STUDENT HANDBOOK

COMBINED DOCTORAL PROGRAM IN COUNSELING PSYCHOLOGY AND SCHOOL PSYCHOLOGY[1]

Accredited by the Commission on Accreditation of the American Psychological Association as a Combined Program in Counseling Psychology and School Psychology[2]

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

[1] Revised August 2020

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

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INTRODUCTION

Mission

The mission of the Combined Doctoral Program in Counseling Psychology and School Psychology is two-fold:

1. To contribute to the advancement of the profession of counseling psychology and school psychology through research and scholarly contributions. Students develop competencies that will allow them to obtain positions as faculty members in counseling psychology or school psychology training programs or to obtain employment as licensed psychologists in an array of settings.
2. To enable students to acquire knowledge and skills necessary for the practice of health service psychology with specializations in counseling psychology and school psychology in a variety of applied health service settings

To accomplish this mission, the program provides students a core education and training across the profession-wide competency and discipline-specific knowledge areas in health service psychology. In addition, students receive specialized training and education in counseling psychology, school psychology, or both. Graduates of the school psychology specialization are prepared to provide psychological assessment / diagnosis, intervention, prevention, health promotion and consultation at the individual and systems level. Graduates of the counseling psychology specialization are prepared to provide psychological assessment, diagnosis, and treatment services that focus on improving psychological well-being, alleviating distress, and resolving crises, as well as consultation services to individuals and organizations.

Graduates of the program are prepared to obtain employment as licensed psychologist in an array of settings. These settings include schools, school-based and school-linked health centers, postsecondary education, medical facilities, correctional facilities, mental health agencies, private practice, career centers, the workplace, and other public or private social service, medical, or educational organizations. Graduates are also active contributors to the profession and provide professional leadership. Graduates contribute to the knowledge base of the profession by conducting, supervising and/or disseminating research, serving in professional associations, providing service in the community, presenting at national conferences, supervising psycho-educational service providers, and teaching, supervising and/or mentoring other professionals.

Training Model

The Combined Doctoral Program in Counseling Psychology and School Psychology is a major under the degree title of Doctor of Philosophy (Ph.D.) in Counseling Psychology and Human Systems. The Combined Doctoral Program in Counseling Psychology and School Psychology embraces a scientist-practitioner model of training for health service psychology. The combined training program endorses a generalist and integrative framework for the education and training of doctoral students. The training program framework is respectful of the major traditions and practice areas of the recognized specialties

of counseling psychology and school psychology[1]. Emphasis is on the development of professional practice skills, attitudes, and competencies that are consistent with the specialties of counseling psychology and school psychology. Students specializing in school psychology will focus on the development of children and adolescents, within larger contextual systems such as family and schools. This specialized training will enable students to gain knowledge and refine their skills in health promotion and prevention, program development, assessment, diagnostics, intervention implementation. Students specializing in counseling psychology acquire knowledge and skills needed to address the psychological, social, vocational, educational, and physical health concerns of individual at different stages of life.

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

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

Training Goals

The combined training program embraces three overarching training goals and ten training objectives[2], as follows:

Training Goal 1: The program prepares graduates to have the requisite knowledge and skills to engage in scientifically informed scholarly activity.

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

[1] https://www.apa.org/ed/graduate/specialize/recognized

[2] Each objective is marked by one or more competencies that provide a means of evaluating program success for that training objective. Each competency is measured by proximal and / or distal outcome data / evidence that the program regularly collects and aggregates (program goals and objectives revised August 2017).

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

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

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

Objective 2B: Students develop knowledge and clinical competencies in the areas of counseling psychology and school psychology interventions/treatments and consultation.

Objective 2C: Students demonstrate knowledge, attitudes, and skills in the area of clinical supervision and consultation within the context of their area of specialization.

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

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

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

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

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

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

The Combined Doctoral Program also reflects the professional experiences and research interests of the faculty within the context of the College of Education's mission. Faculty members in the Psychological & Counseling Services (PCS) have professional experiences and research interests related to the provision of: career counseling services for adolescents in educational settings and adults in postsecondary-higher education settings and in work; mental health and related services for children and adolescents in school, home and community settings, and adults in postsecondary/higher education settings and agency settings; school psychological services in schools and related educational settings; counseling and rehabilitation services for individuals with disabilities; and consulting and program development and evaluation services for youth, their parents, and teachers.

In view of the professional experience and research interests of the faculty and the mission of the College of Education, students completing the Combined Doctoral Program in Counseling Psychology and School Psychology are expected to concentrate their research and practice efforts in one or more of the following professional areas:

1. **Psychological Counseling** for children and adolescents in school settings or in health service settings where education is a principal component in delivering services and for adults in postsecondary / higher education settings or agency settings where psycho-educational and psychological processes and lifelong learning are emphasized.
2. **Rehabilitation Psychology** for individuals with disabilities across the lifespan in settings such as medical, community, schools, and higher education.
3. **School Psychology** for children, adolescents and young adults, educators and parents in schools and related settings.

4. **Vocational Psychology** for adolescents and adults in high school and postsecondary / higher education settings or for adults in organizational settings where education and training is a principal component of human resource development.

ADMISSION

Admission Requirements and Considerations

The faculty encourages Ph.D. applications from individuals who have career goals that are congruent with the mission of the Combined Doctoral Program and the College of Education. Each applicant's statement of goals should indicate clearly how their interests relate to one or more of the four professional areas described above. Applicants should also be clear in identifying 2-3 faculty members whose research is congruent with their own research interests. Applicants are not encouraged to apply for admission if the applicant's primary career goal is the delivery of psychological services in private practice settings unrelated to the four professional areas described above. Each year typically 8-12 applicants are accepted for admission into the doctoral program. In recent years, approximately 75-90 completed doctoral applications have been received annually.

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

University and Department / Program Admission Requirements

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

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

   Applicants seeking admission with a Master's degree must have received their graduate degree from a regionally accredited U.S. institution, or a comparable degree from an international institution. Master's degree in counseling, school psychology, counseling psychology, rehabilitation counseling, and related fields are preferred.

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

   Preferred GRE Scores:
   Verbal – 150 or above
   Quantitative – 148 or above
   Analytical – 4.0 or above

3. Both the university and the department require non-native English speakers to complete an English proficiency exam. Department policy states that official TOEFL results are required of all international applicants whose native language is not English.

   Target Scores:
   TOEFL (paper-based) – 550
   TOEFL (internet-based) – 80
   IELTS – 6.5
   MELAB - 77

Other Admission Considerations

Students may also be considered for acceptance on the basis of exceptional professional accomplishment. Additional criteria and indicators used in the admissions process are indicated in Table 1, which follows. The faculty uses a rubric to evaluate applications. The highest scoring applications are invited for an interview. While applicant's preference for a major professor are considered, students may be assigned a major professor other than those identified in their application materials.

Table 1. Doctoral Admissions Criteria and Indicators

Criteria	**Indicators**
The following are used to determine who will be invited for interviews.	
Fit / match: With combined program and specific faculty areas of research	• Goal statement indicates general fit for the program. • Identify 2-3 faculty with congruent research interests • Goal statement indicates specific fit with identified faculty. • Fit includes research and clinical interests. • Fit includes interpersonal match. • Fit includes match with the culture of the program. • Quality/sophistication of fit / match statement.

Clear Purpose	• Personal goals are clearly defined and related to the opportunities in the program. • Explicit understanding of counseling and / or school psychology as a progression. • Clear understanding of the program at FSU. • Clear evidence of previous relevant experiences demonstrating a clear goal-directed pathway.
Clear writing style:	• All submitted materials use correct spelling, grammar, and organization. • Evidence of originality in writing. • Uses advanced vocabulary and correct use of jargon.
Successful academic record	• GPA and GRE scores meet expected standards. • Carnegie rank of institutions attended. • Educational major and coursework relevant to fields of counseling, education, and/or psychology.
Relevant experience	• Counseling, clinical, and / or school psychology, internship and / or practicum • Psychology-related work or relevant volunteer experience • Research products and / or participation
Motivation: To obtain PhD, engage in research, and become a professional psychologist	• Letters of recommendation • Personal statement • Evidence of 'researching' the program faculty • Evidence of 'passion' for serious study that matches their stated career goal.
Capacity / ability to successfully complete doctoral program	• Letters of recommendation • GRE scores • GPA • Other evidence: course paper, publications, employment, leadership positions, etc.
Maturity and personal / interpersonal qualities	• Letters of recommendation • Personal statement
Ability to be a full-time student	• Evidence that candidate has requisite maturity, social, emotional, and financial resources for full-time student status
The following are criteria and indicators used during the interview process.	
Interpersonal skills	• Enthusiastic about the program and the degree. • Positive and personable attitude with faculty, staff, students, and other applicants. • Comfortable interactions with others.
Communication skills	• Engaging and unique responses. • Clear mastery of grammar, syntax, and language use. • Mastery of the use of professional language. • Language used is appropriate for the setting. • Nonverbal communication is appropriate for an engaged listener.

Professionalism	• Dress and demeanor are professional. • Contributed to the interview process in a meaningful and respectful manner. • Allowed other candidates to participate in the interview process in a meaningful manner.
Knowledge of the field	• Exhibits advanced knowledge of the field(s) of Counseling and / or School Psychology • Knowledge about FSUs program. • Understands related current issues to the field.

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

Applicants Applying for Dual Enrollment

Any current FSU graduate student that wants to apply for dual enrollment with another graduate degree program (e.g., those currently enrolled in the MS/EdS School Psychology program) must complete The Graduate School's Dual Enrollment Request form found on The Graduate School's website: https://gradschool.fsu.edu/forms.

As noted on the request form, the completed application packet must be submitted to The Graduate School *prior to* the completion of 12 credit hours in the second degree program.*

The completed application packet must include:
1. A copy of the student's transcript
2. A program of study from **both programs** showing the requirements needing to be met (*POS forms are found at https://education.fsu.edu/current-students/office-academic-services-and-intern-support-oasis/graduate-students.*)**
3. A timeline for completion (*This document is a chronological listing of all courses to be completed in both programs, including term/year, and denoting to which degree program each course applies*.)

**The POS forms need to be complete with all required signatures.

For each student, the dual enrollment application form and all supporting documents (listed above) must be combined into one application packet PDF file, per student.

Submit each student's application packet through DocuSign for signatures. Please do not submit multiple students' files to OASIS within one DocuSign envelope.

The Dean of the Graduate School will not need to be included in the DocuSign signature flow. That office has their own form submission review process. I will forward the applications to the applicable person in The Graduate School once a dual enrollment application is approved at the college-level.

Important Note*: Counseling and School Psychology (CSP) PHD students who are applying for dual enrollment with an MS program, who will complete12** hours or more in the program (MS) in their first semester of enrollment, will need to wait until their grades from their first semester are posted on their transcript to be eligible to submit the application for dual enrollment to The Graduate School. This transcript (with grades) must be included in the dual enrollment application packet. The application packet needs to be submitted on the day or very shortly after the day the grades are posted. This is to avoid the need for an Exception Request (see below).

