Student consistently demonstrates the ability to conceptualize a body of literature by tying concepts together through integrative themes.</td>
<td>Student consistently demonstrates a superior ability to conceptualize a body of literature by tying concepts together through integrative themes.</td>
</tr>
<tr>
<td>--</td>
<td>Student fails to demonstrate the ability to cogently and coherently respond to questions appropriately and professionally.</td>
<td>Student inconsistently demonstrates the ability to cogently and coherently respond to questions appropriately and professionally.</td>
<td>Student consistently demonstrates the ability to cogently and coherently respond to questions appropriately and professionally.</td>
<td>Student consistently demonstrates a superior ability to cogently and coherently respond to questions appropriately and professionally.</td>
</tr>
<tr>
<td>--</td>
<td>Student fails to demonstrate the ability to follow directions and produce a narrative that includes all required components.</td>
<td>Student inconsistently demonstrates the ability to follow directions and produce a narrative that includes all required components.</td>
<td>Student consistently demonstrates the ability to follow directions and produce a narrative that includes all required components: (1) An introduction that establishes the scope, context, and significance of the research being reviewed and a statement of the professional or human problem; (2) a comprehensive synthesis of the literature that relates to the identified problem; (3) an identification of gaps in the literature; (4) a bulleted outline of a possible study that is logically derived from the literature review and identified gaps; (5) within 40-60 pages exclusive of tables and 50-75 citations (typically); (6) following APA style.</td>
<td>Student consistently demonstrates a superior ability to follow directions and produce a narrative that includes all required components.</td>
</tr>
<tr>
<td>--</td>
<td>Student fails to demonstrate the ability to follow directions and produce a critical analysis table that includes all required components.</td>
<td>Student inconsistently demonstrates the ability to follow directions and produce a critical analysis table that includes all required components.</td>
<td>Student consistently demonstrates the ability to follow directions and produce a critical analysis table of 10-15 key empirical studies that are described in the narrative text. This table includes all required components: the study’s title, author(s), year, research questions (if included), variables, measures used, participants, analyses used, results (e.g., effect size, etc.), limitations / gap, and cultural considerations.</td>
<td>Student consistently demonstrates a superior ability to follow directions and produce a critical analysis table that includes all required components.</td>
</tr>
</tbody>
</table>
Appendix D

Doctoral Preliminary Examination: Research Area

Preliminary Examination

The purposes of doctoral preliminary examinations (prelims) are to: (1) determine whether an individual possesses the knowledge and skills required to synthesize a body of professional literature and to formulate a set of questions or issues that points the way toward advancing our professional knowledge; (2) assess whether an individual is able to critically review the primary research tradition of the disciplines of professional psychology (specifically counseling psychology and/or school psychology); and (3) ascertain whether an individual is able to integrate and document philosophies, theories, current evidence-based interventions, and contemporary professional issues, ethics, and law related to the actual practice of counseling psychology and/or school psychology. Students who intend to apply for internship the following fall semester must defend their preliminary examination no later than April 1.

Examination Content

The prelim examinations will consist of two performance areas: Research Area—A Comprehensive Synthesis and Critical Review of Literature, and Clinical Area—Clinical Case Study, and an oral preliminary defense to their supervisory committee. Students present and defend their Research Area paper at the oral preliminary defense. In addition students who receive a conditional pass on the Clinical Area must also defend their clinical case study at the oral defense.

Research Area - A Comprehensive Synthesis and Critical Review of Literature

The research area of the preliminary examination requires students to present an integrative and critical "think piece" in a specific area of knowledge in counseling psychology and/or school psychology. It should demonstrate the student’s:

- ability to conceptualize a body of literature by tying concepts together through integrative themes.
- substantial independent ability to formulate research.
- ability to produce a research paper that is of acceptable quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.
- ability to integrate awareness and knowledge of individual and cultural differences in conducting research.

The paper portion of the Research Area must contain the following:

- An introduction that establishes the scope, context, and significance of the research being reviewed and a statement of the professional or human problem.
- A comprehensive synthesis of the literature that relates to the identified problem.
- An identification of gaps in the literature
- A bulleted outline of a possible study that is logically derived from the literature review and identified gaps.

The table portion of the Research Area must contain:

- A critical analysis of 10-15 key empirical studies that are presented the text. This table should contain the study’s title, author(s), year, research questions (if included), variables, measures
used, participants, analyses used, results (e.g., effect size, etc.), limitations / gap, and cultural considerations.

The paper will reflect a student's own independent thought and creation. The role of the major professor will be to assist the student in the identification of the topic and in locating relevant literature. The major professor is allowed to provide feedback to multiple drafts of an outline for the research area paper, but only one review of the written draft of the paper. The student must provide an initial outline of the paper to their major professor in December by the beginning of finals week. During the first week of spring semester, a draft of the paper must be given to the major professor for their review. The student will receive feedback from their major professor by the first week of February. Students will then revise the paper, taking into consideration the feedback of their major professor. The student cannot have any other assistance in developing or writing the paper.

The paper must be at least 40 pages in length (exclusive of references and tables) but no more than 60 pages, and supported by typically 50-75 referenced citations. The written paper should be coherently organized, logically presented, literately written, and conform to the standards of the most current edition of the Publication Manual of the American Psychological Association. The student should submit the paper to Turn-it-in (online plagiarism check) to check against copying material from others. The student should revise their paper incorporating the results of the plagiarism check. The paper and final plagiarism check indicating the percentage of match of other sources are included in the student’s preliminary examination binder. Students defending their preliminary examination after spring break must submit their binder to the supervisory committee two weeks prior to spring break. Students defending their preliminary examination prior to spring break must submit their binder to the supervisory committee two weeks prior to the scheduled defense. The supervisory committee will use a rubric in assessing the paper during the preliminary examination defense. A copy of the rubric will be provided to the student by the major professor.
Appendix E

Course Objective Comparison

<table>
<thead>
<tr>
<th>FSU Course Name and Number</th>
<th>Other Course Name and Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>FSU Course Objectives</th>
<th>Other Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list all FSU Course Objectives from syllabus)</td>
<td>(match course objectives to FSU objectives)</td>
</tr>
<tr>
<td></td>
<td>(if no clear match, include on separate line)</td>
</tr>
</tbody>
</table>

Equivalence Statement

Provide brief justification (less than 200 words) describing the equivalence of the proposed course, for example the grade you received, similar assignments, readings, textbook, etc. Do no re-state the course objectives. In this statement, include the name of the program (and accrediting body, if applicable) for which you took this course.
# Appendix F

**FLORIDA STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**Program of Study**  
**Doctoral Degree**

<table>
<thead>
<tr>
<th>Prefix and No.</th>
<th>Course Name</th>
<th>Semester Hours</th>
<th>Year and Semester Taken (List in chronological order, past to present)</th>
</tr>
</thead>
</table>
**MHS 8980r**  
**Dissertation (Minimum 24 hours; Must continuously enroll in dissertation hours once admitted to candidacy; Must register for at least 2 hrs. in final term.)**

**MHS 8981r**  
**Dissertation Defense (must register)**

<table>
<thead>
<tr>
<th><strong>Current E-mail:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 8980r</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Department:</strong></th>
<th>Educational Psychology and Learning Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major/Academic Plan:</strong></td>
<td>Combined Doctoral Program in Counseling Psychology and School Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degrees Earned</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution:</strong></td>
</tr>
<tr>
<td><strong>Institution:</strong></td>
</tr>
</tbody>
</table>

| **Are you Seeking FL Certification?** | Yes | No | In what field? |
| **Are you Certified?** | Yes | No | In what field? |

---

**Graduate Courses To Be Taken For Doctoral Degree**

**FSU Non-Degree Student/Transfer Coursework**  
(Only 12 hours may be used – Grade must be a “B” or better in order to be used towards the degree.)

