Psy.D. Program Addendum

to the

2013-2014

School of Psychology

Graduate Student Handbook
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Administrative Structure of the Clinical Psy.D. Program

Linda Garcia-Shelton, Ph.D. - Psy.D. Program Chair (Academic Issues)

(1) Represents program to the Dean
(2) Chairs Clinical Faculty meetings
(3) Oversees course scheduling and staffing
(4) Authors APA annual reports
(5) Prepares for and oversees APA Accreditation process
(6) Oversees student recruitment and admissions
(7) Coordinates applicant evaluation and interviews
(8) Oversees Clinical Proficiency Exams
(9) Oversees Comprehensive Exams
(10) Coordinates annual student evaluations

Barbara Paulillo, Psy.D. - Director of Clinical Training (Clinical Training Issues)

(1) Oversees Pre-Practicum and Shadowing
(2) Coordinates supervised clinical experiences
(3) Coordinates clinical practicum
(4) Oversees Internship certification and monitoring

Whenever possible, direct questions to the faculty member whose responsibilities include the area of your question, as that individual will be most able to directly answer your question and address specific concerns. If you are unsure where to direct your question, please feel free to ask any of us. You will also find that Lori Sorum, the Office Administrator for the Clinical Program, can answer many of your procedural questions.
OVERVIEW, GOALS, AND OBJECTIVES

Overview

The degree of Doctor of Psychology (Psy.D.) is a service-oriented degree emphasizing clinical skills. The program leading to the Psy.D. is based on a practitioner/scientist model and is committed to the Vail model of training and the training conferences of the National Council of Schools and Programs of Professional Psychology (NCSPP). Florida Tech was the first university in the southeast to offer the Psy.D. and the model of training that it represents. In addition to classes and seminars, the training program in clinical psychology includes supervised experience in testing, diagnosis, counseling and therapy, and research projects related to special fields of interest. Before completing the doctorate, students complete one year of supervised internship training. Graduates are licensed throughout the United States and hold positions of responsibility in mental health clinics, hospitals, medical centers, HMOs, PPOs and independent practice. Students are expected to be aware of various theories of human nature and of various treatment modalities. Students are encouraged to assess the problems of the clients, to select the procedures for behavioral change most appropriate to the problem, to assess the effectiveness of the procedure and, if necessary, to select alternate procedures. Every effort is made to emphasize the value and dignity of psychology as a profession. To this end, the importance of a problem-solving approach, as well as knowledge of the results of scientific investigations in psychology and the other behavioral sciences, is stressed. The university’s program in clinical psychology subscribes to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. All students are bound by the principles enumerated in the Principles and Code. Students who accept admission into the program are subject to the ethics, professional standards and laws relating to psychologists and the practice of psychology. To engage in activities that are either unethical or inappropriate to their level of training will be cause for dismissal from the program. Licensing/certification laws vary for the various states. Although the curriculum is based on recommendations of the Board of Educational Affairs of the American Psychological Association, and the clinical psychology program is fully accredited by the American Psychological Association's Commission on Accreditation (750 First Street, NE, Washington DC 20002-4242; tel: 202-336-5979), completion of any program does not ensure admission to the licensing/certification examinations of any state. The applicant or admitted student should obtain and study the laws and regulations pertinent to licensing/certification in the state or states in which they plan to practice and should consider the educational demands on choosing both elective work and internship positions. The program is designed with the view that the essence of professional psychology involves process and content. The process is the problem-solving approach and the content involves the knowledge of basic principles and professional skills. Both process and knowledge are in a continuous state of change but this state of change does not negate their significance. Because the model emphasizes the quality and quantity of professional skills, the practicum and internship experiences are of special importance in our program.

Program Goals and Objectives

The overarching goal of the Psy.D. program is to prepare qualified students for post-doctoral entry into the field of clinical psychology. To accomplish this, the program has the following three sub-goals, along with their corresponding specific objectives:

1. Goal #1 - The preparation of graduates with strong and continually developing clinical competencies.
   - Objectives - The development of clinical competencies in the domains of:
     a. Relationship.
     b. Assessment.
     c. Intervention.
     d. Research and Evaluation.
     e. Supervision, Consultation, and Administration.
2. Goal #2 - The preparation of graduates whose clinical competencies are informed by, and in turn inform, the scientific and theoretical knowledge base of the discipline of psychology.
   Objectives - The development of knowledge bases in the domains of
   a. Biological Bases of Behavior.
   d. Individual Differences.
   e. History and Systems of Psychology.