In fall 2020, an Exception Request to submit a dual enrollment request after completion of 12 hours in the second degree program is waived by The Graduate School for the fall 2020 admitted CSP PHD students. *This may be subject to change in the future*. A student must be admitted to one academic program initially, and after the first semester, may apply and be accepted to the second-degree program.* The Graduate School will need to see that the students are in good academic standing by reviewing the transcript with grades included from the first semester. Any specific questions about this process should be directed to the OASIS office.

Admission Procedures

The graduate application is available online https://admissions.fsu.edu/gradapp/

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

1. *Official Transcripts*

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

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

   **Note: Unofficial Transcript (optional):* Unofficial transcripts can be uploaded into the online application in order to expedite the review process. However, official transcripts are still required by all applicants through the process outlined above for the application to be considered complete.

2. *Official Standardized Test Scores*

Official test results are required from a nationally standardized graduate admission test, such as the General Test of the Graduate Record Examination (GRE). These scores are considered official only when they are sent directly to the Office of Admissions from the testing agency. Examinee copies are not considered official. The university code for electronic test submission is **5219**.

**Note: Unofficial Score Report (optional):* Unofficial GRE test scores sheet can be uploaded into the online application to expedite the review process. However, official test results are still required to be submitted by all applicants through the process outlined above for the application to be considered complete.

3. *Statement of Purpose (1 Required*)

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

4. *Letters of Recommendation (3 Required*)

   Only academic and professional recommendations are accepted. No personal recommendations will be accepted. The name, address, and phone number of each recommender must be entered in the appropriate section of the University Application on professional letterhead.

5. *Resume/Curriculum Vitae (1 Required)*

   Current Resume / Curriculum Vitae should describe the applicant's academic background, relevant work and volunteer experience.

All program communication, including admission decisions, is sent electronically. Please submit all documents via the online application. Please do not send paper application materials to the department. Applicants should provide FSU with the most up-to-date email address. All required documents and test scores must be submitted by the December 1st deadline. Late applications will not be considered. These requirements and criteria do not guarantee admission into the program. Admission depends on a variety of factors, including maximum allowable enrollment levels of the program. Applicants can check the status of their application via the Online Status Check at https://admissions.fsu.edu/StatusCheck/ on a regular basis. To ensure receipt of FSU emails, applicants are encouraged to include graduateadmissions@admin.fsu.edu in their address book.

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

Completed applications and other required materials should be submitted to the Office of Graduate Admissions via FSU's online application portal at https://admissions.fsu.edu/graduate/index.cfm. **Applications must be submitted no later than December 1**. However, applicants are strongly encouraged to apply early. The program begins reviewing applications and selecting finalists to invite to campus for interviews as early as November 15.

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

Normally, an applicant should be available for a campus interview with one or more core faculty members during the on-campus interview day. In extenuating circumstances, a phone / online (e.g., Skype) interview may be arranged, although the program strongly encourages on-campus interviews. This decision is made in consultation by the program faculty.

All decisions on admission to the Ph.D. program will be made by a three-fourths majority of the core program faculty, with input from the DCT and potential major professor. The DCT will screen all applicants for admission, often-times in consultation with one more core program faculty, prior to the review by the entire faculty. The department will notify all applicants receiving University or College scholarships or fellowships of their admissions decision via e-mail no later than April 15. However, admission to the program can continue past that date. We ask that out of courtesy to other applicants who may be wait-listed, that you make a decision in a timely manner.

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

Financial Aid

General Information

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

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

Once an application for admission has been submitted, students may monitor their financial aid status by visiting http://financialaid.fsu.edu/. This site will also provide information on any outstanding

documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a student's financial aid award may also be found on this site.

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

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

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

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

Fellowships

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

1. **University Fellowships.** Awards are made annually to a limited number of students in any discipline. Applications are judged by a University-wide committee. For more information, see https://gradschool.fsu.edu/funding-awards **McKnight Doctoral Fellowship Program.** This program is for newly enrolling African American and Hispanic students. Awards are $12,000 per year plus tuition and fees, renewable for a total of five years. Contact the *Graduate School at* http://www.gradstudies.fsu.edu/, or 314 Westcott Building (850/644-3500) for information.
2. **Leslie N. Wilson - Delores Auzenne Fellowship for Minority Students.** Awards are $5000 plus tuition waivers per academic year. For details, contact the Office of Graduate Studies at http://www.gradstudies.fsu.edu/,or 314 Westcott Building (850/644-4500).
3. **Legacy Fellowship.** Multi-year fellowships will be awarded by the Graduate School. This fellowship provides support for up to 5 continuous years for newly admitted doctoral students, and support for up to 3 continuous years for newly admitted qualifying MFA students (see list of qualifying major codes in the application). The Fellowship is a $10,000 supplement to a 0.5 FTE assistantship (required) per academic year and provides the annual health insurance subsidy. https://gradschool.fsu.edu/funding-awards/graduate-school-fellowships-and-grants/fellowships-offered-graduate-school

4. **College of Education Fellowships.** The College of Education provides a number of fellowships to students each year with a range of funding options. Incoming students are nominated by faculty and a college committee judges the applications.

Students who wish to be considered for a Department, College, or University level Fellowships/Assistantships are encouraged to submit their application for admission for admission prior to the stated deadline on the department's website. Additional information regarding fellowships and scholarships can be found at:

- http://education.fsu.edu/student-resources/scholarships-and-aid
- https://gradschool.fsu.edu/funding-awards/graduate-school-fellowships-and-grants
- http://gradschool.fsu.edu/Funding-Awards

Assistantships

Graduate assistants are sometimes selected by academic departments for duties connected with instruction or research of mutual benefit to the University and the student. Only students with full-time graduate student status (9 hours in fall/spring and 6 in summer) are eligible for graduate assistantships. Special and provisional students are ineligible.

The stipend varies depending on the amount of service rendered, the nature of the service, and the qualifications of the student. Graduate assistants typically receive a tuition waiver (usually covering 9 per semester) from their academic department.

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

ADVISEMENT OF DOCTORAL STUDENTS

University Degree Requirements

Information on degree requirements can be found online in the FSU Graduate Bulletin or on the Grad School website (https://gradschool.fsu.edu) which is accessible to enrolled students. Topics covered in the Graduate and Professional Student Handbook include but are not limited to: Prerequisites for All Graduate Degrees, Editing Services and Statistical Assistance, Doctoral Degree Programs, Doctoral Degrees Offered; Requirements of the Doctor of Philosophy Degree, Diagnostic Examination, Residence, Transfer Credit, Course Requirements, Major Professor, Supervisory Committee, Program of Study, Language and Related Requirements, Preliminary Examination, Time Limit for Completion of Degree Requirements, Admission to Candidacy, Prospectus, Dissertation, Examination in Defense of Dissertation, Publication of Dissertation, Guidelines for Restrictions on the Release of Theses and Dissertations, Faculty Academic Judgment, Registration for Final Term, and Clearance for Degrees. Applicants and students are encouraged to become familiar with information provided in the most recent edition of the online Graduate Bulletin.

General Responsibility of Students

College and Department Policies

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

Program of Study

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

Maximum Time for Degree Completion

Students beginning the program with a bachelor's degree complete the maximum number of credit hours is 195; for students entering the program with a master's degree, the maximum number of credit hours is 159. All requirements for the doctoral degree must be completed within 5 calendar years from the time the student passes the preliminary exam and is admitted to candidacy. For students beginning the program with a bachelor's degree, the maximum number of credit hours is 195; for students entering the program with a master's degree, the maximum number of credit hours is 159. Any extension of this rule must be approved by the Dean of the Graduate School. Prior to review by the Dean of the Graduate School, an extension request must be made by the major professor and supervisory committee and approved by the department chair and academic Dean. An extension request must be submitted before a student's five-year candidacy period lapses. In requesting an extension, the major professor and supervisory committee must attest that the student has a legitimate reason for the delay (e.g. illness, new knowledge requiring a basic change in methodology, etc.) and the student is making reasonable progress towards the completion of degree requirements. Forms can be found on the College of Education's website for graduate students (https://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students). If the student's extension is denied and the five-year candidacy period lapses or the period of an approved extension is exceeded, the student must register and pass a new preliminary examination.

Maintaining Student Records

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

Forms and Resources

In an effort to provide easy access to documents, which are important to students throughout their tenure in the program, the program has established a Canvas organization site titled *PhD Combined: Student Documents*. Students matriculating in the combined program can access the site and register in order to access program-related informational documents, templates, and forms. Upon admission to the program, students will be notified of the Canvas organization and given information on how to register. Additionally, many forms and resources can be found through the OASIS site managed by the FSU College of Education.

First Year Doctoral Student Advisement

During their first year in the doctoral program, students participate in a bi-weekly group advisement and program orientation meeting led by the DCT and / or the Program Director. The specific time and day of these meetings will be determined at the beginning of each semester. The purpose of this group advisement is to provide information and guidance on topics, concerns, and issues common across all doctoral students (e.g., program requirements, choosing a supervisory committee, clinical training requirements, annual evaluation of students, LiveText Signature Assessments, MATCH, etc.). This group advisement is not to take the place of individual advisement with the student's major professor. Students are encouraged to meet with their major professor on a regular basis throughout their doctoral program. During the first year of doctoral study, students will be working individually with their major professor on developing their program of study, research agenda, and clinical focus.

Doctoral Supervisory Committee

A committee of four faculty members will supervise all students. This committee will consist of the student's major professor and three other members as described in the section below. This committee will oversee the progression of the student through the program and will evaluate the student's academic progress, professional development, and competency attainment throughout the program. The major professor chairs this committee.

Major Professor

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

the program. However, the program does recognize there may be instances where a change of a major professor is warranted.

Changing Major Professor

The program encourages students with disagreements with their major professor member to attempt to resolve these disagreements within the context of the advisor-advisee relationship. However, students may change their major professor and should generally feel comfortable to do so. The most typical reason for changing major professor is that another faculty member's research more closely aligns with those of the student.

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

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

The decision to change a Major Professor requires mutual consent of all parties. The steps to follow when requesting a major professor change are sequential, as follows:

1) **Notify the major professor of the decision to change. This is an important first step**. If a student is not comfortable first talking to the major professor, then the student should begin with the DCT.
2) Discuss the proposed action with the DCT. The DCT can assist you in potentially identifying a new major professor and answer any questions about the process;
3) Identify a new major professor who is amenable to the change and willing to take the student on as an advisee;
4) Send a "change of major professor" memo to the DCT, Department Chair, new major professor, and former major professor; and
5) Submit the appropriate signed form to the College to make the change official.

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

Supervisory Committee Members

Along with the major professor, the supervisory committee consists of at least three other faculty members. One of these members serve as a University Representative and must be outside the student's own department (EPLS). In addition to the major professor, there must be 3 other Combined Doctoral Program tenure-earning core faculty member on the committee. All committee members must hold Graduate Faculty Status (GFS).

In consultation with their major professor and consistent with university policy, students will identify two other Combined Program faculty to serve on their committee. Students will be asked to rank their preference for committee membership. Faculty will also rank their preferred student committee membership. The DCT will "match" the student with the faculty to determine committee membership. The selection of department members of the committee will occur at the beginning to

the second semester in the program. The University Representative must be chosen prior to preliminary examination.

