

Clinical Proficiency Exam Checklist

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

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

Clinical Proficiency Exam Rating Form

Student Name: _____

Date: _____

Rater Name: _____

Psychological Assessment

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

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

Comments (provide specific details to justify ratings above):

Therapy Session (video & written)

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

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

Comments (provide specific details to justify ratings above):

Oral Exam

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

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

Comments (provide specific details to justify ratings above):

Doctoral Research Project Proposal Rating Form

Student Name: _____

Date: _____

Doctoral Research Project (DRP) Title: _____

Rater Name: _____

	Deficient	Needs Improvement	Meets Expectations	Exceeds Expectations	Markedly Exceeds Expectations
Comprehensiveness and 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:

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

Committee Chair (Signature)

Date

Printed Name Committee Chair/Academic Unit

Committee Member (Signature)

Date

Printed Name Committee Member/Academic Unit

Outside Committee Member (Signature)

Date

Printed Name Outside Committee Member/Academic Unit

Doctoral Research Project Final Defense Rating Form

Student Name: _____ **Date:** _____

Doctoral Research Project (DRP) Title: _____

Rater Name: _____

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

A “pass” on Final Defense rating form is indicated by 3 out 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):

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Rater (Signature)	Date
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Date

Annual Evaluation Student Information Form

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

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

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

Course Grades

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

Practicum/Clinical Experience

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

Site (s):	Responsibilities

Research Activity (DRP Status)

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

<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 <i>only</i> 1-2 sentences description for each.(N/A if no involvement)	
Activity	Description

First Year Review

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

Key:

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

	Student
Overall Rating	

NARRATIVE SUMMARY

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

Signature Date

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

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

Second Year Review

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

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

Third Year Student Review

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

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

3: Meets Expectations: Functions at a level that is expected of students for this year in training.

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

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

Third Year Student Review

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

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

Third Year Student Review

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

Third Year Student Review

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

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

Third Year Student Review

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

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

Summary Comments:

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

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

SIGNATURE

DATE

Fourth Year Student Review

1: Deficient: Functions at a level substantially below that expected of students who are ready for predoctoral internship. Performance is unsatisfactory and requires remediation.

2: Needs Improvement: Functions at a level somewhat below that expected of students who are ready for predoctoral internship. Close supervision is required.

3: Meets Expectations: Functions at a level that is expected of students who are ready for predoctoral internship.

4: Exceeds Expectations: Functions at a level clearly exceeding the minimal expectations for students who are ready for predoctoral internship.

5: Markedly Exceeds Expectations: Functions significantly beyond what is expected for students who are ready for predoctoral internship.

Fourth Year Student Review

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

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

Fourth Year Student Review

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

Fourth Year Student Review

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

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

Fourth Year Student Review

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

Fourth Year Student Review

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

The student demonstrates readiness for predoctoral internship: **YES** **NO**

Summary Comments:

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

Overall Mean Rating	Student	Class Range
Objectives/Competencies Met		

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

SIGNATURE

DATE

MASTER'S DEGREE PROGRAM PLAN

NAME _____ STUDENT NUMBER _____

MAILING ADDRESS _____

DEGREE PROGRAM MS Psychology 8141 DEPARTMENT Psychology

REQUIRED

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

Student Signature Date

Department Head Signature Date

Faculty Advisor Signature Date

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

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

Doctoral Research Project: 	Major Advisor: Member #2: Member #3: Member #4: Date Proposal Accepted: Date of Defense:
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Internship Site: Address:	Director of Training: Date Begun: Date Complete:
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COURSES	SEM	GR	CR	COURSES	SEM	GR	CR
PSY5105 BIO FOUNDATIONS				PSY5521 ASSMT\INTELLIGENCE			
PSY5511 PSYCHOPHARM				PSY5522 LAB\INTELLIGENCE			
PSY5116 COG/AFFECT BASES				PSY5524 LAB\PERSONALITY			
PSY5121 CULTURE/SOCIAL PSYCH				PSY5527 OBJECTIVE PERONALITY ASSES			
PSY5570 MULTICULTURAL PSYCH				PSY5528 PROJECTIVE PERSON ASSESS			
PSY5502 PSYCHOPATHOLOGY				PSY6521 PSYCHODIAGNOSTICS			
PSY5106 LIFE SPAN				PSY5541 SKILLS\TECHQS 1			
PSY5115 HISTORY & SYSTEMS				PSY5542 SKILLS\TECHQS 2			
PSY5200 CLINICAL RESEARCH				PSY5501 PERSONALITY AND PSYCHOTHER			
PSY5101 STAT RESEARCH METH 1							
PSY5102 STAT RESEARCH METH 2							
PSY6998 DOCTORAL RESEARCH							
				PSY6560 SUPERVISION IN CLINICAL TRAIN			
				PSY6562 CONSULTATION & ADMIN			
PSY5591 STANDARDS\ETHICS							
PSY5592 STANDARDS\ETHICS							
PSY5593 STANDARDS\ETHICS							

Last Name

First Name

Intervention	GR	CR	Psychology Electives	GR	CR

PSY5002 PRE PRACTICUM

PSY5594 CPS PRATICUM/PSY5595 PRACTICUM

INTERNSHIP

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CLINICAL PROFICIENCY EXAMINATION

PSYCHOLOGICAL EVAL		VIDEO TAPE/WRITE-UP EVAL		ORAL PRESENTATION	
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COMMENTS

PROGRAM CHAIR SIGNATURE:

DATE:



APPLICATION TO DOCTORAL CANDIDACY

Please fill in all information above the dotted line.