<table>
<thead>
<tr>
<th><strong>Prefix and No.</strong></th>
<th><strong>Course Name</strong></th>
<th><strong>Semester Hours</strong></th>
<th><strong>Year and Semester Taken (List in chronological order, past to present)</strong></th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Subtotal</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Semester in Which Graduation is Planned</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Total Graduate Hours + Dissertation</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Exams/Defenses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic/Qualifying Exam (required)</td>
</tr>
<tr>
<td>Preliminary Examination (required)</td>
</tr>
<tr>
<td>Prospectus/Pilot Study Defense (required)</td>
</tr>
<tr>
<td>Dissertation Defense (required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Final Total</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Exam/Defense Schedule</strong></th>
<th><strong>Projected Date of Completion</strong></th>
<th><strong>Actual Date of Completion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic/Qualifying Exam (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preliminary Examination (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prospectus/Pilot Study Defense (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Defense (required)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Scholarly Engagement Policy**  
Effective fall 2016, the doctoral residency requirement was replaced with the **Scholarly Engagement requirement**. Doctoral students are still required to complete a minimum of 24 dissertation hours and many students complete far more than this minimum. The Continuous Enrollment policy also still applies.

The **Scholarly Engagement requirement** ensures that doctoral students are active participants in the scholarly community. Each academic unit with a doctoral program will include a program specific statement in its Graduate Handbook describing how its students can meet the Scholarly Engagement requirement annually.

---

**Supervisory Committee**
A minimum of 4 members is required – 2 members, including the major professor, must be from the major in which the student will receive a degree. One member, the University Representative, shall represent the graduate faculty at-large. All members must have Graduate Faculty Status (GFS). Additionally, the University Representative must be a tenured member of the faculty.

<table>
<thead>
<tr>
<th>Committee Members (Signed and Typed)</th>
<th>Department/Major</th>
<th>Directive Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Professor:</td>
<td>EPLS</td>
<td>GFS ✔</td>
</tr>
<tr>
<td>Typed Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td>EPLS</td>
<td>GFS ✔</td>
</tr>
<tr>
<td>Typed Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td>EPLS</td>
<td>GFS ✔</td>
</tr>
<tr>
<td>Typed Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Representative:</td>
<td>Teacher Education</td>
<td>GFS ✔ TENURE</td>
</tr>
<tr>
<td>Typed Name:</td>
<td></td>
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</tr>
</tbody>
</table>

Department Chair: Date: 

Academic Dean: Date: 

rev. 12.08.2014
Appendix G
Request for New Practicum
Site Information Form

MHS 6946 Field Practicum
Combined Doctoral Program in Counseling Psychology and School Psychology
Florida State University

Student Name: _______________________________ Semester/Year: _____________

Name of Practicum Site/Agency: ________________________________________________

Type of Setting: _______________________________________________________________

Address: _____________________________________________________________________

Phone number: ___________________ Fax number: ________________________________

E-Mail: _____________________________________________________________________

Agency Accreditation (if any): ____________________________________________________

Type of Services Provided: _____________________________________________________

Type of Clients Served: __________________________________________________________

Director of Agency/Site: _________________________________________________________

Name of Primary Supervisor: ____________________________________________________

License of Supervisor: __________________ State: __________________

License Number: __________________ Certification: __________________

Contact Information for Supervisor: ______________________________________________

Hours of individual supervision per week: _____

Hours of group supervision per week (optional): _____

Expected time commitment (hours/week or days/week) by practicum student: ___

Exposure to Evidence-Based Practice (EBP) ____ Yes ____ No

Is supervisor willing to complete practicum student evaluation form ____ Yes ____ No
Will the supervisor have opportunities provide direct observation of students through in person (in room or through two-way mirror), live streaming, or video recording?  _____Yes  _____No
Appendix H
Field Practicum
Site Placement Form

MHS 6946 Field Practicum
Combined Doctoral Program in Counseling Psychology and School Psychology
Florida State University

Student Information

Student Name: ___________________________________  Semester/Year: __________________________

Phone Number: _________________________________  Emergency Phone Number: _______________________

E-mail Address: ____________________________________________________________

Student Liability Insurance Carrier: ______________________________  Policy Number: _______________________

Course Information

Faculty Supervisor: ____________________________________________________________

Semester / Year: _____________________________  Section #: _____________________________

Practicum Site Information

Agency / Organization: _______________________________________________________

Type of Setting: _____________________________________________________________

Address: ___________________________________________________________________

Site Supervisor Information

Supervisor: _________________________________________________________________

Phone Number: _________________________________  Emergency Phone Number: _______________________

Fax Number: _________________________________  E-Mail Address: _______________________________

Type of License: ___________________________ State: _______  License Number: _______________

Certification: ________________________________  Organization ________________________________
Site Training Information

Hours of individual supervision per week: _____  Hours of group supervision per week (optional): _____

Supervisor will provide direct observation of student’s performance via (check all that apply):

_____ In-person observation (e.g., in room or one-way mirror observation)  _____ Video Recording
_____ Live video streaming  _____ Audio-recording

Practicum Student Responsibilities:

1) __________________________________________
2) __________________________________________
3) __________________________________________
4) __________________________________________
5) __________________________________________
6) __________________________________________
7) __________________________________________
8) __________________________________________
9) __________________________________________
10) _________________________________________

Competencies to be obtained or improved:

1) __________________________________________
2) __________________________________________
3) __________________________________________
4) __________________________________________
5) __________________________________________
6) __________________________________________
7) __________________________________________
8) __________________________________________
9) __________________________________________
10) _________________________________________

Signatures

_____________________________    _______________________________________
Student Name (Print)                      Student Signature    Date

_____________________________    _______________________________________
Site Supervisor Name (Print)                      Site Supervisor Signature    Date

_____________________________    _______________________________________
Faculty Supervisor Name (Print)                  Faculty Supervisor Signature    Date

_____________________________    _______________________________________
Director of Clinical Training (Print)              Director of Clinical Training Signature    Date
AGREEMENT BETWEEN
FLORIDA STATE UNIVERSITY
COMBINED DOCTORAL PROGRAM IN
COUNSELING PSYCHOLOGY & SCHOOL PSYCHOLOGY
AND
(AGENCY - NAME FOR FIELD PRACTICUM SITE)

The Psychological and Counseling Services program recognizes and appreciates the resources and effort provided by many agencies in the ongoing training of our doctoral students. In order to develop and maintain our training to the mutual benefit of the Program, the training sites, and the individual students, the following agreement form has been drawn up to address the major issues involved in the Field Practicum program for doctoral degree students. Additional issues or comments related to the unique situation of a given training site may be added at the end of this form, as long as the modified form is signed by the appropriate representatives of the site and the Director of Clinical Training (DCT) for the Combined Doctoral Program.