Changing a Committee Member

Committee members can be removed or added when the student and major professor establish a mutual agreement. A member who is added or who replaces another faculty member must agree to serve on the student's committee. **It is appropriate protocol, and expected, for the student to discuss these changes and notify in writing affected committee members.** Students should always discuss these proposed changes with their major professor prior to making the change. Students are discouraged from replacing a committee member after they have defended their prospectus or in the year in which they intend to graduate.

The procedure for students to follow in changing a committee member is to 1) notify their major professor of and discuss their desire to change; 2) discuss the proposed action with the committee member that is being dropped; 3) identify a new committee member who is amenable to the change and willing to serve on the student's committee; 4) send a "change of committee" memo to the DCT, Department Chair, major professor, and previous/new committee members; and 5) submit the appropriate signed form to the College to make the change official.

Transfer of Credits

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

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

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

(OASIS), 2301 Stone Building. In order to receive transfer credits, students will be required to submit certified copies of transcripts from all higher educational institutions attended.

Course Waivers

The major professor will work with MS-admit students to determine if the doctoral study pre-requisite courses are satisfied. Courses listed on Year 1 of the BS-Admit sequence of courses (see Curriculum section in this handbook) are prerequisite courses for doctoral study. Students who have a graduate degree must: (1) have completed these pre-requisite courses with a minimum grade of a B as part of their graduate degree and/or (2) complete these pre-requisites early in their doctoral program.

Students who have a graduate degree may receive a course waiver for some courses required on the MS - Admit Program of Study that they have already completed at another accredited institution. Only graduate courses taken at an accredited college or university are considered for a course waiver. Course waivers will only be considered for following courses:

MHS 6938 Cognitive and Psychoeducational Assessment
PSB 5066 Biological Bases of Learning and Behavior
PSY 5606. History and Systems of Psychology
SYP 5105 Theories of Social Psychology

If equivalent graduate coursework for the doctoral prerequisite courses and / or doctoral courses listed above was completed as part of another graduate degree program, then the student must provide their major professor with the syllabus from the equivalent course(s). Students who graduated from a CACREP, MPCAC, or NSAP accredited graduate degree program are not required to submit syllabi for the doctoral study prerequisite courses taken as part of that program. The major professor in consultation with the course instructor and Program Director will determine if the courses taken at other programs satisfy the pre-requisite for doctoral study or the doctoral courses listed above.

Course waivers will not appear on the student's FSU transcript; rather, these are courses that are normally required by the program that the student will not have to re-take, if equivalent courses have been taken previously. Student who waive courses will take a cognate course in its place or a reduced course load for the semester that course in scheduled in the curriculum.

Though students may be able to waive a course, they must still demonstrate that attainment of specific knowledge from that course (Discipline-Specific Knowledge are discussed in a separate section of the handbook). Students will provide an artifact for those courses requiring signature assessment in order to demonstrate attainment of Discipline-Specific Knowledge (DSK). Students submit the artifact to the instructor the semester prior to when the course would appear on the student's program of study. The instructor of the course evaluates the artifact with the same evaluation method and criteria used in the course.

RESEARCH AND SCHOLARLY ENGAGEMENT REQUIREMENTS

Scholarly Engagement Requirements

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

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

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

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

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

Signature Assessment for Scholarly Engagement

While a student can engage in various scholarly engagement activities as part of the yearly scholarly engagement, these activities must result in the achievement of the Signature Assessment for Scholarly Engagement. Prior to taking the Doctoral Preliminary Examination Defense (MHS 8961) student must

demonstrate competencies in conducting and disseminating research / scholarly engagement activities, as specified below.

Student hold authorship on a minimum of **two empirical-based research projects over a minimum of two semesters prior to defending the preliminary examination**. The student must serve as first author on one of these research projects, meaning the student leads the project from conception of the idea to dissemination of the product. The major professor will serve as second author and supervise the project. Other students can contribute to these projects. Authorship for other contributors will be dependent upon the student's level of contribution to the project as determined by the first author and major professor. These projects can count as the student's second product for the Scholarly Engagement Signature Assessment. The product for this Signature Assessment is either a manuscript submitted to a peer-reviewed professional journal in a health service psychology field or a research presentation at a professional conference related to the health service psychology field. Students submit these products (manuscript and/or copy of presentation) and other indicating documents completion of these requirements (e.g., letter from publisher indicating submission of manuscript or copy of conference program with listing of presentation) in their preliminary examination defense binder. Students cannot defend their preliminary exam until this requirement is successfully completed (as determined by the major professor).

DIVERSITY STATEMENT AND REQUIREMENT

Diversity Statement

The Combined Doctoral Program in Counseling Psychology and School Psychology is committed to the values of diversity and inclusivity that go beyond the goal of "non-discrimination." In accordance with our mission which includes preparing individuals to practice ethically and competently as health service psychologists in a diverse society, we seek to develop and integrate culturally sensitive and appropriate knowledge, attitudes and skills through our teaching, supervision, research, and practice. We seek to creating and maintaining a community of safety and trust that recognizes and encourages diversity including, but not limited to, differences of age, culture, disability, ethnicity, gender identity, national and regional origin, race, religious and spiritual beliefs and practices, sex, sexual orientation, socioeconomic status/class, and other dimensions of diversity.

Diversity Requirement

All doctoral students must participate in a minimum of one approved diversity training / activity per year. These training / activities will be tracked via the Semi-Annual Evaluation. Students must provide appropriate documentation that verifies completion of this requirement by the end of fall and spring semesters.

Preliminary Examination

The preliminary examination consists of a research and clinical component. The clinical component requires the student to successfully complete an integrative clinical case presentation. The research component requires the student independently write and orally defend a Comprehensive Synthesis and Critical Review Paper. The students must pass the clinical component in order to proceed to the defense of the research paper.

The purposes of doctoral preliminary examinations (prelims) are to:

1. Determine whether an individual possesses the knowledge and skills required to synthesize a body of professional literature and to formulate a set of questions or issues that points the way toward advancing our professional knowledge;
2. Assess whether an individual is able to critically review the primary research tradition of the disciplines of professional psychology (specifically counseling psychology and/or school psychology); and
3. Ascertain whether an individual can integrate and document philosophies, theories, current evidence-based interventions, and contemporary professional issues, ethics, and law related to the actual practice of counseling psychology and/or school psychology.

Pre-requisites for Preliminary Examination

Students take the prelim exam **after completion of all required coursework, scholarly engagement requirements, and diversity requirements**. The semester students register for prelims, students can concurrently register for MHS 6946r Field Practicum IV, MHS 6938 Practicum in Clinical Supervision, MHS 5915 Supervised Research, and/or the required elective in statistics or measurement.

Preliminary Examination Timeline

Students are required to successfully defend their preliminary examination, pass the Integrative Clinical Case Conceptualization, and defend prospectus prior to applying to internship. As such, all prelim exam deadlines below must be met by the academic year prior to applying to internship. In order to make timely progress, students should begin working on their Research paper by Summer 1. The clinical area and preliminary defense are typically taken during Spring 3 for those students entering the program with a clinical master's degree and Spring 4 for those entering the program with a Bachelor's degree or non-clinical MS degree. The faculty coordinator of the preliminary examination will schedule the integrative case conceptualization presentations during mid-April and defenses during finals week of the spring semester (Year 3 for MS-admit and Year 4 for BS-admit students).

Deadline	Task
Last day of fall semester by 11:59 PM	Research Area Outline due to Major Professor
January 31 by 11:59 PM	Research Area Draft due to Major Professor
Six weeks after draft submission	Student Receives Feedback on Draft from Major Professor

Mid-April prior to prelim defense	Pass Integrative Clinical Case Conceptualization
Prior to scheduling prelim defense	Major Professor verifies student's completion of Scholarly Engagement Signature Assessment
Two weeks prior to the Monday of Final Week in Spring semester of the defense	Preliminary Examinations Binder due to all Committee Members for Review
Finals Week – Spring Semester	Defend Preliminary Examinations

Integrative Clinical Case Conceptualization

The Integrative Clinical Case Conceptualization is taken Spring 3 or Spring 4 of the student's program of study. This component of the Preliminary Examination is a 1-hour case study based on the Candidate Examination for Board Certification in Counseling Psychology or School Psychology for the American Board of Professional Psychology (ABPP). The student prepares one case (work sample) for a 1-hour oral case presentation / examination. The work sample consists of a case from the student's doctoral practicum experiences. The case should be selected to provide the student with an opportunity to discuss and answer questions regarding the biological, developmental, cognitive, and/or affective aspects of the client's behavior. The student must integrate these biopsychosocial areas into an evidence and research based case conceptualization that includes a discussion of the presenting concern / reason for referral, brief case history, diagnosis, theoretical framework, assessment, treatment plan, evidence-based intervention(s), client progress, measurement of success, diversity considerations, and ethical implications.

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

1) Scientific and scholarly base for how the student approaches the case (integration of theory and research)
2) Implementation of evidence-based interventions (informed by the current scientific literature), assessment findings, diversity characteristics, contextual variables, and legal / ethical considerations.
3) A current theoretical and empirical knowledge base as it relates to addressing diversity.
4) The ability to conceptualize the case in an integrative manner (e.g., explanation of problems and behavior, treatment modalities) from two or more of the following areas: social, biological, cognitive, affective, and/or developmental.
5) The ability to apply the relevant research literature to clinical decision-making.
6) The ability to evaluate intervention effectiveness.
7) The ability to adapt intervention goals and methods consistent with ongoing evaluation.
8) Proficiency in using assessment results to inform case conceptualization, classification, and recommendations.
9) Ability to distinguish aspects of assessment that are subjective from those that are objective.
10) Ability to verbally present a case and respond to questions from faculty in a cogent, coherent manner.

Choosing a Clinical Case Study

Students cannot use a case they previously presented as a case conceptualization in a class or practicum. Faculty will not review the case or the presentation in advance; however, students may ask them specific questions about the case. Students may use assessment data that they did not administer if it was available to them at the time they worked on the case. Students do not have to have formal outcome data; however, students should keep in mind that all cases have outcomes (e.g., dropping out, clinical impressions at the time of termination), and students need to explain what happened. Students should choose a case where they had enough sessions and data available to them to carry out the expectations of the clinical case study. Some cases (e.g., school psychology) may be more heavily weighted on assessment data, consultation, treatment planning, educational information, and suggested interventions. Other cases (e.g., counseling psychology) may be more heavily weighted on clinical interventions and duration of counseling sessions, and less on a priori assessment.

The case should provide the student with opportunity to demonstrate competence in the ten areas above. The case should include enough material to provide students with an opportunity to discuss and answer case-specific questions on:

- assessment (objective and subjective)
- case conceptualization
- treatment planning
- how assessment relates to intervention
- theoretical model(s), techniques /interventions, and rationale of use
- progress monitoring (how progress was or would be evaluated) and results
- individual and cultural diversity
- legal and ethical considerations.
- Integrated conceptualization of client issues, behavior, and treatment modalities from a perspective of two of the following areas: biological, social, developmental, cognitive, or affective perspectives (as indicated in #4 above).