3. Goal #3 - The preparation of graduates who will respect and value cultural and individual differences and whose work will be guided by the highest of ethical and professional principles and standards.
   Objectives -
   a. Development of a strong knowledge base and sensitivity to cultural and individual differences.
   b. Attainment of the knowledge, skills, and attitudes necessary to become ethical and professional clinical psychologists.

ACADEMIC REQUIREMENTS

A minimum of 121 semester hours of credit is required in order to earn the Doctor of Psychology Degree. Four academic years of full-time study in residence are required, plus one year (2000 clock hours) of internship. Students entering with previous graduate credits in psychology may be permitted to transfer up to 18 semester hours of course credit toward their degree (see the Florida Tech Catalog for details).

The specific requirements for the degree are listed in the Florida Tech Catalog. Students must fulfill all of these requirements in order to graduate. Most students are able to do this within the allotted 121 semester hours required for graduation. Students have the ultimate responsibility for knowing and completing these requirements. Faculty advisors provide advice on registrations. Insuring that the student has completed all required courses, research, practica, forms, etc. is the responsibility of the student.

If a student has completed an acceptable master's degree the student will not be required to earn a master's degree in the School of Psychology. However, the student may choose to do so, particularly if the previous master's degree was not in psychology.

All doctoral students in the School of Psychology are expected to be full time and in residence until they have completed the four-year residency requirement as stated in the catalog. Nine semester hours of credit is the minimum full-time load. Any deviation from this requirement for Fall or Spring semester must have the prior written approval of the Program Chair and Dean. Students who register for summer term need not be full time.

Each semester has a 13-credit cap limit, and tuition is paid on a flat rate basis. After the first semester of enrollment, students may exceed the 13-credit limit in any semester by taking only a one or two credit non-required course. The course can either be taken for credit (and paid at the graduate level credit rate) or audited (and paid at the audit rate).

PRACTICUM REQUIREMENTS

The School of Psychology follows the recommendation of the Commission on Accreditation of the American Psychological Association (for information on APA accreditation please contact the Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5500) pertaining to Practicum and Internship training as well as course work.

As stated in the catalog all students are required to take a minimum of 16 semester hours of Practicum (PSY5595). Each 1 credit of practicum reflects 75 hours of practicum work per semester. Thus, the minimum practicum requirement calls for 1200 total hours of supervised work. In practice, many students will accumulate more hours of supervised practica by the time of internship. Summer practicum may be required.

All students follow a practicum sequence plan, which closely corresponds to their standing in the program and their level of academic preparedness. Practicum begins at Scott Center Psychological Services (SCPS), where each student will take two credits for two consecutive semesters, for a total of 300 hours. From there, the student will move on to other sites as determined by the Director of Clinical Training.
All students registered for pre-practicum (PSY5002) and practicum (PSY5595) must provide written proof of liability insurance. Failure to comply with this requirement may result in removal from the assigned practicum site. Further information on obtaining liability insurance is available from the Office of Clinical Training.

For a more complete discussion of the practicum requirement, the student is advised to carefully read the Clinical Practicum Handbook.

ETHICAL BEHAVIOR

Once a student has accepted admission into the School of Psychology program, he/she is subject to the ethics, professional standards, and laws relating to psychologists and the practice of psychology. The program faculty reminds any student working in a mental-health setting that they are professionally obligated to only perform tasks that are commensurate with their level of training and experience, and that proper supervision should be provided. The Director of Clinical Training maintains information regarding mental-health related positions in the local area for the convenience of the students who are seeking part-time work.
POLICY ON CLINICAL SERVICE ACTIVITIES BY STUDENTS

Clinical services that are part of Florida Tech's School of Psychology, Psy.D. program's experience fall within the following venues:

  **Shadowing:** The shadowing experience is integrated within the PSY5001 Pre-Practicum Lab syllabus. All first-year students in the clinical program participate in observation of Florida Tech service grant or contract experiences or on-campus practica. The Director of Clinical Training assigns students to sites for shadowing. Shadowing students will not be paid for their experiences.

  **Practicum:** Practicum placements are settings approved by the Director of Clinical Training. All students in any practicum placement must be registered for at least one hour of practicum. Four credit hours of practicum and/or two practicum sites are the maximum per semester. Practica may be paid or unpaid.

  **Supervised Clinical Experience:** Graduate students who have not completed 2-consecutive semesters of practicum at SCPS, may take 1 credit-hour for clinical work under a Florida Tech service grant or contract. Students are paid an hourly wage or a stipend for the term via Florida Tech.