Field practicum is a training experience. Students are placed in field settings to gain supervised experience in providing a range of counseling and other psychological services at a level appropriate to their level of training, skills, and professional goals. As such, the Combined Doctoral Program (Program) and Field Practicum Agency (Agency) agree to the following:

1. The students in collaboration with their major professors, the DCT, and the personnel at training sites, arrange their field practicum placements. The site may request an interview and/or other relevant data.

2. Field practicum students must be registered in MHS 6946. The instructor of that course serves as the field practicum faculty supervisor. The student will participate in 1.5 hours of group supervision with the faculty supervisor as part of this course. Students who are on a field practicum site outside of Tallahassee will be required to attend the schedule group supervision meetings via phone or video conferencing.

3. Field practicum students must have proof of current individual liability coverage on file with the Program.

4. The Agency includes training as a part of its ongoing "mission." This can be demonstrated in several different ways, including (a) regular acceptance of trainees for supervised experience, (b) providing training experiences such as case conferences, training seminars, availability of a peer group for trainees (i.e., multiple trainees at similar levels of training), and (c) co-counseling opportunities with staff.
5. As part of the field practicum experience, the Agency provides students with training in areas specific to the clientele of the Agency and services provided by the Agency, and safety in working within the Agency.

6. The Agency will identify a licensed psychologist to serve as the site supervisor. It is recognized that supervision on site can be provided by doctoral interns or post-doctoral fellows in psychology, under the supervision of a psychologist appropriately credentialed for the jurisdiction.

7. The Agency site supervisor will provide one hour per week of individual supervision to the field practicum student.

8. Field practicum experiences will differ from site to site. However, all students are expected to receive the following training and experiences:
   a. Field practicum student will have opportunity to accrue direct client contact hours. These experiences should include, when possible, evidence-based and other interventions, and/or assessment activities.
   b. Field practicum students will have opportunity to accrue other indirect hours such as case preparation, report writing, program development, advocacy, and observations.

9. The supervision and evaluation of student will be based in part on direct observation of the student. Direct observation includes in person observation of the student (in room or through two-way observation mirror), live video streaming, or video recording. Audio recording can be used in conjunction with other methods direct observation. However, audio recording alone will not meet the direct observation requirement.

10. It is the students’ responsibility to negotiate with the Agency site supervisor the number of hours per week they will be expected to be at the Agency and the specific schedule. The Agency site supervisor will verify student’s hours at the end of the semester. It is the student’s responsibility to track these hours and provide the site supervisor with a summary of their hours for verification.

11. Field practicum students are expected to follow the procedures and meet all administrative requirements of the Agency, including addition liability insurance, background checks and drug screenings. The student is responsible for the cost of these background checks and drug testing if these costs are not covered by the Agency.

12. The Program DCT agrees to be available for consultation with site supervisors as needed.

13. The site supervisor agrees to contact the faculty supervisor and / or DCT as early in the semester as possible if problems arise which threaten the likelihood of the student's successful completion of the program and to meet with the faculty supervisor and/or Program DCT when necessary. Recommendation for early termination of a student's field practicum placement should be directed to the DCT.

14. The Agency site supervisor agrees to provide the Program with all necessary paperwork throughout the semester. This paperwork includes, but is not limited to:
a. Practicum Student Evaluation is a rating of the student’s performance at the Agency. The student prior to the last week of the semester will provide the evaluation form to the Agency supervisor. The evaluation must be returned to the faculty supervisor during the last week of the semester. This evaluation will be taken into consider when determining if the student receives a “Satisfactory” grade for the field practicum course.

b. Annual Accreditation Survey is a survey regarding the supervisors’ credentials, competencies, and professional affiliations. The American Psychological Association (APA) for the Program’s on-going accreditation requires this survey. The survey will be provided to the Agency supervisor by the Program’s DCT with a specified due date.

9. Site specific arrangements and comments:

Signatures

___________________________________ Date _______________
Director of Clinical Training, Combined Doctoral Program

___________________________________ Date _______________
Agency Director or Site Supervisor
Appendix J
PRACTICUM STUDENT-PSYCHOLOGIST EVALUATION FORM

NAME OF STUDENT _________________________________________________________

SEMESTER __________ YEAR __________ STAGE __ midpoint ___ final

REVIEWER _____________________________ RATER____ supervisor ____ instructor

Student Level of Training ____1st year _____2nd year _____3rd year _____ Above 3rd year

This evaluation should be completed by the supervisor of a practicum student and based only on direct observation of the student’s current semester experiences. Please use the following descriptors when completing the evaluation.

4 Exemplary Student consistently demonstrates skill / knowledge at an outstanding level above their level of training.
3 Mastery Student consistently demonstrates skill / knowledge at acceptable level commensurate with their level of training.
2 Developing Student inconsistently demonstrates skill / knowledge at an acceptable level commensurate with their level of training.
1 Unacceptable Student does not demonstrate skill / knowledge or consistently demonstrates below their level of training.
N/A Not Applicable No opportunity to observe.

Professional Values, Attitudes, and Behaviors

<table>
<thead>
<tr>
<th>Demonstrates an understanding of the professional values, attitudes, and behaviors consistent with the field of psychology (APA: 4c1)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates effective time management skills.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates appropriate levels of maturity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Appropriate professional dress and demeanor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrates self-care techniques regarding the stress involved with working with complex cases and life-work balance. (APA: 4c1)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Identifies stress related to working with complex clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Has techniques for dealing with job-related stress.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Maintains appropriate life-work balance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Actively seeks feedback and supervision. (APA: 4d1)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrates knowledge of when to seek feedback from supervisor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Solicits help based on limitations of competencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Prepares materials needed for supervision ahead of time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Comes to supervision meeting with specific questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrates the skills of being open and responsive to feedback and supervision. (APA: 4d2)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrates openness and willingness for feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Attends supervision with a respectful attitude.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Changes clinical practice based on supervisor’s feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. (APA: 4e)

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<tr>
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<tbody>
<tr>
<td>Able to work independently.</td>
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<tr>
<td>Responds professionally as complexity increases.</td>
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<tr>
<td>Improved from beginning of practicum to end</td>
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</table>

Communication and Interpersonal Skills

Demonstrates the skills associated with verbal and nonverbal communication in the following areas: active listening, establishing a therapeutic relationship, and communicating treatment plans and goals with the client. (APA: 5b1)

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<tbody>
<tr>
<td>Demonstrates active listening skills.</td>
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<tr>
<td>Able to establish therapeutic relationships with clients.</td>
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<tr>
<td>Communicates treatment plans and goals with client.</td>
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Demonstrates the skills associated with written communication in the following areas: keeping client notes that describe the client and problem, psychosocial history, mental status exam, formulating diagnostic impressions, and progress monitoring. (APA: 5b1)

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<tbody>
<tr>
<td>Maintains accurate client notes</td>
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<tr>
<td>Generates accurate assessment reports: intake, MSE, etc.</td>
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<tr>
<td>Documents diagnosis and progress monitoring.</td>
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Demonstrates knowledge of professional language such as: assessment, treatment plan, data-based decision making, transference, counter-transference, termination, etc. (APA: 5b2)