Procedures for Integrated Clinical Case Conceptualization

The *Integrative Clinical Case Conceptualization* is completed in April prior to defending the research component of prelims. The specific dates of the clinical case presentations will be announced at the end of January. Each student will be assigned a 1-hour time to present his or her case to the faculty evaluation committee. The student provides the class with a set of handouts containing pertinent material specific to their case. These handouts should include the following (as applicable to the specific case):

- Copy of presentation
- Diagnostic information
- Interview data
- Assessment data (data and results from a minimum of two different assessment tools / procedures is required)
- Treatment plan
- Intervention documentation
- A list of references.

Case materials must be redacted of all identifying information. The student should use a visual presentation (e.g., PowerPoint, Keynote, Prezi). It is important to not "read" the presentation to the committee. Students have 30 – 35 minutes to present their case and 25-30 minutes to respond to questions from the committee. The committee will evaluate the student's performance.

Evaluation of the Integrated Clinical Case Conceptualization

A faculty evaluation committee, consisting of 3 core program faculty, will evaluate the integrative case presentation based on student's degree of competence in presenting the case and in answering questions about the case. An evaluation rubric is used and yield grades of: Pass; Conditional Pass; Fail (grading rubric is on the Program's Canvas site). The following table depicts the Knowledge Areas and Competencies assessed,

Individual and Cultural Diversity	○ Student implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables ○ The student demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.
Interventions	○ Student implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. ○ The student will demonstrate the ability to apply the relevant research literature to clinical decision-making. ○ The student will demonstrate the ability to evaluate intervention effectiveness. ○ The student will demonstrate the ability to adapt intervention goals and methods consistent with ongoing evaluation.
Assessment	○ Student demonstrates the ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics. ○ Student can distinguish aspects of assessment that are subjective from those that are objective.
Integration of Disciple Specific Knowledge Areas	○ Student conceptualizes client behavior from at least 2 of following perspective: biological, social, developmental, cognitive, and affective ○ Student integrates these knowledge areas into a the conceptualize of the client's issues, behaviors, and diagnosis, as well as the treatment modalities used.

Students must pass the Integrative Clinical Case Conceptualization in order be eligible to defend the research component of the Preliminary Examination. Student who receive a conditional pass will have an opportunity to retake this component of prelims within 2 weeks of their original test date.

Students will present the areas of the presentation in which they received a score below "adequate" on the rubric. Students who do not increase their conditional pass score to a pass, will receive a grade of "Unsatisfactory" (fail) for prelims. Students who fail this component will be assigned a grade of "Unsatisfactory" for Preliminary Examination and are required to enroll in an additional semester of Field Practicum the following semester and present another case. The student can retake the clinical component after the 10th week of the semester they are enrolled in the additional field practicum. Students who pass the second presentation will be cleared to defend their preliminary examination and apply for internship the following fall semester, if all other requirements are completed. Failure to pass the Clinical Case Conceptualization after the second attempt will constitute grounds for dismissal from the program.

Research Paper

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

- ability to conceptualize a body of literature by tying concepts together through integrative themes;
- substantial independent ability to formulate research flowing from a critical analysis of the presented literature;
- ability to produce a research paper that is of acceptable quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base;
- ability to integrate awareness and knowledge of individual and cultural differences in conducting research; and
- ability to knowledgeably and professionally respond to questions relevant to the research topic.

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

- An introduction that establishes the scope, context, and significance of the research being reviewed and a statement of the professional or human problem;
- A rationale for why the topic is relevant to health service psychologists;
- A comprehensive synthesis of the literature (which should include more than the 10-15 articles in the table) that relates to the identified problem;
- A critical analysis of the literature presented, including the identification of gaps; and
- A bulleted outline of a possible study (purpose, research design, research questions, sample, instruments, procedures, and data analysis) that is logically derived from the literature review and identified gaps.

The table portion of the Research Area must contain:

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

The paper will reflect a student's own independent thought and creation. The role of the major professor will be to assist the student in the identification of the topic and in locating relevant literature. The major professor can provide feedback to multiple drafts of an outline for the research area paper, but only one review of the written draft of the paper. The student must provide an initial outline of the paper to their major professor by the *first day of finals week in fall semester*. A draft of the paper is due to the major professor for their review by *Friday of the first week of spring semester*. The student will receive feedback from their major professor no later than 6 weeks after the student submits the draft. Students will then revise the paper, taking into consideration the feedback of their major professor. The student cannot have any other assistance in developing or writing the paper, which includes additional assistance from your major professor as well as assistance from other faculty, peers, tutors, etc. Students must include a statement on the first page of the document that they have not received any other assistance. The paper is submitted electronically via Turnitin on the Combined Doctoral Program Canvas site.

The paper must be 30- 40 pages in length (exclusive of references and tables) and supported by referenced citations (40 citations is the minimum requirement). The written paper should be coherently organized, logically presented, coherently written, and conform to the standards of the most current edition of the *Publication Manual of the American Psychological Association.*

The student should submit the paper to Turn-it-in (online plagiarism check available in the doctoral Canvas site) to check against copying material from others. The student should revise their paper incorporating the results of the plagiarism check. The paper and final plagiarism check indicating the percentage of match of other sources are included in the student's preliminary examination materials which must be submitted to Canvas two weeks before finals week. An announcement will be made as to the actual date and time deadline. In order to proceed to the oral defense, the following must be present in/with the written paper: 30-40 pages length (not including references or table), minimum of 40 references, all components included (synthesis, proposed study, references, table, turn-it-in report), the table with all sections completed as described in the handbook, and a turn-it-in report with student comments about the match rates and what was changed (if anything). If any of these elements are missing, or if any elements are turned in after the deadline, the student will receive a fail for the prelim.

The supervisory committee will use a rubric in assessing the paper during the preliminary examination defense. A copy of the rubric is on the Combined Doctoral Program Canvas site.

Preliminary Examination Defense

Students must register for *MHS 8961r: Preliminary Doctoral Examination* the semester they intend to complete their oral defense. Eligible students are those who have completed all prerequisites (see above section) and have a completed Research paper. The preliminary examination defense is a 1½-hour oral exam conducted by the core program faculty members of the student's doctoral supervisory committee. Students upload to program's Canvas site the following documents for the preliminary examination defense:

- Research Area: The research paper and corresponding Turn-it-in report.
- Summary of Semi-Annual Student Evaluations: The student must create a table summarizing the ratings received on Sections B.3 and F.3B of the Semi-Annual Evaluation for all semesters in the doctoral program.
- Evidence of Completion of Scholarly Engagement requirement: Documentation of conducting and disseminating 2 research or other scholarly activities over 2 semesters prior to the preliminary examination defense his requirement (e.g., Letter of receipt of paper from journal editor, copy of manuscript or presentation, copy of conference program showing presentation).

Students are considered to have passed prelims (and entered candidacy) after they have successfully completed their prelim defense when (1)a "Pass" is given on the Doctoral Prelim Exam Results Form and signed by all committee members, (2) Admission to Candidacy Form (available on the OASIS website) is completed and signed by the Major Professor, and (3) both forms are submitted to OASIS. The student should bring these prepared forms with the identifying information typed to the defense. A representative from the department (not the student) must submit the form to OASIS.

Signature Assessments for Prelim Defense

MHS 8961r Preliminary Examination contains four signature assessments, which cover four competencies areas. As such, students must receive a rating of "Mastery" or better on each competency to pass this course. Please refer to the LiveText / Signature Assessments section of this handbook for further information on LiveText requirements. The research paper, clinical presentation, summary of semi-annual evaluations, and completion of engagement in scholarly activity requirement are all signature assessments designed to assess student's attainment of specific APA competencies for health service psychologists. The student will upload these materials to LiveText. The major professor will use the following criteria in evaluating the student's competency attainment:

Table 4. Signature Assessments / Objectives in Assessed in Preliminary Defense

Signature Assessment	Competency Area	LiveText Measurable Objective
Research Paper	Research	○ Student demonstrates substantially independent ability to formulate research ○ Student produces research paper that is of sufficient quality and rigor to potentially contribute to the scientific, psychological, or professional knowledge base.
Summary of Semi-Annual Evaluation	Ethics and Legal Standards	○ Student conducts himself / herself in an ethical manner in all activities.
Fulfillment of Scholarly Engagement requirement	Research	○ Student conducts a minimum of two empirically based research projects over 2 semesters prior to preliminary examination defense. ○ The products of the project must be a publishable manuscript or completion of a professional research presentation. ○ Student must serve as first author on one of the above projects.

Failure to Pass Preliminary Examination Research Area or Defense

Students who fail the research component of the preliminary examination one time will receive feedback from the committee about which areas they failed. Students are required to submit a new, revised research paper to their committee. The "new" research area paper can be a revised version of the initial research paper, based on feedback provided in the prelim oral defense meeting, or students may choose to complete a research area paper on a new topic. There must be at least 6 weeks between the first and second defense dates and committee members must have at least 2 weeks, within the 6-week period, to

review any written document(s) prior to the second oral defense. The student will receive an "F" for MHS 8961 in the current semester and must register for the examination again in the semester of their next defense of the Research Area. Students who do not pass any component of the prelims after two attempts are considered for dismissal from the Combined Doctoral Program.

In some instances, the students may receive a conditional pass on Research paper. This occurs when there are **minor changes** that must be made and that can likely be accomplished prior to the beginning of the subsequent semester. (The need for substantial changes would be indicative of a failing grade on the exam). Students will be given general feedback via the rubric and must revise the paper accordingly. Students will not receive the research paper back from any committee members until after they pass the examination. Once students revise the paper to the satisfaction of the supervisory committee, a grade of "Pass" will be submitted for MHS 8961. If students do not revise the paper to the satisfaction of their committee by the end of the semester they are enrolled in the course, the student will be manually withdrawn from MHS 8961 and will need to reenroll in the course the following semester. Students must complete all requirements by the end of the following semester or receive a "Fail" on the preliminary examination.

Additional Information

Students must have permission of their major professors to register for the preliminary examinations defense (MHS 8961r: Preliminary Doctoral Examination). It is the student's responsibility to consult with their major professor and register for MHS 8961r the spring semester that they anticipate completing the research paper and all prerequisites for the Prelims Exam.

Accommodations for disabilities can be made for the written or oral portions of the preliminary examination providing the student is registered at the Office of Accessibility Services (OAS) and provides the major professor with documentation of their needed accommodations (e.g., letter from OAS).

Dissertation

Students cannot register for dissertation hours until they passed the Preliminary Examination Defense and are admitted to doctoral candidacy. An admission to candidacy form must be completed and filed in the Office of the University Registrar prior to registration for dissertation hours. After completion of the admission to candidacy process, the student may retroactively change hours for a Directed Independent Study (DIS) to dissertation hours for that semester in which all prelim exams were completed. Retroactive changes are only permitted if all exams are passed by the mid-point of the semester and the student had registered for a Directed Independent Study (i.e., end of the 6th week of the semester).

