

### Clinical Proficiency Exam Checklist

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

- \_\_\_\_\_ Psychological Evaluation
  - \_\_\_\_\_ Demographic Data
  - \_\_\_\_\_ Presenting Problem
  - \_\_\_\_\_ Data Sources
  - \_\_\_\_\_ Background Information
  - \_\_\_\_\_ Behavioral Observations
  - \_\_\_\_\_ Assessment Findings
    - \_\_\_\_\_ Standard Measure of Intelligence – Raw Data  
(include all hand scoring/computer printouts)
    - \_\_\_\_\_ A Self-report questionnaire measure of Personality/Psychopathology  
(include all hand scoring/computer printouts)
    - \_\_\_\_\_ A Performance-based measure of Personality/Psychopathology  
(demonstrated use of a scoring and interpretive strategy)
    - \_\_\_\_\_ The OQ 45.2
    - \_\_\_\_\_ Other measures determined to be suitable to the referral question and the case
  - \_\_\_\_\_ Case Conceptualization
  - \_\_\_\_\_ Diagnostic Hypotheses
  - \_\_\_\_\_ Summary and Recommendations
  - \_\_\_\_\_ Treatment Plan
- \_\_\_\_\_ Video (Axis Camera) – CPE (Semester) – (Student Last Name)- DO NOT ERASE
- \_\_\_\_\_ Video Description
- \_\_\_\_\_ Appendices (Optional)

### Clinical Proficiency Exam Rating Form

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rater Name: \_\_\_\_\_

#### Psychological Assessment

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

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

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

### Therapy Session (video)

	Deficient	Below Average	Average	Above Average	Excellent
Essential relationship skills (empathy, rapport).	1	2	3	4	5
Communication skills/style.	1	2	3	4	5
Demonstration use of assessment findings in intervention.	1	2	3	4	5
Implementation of intervention consistent with model identified in treatment plan.	1	2	3	4	5
Facilitation of session direction.	1	2	3	4	5
Demonstration of psychotherapy technique.	1	2	3	4	5
Reflective practice (self-awareness, problem-solving in session).	1	2	3	4	5
Written description of session.	1	2	3	4	5
Adherence to ethics & professional standards.	1	2	3	4	5
Demonstrated sensitivity to diversity.	1	2	3	4	5
<b>Overall MEAN rating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

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

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

## Oral Exam

	Deficient	Below Average	Average	Above Average	Excellent
Presentation skills (focus, conciseness, explanation of key points, appropriate limited use of visual aids).	1	2	3	4	5
Able to articulate the bases of formulations (diagnostic/interpretive, conceptualization, treatment).	1	2	3	4	5
Shows understanding of the theoretical basis of the intervention approach.	1	2	3	4	5
Shows understanding of evidence-based practice.	1	2	3	4	5
Demonstrates basic knowledge & use of methods to examine treatment outcomes.	1	2	3	4	5
Shows critical thinking in answering questions.	1	2	3	4	5
Shows openness & responsiveness to feedback.	1	2	3	4	5
Accurate self-assessment of strengths and weaknesses of the psychological evaluation & treatment session (written & oral).	1	2	3	4	5
Sensitivity and adherence to ethics & professional standards.	1	2	3	4	5
Diversity sensitivity.	1	2	3	4	5
<b>Overall MEAN rating.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

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

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

## Doctoral Research Project Proposal Rating Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Doctoral Research Project (DRP) Title: \_\_\_\_\_

Rater Name: \_\_\_\_\_

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

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

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

\_\_\_\_\_  
Rater (Signature)

\_\_\_\_\_  
Date

## Doctoral Research Project Proposal Approval to Proceed Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

\_\_\_\_\_  
Committee Chair (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name Committee Chair/Academic Unit

\_\_\_\_\_  
Committee Member (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name Committee Member/Academic Unit

\_\_\_\_\_  
Outside Committee Member (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name Outside Committee Member/Academic Unit



Annual Evaluation Student Information Form

(Please save the file Last Name, First Name, Year: E.g., **Smith, John, 3<sup>rd</sup>**)

In order to assist faculty in better understanding student successes and accomplishments, please complete this form and submit to the office of clinical training (Lori) by the date supplied in the email. Annual evaluation meetings will be scheduled at a later date.