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<tbody>
<tr>
<td>Uses appropriate professional language with colleagues.</td>
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<tr>
<td>Uses jargon-free language with clients.</td>
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<tr>
<td>Demonstrates knowledge of theory in use of language.</td>
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</table>

Demonstrates knowledge related to professional concepts having to do with running a psychological setting including: scheduling, consultation, supervision, and record keeping. (APA: 5b2)

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</thead>
<tbody>
<tr>
<td>Understands the rules and regulations of the setting.</td>
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<tr>
<td>Behaves appropriately during non-clinical interactions.</td>
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<tr>
<td>Demonstrates respect for physical property.</td>
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</table>

Demonstrates the ability to develop and maintain effective relationships with a wide range of individuals. (APA: 5c1)

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</thead>
<tbody>
<tr>
<td>Able to use effective communication techniques.</td>
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<tr>
<td>Able to establish a therapeutic relationship with clients.</td>
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<tr>
<td>Able to deal with conflict with other professionals.</td>
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</table>

Demonstrates skill in managing difficult communication such as: scheduling conflicts, lack of improvement, termination, and outside referrals / consultations when needed. (APA: 5c2)

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<tbody>
<tr>
<td>Able to manage difficult communication with clients (e.g.,</td>
<td></td>
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<tr>
<td>termination or progress toward goals.</td>
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</tr>
<tr>
<td>Able to manage difficult communications with other professionals (e.g., outside referrals, consultants)</td>
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</tr>
</tbody>
</table>
## Ethical and Legal Standards

### Demonstrates knowledge of ethical and legal requirements as well as guild expectations. (APA: 2b)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows APA Ethical Principles &amp; Code of Conduct.</td>
<td>1</td>
</tr>
<tr>
<td>Follows relevant laws, professional standards, and policies for practice</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates APA’s best practices in clinical work.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. (APA: 2c)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes ethical dilemmas as they arise</td>
<td>1</td>
</tr>
<tr>
<td>Uses ethical decision-making process for dilemmas.</td>
<td>1</td>
</tr>
<tr>
<td>Successfully resolves ethical dilemmas</td>
<td>1</td>
</tr>
</tbody>
</table>

## Consultation and Interdisciplinary Skills

### Demonstrate knowledge and respect for the roles and perspectives of other professions, models and practices. (APA: 9a)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the roles of other health providers.</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates respect for other health providers.</td>
<td>1</td>
</tr>
<tr>
<td>Able to take the perspective of other health providers. (also APA: 5c2)</td>
<td>1</td>
</tr>
</tbody>
</table>

## Individual and Cultural Diversity

### Demonstrates an understanding of how his/her personal/cultural history, attitudes, and biases may affect his/her understanding of and interaction with individuals from diverse backgrounds

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of own cultural attitudes / bias.</td>
<td>1</td>
</tr>
<tr>
<td>Understands impact of attitudes on cross-cultural practice</td>
<td>1</td>
</tr>
<tr>
<td>Self discloses personal history only when appropriate</td>
<td>1</td>
</tr>
</tbody>
</table>

### Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. (APA: 3c5)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates sensitivity to needs of the clients.</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge of cultural differences related to client needs.</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates ability to apply approach for working effectively with diverse clients (APA: 3d2)</td>
<td>1</td>
</tr>
</tbody>
</table>
### Assessment

**Demonstrates the ability to select and apply assessment methods; collect relevant data from multiple sources; utilizing relevant data for treatment planning. (APA: 7a)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects &amp; applies relevant and scientifically sound assessment methods.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates ability to collect relevant data using multiple sources.</td>
<td></td>
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<tr>
<td>Demonstrates ability select methods relevant to diverse clients.</td>
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</tbody>
</table>

**Demonstrates ability to interpret assessment results to inform case conceptualization, diagnosis, and recommendations. (APA: 7b)**

<table>
<thead>
<tr>
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<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprets assessment results, following current research and professional standards and guidelines</td>
<td></td>
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</tr>
<tr>
<td>Uses assessment results to inform case conceptualization, diagnosis, and recommendations</td>
<td></td>
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</tr>
<tr>
<td>Considers diversity characteristics of the client when interpreting assessments.</td>
<td></td>
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</tbody>
</table>

**Demonstrates the ability to communicate the assessment finding in an accurate and effective manner sensitive to a range of audiences. (APA: 7c)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has effective verbal skill in communicating assessment findings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has effective skill in written communication of assessment findings.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Interventions

**Demonstrates the ability to establish and maintain effective relationships with the recipients of psychological services. (APA: 6a)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes effective relationship with clients.</td>
<td></td>
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<tr>
<td>Maintains effective relationships with clients.</td>
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</tbody>
</table>

**Demonstrates knowledge of and skill in implementing interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables; ability to modify / adapt evidence-based approaches when clear evidence-based is lacking. (APA: 6c&c)**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of research- and evidence-based interventions.</td>
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<tr>
<td>Skill in implementing research- and evidence-based interventions.</td>
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<tr>
<td>Skill in implementing interventions informed by assessment findings.</td>
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<tr>
<td>Skill in implementing interventions informed by diversity and contextual variable.</td>
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<tr>
<td>Demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</td>
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</tbody>
</table>
### Site Specific Competencies (Optional – Practicum site supervisors can add competencies specific to the site that are not included on this form)

<table>
<thead>
<tr>
<th></th>
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<th>N/A</th>
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</thead>
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<td>3</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Signatures**

The signatures below denote that the supervisor has discussed this evaluation with the student and the student has reviewed this completed form.

Print Student’s Name ____________________________ Signature of Student ____________________________

Print Supervisor’s Name ____________________________ Signature of Site Supervisor ____________________________

Date of Evaluation ____________________________
Appendix K

Student Evaluation of Practicum

Date of Evaluation: ______________________________________
Student Name: __________________________________________
Name of Practicum Site: __________________________________
Name of Primary Supervisor: ______________________________

Instructions: Please select the number that most accurately reflects your experience at the practicum site.
1) Unacceptable 2) Minimally Acceptable 3) Average Quality 4) Above Average 5) Outstanding

Quality of Supervision:
___ Dedicated time / Reliable
___ Availability for “as need” supervisory time
___ Qualifications / Competency of supervisor(s)
___ Quality of feedback / evaluation of my work
___ Commitment to my personal and professional development

Structure of the Practicum Experience:
___ Specific duties and responsibilities
___ Balance in duties (assessment, treatment, supervision, etc.)
___ Flexibility in schedule/amount of hours
___ Office/work space available

Client Availability:
___ # of direct contact hours available/week
___ Variety of clients

Variety of Training Opportunities:
___ Assessment
___ Intervention
___ Consultation
___ Evidence-Based Practice
___ Supervision

Location:
Driving Time (from campus in minutes): ______

Additional Information:
Strengths of this site: ______________________________________

List problems or concerns, if any: ____________________________

List strengths of the supervisor: _____________________________

List problems/concerns of the supervisor, if any: ________________

Additional Comments: ______________________________________

Would you recommend this site to another student?  ___ Yes    ___ No    ___ Not Sure
Appendix L
Outside Experience Form

Combined Doctoral Program in Counseling Psychology and School Psychology Florida State University

Directions: Complete this form to document the nature of any paid or volunteer work involving the provision of human services that is psychological in nature and is not part of a university course, practicum, or internship. Also document the nature of any graduate assistanships or work within the university. If the faculty judge that a student’s proposed work is outside the limits of his or her training and experience, or if proposed work does not meet standards for on-site supervision, the student may not begin or continue the work and remain in the doctoral program. This form needs to be submitted to the student’s major professor before any outside work begins. This form also needs to be completed each semester even if work setting, responsibilities, and supervision do not change. The policy on outside professional work by students is contained in the Student Handbook.