Dissertation Prospectus

In consultation with their major professor(s), students must submit a research prospectus (consists of the first three chapters of the dissertation) for the dissertation to be approved by the supervisory committee and the Associate Dean of the College of Education. (See online resource: College of Education Prospectus Guidelines) A doctoral supervisory committee meeting is held for the purpose of approving the prospectus (i.e., the prospectus defense). Students must submit their prospectus to the supervisory committee at least two weeks prior to the scheduled defense. ***Students must successfully defend the prospectus, make all required revisions to the prospectus (as per supervisory committee), and submit a signed prospectus clearance form prior to the end of Week 7 of the semester in which they apply for internship.***

In order to assure that students can make this internship application deadline, the program requires that students to submit a completed first draft of their prospectus to their major professor no later than July 1 at 11:59 PM. The Major Professor will provide feedback on the draft within of four-weeks of this submission. Students intending to apply for internship must defend their dissertation by the 4th week of that Fall semester. Following the prospectus defense, all revisions must be completed and approved by the supervisory, and signed Dissertation Prospectus Clearance form must be submitted to OASIS prior to applying for internships. It is the student's responsibility to complete the form and secure signatures of their supervisory committee and department chair. The Department will submit the signed form to OASIS. The Associate Dean must approve the prospectus at least four months before the defense of dissertation may be scheduled.

Students must obtain approval from the FSU IRB in their own name if the research involves human (or animal) subjects, including secondary data analysis. Students must complete and submit the IRB Human Subjects Committee Approval Verification Form to the Office of Academic Services and Intern Support (OASIS) within **60 days** of the prospectus defense. Failure to submit this form within 60 days of the prospectus defense will result in a registration hold. The academic Dean will not approve the final manuscript clearance forms without the required IRB approvals.

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

Examination in Defense of Dissertation

The major professor, together with the supervisory committee, will conduct an examination in which the candidate must defend the dissertation. Students must enroll in MHS 8981 – Dissertation Defense (0 credit hours), the semester they intend to defend their dissertation. The student must provide members of the supervisory with a copy of their dissertation at least 4 weeks prior to their defense date. All committee members and the student must attend the defense in real time. It may be acceptable for a committee member to participate in the defense meeting via real-time video- or teleconferencing. In this instance, the student must check the current college and university policies. If exceptional emergency circumstances prevent the participation of a committee member then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate. Once approved by the supervisory committee, the dissertation is then submitted to the Department Chair for final approval.

Registration Requirements for Dissertation Credits

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

CLINICAL TRAINING REQUIREMENTS

Practicum

All students are required to complete a series of practicum experiences. These practicum experiences are developmental and sequential both in terms of the amount of supervision received and the complexity of the cases. The program follows a 4-tier practicum model, which reflects the program's commitment to sequential, cumulative and graded training.

Practicum Tiers

Tier-1 Practicum: These practicum sites are operated by the Combined Doctoral Program and are in the College of Education. Students receive close supervision from a core faculty. All students complete their first clinical training experience in the on-campus Human Services Center (HSC) and the Adult Learning Evaluation Center (ALEC). Students **who completed the pre-requisites for the Tier 1 practicum** can register for MHS 6805 (with permission of the faculty instructor). Students are also co-supervised by an advanced doctoral student enrolled in MHS 6803 Seminar in Ethics, Law, and Clinical Supervision.

Tier-2 Practicum: These practicum sites are in Centers on the FSU campus and are operated in collaboration with another University unit. Students receive close on-site supervision by core or associated faculty. All doctoral students complete their second year of clinical training (Tier-2) at the FSU Career Center and Florida State University Schools (FSUS). Students can register for Tier II practicum after successful completion of both Tier-1 practicum. Students cannot register for MHS 6946 until they successfully complete all Tier-1 practicum.

Tier-3 Practicum: Sites where training is extended beyond campus to various community agencies or campus-based sites in which faculty are not affiliated (e.g., FSU UCC, FSU Multidisciplinary Center, Tallahassee Memorial Hospital, Florida State Hospital, Morse Therapy Group, Florida Correctional Institution, Tallahassee Orthopedic Center).

Tier-4 Practicum: Students specializing in school psychology can do an optional school psychology internship. This 600-hour school-based internship is required for national certification. The 600-hour school-based requirement may be obtained as part of, or in addition to the 2,000-hour, year-long internship or as a Tier-4 practicum prior to beginning internship. Students specializing in counseling psychology can do an optional Capstone practicum at a specialized setting. Students must successfully complete all required practicum requirements and have approval of the major professor and DCT before applying for a Tier-4 practicum.

Practicum in Clinical Supervision: Advanced doctoral students provide supervision at the Tier-1 and Tier-2 practicum sites. Doctoral students will complete this required practicum experience concurrently or after completion of MHS6803 Seminar in Ethics, Law, and Clinical Supervision. Student must have completed three semester of field practicum prior to enrolling in supervision practicum.

Practicum Sequence

The year students begin clinical training experiences depends upon the completion of prerequisite courses and whether they entered the program as BS-admit or MS-admit student:

Practicum Tier		Semester Taken	
		BS - ADMIT	MS - ADMIT
Tier 1: HSC / ALEC		Spring 2 and Fall 3	Spring 1 and Fall 2
Tier 2: FSUS / Career Center		Spring 3 and Fall 4	Spring 2 and Fall 3
Tier 3	Field Practicum 1	Spring 3	Spring 2
	Field Practicum 2	Summer 3	Summer 2
	Field Practicum 3	Fall 4	Fall 3
	Field Practicum 4	Spring 4	Spring 3
	Field Practicum 5 or Capstone	After Spring 4	After Spring 3

Pre-requisites for Practicum

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

The pre-requisites courses associated with each tier of practicum are indicated in Table 5. Courses with an asterisk (*) can be taken concurrently with the designated practicum.

Table 5. Pre-Requisites for Practicum

Practicum Tier	Pre-requisite Courses
MHS 6805 – HSC / ALEC Practicum	MHS 5400 Introduction to Individual and Group Counseling Theories and Techniques MHS 5060 Psychosocial and Multicultural Aspects of Counseling MHS 6401 Evidence-Based Counseling/Psychotherapy DEP 5068 Life Span Development MHS 6229 Psychometrics and Assessment in Health Service Psychology MHS 6938 Psychopathology Across the Lifespan* MHS 6720 Introduction to Health Service Psychology Profession MHS 6721 Professional Development Seminar in Advocacy and Ethics for Health Services Psychology* MHS 6401 Individual Appraisal*

MHS 6805 – Career Center / FSUS Practicum		All the above plus: MHS 6805 – Practicum (Tier-1) MHS 6300 Theories of Vocational Behavior (Career) MHS 5615 Counseling Children & Adolescents (FSUS)* SPS 5055 Foundations of School Psychology (FSUS)*
MHS 6946r – Field Practicum	Field Practicum 1	All the above, plus: SYP 5105 Theories of Social Psychology MHS XXXX Cognitive and Affective Aspects of Behavior MHS 6938 Cognitive and Psychoeducational Assessment* MHS 6930 Diversity Seminar*
	Field Practicum 2	All the above plus: Field Practicum 1 PSB 5066 Biological Bases of Learning*
	Field Practicum 3	All the above plus Field Practicum 2
	Field Practicum 4	All the above plus Field Practicum 3
	Field Practicum 5	All the above plus Field Practicum 4 Permission of Major Professor and DCT.
Optional Capstone Practicum (Counseling Psychology) or School Psychology Internship (School Psychology)		Successful completion of all required coursework, scholarly engagement requirements, and admission to doctoral candidacy; Approval of major professor and DCT.
Practicum in Clinical Supervision (New Course)		All the above didactic course plus Field Practicum IV* MHS 6803 Seminar in Clinical Supervision, Consultation, and Law.

Registering for Practicum

Student registering for the required Tier-1 and Tier-2 practicum must enroll in the appropriate section of MHS 6805. Students participating in field practicum are required to register for a 2-credit hour minimum field practicum course (MHS 6946). (This course is variable credits and can be adjusted based on student need but must be a minimum of 2 credit hours). Students must register for practicum each semester they are accruing practicum hours. The field practicum instructor is a doctoral level licensed psychologist and typically a core program faculty. Students must register for the section of Field Practicum consistent their level of training. More information on the specific sections of field practicum can be found on the Program's Canvas site. Field practicum meets regularly on campus to provide students with an opportunity to develop integrative case conceptualization skills, explore ethical, legal and / or professional guild issues, and reinforce the marriage of science and practice, how research informs practice.

Practicum Hours

Students at required Tier-1 and Tier-2 sites will likely complete 75 clock –hours per semester. In addition, students must complete 4 semesters of (MHS 6946) field practicum, with a minimum of 100

clock-hours per semester. Of the required 400 hours of field practicum, 200 of these hours must be completed at a Tier-3 site. Students cannot do more than 20 hours / week of field practicum in any given semesters. In addition, students are required to complete a minimum of 80 hours of clinical supervision over two semesters. As such, students typically accrue 750-1000 clock hours of doctoral practicum by the end of the required practicum training.

Students are responsible for tracking their own practicum hours. Students may do this through a site called Time2Track (https://time2track.com) or through a spreadsheet. Time2Track costs between $4.95-$9.95 a month. Students will be responsible for any costs related to tracking hours. More information about tracking hours is discussed in the 1st–year advisement meetings and practicum supervision.

Practicum Sites

The Combined Doctoral Program operates two centers where all students complete Tier-1 practicum: the Human Service Center (HSC), which provides mental health counseling services to college students and the community, and the Adult Learning and Evaluation Clinic (ALEC), which provides psycho-educational assessment and coaching services for college students. Program faculty also oversee career counseling services at the FSU Career Center and school mental health services at Florida State University Schools (FSUS) (Tier-2 practicum sties). As students' progress through their clinical training, the clinical case will become more complex and they will develop more autonomy providing health psychology services. Regardless if the setting is with clinics operated by the Program or community agencies, all sites must meet the following criteria to be an "approved" site:

1. The Agency (practicum site) includes training as a part of its ongoing "mission." This can be demonstrated in several different ways, including (a) regular acceptance of trainees for supervised experience, (b) providing training experiences such as case conferences, training seminars, availability of a peer group for trainees (i.e., multiple trainees at similar levels of training), and (c) co-counseling opportunities with staff.
2. The Agency provides opportunity for the practicum student to accrue direct client contact hours. These experiences should include, when possible, evidence-based and other interventions, and/or assessment activities.
3. The Agency provides opportunity for the practicum student to accrue other indirect hours such as case preparation, report writing, program development, advocacy, and observations.
4. The Agency identifies a licensed psychologist to serve as the site supervisor. It is recognized that supervision on site can be provided by doctoral interns or post-doctoral fellows in psychology, under the supervision of a psychologist appropriately credentialed for the jurisdiction.
5. The Agency site supervisor will provide one hour per week of individual supervision to the field practicum
6. The supervision and evaluation of student must be based in part on direct observation of the student. Direct observation includes in person observation of the student (in room or through two-way observation mirror), live video streaming, or video recording.

The program maintains a list on the Canvas site of approved practicum placements. The practicum sites are categorized into "beginning practicum site" for student in the first two semesters of the field practicum, "intermediate practicum sites" for students in the second and third semester of field practicum, and "advanced practicum sites" for student in the third and fourth semesters of practicum. These sites are evaluated annually by the program based on feedback from students placed in these settings and enrolled in a 2-credit hour field practicum course (MHS 6946).

Placement in Practicum Sites

Students are assigned to the Tier-1 and Tier-2 rotation sites (HSC, ALEC, Career Center, FSUS) by the DCT in consultation with the Major Professor.