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

**Course Grades**

Please list all course taken this year and your grade:	
<b>Course</b>	<b>Grade</b>

**Practicum/Clinical Experience**

Please list all practica experiences this year, including Supervised clinical experiences (if none, please write “N/A”). In the left column, write a <i>brief</i> summary of your experience (1-2 sentences max).	
<b>Site (s):</b>	<b>Responsibilities</b>

**Research Activity (DRP Status)**

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

<i>Other:</i>

**Programmatic Involvement/Leadership Activities**

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

<b>Activity</b>	<b>Description</b>

## First Year Review

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

Key:

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

	Student
Overall Rating	

NARRATIVE SUMMARY



## Second Year Review

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

NARRATIVE SUMMARY

Key:

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

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

## Third Year Student Review

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

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

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

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

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

### Third Year Student Review

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

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

### Third Year Student Review

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

### Third Year Student Review

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

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

### Third Year Student Review

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

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

**Summary Comments:**

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

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

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

## Fourth Year Student Review

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

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

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

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

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

### Fourth Year Student Review

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

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

### Fourth Year Student Review

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

### Fourth Year Student Review

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

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

### Fourth Year Student Review

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





<b>Last Name</b>	<b>First Name</b>	<b>DATES:</b>
<b>Year of Admission:</b>	<b>Student #</b>	<b>MS Degree:</b>
<b>Advisor:</b>		<b>Psy.D. Degree</b>

  

<b>Hours Req'd for Degree:</b>	<b>GPA:</b>	<b>DATES:</b>
<b>Cumulative Hours:</b>		<b>Admitted to Candidacy:</b> <input type="text"/>
<b>Transfer Hours:</b>		<b>Comprehensive Exam:</b> <input type="text"/>

  

<b>Doctoral Research Project:</b>	<b>Major Advisor:</b>
<b>Title:</b> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<b>Member #2:</b>
	<b>Member #3:</b>
	<b>Member #4:</b>
	<b>Date Proposal Accepted:</b> <input type="text"/>
	<b>Date of Defense:</b> <input type="text"/>

  

<b>Internship Site:</b>	<b>Director of Training:</b>
<b>Address:</b>	
	<b>Date Begun:</b> <input type="text"/>
	<b>Date Complete:</b> <input type="text"/>

COURSES	SEM	GR	CR	COURSES	SEM	GR	CR
PSY5105 BIO FOUNDATIONS	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5521 ASSMT\INTELLIGENCE	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5511 PSYCHOPHARM	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5522 LAB\INTELLIGENCE	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5116 COG/AFFECT BASES	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5524 LAB\PERSONALITY	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5121 CULTURE/SOCIAL PSYCH	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5527 OBJECTIVE PERONALITY ASSES	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5570 MULTICULTURAL PSYCH	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5528 PROJECTIVE PERSON ASSESS	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5502 PSYCHOPATHOLOGY	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY6521 PSYCHODIAGNOSTICS	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5106 LIFE SPAN	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5541 SKILLS\TECHQS 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5115 HISTORY & SYSTEMS	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5542 SKILLS\TECHQS 2	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5200 CLINICAL RESEARCH	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY5501 PERSONALITY AND PSYCHOTHER	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5101 STAT RESEARCH METH 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY6560 SUPERVISION IN CLINICAL TRAIN	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY5102 STAT RESEARCH METH 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	PSY6562 CONSULTATION & ADMIN	<input type="text"/>	<input type="text"/>	<input type="text"/>
PSY6998 DOCTORAL RESEARCH	<input type="text"/>	<input type="text"/>	<input type="text"/>				
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>							
PSY5591 STANDARDS\ETHICS	<input type="text"/>	<input type="text"/>	<input type="text"/>				
PSY5592 STANDARDS\ETHICS	<input type="text"/>	<input type="text"/>	<input type="text"/>				
PSY5593 STANDARDS\ETHICS	<input type="text"/>	<input type="text"/>	<input type="text"/>				

Last Name

First Name

Intervention	GR	CR	Psychology Electives	GR	CR
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

PSY5002 PRE PRACTICUM

PSY5594 CPS PRATICUM/PSY5595 PRACTICUM

INTERNSHIP

<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
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<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>CLINICAL PROFICIENCY EXAMINATION</b>			
PSYCHOLOGICAL EVAL	<input type="text"/>	VIDEO TAPE/WRITE-UP EVAL	<input type="text"/>
ORAL PRESENTATION	<input type="text"/>		<input type="text"/>

COMMENTS

PROGRAM CHAIR SIGNATURE:

DATE:

\_\_\_\_\_

\_\_\_\_\_



School of Psychology

APPLICATION TO DOCTORAL CANDIDACY

Please fill in all information above the dotted line.