  **Florida Tech Grant/Contract Employment:** Graduate students may work under a Florida Tech service grant or contract. Students are paid an hourly wage or a stipend for the term via Florida Tech. In addition, this category includes clinical services provided through scholarships, assistantships, and fellowships.

The following venues are not part of the Florida Tech School of Psychology Psy.D. program experience:

  **Outside Clinical and Non-Clinical Services:** This includes clinical services provided through employment by any mental health service provider (individual or agency) performed outside of shadowing, practicum, supervised clinical experience, or grant/contract employment. There is no requirement to report clinical or non-clinical service employment that is outside of shadowing, practicum, supervised clinical experience, or Florida Tech grant/contract employment. **Students should be aware that student liability insurance does not cover their employment activities outside of Florida Tech training venues.**

  Outside employment with Florida Tech full-time and adjunct faculty members is subject to additional conditions due to the potential for conflicts of interest. The conditions are noted in the Policy for Outside Employment with Full Time & Adjunct Faculty in the School of Psychology Graduate Student Handbook.

ANNUAL STUDENT REVIEWS

As part of the overall evaluation process, annual reviews of all students will be conducted. Reviews in the first two years of training are designed to provide feedback about interpersonal impact and other prerequisites for professional development. Faculty evaluates students in the following areas: interpersonal skills, coping skills, readiness for professional activities, responsibility/integrity, academic performance, involvement with program, and openness to feedback. Successful completion of the second-year review is one of the criteria for admission to doctoral candidacy.

The annual reviews of third-year students and then fourth-year students, which occurs just before leaving for internship, focuses on the level of professional competencies as acquired through course work and practicum experiences. The competency domains evaluated in the pre-internship review include: relationship skills; assessment skills; intervention skills; research and evaluation skills; knowledge of the scientific foundations of psychology; ethical considerations; and professional behavior. Copies of the annual review forms, along with the separate feedback forms used for the first and second year reviews can be found on pages 13, 14, 15, 16, 17, and 22 of this program addendum.

Review comments are collated and summarized into a narrative by an appointed faculty member. A subcommittee to insure representativeness of the commentary then reviews the narratives. Appointed faculty members then meet individually with students to review the ratings and comments. Feedback meetings are scheduled during the Spring and Summer terms.

COMPREHENSIVE EXAMINATION

  **A. Purpose**

To serve as a measure of the psychological knowledge acquired during the first three years of the program and the ability to articulately communicate this knowledge in written format. The Exam will focus on various areas in clinical psychology as the core knowledge domains in the field of psychology inform them.
B. Format
The structure of the Comprehensive Exam will be as follows:
An on-site exam, composed of ten short answer essays, administered during a five-hour block of time (e.g., 8:00 a.m. to 1:00 p.m.) during the first three weeks of the Summer Semester of the third year. Laptop computers will be allowed, provided that they are not connected to the Internet, and no other reference materials or books may be used. Students will sign a statement acknowledging that they will not access the Internet or files on their computer during the examination. Typed answers will be saved on a disk provided to you by the Office of Clinical Training. Students must attempt to answer all questions. This on-site exam will have questions covering the following areas:
   a. History and Systems of Psychology.
   b. Biological Foundations of Behavior.
   d. Social/Cultural Bases of Behavior.
   e. Statistics/Research.
   f. Ethics/Professional Standards.
   g. Individual Differences - Psychopathology.
   h. Individual Differences - Life Span Development.
   i. Assessment.
   j. Intervention – Personality/Psychotherapy Models

C. Time Frame / Retakes
The exam will be administered during the first three weeks of the summer semester of the third year of study. The exam will begin at 8:00am and students will have five hours to complete the exam. Students who fail the exam will retake it within 60 days. Students who fail the retake can take the exam a third time during the next regular administration of the exam (i.e., during the first three weeks of the summer semester of the next academic year) and following a period of remediation. Those who do not pass the exam on the third administration will be denied candidacy and will be dismissed.

D. Evaluation
Each essay will be read and graded by three faculty members. Grading will be done on a three-point scale: Failing, Passing, and Passing with Honors. Each essay is passed if it receives a Passing or Passing with Honors score from at least two of the three graders (conversely, an essay is failed when at least two of the three graders give it a Failing score). For the exam, students must attempt to answer all questions and must pass at least seven of the ten essays (70%) to earn a passing grade. If the exam is failed, then it must be retaken in its entirety within two months and following a period of recommended remediation. It is incumbent upon graders to provide written descriptions of noted deficits on those essays graded as failures. Passing the exam with honors requires the following conditions be met:
   a. All ten questions must be passed.
   b. Eight of ten questions must be passed with honors.
   c. No question can receive a failing grade by any evaluator.