Student Name: __________________________ Date: ________________

Phone number: ___________________ Emergency phone number: ___________________

E-mail address: __________________________

Student Liability Insurance Carrier ______________________ Policy Number _________

License __________________________ State ______ License Number_______________

Certification ______________________ Organization __________________________

Employing Organization ______________________________________________________

Address ______________________________________________________________________

Semester ____________ Year __________

Supervisor ______________________________________

Address ______________________________________________________________________

Phone number ___________________ Emergency phone number ___________________

Fax number ______________________

E-mail address ______________________

License __________________________ State ______ License Number_______________

Certification ______________________ Organization __________________________
Hours of individual supervision per week _____

Hours of group supervision per week (optional) _____

Major Professor: _________________________________

Work Responsibilities:
1) __________________________________________________________________________
2) __________________________________________________________________________
3) __________________________________________________________________________
4) __________________________________________________________________________
5) __________________________________________________________________________
6) __________________________________________________________________________
7) __________________________________________________________________________
8) __________________________________________________________________________
9) __________________________________________________________________________
10) __________________________________________________________________________

________________________ _______________________ _______________________
Student Major Professor Dir. Clinical Training

________________________ _______________________ _______________________
Student Signature Major Prof. Signature Director Signature
Appendix M
List of Practicum Sites

Apalachee Center
FAMU Counseling Center
Federal Corrections Institute Marianna, FL
FSU Adult Learning Evaluation Center (ALEC)
FSU Career Center
FSU Children’s Learning Clinic
FSU Counseling Center
FSU Human Services Center (HSC)
FSU Multidisciplinary Center
FSU Thagard Health and Wellness Center
Florida Center for Reading Research
Florida State Hospital
Lake City VA Medical Center
Tallahassee VA Medical Center
Morse Therapy Group
Offices of Dr. Robert Kline
Offices of Dr. Nancy Wonder
Psychological Center for Growth and Development/South Georgia Autism Center
Tallahassee Memorial Hospital Behavioral Health Center
Tallahassee Memorial Hospital Neuropsychology
UF Health Shands Trauma One Center Jacksonville
Appendix N
SPRING 2018
SEMI-ANNUAL EVALUATION: PhD STUDENTS

In accordance with program policy, all doctoral students will be evaluated twice-per-year. This form will be filled out by the student’s major professor. After review by the core program faculty, one signed copy will be provided to the student, one copy to the DCT and one filed in the student’s official file. The major professor will develop and attach a remediation plan for any item in Part B rated “Official Concern.”

Name: ___________________________ Date: __________________

Major Professor: ____________________ Cohort Entry Date [semester/year]: __________

EMPLID: __________

Committee Members: __________________________________________________________

A. Date Completed:

Qualifying Examination __________ Program of Studies __________

Prelims __________ Dissertation prospectus __________

Cleared for internship __________ Internship site __________

B. Summary of Academic Progress:

| B.1. Clinical interventions (therapy, consultation) | Official | Acceptable | Concern | ^9
| B.2. Assessment (testing and evaluation) | __ | __ | __ |
| B.3. Professional and ethical conduct | __ | __ | __ |
| B.4. Personal Characteristics (maturity; ethics and integrity; responsibility, receptiveness to supervision; interpersonal effectiveness) | __ | __ | __ |
| B.5. Research and writing skills | __ | __ | __ |
| B.6. Timely Progress | __ | __ | __ |

^9 Complete a remedial plan for each official concern noted above
C. Grades
A “B” average maintained? Yes __ No ___

Any “C” or lower coursework to be retaken: ____________________________________________
________________________________________________________________________

D. Scholarly Engagement
DIRECTIONS: List at least two activities that are congruent with career goals and program mission and goals. Student must conduct a minimum of two research other scholarly activities prior to preliminary exam and disseminate a minimum of two research or other scholarly activities via professional publication or presentation over 2 semesters prior to preliminary exam.

Activity (e.g., presentation at state conference):
1. 
2. 
3. 

_____ Student conducted a minimum of two research or other scholarly activities prior to preliminary examination.

_____ Student disseminated a minimum of two research or other scholarly activities via professional publication or presentation over 2 semesters prior to preliminary examination.

E. Practicum/Outside Experience
Practicum since the last Semi-Annual Evaluation: _____ yes _____ no

If yes, list the name of the agency/site(s):

Outside Experience (paid or volunteer work involving the provision of human services psychological in nature) since the last evaluation: _____ yes _____ no

If yes, please list: ____________________________________________________________

No. DIS Credit Hours: _____ No. Supervised Research Credit Hours: _____

---

F. PROGRAM COMPETENCY BENCHMARKS
DIRECTIONS: The following ratings are designed to assist the student in tracking their development across competencies important ultimately to a student’s readiness to apply for an internship. Please select from the options: 1, 2, 3, 4, or N/O [no opportunity to observe] which most accurately reflects the student’s present level of competence. No need to complete if student is on internship or has completed their internship.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Outstanding</th>
<th>No Opportunity to Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
F.1. Professional Values and Attitudes

F.1A. Integrity - Honesty, personal responsibility and adherence to professional values

| 1 | 2 | 3 | 4 | [N/O] |

F.1B. Deportment – Communication and conduct is respectful, tactful and professionally appropriate

| 1 | 2 | 3 | 4 | [N/O] |

F.1C. Accountability: Accepts responsibility for own actions

| 1 | 2 | 3 | 4 | [N/O] |

F.1D. Concern for the Welfare of Others – Acts in ways to understand and safeguard the welfare of others

| 1 | 2 | 3 | 4 | [N/O] |

F.2. Individual and Cultural Diversity - Awareness, sensitivity and skills in working professionally with diverse individuals and groups who represent various cultural, ethnic and/or personal backgrounds

| 1 | 2 | 3 | 4 | [N/O] |

F.3. Ethical & Legal Standards and Principles

F.3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines – including APA Ethical Principles and Code of Conduct and other relevant laws, statutes, rules and regulations

| 1 | 2 | 3 | 4 | [N/O] |

F3B. Ethical Conduct – demonstrates moral principles/ethical values in professional conduct/behavior

| 1 | 2 | 3 | 4 | [N/O] |

F.4. Reflective Practice/Self-Assessment/Self-Care – Conducts self with personal and professional self-awareness and reflection; awareness of competencies; appropriate self-care/”balance” and “harmony”

| 1 | 2 | 3 | 4 | [N/O] |

F.4A. Participation in Supervision Process – Effectively participates in supervision; non-defensive

| 1 | 2 | 3 | 4 | [N/O] |
F.5. Relationships – Relates effectively and meaningfully with clients, peers/colleagues, supervisors and other professionals

| 1 | 2 | 3 | 4 | [N/O] |

F.5.A. Interpersonal Relations – Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively

| 1 | 2 | 3 | 4 | [N/O] |

F.6. Scientific Knowledge and Methods – “Scientific mindedness” and “scientific foundation of professional practice”: Understands and respects research and values the “marriage” between research and practice, biological and cognitive-affective bases of behavior, and development across the lifespan.