Name \_\_\_\_\_ Student Number \_\_\_\_\_

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

Address \_\_\_\_\_

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

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

√ \_\_\_\_\_ Passed CPE

√ \_\_\_\_\_ Passed the Second Year Review

√ \_\_\_\_\_ Maintains Satisfactory Academic Performance

√ \_\_\_\_\_ Passed Comprehensive Examination: \_\_\_\_\_

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

Comments: \_\_\_\_\_

\_\_\_\_\_  
Psy.D. Program Chair Date

\_\_\_\_\_  
Dean, College of Psychology and Liberal Arts Date

\_\_\_\_\_  
Director of Graduate Programs Date

Florida Institute of Technology  
150 W. University Blvd.  
Melbourne, FL 32901-6975  
321-674-8104  
321-674-7105 Fax  
floridatech.edu/psych

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

### Year 1

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

11 Credits

12 Credits

11 Credits  
First Year Review

### Year 2

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

12 Credits

10-13 Credits  
CPE Due Group 1

13 Credits  
CPE Due Group 2  
Second Year Review

### Year 3

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

12 Credits

12 Credits

CPE Due Group 3

9 Credits  
Comprehensive Examination  
Third Year Review\*

### Year 4

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

12 Credits

10 Credits

Fourth Year Review

### Year 5

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

Psy.D. Addendum to SOP Graduate Student Handbook

## Advanced Courses in the Clinical Psychology Program

### Family/Child Psychology

Coursework	Credits
<b>PSY5556 Psychotherapy Models: Family Approaches</b>	<b>3</b>
<b>PSY5565 Child Disorders and Therapy</b>	<b>3</b>
<b>PSY6550 Couples and Sex Therapy</b>	<b>3</b>
<b>PSY5595 Practicum in Family/Child Psychology</b>	<b>3</b>
<b>Total Hours</b>	<b>12</b>

### Neuropsychology/Clinical Health Psychology

Coursework	Credits
<b>PSY5108 Health Psychology</b>	<b>3</b>
<b>PSY6527 Fundamental of Clinical Neuropsychology</b>	<b>3</b>
<b>PSY6522 Neuropsychological Assessment</b>	<b>3</b>
<b>PSY5595 Practicum in Neuropsychology/Clinical Health Psychology</b>	<b>3</b>
<b>Total Hours</b>	<b>12</b>

### Forensic Psychology

Coursework	Credits
<b>PSY6104 Fundamental of Forensic Psychology</b>	<b>2</b>
<b>PSY6105 Clinical Forensic Assessment</b>	<b>3</b>
<b>PSY6102 Forensic Psychology (Psychology &amp; the Law)</b>	<b>2</b>
<b>PSY5192 Seminar in Psychology (Forensic)</b>	<b>1</b>
<b>PSY5192 Seminar in Psychology (Forensic)</b>	<b>1</b>
<b>PSY5595 Practicum in Forensic Psychology</b>	<b>3</b>
<b>Total Hours</b>	<b>12</b>

### Integrated Behavioral Healthcare

Coursework	Credits
<b>PSY5108 Health Psychology</b>	<b>3</b>
<b>PSY5511 Psychopharmacology</b>	<b>3</b>
<b>PSY6570 Clinical Applications Behavioral Healthcare</b>	<b>3</b>
<b>PSY5595 Practicum in Behavioral Healthcare</b>	<b>3</b>
<b>Total Hours</b>	<b>12</b>