ADMISSION TO CANDIDACY

A. Purpose
To comprehensively assess student academic and clinical progress through the program and to verify that the student is performing at the appropriate level for doctoral training.

B. Format
Admission to Candidacy will depend upon the successful completion of the following three components:
1. Passing the Clinical Proficiency Examination (CPE).
2. Passing the Second Year Student Review.
4. Passing the Written Comprehensive Examination.

C. Time Frame
All relevant components must be completed by the end of the Fall semester preceding the internship year.

D. Evaluation
Each component has its own method of evaluation (described below).

Time Frame
All relevant components must be completed by the end of the Fall semester preceding the internship year.

Evaluation
Each component has its own method of evaluation (described below).
1. Clinical Proficiency Examination (CPE)

A. Purpose
To assess student clinical knowledge, skills, and attitudes through the integration of a formal assessment, a case conceptualization and treatment plan, and an oral presentation of a selected adult clinical case.

B. Format
The CPE will be composed of the following elements:
1. A written psychological evaluation and case conceptualization/treatment report of an adult client seen at the student’s practicum site (with all identifying data removed). The report will include a standardized measure of intelligence, two objective measures of personality, the Rorschach, and other measures determined to be suitable to the assessment questions for the case. The format for the evaluation will include:
   a. Demographic Data
   b. Data Sources
   c. Identified Problem(s) & Problem History
   d. Current Life Situation
   e. Developmental/Family History
   f. Behavioral Observations and Mental Status
   g. Medical Status and History
   h. Interpersonal Relations/Socialization
   i. Diversity
   j. Resources/Assets/Limitations
   k. Assessment Observations and Findings
   l. Diagnosis
   m. Case Conceptualization (model or theory-based formulation of client and his/her problems. In this section use your model or theory to conceptualize the case; if you wish to have a more thorough description of your theory/model, put that in an appendix at the end of the report).
   n. Treatment Plan, to include overall goals and specific problem areas/objectives with associated therapeutic interventions.

All raw data are to be included with the evaluation. Students who use SCPS computerized scoring programs for their CPE will be required to pay for this service.

The intent of the format and of this component of the CPE is to provide an integrated document regarding an individual case, based upon multiple data sources. In the assessment findings section, you can organize your results in terms of Intellectual Functioning and Personality Functioning subheadings, or use the format of Intellectual Functioning, Intrapersonal Functioning, and Interpersonal Functioning. In either format, the results should be organized into meaningful, thematically developed paragraphs. The assessment findings should include a complete interpretation of intelligence test findings as taught in the Assessment of Intelligence course. Personality test results should include the patient’s overall level of functioning, principal problems and symptoms, thought processes, affect/mood, identity, conflicts, defense mechanisms, coping strategies, and behavior, and should reflect cumulative learning from the Personality Assessment and Psychodiagnosics courses.

The case conceptualization and treatment plan should follow directly after the assessment findings.

The case conceptualization should be grounded in the theory/model and should include in narrative form the following components:
   a. A description of the primary problems and symptoms
   b. A description of how and why the problems developed over time. That is, how does the theory/model account for the etiology of the presenting problems, symptoms, issues, etc?
   c. A description of how the theory/model accounts for the maintenance of the principal problems, including person and situational variables.
   d. A description of how your client has adapted to the primary problem, and the effects of the adaptation on overall functioning.
   e. A description of the treatment implications from the perspective of the theory/model, to include client’s suitability for treatment, and client assets and limitations that influence treatment.

The treatment plan should include the following components:
   a. Long term goals.
   b. Short term goals (objectives) by problem or problem area. Set a time frame for each short-term goal, along with its corresponding planned intervention.
   c. In the Appendix, you may also which to describe the empirical basis for your treatment, with
references citing the outcome research justifying the treatment you have selected.

2. Along with the psychological evaluation/case conceptualization, each student will submit a videotape/digital recording of a session with a patient seen in treatment. If possible, the patient should be the one on which the psychological evaluation was done. The videotape should be of a session held toward the middle of treatment. The videotape/digital recording must show the therapist and client, must be audible, and must cover the entire session. You must review your tape to ensure that these three components are present. If problems arise with your ability to provide an adequate videotape/digital recording, then you must bring this to the attention of the SCPS director and practicum supervisor.

3. Along with the videotape/digital recording, the student will also present a written description of the recorded session to include the following information:
   a. A brief background history of the patient and his/her presenting problem (this is not needed if the battery was performed on the recorded patient).
   b. A conceptualization of the patient and the presenting problem (this is not needed if the battery was performed on the recorded patient).
   c. The treatment plan developed for the patient and the timing of the recorded session with respect to the course of treatment.
   d. The model of treatment adopted.