Regarding field practicum placement, students should consult with their major professor, DCT, and supervisory committee in determining the types of field practicum experiences that would best suit their interest and goals. The DCT will coordinate field practicum placements. Each semester students will respond to a Field Placement survey designed to assist the DCT in making field practicum placements. The DCT will make the initial contact to the site on behalf of the student. After that initial contact, the DCT will instruct the student on the next step for contacting the site and negotiating a placement. While every effort is made to place a student in a desired site, it may not always be possible. Some practicum sites may have a 1-2 semester waiting lists. Students are placed on one site per semester. Under certain circumstances (e.g., lack of practicum hours on assigned site), the DCT may approve placement on an additional site.

Students typically remain on a site for 1-2 semesters. Some sites require students to commit to 2-3 semesters. Other than these sites, students cannot remain on a site longer than 2 semesters. A list of field practicum sites can be found on the Program Canvas Site. Students can update this list as needed.

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

The program recognizes that there may be an exceptional clinical training opportunity in which the field supervisor is not a licensed psychologist, but licensed and appropriately credentialed in a related healthcare field or discipline (e.g., psychiatry, social work, marriage and family therapy, mental health counseling, and /or speech and language pathology). In this case, the student in an advanced field practicum (3rd or 4th semester) can submit a Request for a New Practicum Site (form posted on Combined Doctoral Program Canvas site) to the DCT. These requests are considered on a case-by-case basis

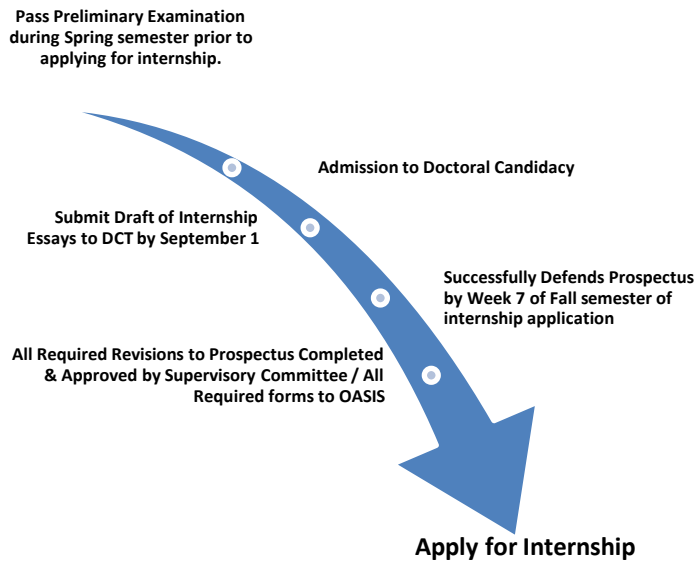
Students arrange, with the permission of and in consultation with the DCT and major professor, a one- or two-semester Capstone field practicum placement outside of Tallahassee. The Capstone Practicum is completed as an optional practicum after successful completion of Field Practicum IV. A Capstone Practicum generally allows students to gain clinical experience in settings within the students' area of specialization and not available in Tallahassee area. Recent 'distal' practicum sites have included the Yale Child Study Center, Ackerman Institute for the Family, Mailman Center for Child Development, U of Miami School of Medicine; Houston VA Medical Center; Queens Children's Psychiatric Center, NY; All Children's Hospital/The Children's Cancer Center.

Signature Assessment for Practicum Tiers

Doctoral students are required to demonstrate knowledge and skills necessary for the practice of health service psychology throughout their clinical training. Throughout the practicum sequence competencies will be evaluated through various Signature Assessments. These Signature Assessments assess profession-wide competencies in ethics and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, intervention, and assessment. More information on the Signature Assessments embedded in each tier of practicum can be found in the course syllabi and on the Program's Canvas site. All Signature Assessments are evaluated according to the policies found in the Student Evaluation section of this Handbook and in course syllabi. The only exception is the Integrative Clinical Case Conceptualization, which is a key Signature Assessment embedded in Field Practicum IV (see section below).

Internship

Doctoral students complete their internship during the final year of the program after admission to doctoral candidacy. Students are strongly encouraged to seek internship sites at settings either accredited by the APA or listed in the APPIC Directory. All internship sites must provide quality supervised training experiences appropriate for students in counseling psychology and / or school psychology and consistent with the specialties of school psychology[1] and counseling psychology[2]. All doctoral students will seek internship sites at settings consistent with their specialization area. In all instances, the internship should provide a stipend. All students will participate in the APPIC Internship Matching Program (MATCH) when applying for internships. The pathway to eligibility to apply for internship is depicted below.



[1] Description of the Specialty of School Psychology; http://www.apa.org/ed/graduate/specialize/school.aspx

[2] How does one become a Counseling Psychologist?; http://www.div17.org/students_defining.html

Eligibility and Requirement Deadlines for Participation in MATCH

Students applying for internship must be doctoral candidates in good academic standing who successfully completed all prospectus requirements by the 7th week of the fall semester they intend to apply. The major professor and DCT must approve student readiness for internship before the DCT attests to the student's readiness to apply online with APPIC for internship MATCH. The figure below denotes the

Preparing for Applying and Choosing Sites

Students should begin the process of planning for the internship MATCH at least twelve months prior to the internship starting date. Beginning in later fall semester, the DCT holds a series of meetings with students intending to apply for internship the following fall semester. These meetings provide students with information on the internship application process. These meetings cover a wide range of topics including: identifying potential references, preliminary review of the APPIC website (http://www.appic.org), planning for additional practicum experiences, developing a 6-month self-enhancement plan, updating Vita and selecting psychological reports and treatment summaries from case files, and identifying factors important to selection of internship sites. Students complete the APPIC MATCH registration and apply for internships during the application window, which is generally October-December. Internship sites have different application deadlines, but more applications close in December. Students should consult with their major professor and DCT on their selection of sites.

Internship Selection Process

Internship sites send out invitations to interview usually between November-January. The interviews are likely to require the student travel to site. However, some site may also offer interviews via videoconferencing. Students are responsible for the cost incurred to interview for internship. Following the interviews, students will rank their selection of sites. The internship sites will do the same. In February, students nation-wide who participated in MATCH are notified of their internship placement. Students who do not match during Phase I of MATCH will participate in Phase II of MATCH, which occurs February – March. Once students match with a site, the DCT at the site will contact the student with information about the internship contract and onboarding process.

Internship Sites Not APA-accredited or APPIC-listed

Only in *unusual* circumstances is a non-APA-accredited or non APPIC-listed internship acceptable. Students who are aware of any circumstances (e.g., hardship, did not match in Phase 1 or Phase II) preventing them from securing an APA-accredited or APPIC-listed should consult with their major professor and DCT as early as possible during the doctoral program. In circumstances that merit an exception (as determined by the major professor and DCT), the student would seek out a placement that has the following features consistent with State of Florida psychology licensure regulations:

- The internship must consist of an organized training program (in contrast to supervised experience or on-the-job training) designed to provide the intern with a coherent, planned, programmed sequence of training experiences, the primary focus and purpose of which is to assure breadth and quality of training;

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

Any exception to the above requirements may be appealed to the program faculty for review and reconsideration. The major professor and DCT must approve the internship placement.

Registering for Internship

Students must register for a total of 9 hours of internship over a minimum of three consecutive semesters. The start and end date of the student's internship contract will determine which semesters the student must register. Typically, students register for three hours of internship credit for 3 semesters for a total of 9 hours. Students must not register for internship credit prior to beginning the internship.

A student must be continually registered for internship throughout the dates on the official internship contract. This College and Program policy to assure students are legally and officially covered during their entire internship. Consequently, a student whose internship begins BEFORE the start of fall semester must be registered for internship hours in the summer semester, as well as fall semester. If an internship ends AFTER the end of a semester then the student would need to register for hours in the subsequent semester (e.g., students whose internship extends past the end of summer semester will need

to register for fall internship hours). In this instance, the student's degree is posted to their transcripts at the end of that semester. Students are required to complete a minimum of nine hours of internship across all the semesters of your internship contract. However, the minimum a number of hours a student can register for via the online system is three credit hours per semester. Students who must enroll in 4 semesters of internship and wish to disperse the nine-credit hour over the 4 semesters can request a reduction in credit hours each semester. A student can request to have any semester modified to 1 or 2 credit hours, as long as they have registered for 9 hours total over ALL semesters of their contract. The *Request To Modify Course Credit For An Individual Student* form must be submitted by the student. The form is available online and is signed by the Department Chair and Dean's Office (OASIS can sign for the Dean).

Costs Associated with Internship

Estimated costs for internship vary greatly depending on how many in-person interviews are offered, the distance to those interviews, and costs of travel. The costs may vary each year. Students should refer to the APPIC website (http://www.appic.org) for the most current fees and costs. Students are responsible for all fees and costs related to APPIC application and interviews.

Optional Internship for Certification in School Psychology

Students seeking national certification in school psychology must complete a 600- hour school-based internship. This requirement may be obtained: (1) as part of the 2,000-hour, year-long internship, if available as a training component of the internship, (2) in addition to the 2,000-hour, one-year internship, or (3) as a Tier-4 practicum prior to beginning internship. Students electing to complete a dual emphasis at the *advanced* competency level in *both* counseling psychology *and* school psychology have two internship options. Students may complete one APA-accredited, APPIC-listed, or School Psychology approved internship that includes a rotation in which 600 hours are in a school setting. Students may complete a 600-hour internship in a school setting, followed by a one-year APA-accredited or APPIC-listed internship. Most students who select this option choose to do their 600 hours in a local school setting, such as Leon County Schools or the FSU Multidisciplinary Center, during their last year of on-campus study as an optional or Capstone practicum (registering for MS/EdS school psychology internship). The student must have completed all pre-requisites prior to enrollment in the optional internship.

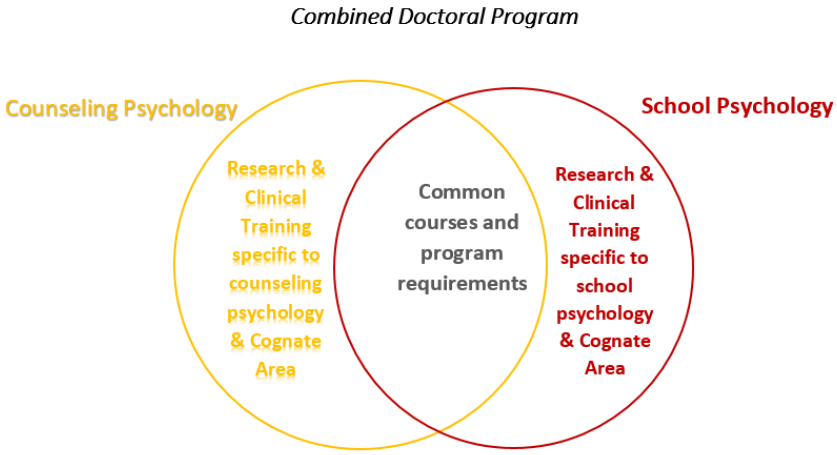
DOCTORAL CURRICULUM

Introduction

The scientist-practitioner model provides the foundation for the curriculum in the Combined Doctoral Program in Counseling Psychology and School Psychology. The curriculum encourages a coherent, integrated, and systematic investigation of topics and learning experience relevant to improving the quality of services provided by the individual professional and enhancing the knowledge base of the field. To accomplish this goal the curriculum includes the following components: psychological foundations, professional issues, ethics and law, psychological and educational assessment, psychological interventions, research, design, and statistics, and supervised practice. The program includes didactic, laboratory, and experiential components, adapted to meet the needs of the individual student. Figure 1 depicts the combined nature of the curriculum.