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

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

STUDENT NAME \_\_\_\_\_ ID NO. \_\_\_\_\_  
*Last First*

PROGRAM NAME \_\_\_\_\_

- | DATE COMPLETED | REQUIREMENT  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
|----------------|--|----------|------------|----------|---------|----------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. _____       | <input type="checkbox"/> Admitted to doctoral study (Policy 3.1)   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 2. _____       | <input type="checkbox"/> Program of study submitted during 1st term (Policy 3.2.1). Submit required Remission to Take Undergraduate Course form prior to registering for each 4000-level course on program of study (Policy 2.2.2, item 2). Submit transfer credit request, if applicable (Policy 3.3).  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 3. _____       | <input type="checkbox"/> Doctoral committee established and approved in writing by major advisor, academic unit head, and Office of Graduate Programs (OGP) no later than 60 days prior to comprehensive exam (Policy 3.2.3):  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
|                | <table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">NAME</th> <th style="width: 50%;">DEPARTMENT</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </tbody> </table>  | NAME     | DEPARTMENT | _____    | _____   | _____    | _____   |       |       |       |       |       |       |       |       |       |       |       |       |
| NAME           | DEPARTMENT   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| _____          | _____  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| _____          | _____  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 4. _____       | <input type="checkbox"/> Clinical Proficiency Exam (CP) (Policies 3.2.2 and 3.2.4)   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 5. _____       | <input type="checkbox"/> Second year student review (Policy 3.2.4)   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 6. _____       | <input type="checkbox"/> Comprehensive exam (usually summer of 3rd year) (Policy 3.2 and 3.2.2)  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 7. _____       | <input type="checkbox"/> Admission to doctoral candidacy (Policy 3.2.4)  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 8. _____       | <input type="checkbox"/> DRP proposal (not a defense) approved by established committee (Policy 2.6.1)   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 9. _____       | <input type="checkbox"/> DRP registration (at least 3 credit hours every semester except the last semester per deadlines in Policy 4.10) required every semester beginning with summer semester of 2nd year and every semester thereafter (including summer) until OGP accepts approved DRP (Policy 3.2.3). Minimum of 12 semester credit hours of PSY 6088B Dissertation Research Project (Policy 3.2):   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
|                | <table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 16.6%;">SEMESTER</th> <th style="width: 16.6%;">CREDITS</th> <th style="width: 16.6%;">SEMESTER</th> <th style="width: 16.6%;">CREDITS</th> <th style="width: 16.6%;">SEMESTER</th> <th style="width: 16.6%;">CREDITS</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> | SEMESTER | CREDITS    | SEMESTER | CREDITS | SEMESTER | CREDITS | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| SEMESTER       | CREDITS  | SEMESTER | CREDITS    | SEMESTER | CREDITS |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| _____          | _____  | _____    | _____      | _____    | _____   |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| _____          | _____  | _____    | _____      | _____    | _____   |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 10. _____      | <input type="checkbox"/> Apply for APA approved internship (not graduate policy). Seek assistance from clinical training office.   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 11. _____      | <input type="checkbox"/> Print and bring several sample pages from each section of DRP to OGP for initial format/layout check (sample title page; signature page; table of contents; pages with tables; figures, photos; references; appendices).  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 12. _____      | <input type="checkbox"/> Go to <a href="https://www.fit.edu/office-of-graduate-programs/forms-and-documents/">https://www.fit.edu/office-of-graduate-programs/forms-and-documents/</a> to access and complete EID Access form (requires advisor signature). Information about the scholarship repository: <a href="http://libguides.libfit.edu/etd">http://libguides.libfit.edu/etd</a> or specific questions, contact Nancy Cameron <a href="mailto:ncameron@fit.edu">ncameron@fit.edu</a>  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 13. _____      | <input type="checkbox"/> DRP distributed to committee for review at least one month prior to defense (Policy 2.6.4). OGP full format check.  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 14. _____      | <input type="checkbox"/> DRP defense announcement submitted to OGP at least two weeks prior to defense date. Unannounced defenses are illegal and must be held again (Policy 2.6.4).   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 15. _____      | <input type="checkbox"/> DRP defense (Policy 2.6.4)  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 16. _____      | <input type="checkbox"/> DRP poster presentation at Psy Awards ceremony (not graduate policy)  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 17. _____      | <input type="checkbox"/> Bring entire DRP to OGP to check compliance with requirements prior to making copies or uploading to EID submission site.   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 18. _____      | <input type="checkbox"/> Submit archival copy of dissertation to Evans Library for inclusion in scholarship repository (required): pdf/AI led of final DRP with <b>unsigned</b> signature page. Filename must include your name and graduation year (example: JONES DRP YEAR). Submit pdf/AI led at <a href="http://etd.libfit.edu">http://etd.libfit.edu</a>  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 19. _____      | <input type="checkbox"/> Submit to OGP per announced deadline (Policy 4.10): <b>Signed</b> signature page; completed EID Access form (see item 12 above).  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
|                | <b>DRP ACCEPTANCE BY OGP BY ANNOUNCED TURN-IN DATE IS REQUIRED FOR GRADUATION</b>  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 20. _____      | <input type="checkbox"/> DRP requirement satisfied prior to internship match   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 21. _____      | <input type="checkbox"/> Coursework completed (minimum 123 semester credit hours) (Policy 3.2)   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 22. _____      | <input type="checkbox"/> Residency satisfied (4 year minimum registration at Florida Tech) (Policy 3.2)  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 23. _____      | <input type="checkbox"/> Petition to Graduate submitted to Registrar at least 21 weeks prior to graduation date. Confirm submission deadline in Academic Calendar. Late fee if petition is submitted past the deadline.  |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |
| 24. _____      | <input type="checkbox"/> Internship (2,000 clock hours) (Policy 3.2)   |          |            |          |         |          |         |       |       |       |       |       |       |       |       |       |       |       |       |