   In general, your written description of the recorded session should present a brief summary of the session, including what interventions were utilized in the session and how the interventions are related to your treatment plan. You should critique your summary; i.e., indicate perceived areas of strengths or weaknesses.

   Please note that it is an ethical violation to have your client’s identity revealed in any manner in the CPE work sample.

4. An oral presentation of the case. This presentation will include a discussion and overview of the evaluation of the patient, the treatment plan and course of treatment, and the theoretical rationale for the treatment selected. The student should be prepared to justify evaluation and treatment decisions, address relationship and interpersonal issues, within a question and answer period.

Students must submit three copies (with the completed CPE Checklist in each copy – see page 11 of this addendum) of all required materials to the Office of Clinical Training. Only one copy of the videotaped/recording session is required.

C. Time Frame
For the Fall and Spring semesters, all CPE materials (including the evaluation, case conceptualization and treatment plan, video of the treatment session, and summary of the taped session) will be due by the Friday of the eleventh week of the semester (by 5:00 pm), and the oral presentations will be scheduled during the thirteenth & fourteenth week of classes. Oral presentations may be scheduled later, but by the end of exam week, if the student is not graduating at the Master’s level that term.

In the summer semester, all CPE materials will be due by the Friday of the eleventh week of the semester, and the oral presentations will be scheduled in the subsequent Fall term.

D. Evaluation
A three-member clinical faculty panel will evaluate the four components of the CPE (the evaluation/conceptualization, recorded session, written summary of the videotape/digital recording, and the oral presentation). Students must pass each component to pass the CPE. Any component not passed (with passing defined as receiving a passing grade of Average or better by at least two of the three panel evaluators) must be repeated. Evaluation forms for the components are presented in the Appendix. The evaluating panel will be drawn randomly from a list of available clinical faculty. Where possible, faculty members who have served as SCPS supervisors will not be assigned to any of their supervisees’ CPE panels. Students will have three opportunities to pass all components of the CPE. Failures on the third attempt will initiate dismissal procedures. Students will not be allowed de facto to opt out of one of their CPE attempts. If extenuating circumstances arise which prevent the student from presenting all required material by the above stated dates, then that student must petition the clinical faculty requesting release from the CPE examination. Copies of the CPE evaluation forms are included on pages 10 - 12.

E. Clinical Supervision and CPE Cases
If the case selected for the CPE is a client currently in treatment, the CPE case should receive the same degree of supervision as any other case. However, supervisors will not provide either formal or informal feedback on the written CPE report, including the psychological evaluation, case
conceptualization, and treatment plan sections of the written report prior to the student's completion of their CPE. The CPE written document must be the independent work of the student. Students should check Graduate Policy GR4.12.1, Dismissal for Misconduct, for possible outcomes when the CPE is not the independent work of the student.

2. Second Year Student Review

A. Purpose
   To evaluate the personal and interpersonal characteristics and traits necessary for successful completion of the program and for professional success following graduation. The same variables that are assessed in the first year student review process will be evaluated here. This will allow for comparison of ratings across the two years.

B. Format
   The same format developed for the first year review will be utilized here. All faculty will evaluate the student across the seven identified variables. The form to be used appears on page 15.

C. Time Frame
   Faculty will complete this review at the end of the student's Spring semester of the second year.

D. Evaluation
   Passing the Second Year Review requires that two-thirds of the faculty rate the student with passing marks on the "Overall Rating" item. On the evaluation form, scores of 1 or 2 ("Unacceptable", "Below Average") will be considered failing scores; those or 3, 4, or 5 will be taken as passing marks. Student who do not receive the necessary two-thirds passing scores will have their results discussed by the clinical faculty, who will either endorse 1) the initiation of dismissal proceedings, or 2) a conditional passing of the second year review contingent upon meeting certain individualized requirements.

In addition to the requirements for Admission to Candidacy, the Psy.D. program requirements include successful completion of the requisite academic requirements stated earlier, the Comprehensive Examination, and the Doctoral Research Project. Guidelines for completion of the Doctoral Research Project and Maintenance of Satisfactory Academic Performance can be found in the School of Psychology Handbook and the University Catalog.

INTERNSHIP

All requirements for the master's degree must be completed before beginning the application process for internship. The internship is the final training experience of the student's program. It is the opportunity to develop skills to a professional level, while still under supervision. Before beginning an internship, the student must complete all of the required didactic courses of the program. Students must also have completed a minimum of 900 clock hours of practicum in the program, no matter how much practical clinical experience or practicum hours they bring with them. All Florida Tech practicum credits will appear on the student's transcript and may be documented in the vita, along with other clinical experience. Finally, as described elsewhere in this Handbook, the research requirement must be completed before applying for internship.