Degrees are conferred three times per year (May, August, and December). Degrees cannot be conferred until all program, college and university requirements have been met by the relevant program, college, and university deadlines. This requirement also includes written confirmation from the internship facility to the DCT that the student has satisfactorily completed the internship. Students should refer to the internship syllabus for additional details. Please note that courses taken in psychological foundations, professional issues, ethics and law, psychological and educational assessment, psychological interventions, and research design and statistics may not be taken on a pass / fail basis.

Figure 1. Core and specialized curriculum



Prerequisites

Students must provide documentation of completing the prerequisite courses for the combined doctoral degrees. These *courses* are listed in the first column (*indicated in italics*) in the Combined Doctoral Curriculum (see section below). Students typically complete these prerequisite courses as part of graduate degree programs in counseling or school psychology. Students admitted with a Master's degree in Counseling, Counseling Psychology, School Psychology, Clinical Psychology, or related discipline from an accredited college or university are likely to have completed the prerequisite courses as part of their master's degrees. Students who do not have the required prerequisites make up deficiencies in coursework in the first year of their programs of study. It is important to note that prerequisite courses must be taken prior to the doctoral courses. (Prerequisite requirements for practicum and preliminary examination can be found in those sections of this handbook)

Combined Doctoral Curriculum

Psychological Foundation

Courses in psychological foundations are designed to provide students with an understanding of the basic dynamics of human behavior. This coursework establishes a basis for the acquisition of knowledge and skills in counseling psychology and school psychology. Courses in psychological foundations are also designed to facilitate an understanding of the role of psychology as a discipline within the context of our society. Courses include a balance of lecture and discussion related to the above issues.

DEP 5068 Life-Span Human Development (3 hours)	PSB 5066 Biological Bases of Learning and Behavior PSY 5605 History and Systems of Psychology MHS 6938 Cognitive and Affective Aspects of Behavior SYP 5150 Theories of Social Psychology MHS 6720 Introduction to Health Services Psychology Profession

Professional Issues, Ethics, and Law

Courses in professional issues, ethics, and law are designed to provide students with an understanding of the historical foundations of the practice of counseling psychology and school psychology, as well as an understanding of current ethical and legal issues. A specific understanding of multicultural issues in the delivery of psychological services is also considered essential. Courses include a balance of lecture and discussion related to the above issues.

SPS 5055 Foundations of School Psychology *MHS 5060 Psychosocial & Multicultural Aspects of Counseling*	MHS 6721 Professional Development Seminar in Advocacy and Ethics for Health Services Psychology MHS 6938[1] Seminar in Clinical Supervision, Law, and Consultation (3 hours) MHS 6930 Diversity Seminar in Health Service Psychology (3 hours)

Psychological Assessment

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

	MHS 6938 Cognitive and Psychoeducational Assessment (4 hours) MHS 6220 Individual Appraisal (3 hours) MHS 6229 Psychometrics and Assessment in Health Services Psychology (3 hours)

Psychological Intervention Courses

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

	MHS 6938 Psychopathology and Development

[1] Courses denoted as MHS 6938 are new courses temporarily being offered as a Special Topics course. These courses titles will be assigned a permanent individual course number.

MHS 5400 Introduction to Counseling Theories & Techniques
SPS 5205 Consultation in the Schools
MHS 6410 Behavior Management: Principles and Applications (required only for School Psychology emphasis)
MHS 6401 Evidence-based Counseling/ Psychotherapy (3 hours)
MHS 6300 Theories of Vocational Behavior
SPS 5615 Counseling Children & Adolescents

Research Design and Statistics

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

EDF 5400 Basic Descriptive and Inferential Statistics Applications
EDF 5481 Methods of Educational Research Design
MHS 5915 Supervised Research (4 Semesters / 1 hour each)
MHS 6715 Critical Review of Research in Counseling
EDF 5401 General Linear Model Applications
EDF 5402 ANOVA *OR* EDF 5406 Multivariate Analysis Applications
MHS 8980 Dissertation

Research Requirement by Specializations:

Counseling Psychology
Focus of scholarly engagement activities and research agenda of student is consistent with the advanced scientific and theoretical knowledge relevant to the specialty of Counseling Psychology Identified by Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP)

School Psychology
Focus of scholarly engagement activities and research agenda of student is consistent with the advanced scientific and theoretical knowledge relevant to the specialty of School Psychology Identified by CRSPPP)

Supervised Clinical Practice

Courses in supervised practice are designed to provide students with the opportunity to integrate theory, research, and practice into the design, provision, and evaluation of psychological services. All practica include a combination of individual and group supervision from qualified supervisors. Student clinical practice experiences must reflect their areas of specialization in Counseling Psychology and/or School Psychology as indicated below. Prerequisite requirements for each practicum tier can be found in the Practicum section of this Handbook.

MHS 6805r Advanced Group or Individual Counseling Practicum (4 semesters / 1 semester each at HSC, ALEC, Career Center, and FSUS / 4 credit hours per semester)

MHS 6946r Field Practicum in Counseling Psychology (4 semesters / minimum of 2 hours each semester)
Practicum in Clinical Supervision (MHS 6803 and MHS 6938)
MHS 6820r Counseling Internship (APA-accredited or APPIC-listed internship) – 3-4 semesters for a minimum of 9 total credit hours.

Clinical Training Requirements By Specializations

COUNSELING PSYCHOLOGY SPECIALIZATION:

- Field practicum experiences are consistent with the parameters of the specialization of counseling psychology as indicated by CRSPP.
- Two semesters of Field Practicum at a beginning-level practicum site.
- Two semesters of Field Practicum at an intermediate or advanced practicum site.
- Capstone Practicum (optional)

SCHOOL PSYCHOLOGY SPECIALIZATION:

- Field practicum experiences are consistent with the parameters of the specialization of school psychology as indicated by CRSPP.
- Two semesters of Field Practicum at the MDC at a school-based setting focused on diagnostics, assessment, and intervention services.
- Two semesters of Field Practicum at an intermediate or advanced site focused on children and/or adolescent populations within the context of larger family or school systems. Students are expected to engage in health service promotion and prevention services through assessment, diagnostics, and intervention implementation.
- 600 credit-hour school-based internship (Optional)
- Students who wish to become certified as a school psychologist should check the requirements for the State in which they want to practice. (Online Resource: NASP):

Cognate Area

Students have the option of developing a cognate in a focus related to their specialization. The proposed focus must be a relevant research or clinical content area in Counseling Psychology or School Psychology and approved by program faculty. The student must consult with the major professor regarding the focus of the cognate and courses to fulfill the cognate. The cognate courses will consist of a minimum of 9 hours of courses not already required in the program.

Sequence of Courses

THE B.S. ADMIT course sequence is for students entering the program with bachelor's degree or a graduate degree that not granted from an accredited graduate program in clinical mental health counseling, counseling psychology, or school psychology. **The courses listed in Year 1 BS-ADMIT are pre-requisite courses for doctoral study.** The only exception is MHS 6410 Behavior Management. MHS 6410 (Behavior Management) is required for students in the school psychology emphasis and must be completed prior to the practicum at the FSU Multidisciplinary Center. This course is also required for the MS in School Psychology.

Students entering the program without a graduate degree are required to take all the courses listed for Year 1 Bachelor Admit. Students who complete all the courses are eligible for a M.S. Degree in School Psychology. (This degree is non-terminal and additional coursework is needed for certification as a School Psychologist.)

Students who have a graduate degree but who did not have the courses listed for Year 1 Bachelor Admit must: (1) have completed these pre-requisite courses as part of their graduate degree and/or (2) complete these pre-requisites early in their doctoral program. If equivalent graduate coursework was completed as part of another graduate degree program, then the student must provide their major professor with the syllabus from the equivalent course(s). The faculty will determine if the courses taken at other programs satisfy the pre-requisite for doctoral study.

The M.S. ADMIT course sequence is for students entering the program with a M.S. or M.S./Ed.S. from a CACREP-accredited program in Clinical Mental Health Counseling, a NASP-accredited program in School Psychology, or a MPCAC-accredited program in Counseling Psychology. However, these students will likely need to take a few of the pre-requisite courses listed in Year 1: BS Admit. Students will work their major professor to determine which pre-requisite courses may be needed. Your major professor will consult with the doctoral faculty in making this determination.

Italicized course cannot be moved to different years in the program. These courses must be taken during the year / semester indicated.

Year 1: BS Admit

Fall Semester		
MHS 5060	Psychosocial and Multicultural Aspects of Counseling	3

MHS 5400	Introduction to Individual and Group Counseling Theories and Techniques	4
SPS 5055	Foundations of School Psych	3
DEP 5068	Life Span Development	3
	Total Hours	13
Spring Semester		
MHS 6938	Psychopathology Across the Lifespan	3
MHS 6410	Behavior Management: Principles and Applications	3
MHS XXXX	*Cognitive and Psychoeducational Assessment*	*4*
EDF 5481	Methods of Educational Research	3
	Total Hours	13
Summer Semester		
SPS 5205	Consultation in the Schools	3
MHS 6229	*Psychometrics and Assessment in Health Service Psychology*	3
EDF 5400	Basic Descriptive and Inferential Statistics (1st Stats course)	4
	Total Hours	10

Year 1: MS Admit / Year 2: BS Admit

Fall Semester		
MHS 6720/	*Introduction to Health Services Psychology Profession (MS)*	3
SPS 5615	Counseling Children & Adolescents	3
SPS 5055 / STATS COURSE or COGNATE	Foundations of School Psychology (MS) Stats Course – General Linear Model Applications or COGNATE (BS)	3
MHS 6401	*Evidence-Based Counseling/Psychotherapy*	*3*
	Total Hours	12
Spring Semester		
MHS 6721	*Professional Development Seminar in Advocacy and Ethics for Health Services Psychology*	3
MHS 6805r	*Advanced Group or Individual Counseling Practicum (HSC/ALEC)*	4
MHS 6938	*Cognitive and Psychoeducational Assessment (MS)*	4
MHS 6220	*Individual Appraisal*	3
	Total Hours	10-14
Summer Semester		
PSB 5066 or PSY 5605	*Biological Bases of Learning and Behavior OR History and Systems (on rotation)*	3
STATS COURSE	EDF 5400 Basic Descriptive and Inferential Statistics (1st Stats course); EDF 5401 General Linear Model Applications (2nd Stats Course)	4
MHS 6229 or MHS 5915	*Psychometrics and Assessment in Health Service Psychology (MS)* OR Supervised Research (BS)	3 (MS) / 1-2 (BS)
	Total Hours	8-10