Name _____ Student Number _____

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

Address _____

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

Signature _____

Date _____

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

✓ _____ Passed CPE

✓ _____ Passed the Second Year Review

✓ _____ Maintains Satisfactory Academic Performance

✓ _____ Passed Comprehensive Examination: _____

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

Comments: _____

Psy.D. Program Chair Date

Dean, College of Psychology and Liberal Arts Date

Director of Graduate Programs Date

Florida Institute of Technology
150 W. University Blvd.
Melbourne, FL 32901-6975

321-674-8104
321-674-7105 Fax
floridatech.edu/psych

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

Year 1

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

11 Credits

12 Credits

11 Credits

First Year Review

Year 2

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

12 Credits

10-13 Credits
CPE Due Group 1

13 Credits
CPE Due Group 2
Second Year Review

Year 3

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

12 Credits

12 Credits

9 Credits
Comprehensive Examination
Third Year Review*

Year 4

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

12 Credits

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
PSY5556 Psychotherapy Models: Family Approaches	3
PSY5565 Child Disorders and Therapy	3
PSY6550 Couples and Sex Therapy OR PSY5529 Child Assessment	3
PSY5595 Practicum in Family/Child Psychology	3
Total Hours	12

Clinical Neuropsychology

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

Forensic Psychology

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

Integrated Behavioral Healthcare/Health Psychology

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

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

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



PROGRAM NAME _____

REQUIREMENT

1. _____ ☐ Admitted to doctoral study (Policy 3.1)
2. _____ ☐ Program of study submitted during 1st term (Policy 3.2.1). Submit required Permission to Take Undergraduate Course form prior to registering for each 4000-level course on program of study (Policy 2.2.2, item 2). Submit transfer credit request, if applicable (Policy 3.3).
3. _____ ☐ Doctoral committee established and approved **in writing** by major advisor, academic unit head, and Office of Graduate Programs (OGP) no later than 60 days prior to comprehensive exam (Policy 3.2.3):

DEPARTMENT

4. _____ ☐ Clinical Proficiency Exam (CPE) (Policies 3.2.2 and 3.2.4)
5. _____ ☐ Second year student review (Policy 3.2.4)
6. _____ ☐ Comprehensive exam (usually summer of 3rd year) (Policy 3.2 and 3.2.2)
7. _____ ☐ Admission to doctoral candidacy (Policy 3.2.4)
8. _____ ☐ DRP proposal (**not** a defense) approved by established committee (Policy 2.6.1)
9. _____ ☐ DRP registration (at least 3 credit hours every semester except the last semester per deadlines in Policy 4.10) required every semester beginning with summer semester of 2nd year **and** every semester thereafter (including summer) until OGP accepts approved DRP (Policy 3.2.3). Minimum of 12 semester credit hours of PSY 6998 Dissertation Research Project (Policy 3.2):

CREDITS

10. _____ ☐ Apply for APA-approved internship (not graduate policy). Seek assistance from clinical training office.
11. _____ ☐ Print and bring several sample pages from each section of DRP to OGP for initial format/layout check (sample title page; signature page; table of contents; pages with tables, figures, photos; references; appendices).
12. _____ ☐ Go to <https://www.fit.edu/office-of-graduate-programs/forms-and-documents/> to access and complete ETD Access form (requires advisor signature). Information at: <http://libguides.lib.fit.edu/etd>, or specific questions, contact Nancy Garmer at ngarmer@fit.edu.
13. _____ ☐ DRP distributed to committee for review at least one month prior to defense (Policy 2.6.4). OGP full format check.
14. _____ ☐ DRP defense announcement submitted to OGP at least two weeks prior to defense date. Unannounced defenses are illegal and must be held again (Policy 2.6.4).
15. _____ ☐ DRP defense (Policy 2.6.4)
16. _____ ☐ DRP poster presentation at PsyD awards ceremony (not graduate policy)
17. _____ ☐ Bring entire DRP to OGP to check compliance with requirements **prior** to making copies or uploading to ETD submission site.
18. _____ ☐ Submit archival copy of dissertation to Evans Library for inclusion in scholarship repository (required): pdf/A file of **final** DRP with **unsigned** signature page. File name must include your name and graduation year (example: JONES-DRP-YEAR). Submit pdf/A to ETD at <http://etd.lib.fit.edu>.
19. _____ ☐ Submit to OGP per announced deadline (Policy 4.10): **Signed** signature page; completed ETD Access form (see item 12 above).

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

20. _____ ☐ DRP requirement satisfied prior to internship match.
21. _____ ☐ Coursework completed (minimum 123 semester credit hours [Policy 3.2])
22. _____ ☐ Residency satisfied (4 year minimum registration at Florida Tech [Policy 3.2])
23. _____ ☐ Petition to Graduate submitted to Registrar at least 21 weeks prior to graduation date. Confirm submission deadline in Academic Calendar. Late fee if petition is submitted past the deadline.
24. _____ ☐ Internship (2,000 clock hours [Policy 3.2])

BGR-478-0220