Applications to internship sites must begin in the Fall semester of the year before the student wishes to start the internship. Internships in Clinical Psychology require a minimum of 2000 hours of supervised experience during one calendar year. Only internship sites that are accredited by the American Psychological Association are acceptable. The Director of Clinical Training must approve all internship sites before the student can register for internship. Each Semester's reports of activities are required so that we can keep up with student progress and be sure that students get appropriate experience to prepare them for practice in line with their professional goals and the program goals.

Students on internship must register for nine hours of credit (PSY6595) for each of three semesters. Students are still considered to be enrolled full-time even when away on internship.

PSY.D. PROGRAM PLAN FOR STUDENTS RECEIVING VETERANS BENEFITS

Students receiving Veterans Affairs benefits are required to complete a Doctoral Studies Program Plan similar to the Master of Science Program Plan described above. This should be coordinated through the Veterans Affairs Office.
**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**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
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<td>1. Psychological Evaluation</td>
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<td>2. Demographic Data</td>
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<td>3. Presenting Problem</td>
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<td>4. Data Sources</td>
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<td>5. Background Information</td>
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<td>6. Behavioral Observations</td>
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<td>7. Assessment Findings</td>
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<td>8. Standard Measure of Intelligence – Raw Data (include all hand scoring/computer printouts)</td>
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<td>9. Two Objective Measures of Personality (include all hand scoring/computer printouts)</td>
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<td>10. Rorschach</td>
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<td>11. Response records</td>
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<td>12. Location sheet</td>
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<td>13. Sequence of scores</td>
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<td>14. Structural summary</td>
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<td>15. Constellations table</td>
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<td>16. Case Conceptualization</td>
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<td>17. Diagnostic Hypotheses</td>
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<td>18. Summary and Recommendations</td>
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<td>19. Treatment Plan</td>
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<tr>
<td>20. Video Tape (DVD &amp; Axis Camera) - CPE Semester/Year – (Student Last Name) - DO NOT ERASE</td>
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<tr>
<td>21. Video Description</td>
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<td>22. Appendices (Optional)</td>
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Clinical Proficiency Exam Rating Form

Student Name: ___________________________  Date: __________

Rater Name: ______________________________

Psychological Assessment

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensiveness/relevance of client</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>history and background.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Accurate interpretation of assessment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>data.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Selected relevant tests, Scored tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>correctly; Integrated findings meaningfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case conceptualization &amp; treatment plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Included relevant theory as appropriate;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear relationship between assessment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>findings, case conceptualization and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>treatment plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Writing skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrated sensitivity to diversity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Overall rating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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


Psy.D. Addendum to SOP Graduate Student Handbook  Page 13
<table>
<thead>
<tr>
<th>Video-Written</th>
<th>Unacceptable</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
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</tr>
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<tbody>
<tr>
<td>Basic relating skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>Facilitating direction of session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Effective intervention(s) consistent with model and treatment plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Demonstration of psychotherapy technique</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Write-up of the session.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Overall videotape/write-up</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

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


### Oral Presentation

<table>
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<tr>
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<th>Above Average</th>
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</thead>
<tbody>
<tr>
<td>Accurate self-assessment of strengths and weaknesses of the evaluation and video session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Integration of assessment with model and treatment. Adequate theoretical rationale</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Openness and responsiveness to questions and feedback.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Sensitivity and adherence to ethics and professional standards.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Oral presentation skill.</td>
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<td>5</td>
</tr>
<tr>
<td><strong>Overall rating.</strong></td>
<td>1</td>
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</tbody>
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**General Comments (provide specific details to justify ratings above):**

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**Psy.D. Addendum to SOP Graduate Student Handbook**

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Page 15
First Year Student Review

Student Name:

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>MEAN RATING</th>
<th>NARRATIVE SUMMARY/ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal Skills</strong> (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.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coping Skills</strong> (Frustration tolerance/Ability to handle stress, Ability to problem solve, Overall quality of decisions and choices made (i.e., judgment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Readiness for Professional Activities</strong> (Overall maturity level, Personal presentation, Level of motivation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility/Integrity</strong> (Level of self-directedness, Dependability, Sensitivity to ethical issues)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Performance</strong> (Coursework performance, commitment to learning outside of the classroom)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Involvement with Program</strong> (Overall visibility - i.e., How well do you know this student? Willingness to initiate contact with faculty, Level of respect held by other students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Openness to Feedback</strong> (Willingness to seek out feedback, Willingness to look at self, Willingness to give feedback)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
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Key:
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3 - Average
4 - Above Average
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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 ___________________________
Second Year Student Review