| 1 | 2 | 3 | 4 | [N/O] |

F.7. Evidence-Based Practice – Knowledge and application of evidence-based practice in assessment, case formulation, treatment planning, intervention, consultation, supervision, outcome assessment, and other psychological procedures

| 1 | 2 | 3 | 4 | [N/O] |

G. Comments

Major Professor Signature: _____________________________ Date: _____________

Student Signature: _____________________________ Date: _____________

Director of Training: _____________________________ Date: _____________

Developed by Professor Pfeiffer_6.28.12 (revised 7.16.12; 8.25.12; 1.29.13; 8.21.15; 2.17.16; 2.19.17)
Appendix O

FSU Combined Program: Applicant Rubric Scoring Guide

This rubric is designed to give comparable, relative assessment of admissions materials submitted by potential candidates to the Combined Counseling Psychology and School Psychology Ph.D. Program. All final decisions are reached by the faculty admissions committee via discussion and consensus.

<table>
<thead>
<tr>
<th></th>
<th>Does not meet expectations 1</th>
<th>Below Expectations 2</th>
<th>Meets Expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit/Match</td>
<td>Lacks fit with faculty research and clinical interests and experiences. Applicant would be a poor match interpersonally to work closely with faculty and within culture of the program.</td>
<td>Some fit with faculty research and clinical interests and experiences. Concerns about applicant’s ability to work closely with faculty and within culture of the program.</td>
<td>Good fit with faculty research and clinical interests and experiences. Applicant would be a good match interpersonally to work closely with faculty and within culture of the program.</td>
<td>Excellent fit with faculty research and clinical interests and experiences. Applicant would be an excellent match interpersonally to work closely with faculty and within culture of the program.</td>
</tr>
</tbody>
</table>

Note: Applicant must score 3 or higher on fit/match to be considered for admission under this faculty member. If applicant scores below 3, do not evaluate further and provide that score as the total score received.

<table>
<thead>
<tr>
<th>Statement of Purpose (content)</th>
<th>Unclear intent, poor writing quality, no clear understanding of the fields of school psych/counseling psychology.</th>
<th>Some goals and/or connection to school psych and/or counseling psychology.</th>
<th>Several goals and/or connection to school psych and/or counseling psychology.</th>
<th>Clear statement of goals. Explicit understanding of counseling psych and/or school psych as a profession and of the program at FSU. Clear evidence of relevant leadership and/or work experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of Reference</td>
<td>Letters with explicit and significant reservations about applicant. Does not demonstrate capacity to succeed in program and/or lacks maturity and interpersonal qualities to suggest success as psychologist.</td>
<td>Letters with some minor reservations about applicant, but no major strengths reported. Demonstrates some capacity to succeed in program and some questions as to maturity and interpersonal qualities.</td>
<td>Letters with clear supporting evidence. Demonstrates good capacity to succeed in program and sufficient maturity and interpersonal qualities.</td>
<td>Letters with specific references to pertinent competencies, aptitudes, and experiences, student defined as “top 10%,” “excellent potential,” “someone I would hire to work with my child,” etc. across all three letters. Demonstrates high capacity to succeed in the program and possesses excellent maturity and interpersonal qualities to suggest success as a psychologist.</td>
</tr>
<tr>
<td>Educational History: Relevant coursework/major</td>
<td>Irrelevant coursework and undergraduate major.</td>
<td>Semi-relevant major with 1-2 relevant courses</td>
<td>Relevant major with several relevant courses</td>
<td>Relevant major, several relevant courses, and relevant graduatelevel coursework.</td>
</tr>
<tr>
<td>CV/Resume: Clinical experience</td>
<td>No experience reported.</td>
<td>1-2 limited clinically relevant experiences</td>
<td>Several extensive clinically relevant experiences</td>
<td>Experience in multiple clinical settings (3 or more) with a variety of client needs.</td>
</tr>
<tr>
<td>CV/Resume: Research experience</td>
<td>No research experience reported</td>
<td>Little research experience.</td>
<td>Moderate level of research experience.</td>
<td>Strong research experience. May have worked on research publications and grants.</td>
</tr>
<tr>
<td>GPA</td>
<td>GPA less than 3.0</td>
<td>GPA 3.0-3.49</td>
<td>GPA 3.5-3.74</td>
<td>GPA 3.75-4.0</td>
</tr>
<tr>
<td><strong>GRE Scores:</strong></td>
<td>Scores are below acceptable range.</td>
<td>Scores are in the bottom of the acceptable range.</td>
<td>Scores are at the top of the acceptable range.</td>
<td>Scores exceed the acceptable range.</td>
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<td>-----------------</td>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Verbal, Quantitative and Writing</strong></td>
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</table>

**Ph.D. Student Handbook**
Florida State University Combined Counseling Psychology and School Psychology Ph.D. Program: Applicant Rubric

This rubric is designed to give comparable, relative assessment of admissions materials submitted by potential candidates to the Combined Counseling Psychology and School Psychology Ph.D. Program. All final decisions are reached by the faculty admissions committee via discussion and consensus.

Faculty Member:

________________________________________________________________________

Applicant Name:

________________________________________________________________________

<table>
<thead>
<tr>
<th>Area</th>
<th>Score Received**</th>
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<tbody>
<tr>
<td>Fit/Match*</td>
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<tr>
<td>Statement of Purpose (Content)</td>
<td></td>
</tr>
<tr>
<td>Statement of Purpose (Writing Style)</td>
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</tr>
<tr>
<td>Letters of Reference</td>
<td></td>
</tr>
<tr>
<td>Educational History</td>
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</tr>
<tr>
<td>CV/Resume: Clinical Experience</td>
<td></td>
</tr>
<tr>
<td>CV/Resume: Research experience</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td></td>
</tr>
<tr>
<td>GRE Scores: Verbal, Quantitative and Writing</td>
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</tr>
<tr>
<td>TOTAL SCORE (max 36 points)</td>
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</tr>
</tbody>
</table>

Note: Please indicate if applicant represents a typically underrepresented population and would increase program diversity:

_____ Yes  ____ No or no evidence indicating this

Comments & Referrals
Faculty will interview at least the top three scoring applicants.