Student Name:

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</tr>
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Overall Rating

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Signature __________________________  Date __________________________
Third Year Student Review

It is important to recognize that competencies are acquired at different rates. Some competencies may come slowly and later in professional development due to the specific competency and/or the courses/practica completed. Other more basic competencies may be expected and/or required to be substantially attained very early in training. A core principle behind all competencies listed in this document is awareness of and respect for individual and cultural differences.

The following categories describe the level of competence expected prior to internship. Substantial competence is expected in some areas while the beginning of understanding is expected in others at the time of internship. These categories are not intended to be used as ratings but are provided as an overall view of professional development. Raters are encouraged to consider these categories and their descriptions when writing their narrative comments.

1. **Novice:** Novice students have limited knowledge and understanding. They learn general principles or specific techniques to use, but the student's beginning level of experience limits the flexible use of these skills. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details.

2. **Intermediate:** Students at the intermediate level of competence recognize some important, often recurring components, based on prior knowledge and/or experience. Generalization of knowledge and skills to new situations and clients is limited, and support is needed to guide performance.

3. **Advanced:** At this level, the graduate student's actions are based on considerable conscious, abstract, analytic contemplation of the problem and review of scholarly/research literature. At this level, the student is less flexible in these areas than the proficient student [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies.

4. **Proficient:** Proficient students perceive a situation as a whole because they perceive its meaning in terms of longer-term goals. The proficient student learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient student can recognize when the expected picture does not materialize and takes steps to address these situations (including seeking supervision and reviewing research literature). Decision-making becomes less labored as he or she has developed a nuanced understanding of the situation.

Adapted from the Report on Practicum Competencies by The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup (Robert L. Hatcher, Ph.D. & Kim Dudley Lassiter, Ph.D.)
# Third Year Student Review

**Rater:** 

**Source of Evaluative Feedback:** 

<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
</table>
| **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. |

**Narrative comments (description of capabilities, recommendations for corrective action):**
### Third Year Student Review

<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
</table>
| **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. |

Narrative comments (description of capabilities, recommendations for corrective action):
# Third Year Student Review

<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. INTERVENTION SKILLS</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>2. Students will know and be able to implement a range of preventative, developmental, and remedial services for clients.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>3. Students will be able to intervene effectively with clients with a variety of presenting problems and from diverse backgrounds.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Narrative comments (description of capabilities, recommendations for corrective action):
### GOAL

**IV. RESEARCH AND EVALUATION SKILLS.**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
</table>
| 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. |

**Narrative comments (description of capabilities, recommendations for corrective action):**
### Third Year Student Review

<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. KNOWLEDGE OF THE SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY.</td>
<td>1. Students will acquire the knowledge that is foundational to psychology and the practice of psychology</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Narrative comments (description of capabilities, recommendations for corrective action):**
<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.</td>
<td>DEVELOPING ETHICAL AND COMPETENT PSYCHOLOGISTS FOR A CHANGING WORLD.</td>
<td>1. Know the ethical principles of psychology and the standards of good practice.</td>
</tr>
<tr>
<td></td>
<td>1. Students will adhere to high ethical and professional standards in the practice of psychology.</td>
<td>2. Know the proper steps to take when faced with ethical dilemmas.</td>
</tr>
<tr>
<td></td>
<td>2. Students will be able to practice some of the new roles for psychologists.</td>
<td>1. Know how to engage in consultation and education with other professionals and paraprofessionals and community groups.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>2. Know the fundamentals of being a supervisor and have experience in the role as a supervisor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Know other roles for psychologists and the ways to practice them, such as an administrator, program evaluator, or consultant.</td>
</tr>
</tbody>
</table>

Narrative comments (description of capabilities, recommendations for corrective action):
Third Year Student Review

<table>
<thead>
<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. PROFESSIONAL BEHAVIOR.</td>
<td>1. Students will acquire effective coping skills.</td>
<td>1. Ability to handle stress, problem solve, and demonstrate a good quality of decisions.</td>
</tr>
<tr>
<td></td>
<td>2. Students will develop a good level of responsibility/integrity.</td>
<td>1. Demonstrate dependability, self-directedness, maturity, and high level of motivation and participation in program.</td>
</tr>
<tr>
<td></td>
<td>3. Students will develop an openness to feedback.</td>
<td>1. Demonstrate willingness to seek out feedback, look at self, and give feedback.</td>
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</table>

Narrative comments (description of capabilities, recommendations for corrective action):

Identify areas of particular strengths and areas of potential further development while on internship:

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Student</th>
<th>Class Average</th>
<th>Class Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives/Competencies Met:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Level of Proficiency:</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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Signature ___________________________ Date _____________
Fourth Year Student Review

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Adapted from the Report on Practicum Competencies by The Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup (Robert L. Hatcher, Ph.D. & Kim Dudley Lassiter, Ph.D.)
### Fourth Year Student Review

**Rater:**  
**Source of Evaluative Feedback:**

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3. Show attitudes of open-mindedness, respect for others, belief in the capacity for change. |
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3. Show attitudes of intellectual curiosity and flexibility. |

**Narrative comments (description of capabilities, recommendations for corrective action):**
# Fourth Year Student Review

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<th>GOAL</th>
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</thead>
<tbody>
<tr>
<td>II. ASSESSMENT SKILLS.</td>
<td>1. Student will be able to describe, conceptualize, characterize, and predict relevant aspects of the client.</td>
<td>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.</td>
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Narrative comments (description of capabilities, recommendations for corrective action):
### Fourth Year Student Review

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| 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.  
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3. Prepare interventions that prevent at-risk populations from developing mental health conditions. |
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Narrative comments (description of capabilities, recommendations for corrective action):

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Psy.D. Addendum to SOP Graduate Student Handbook  Page 30
## Fourth Year Student Review

<table>
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<tr>
<th>GOAL</th>
<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
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<tr>
<td>V. KNOWLEDGE OF THE SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY.</td>
<td>1. Students will acquire the knowledge that is foundational to psychology and the practice of psychology</td>
<td>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.</td>
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</table>

Narrative comments (description of capabilities, recommendations for corrective action):
### Fourth Year Student Review

<table>
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<th>OBJECTIVES</th>
<th>COMPETENCIES</th>
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</table>
| 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. |

Narrative comments (description of capabilities, recommendations for corrective action):
### Fourth Year Student Review

<table>
<thead>
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<th>COMPETENCIES</th>
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<tr>
<td>VII. PROFESSIONAL BEHAVIOR.</td>
<td>1. Students will acquire effective coping skills.</td>
<td>1. Ability to handle stress, problem solve, and demonstrate a good quality of decisions.</td>
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<td>2. Students will develop a good level of responsibility/integrity.</td>
<td>1. Demonstrate dependability, self-directedness, maturity, and high level of motivation and participation in program.</td>
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<tr>
<td></td>
<td>3. Students will develop an openness to feedback.</td>
<td>1. Demonstrate willingness to seek out feedback, look at self, and give feedback.</td>
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</table>

Narrative comments (description of capabilities, recommendations for corrective action):
### Fourth Year Student Review

**General narrative comments:**


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


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<th>Overall Rating</th>
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<th>Class Range</th>
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<td>Level of Proficiency:</td>
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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: ____________________________________  SOCIAL SECURITY NUMBER: ____________________________

MAILING ADDRESS: ________________________________

________________________________________________

DEGREE PROGRAM: MS Psychology 8141  DEPARTMENT: Psychology

REQUIRED COURSES:

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Student Signature ____________________________ Date ____________________________

Program Chair Signature ____________________________ Date ____________________________

Faculty Advisor Signature ____________________________ Date ____________________________
### Course Table

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CLINICAL PROFICIENCY EXAMINATION

PSYCHOLOGICAL EVAL  VIDEO TAPE/_WRITE-UP EVAL  ORAL PRESENTATION

COMMENTS

PROGRAM CHAIR SIGNATURE:  DATE:
APPLICATION TO DOCTORAL CANDIDACY

Please fill in all information above the dotted line.

Name

Student Number

Department/Program

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 the CPE

Passed the Second Year Review

Maintains Satisfactory Academic Performance

Comments:

Linda Garcia-Shelton, Ph.D. Date
Program Chair

Mary Beth Kenkel, Ph.D. Date
Dean, College of Psychology and Liberal Arts

Rosemary Layne, Ed.D. Date
Director, Graduate Programs

Psy.D. Addendum to SOP Graduate Student Handbook   Page 38
### Doctor of Psychology (Psy.D.) 5-Year Program Plan

<table>
<thead>
<tr>
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<th>Fall</th>
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#### Fourth Year Review

| Year 5 | Internship (9 credit per semester, 27 credits total) |

### Concentrations in the Clinical Psychology Program
### Family/Child Psychology

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