*Applicant must score 3 or higher on fit/match to be considered for admission under this faculty member. If applicant scores below 3, do not evaluate further and provide that score as the total score received.
**A score below 3 in any category may result in applicant being dropped from consideration.
# Appendix P
## Course Signature Assessment Table

<table>
<thead>
<tr>
<th>Course</th>
<th>Signature Assessments</th>
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<tbody>
<tr>
<td>MHS 8961r Preliminary Examination</td>
<td>Engagement in Scholarly Activity</td>
</tr>
<tr>
<td></td>
<td>Summary of Student Semi-Annual Evaluation (Sections B.3 &amp; F.3b)</td>
</tr>
<tr>
<td>MHS 8961– Preliminary Examination</td>
<td>Area III Clinical Presentation</td>
</tr>
<tr>
<td>MHS 6175 Design and Critical Review</td>
<td>Article Critique</td>
</tr>
<tr>
<td>MHS 6805 Advanced Group or Individual Counseling – Fall Semester (Section 1) Career Practicum</td>
<td>Practicum Site Supervisor Evaluation</td>
</tr>
<tr>
<td></td>
<td>Case Presentation</td>
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<tr>
<td></td>
<td>Self-Reflection Paper</td>
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<tr>
<td></td>
<td>Faculty Supervisor Evaluation</td>
</tr>
<tr>
<td>MHS 6805 – Advanced Group or Individual Counseling – Section 2 (Spring HSC)</td>
<td>Practicum Site Supervisor Evaluation</td>
</tr>
<tr>
<td></td>
<td>Burn-out Prevention and Professional Development Plan</td>
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<tr>
<td></td>
<td>Case Documentation</td>
</tr>
<tr>
<td>MHS 6946 (Section 1 &amp; 2) Field Practicum</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td>Self-Reflection Assignment</td>
</tr>
<tr>
<td>MHS 6946 Field Practicum in Counseling/Psychology (Sections 3 &amp; 4)</td>
<td>Practicum Site Supervisor Evaluation</td>
</tr>
<tr>
<td></td>
<td>Case Presentation</td>
</tr>
<tr>
<td>MHS 6946 (Section 5 or 6) Field Practicum in Counseling/Psychology</td>
<td>Values/Attitudes of Psychology Assessment</td>
</tr>
<tr>
<td></td>
<td>Synopsis of Clinical Experience Assignment</td>
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<td></td>
<td>Practicum Supervisor Evaluation</td>
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<tr>
<td>MHS 6220 Individual Appraisal in Counseling</td>
<td>Case Study</td>
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<td>Integrated Assessment Report</td>
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<td>Presentation of Assessment Results</td>
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<td>MHS 6803 Seminar in Ethics, Law, and Clinical Supervision</td>
<td>Final Paper</td>
</tr>
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<td></td>
<td>Term Paper: Critical Analysis of Supervisory Experience</td>
</tr>
<tr>
<td></td>
<td>Penalty &amp; Appeals Assignment</td>
</tr>
<tr>
<td></td>
<td>Site Visit Consultation Report</td>
</tr>
<tr>
<td>MHS 6401 Evidenced-based Counseling</td>
<td>Case Study Paper</td>
</tr>
</tbody>
</table>
Institutional Review Board Human Subjects Committee Approval Verification Form

Students must obtain approval from the Florida State University Institutional Review Board in their own name if the research involves human or animal subjects, including secondary data analyses. Students must complete and submit this form to the Office of Academic Services and Intern Support (OASIS) within 60 days of the defense of the prospectus. Failure to submit this form within 60 days of the prospectus defense will result in a registration hold. The academic dean will not approve the final manuscript clearance forms if the required IRB approvals are not obtained.

Please note: This form requires the signature of the major professor and department chair. After signing, the department chair will forward the form to OASIS.

Student Name: ________________________________________________________ EMPLID: __________________
Department: ________________________ Academic Plan/Major: __________________________

Title: ____________________________________________________________________________

Prospectus Defense Date: __________________________

TO BE COMPLETED BY THE MAJOR PROFESSOR:

IRB approval not required. ________ Please attach an explanation.

IRB approval not received due to the following:

_____________________________________________________________________________________
_____________________________________________________________________________________

IRB APPROVAL DATE and HSC#: (for human or animal subjects research):
_____________________________________________________________________________________
Please attach IRB approval letters(s). The approval letter must be in the student’s name.

_____________________________________________________________________________________

Major Professor Print Name Date

_____________________________________________________________________________________

Major Professor Signature Date

_____________________________________________________________________________________

114
TO BE COMPLETED BY DEPARTMENT CHAIR:

____________________________________________

Department Chair Signature

Date: ________________________________

Ph.D. Student Handbook

TO BE COMPLETED BY OASIS:

Date Received: ________________
## Appendix R
### Curriculum Map

**Profession-wide Competencies:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Map of Courses</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>• EDF 5400: Basic Inferential Stats</td>
<td>o MHS 6715 Design and Critical Review</td>
</tr>
<tr>
<td></td>
<td>• EDF 5401: General Linear Models</td>
<td>o Assignment #3 Article Critique</td>
</tr>
<tr>
<td></td>
<td>• Either:</td>
<td>o MHS 8961r Preliminary Examination</td>
</tr>
<tr>
<td></td>
<td>• EDF 5402: Anova/MANOVA</td>
<td>o Research Exam paper</td>
</tr>
<tr>
<td></td>
<td>• EDF 5406: Multivariate Analysis Applications</td>
<td>o Scholarly engagement activity</td>
</tr>
<tr>
<td><strong>Ethical and Legal Standards</strong></td>
<td>• SPS 5055: Foundations of School Psychology</td>
<td>• MHS 6803: Seminar in Ethics, Law, and Clinical Supervision</td>
</tr>
<tr>
<td></td>
<td>• MHS 5400: Introduction to Counseling Theories and Techniques</td>
<td>o Final Process Paper</td>
</tr>
<tr>
<td></td>
<td>• MHS 5511: Group Counseling</td>
<td>o Term Paper: Critical Analysis of Supervisory Experience</td>
</tr>
<tr>
<td></td>
<td>• MHS 6805 Practicum</td>
<td>• MHS 6805 Practicum Section 1 (career)</td>
</tr>
<tr>
<td></td>
<td>• MHS 6946r Field Practicum</td>
<td>o Practicum Site Supervisor Evaluation</td>
</tr>
<tr>
<td></td>
<td>• MHS 6805 Practicum Section 3-8</td>
<td>• MHS 6946 Practicum (Sections 3-8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practicum Site Supervisor Evaluation</td>
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<td></td>
<td></td>
<td>• MHS 8961r Preliminary Examination</td>
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<td>o Summary of Student Semi-Annual Evaluations</td>
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<td></td>
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<td>o Clinical Case Presentation</td>
</tr>
<tr>
<td>Individual and Cultural Diversity</td>
<td>Professional Values, Attitudes, and behaviors</td>
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</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
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</tbody>
</table>
| **MHS 5060**: Psychosocial and Multicultural Aspects of Counseling  
**SPS 5055**: Foundations of School Psychology  
**MHS 5400**: Introduction to Counseling Theories and Techniques  
**SPS 5191**: Assessment of Intelligence  
**CLP 6169**: Adult Development and Psychopathology  
**MHS 5511**: Group Counseling | **MHS 8961r Preliminary Examination**  
○ Research Exam paper  
○ Scholarly engagement activity  
○ Clinical (oral) case presentation  
**MHS 6803**: Seminar in Ethics, Law, and Clinical Supervision  
○ Term Paper: Critical Analysis of Supervisory Experience  
**MHS 6946 Practicum Sections 3 & 4**  
○ Self-Reflection Assignment  
○ Practicum Site Supervisor Evaluation  
**MHS 6946 Practicum Sections 5 & 6**  
○ Case Presentation  
○ Practicum Site Supervisor Evaluation  
**MHS 6946 Practicum Sections 7 & 8**  
○ Values/Attitudes of Psychology assessment  
○ Synopsis of clinical experience assignment  
○ Practicum Site Supervisor Evaluation  
**MHS 6805 Career Practicum Section 1**  
○ Self-Reflection Paper  
○ Case Presentation  
○ Practicum Site Supervisor Evaluation  
**MHS 6220 Individual Appraisal in Counseling**  
○ Case Study | **MHS 6946 Practicum Sections 7 & 8**  
○ Values/Attitudes of Psychology Assessment  
○ Practicum Site Supervisor Evaluation  
○ Synopsis of clinical experience assignment  
**MHS 8961r Preliminary Examination**  
○ Summary of Student Semi-Annual Evaluations  
**MHS 6805r HSC Practicum Section 2** |
| Communications and Interpersonal Skills | • MHS 5400: Introduction to Counseling Theories and Techniques  
• CLP 6169: Adult Development and Psychopathology | • MHS 6805 Career Practicum Section 1  
• Practicum Site Supervisor Evaluation  
• Case Presentation  
• MHS 8961r Preliminary Examination  
• Summary of Student Semi-Annual Evaluations  
• MHS 6805r HSC Practicum Section 2  
• Practicum Site Supervisor Evaluation  
• Case Documentation |
|---|---|---|
| Assessment | • EDF 5481: Methods of Educational Research  
• SPS 5191: Assessment of Intelligence  
• RCS 5250: Assessment in Counseling | • MHS 6220 Individual Appraisal  
• Case Study  
• Integrated assessment report  
• Presentation of assessment results  
• MHS 8961r Preliminary Examination  
• Clinical (oral) case presentation |
| Intervention | • MHS 5400: Introduction to Counseling Theories and Techniques  
• MHS 5511: Group Counseling  
• CLP 6169: Adult Development and Psychopathology | • MHS 6803: Seminar in Ethics, Law, and Clinical Supervision  
• Penalty & Appeals Assignment Quiz  
• MHS 6805 Career Practicum Section 1  
• Practicum Site Supervisor Evaluation  
• Case Presentation  
• MHS 8961r Preliminary Examination  
• Clinical (oral) case presentation  
• MHS 6401 Evidence Based  
• Adapting Intervention (Case Study) Assignment |
| Supervision | • SPS 5055: Foundations of School Psychology  
• MHS 5400: Introduction to Counseling Theories and Techniques  
• MHS 5511: Group Counseling | • MHS 6803: Seminar in Ethics, Law, and Clinical Supervision  
• Final Paper |
**Consultation and interprofessional/interdisciplinary skills**

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<tr>
<th>Component</th>
<th>Distributed</th>
<th>Assessed</th>
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</table>
| History and Systems of Psychology | • MHS 5400: Introduction to Counseling Theories and Techniques  
• CLP 6169: Adult Development and Psychopathology  
• SYP 5105: Theories of Social Psychology  
• EDP 5216: Theories of Learning and Cognition in Instruction | • PSY 5605: History and Systems of Psychology  
  o Course grade  
  o Artifact Project |
| Affective Aspects of Behavior | • DEP 5068: Life-Span Human Development  
• CLP 6169: Adult Development and Psychopathology  
• MHS 5060: Psychosocial and Multicultural Aspects of Counseling | • EDF 5216: Theories of Learning and Cognition  
  o Theory Paper  
• MHS 6220: Individual Appraisal in Counseling Psychology and School Psychology  
  o Integrated psychological report assignment  
• Assess Course Grades (Semi-annual Evaluation) |
| Biological Aspects of Behavior | • DEP 5068: Life-Span Human Development  
• CLP 6169: Adult Development and Psychopathology | • PSB 5060: Biological Basis of Learning and Behavior  
  o Mid-Term Examination  
  o Final Examination |

**MLA: Score of “3” target for all Signature Assessments (rubrics in LiveText)**
| Cognitive Aspects of Behavior | EDP 5216: Theories of Learning and Cognition in Instruction  
DEP 5068: Life-Span Human Development | EDF 5216: Theories of Learning and Cognition  
- Theory Paper  
- Test  
PSB 5066: Biological Bases of Learning and Behavior  
- Final Exam  
MHS 6946 Practicum Section 3  
- Clinical case presentation  
- Assess Course Grades (Semi-annual Evaluation) |
|-------------------------------|-------------------------------------------------|---------------------------------------------------------------|
| Developmental Aspects of Behavior | DEP 5068: Life Span Human Development  
CLP 6169: Adult Development and Psychopathology  
MHS 5060: Psychosocial and Multicultural Aspects of Counseling | DEP 5068: Life Span Human Development  
- Lifespan Interview Analysis (DEP 5068)  
- Lifespan Poster Presentation (DEP 5068)  
- Written and on-line exams (DEP 5068)  
PSB 5066: Bio Bases of Learning and Behavior  
- Final Exam  
MHS 6946 Practicum Section 3  
- Clinical case presentation  
- Assess Course Grades (Semi-annual Evaluation) |
| Social Aspects of Behavior | CLP 6169: Adult Development and Psychopathology  
MHS 5060: Psychosocial and Multicultural Aspects of Counseling | SYP 5105: Theories of Social Psychology  
- Literature Review Paper  
- In-class Presentation on Topic  
MHS 6946 Practicum Section 3  
- Clinical case presentation  
- Assess Course Grades (Semi-annual Evaluation) |
| Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems) | MHS 5400: Introduction to Counseling Theories and Techniques  
MHS 5511: Group Counseling  
CLP 6169: Adult Development and Psychopathology  
MHS 5060: Psychosocial and Multicultural Aspects of Counseling | MHS 8961r Preliminary Examination  
- Clinical (oral) case  
- Research Area Paper  
MHS 6946r Field Practicum 4  
- Case Presentation  
MHS 6803: Seminar in Ethics, Law, and Clinical Supervision  
- Assess Course Grades (Semi-annual Evaluation) |
| Research Methods | • SPS 5055: Foundations of School Psychology | • MHS 6715 Design and Critical Review  
• MHS 8961r Preliminary Examination  
  o Research Exam paper  
  o Clinical (oral) case presentation  
• MHS 8961 Dissertation Prospectus  
• MHS 8981r Dissertation Defense  
• Assess Course Grades (Semi-annual Evaluation) |
|---|---|---|
| Quantitative Methods | • EDF 5481: Methods of Educational Research  
• EDF 5400: Basic Inferential Statistics  
• EDF 5481: Methods of Educational Research  
  o Research Proposal Paper  
• EDF 5401: General Linear Model  
  o Mid-Term  
  o Final Exam  
• EDF 5406: Multivariate Analysis Applications  
  o Mid-Term  
  o Final Exam  
• MHS 8961 Dissertation Prospectus  
• MHS 8981r Dissertation Defense  
• Assess Course Grades (Semi-annual Evaluation) |
| Psychometrics | • EDF 5481: Methods of Educational Research  
• SPS 5191: Assessment of Intelligence  
• RCS 5250: Assessment in Counseling  
• MHS 6220: Individual Appraisal in Counseling  
| • MHS 6220: Individual Appraisal in Counseling Psychology and School Psychology  
  o Presentation of Assessments results assignment  
• SPS 5191: Assessment of Intelligence  
  o Multiple quizzes  
  o Final Exam  
• Assess Course Grades (Semi-annual Evaluation) |

**MLA:** All quiz, examinations and course grades of at least B- for all areas assessed. Other assignments must be rated in the average or adequate range of the grading rubric specific to the assignment.