Year 2: MS Admit / Year 3: BS Admit

Fall Semester		
MHS 6805	*Advanced Group or Individual Counseling Practicum (HSC/ALEC)*	4
MHS XXX	*Cognitive and Affective Aspects of Behavior*	3
SYP 5105	Theories of Social Psychology	3
MHS 6300	*Theories of Vocational Behavior*	3
	Total Hours	13
Spring Semester		
MHS 6805	*Practicum in Advanced Group/Individual Counseling (Career Center/FSUS)*	4
MHS 6715	*Design & Critical Review of Research*	*3*
MHS 6930	*Diversity Seminar in Health Services Psychology*	*3*
MHS 6946	*Field Practicum I*	*2*
MHS 5915	Supervised Research	1-2
	Total Hours	13/14
Summer Semester		
MHS 6946	*Field Practicum II*	2
PSB 5066 or PSY 5605	*Biological Bases of Learning and Behavior OR History and Systems (on rotation)*	3
MHS 5915	Supervised Research	1
SPS 5205	(MS) Consultation in the Schools (BS) Cognate Course	3
STATS COURSE COGNATE	EDF 5401 General Linear Model Applications (2nd Stats course) or either EDF 5402 ANOVA OR EDF 5406 Multivariate Analysis (3rd Stats course) OR COGNATE	3
	Total Hours	12

Year 3 MS Admit / Year 4 BS Admit

Fall Semester		
MHS 6805	*Advanced Group or Individual Counseling Practicum (Career Center/FSUS)*	4
MHS 6946	*Field Practicum III*	2
MHS XXXX	*Seminar in Supervision, Consultation, and the Law*	3
STATS COURSE OR COGNATE	Either EDF 5402 ANOVA OR EDF 5406 Multivariate Analysis (3rd Stats course) OR COGNATE	3
	Total Hours	9-12
Spring Semester		
MHS 8961	Preliminary Examination Defense	0
MHS 6946	*Field Practicum IV*	*2*
MHS 6948	*Practicum in Clinical Supervision*	*2*

MHS 5915	Supervised Research	2
STATS COURSE OR COGNATE	EDF 5401 General Linear Model Applications (2nd Stats course) or either EDF 5402 ANOVA OR EDF 5406 Multivariate Analysis (3rd Stats course) OR COGNATE	3
	Total Hours	9
Summer Semester		
MHS 8980	Dissertation (Prospectus)[10]	2-6
	Optional Elective (Cognate)	3
	Total Hours	2-9

Year 4 MS Admit / Year 5 BS Admit

Fall Semester		
MHS 8980	Dissertation (Prospectus)	2-7
MHS 6938	Capstone Clinical Training Seminar	2
MHS 6946 OR SPS 5945	Optional Capstone Field Practicum OR Optional School Psychology Internship	2-3
	Prospectus Defense	0
	Total Hours	6-12
Spring Semester		
MHS 8980	Dissertation	2-9
MHS 6946 OR SPS 5945	Optional Capstone Field Practicum OR School Psychology Internship	2-3
	Optional Elective (Cognate)	3
MHS 6938	Practicum in Clinical Supervision (Optional)	2
	Total Hours	2-9
Summer Semester		
MHS 8980	Dissertation	2-9
MHS 6820r	Doctoral Internship[1]	2-3
	Total Hours	2-9

Year 5 MS Admit / Year 6 BS Admit

All Semesters		
MHS 8980	Dissertation	2-9
MHS 6820r	Doctoral Internship	1-3
MHS 8981	Dissertation Defense	0
	Total Hours Per Semester	2-9

[1] Students must complete a total of 9 hours of internship over a minimum of three semesters. Start date and end date of the internship contract determines the semesters that students register for internship. Under some circumstances it may be necessary for students to register for 4 semesters of internship and extend their internship an additional fall semester.

EVALUATION OF STUDENTS AND THE PROGRAM

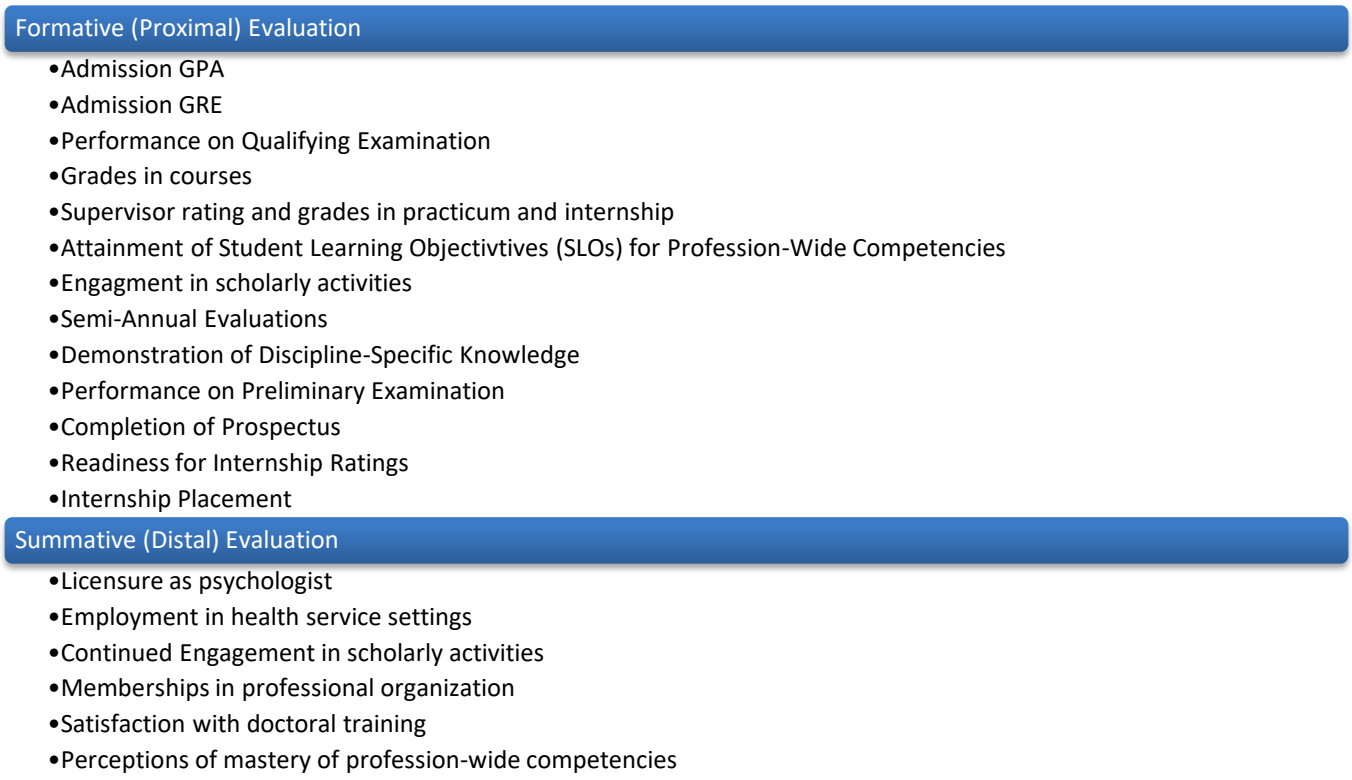
Professional psychologists who provide health services to the public are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train mental health professionals are committed to protecting the public and profession. Therefore,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

The Combined Doctoral Program faculty members engage in an on-going and systematic process of student assessment to ensure overall program quality and ensuring these students obtain the necessary skills and knowledge throughout their program of study. The Combined Doctoral Program evaluation plan is comprised of both proximal (during the doctoral program) and distal (after graduation) evaluation of the student outcomes (see Figure 2). Proximal evaluation measures are used to assess student outcomes on milestones throughout the program and also serve as indicators of program quality. Distal evaluation measures are used for the evaluation of program quality.

Evaluation of Program's Effectiveness

The Combined Doctoral Program is committed to quality and excellence in preparing health service psychologists. In order to assure such quality the program engages in ongoing assessment of the program's mission and the preparation our doctoral students. Distal data is used for this assessment. Alumni of the Combined Doctoral Program are surveyed annually as part of the programs annual report for APA-accreditation. Graduates of the program will continue to receive this survey until they are licensed. In addition, surveys of graduates are also conducted two and five-year post-graduation. These surveys assess the alumni's perceptions of mastery of profession-wide competencies need for the practice of health service psychology. It is the program's expectation that all graduates of the program complete surveys post-graduation when requested.

Figure 2. Data used in Program / Student Evaluation



Evaluation of Students

It is the professional, ethical, and potentially legal obligation of the faculty, training staff, supervisors, and administrators have a: (a) establish criteria and methods through which aspects of competence other than, and in addition to, students' knowledge or skills may be assessed including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice; and, (b) ensure, insofar as possible, that students who complete their programs are competent to manage future professional relationships in an effective and appropriate manner.

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

Student Conduct

The Combined Doctoral Program strives not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence related to other programs, the profession, employers, or the public at large. As such, within a developmental framework, and with due regard for the inherent

power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate student competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. Students are expected to adhere to rules, laws, and codes governing the academic training program and the field of psychology. Students are expected to adhere to the American Psychological Association Ethical Principles of Psychologists and Code of Conduct found at: http://www.apa.org/ethics/ and the FSU academic honor code, found at: http://fda.fsu.edu/Academics/Academic-Honor-Policy. Students' adherence to these codes is tracked throughout the program as part of the evaluation process.

In addition to adherence to ethics and honor codes, other evaluative areas include, but are not limited to, demonstration of sufficient:

a. interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
b. self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);
c. openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and
d. resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., responding constructively to feedback from supervisors or program faculty; the successful completion of remediation plans; participating in personal therapy in order to resolve issues or problems).

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

Evaluation of Competence

Students must meet all academic requirements, as well as discipline-specific knowledge and profession-wide competency areas. Proximal data used in assessing student outcomes are indicated in Figure 1. This formative student data is collected throughout the program. The program has a minimum level of achievement (MLA) that must be achieved for each evaluation measure in order for the student to progress in the program. Students must meet these MLAs in order to remain in good standing in the program.

The MLAs for each of the evaluation methods are described below. Students who do not meet the required MLA will be reviewed by faculty and receive an "Official Concern" in the related area on the Semi-Annual Evaluation, which may result in the development of a remediation plan or dismissal from the program as indicated below. Remediation will be offered provided that faculty, training staff, or

supervisors conclude that satisfactory remediation is possible for a given student. . Students who do not meet the MLA's are reviewed by the program faculty which may result in a required remediation plan or dismissal from the program. Students who do not successfully complete a required remediation plan within the specified period (typically one semester) will be considered for dismissal from the program.

Semi-Annual Evaluation of Doctoral Students

The faculty evaluates each doctoral student twice a year at a regularly scheduled faculty meeting. The primary purpose of the evaluation is to facilitate student development by enhancing student self-awareness, self-reflection, and self-assessment. Based on this faculty evaluation, the major professor completes the Semi-Annual Evaluation form (see Program Canvas site). This evaluation tracks students' academic progress (e.g., Integrative Case Conceptualization, Preliminary Exams, Scholarly Engagement Activities), grades and GPA, scholarly engagement, diversity requirement, and involvement in practicum. The major professor rates the student's progress as "Official Concern," "Acceptable," or "Outstanding." The major professor also provides a summary of students' strengths and weaknesses (in behavioral terms) and ratings on "program competency benchmarks" indicative of readiness for internship.

A copy of this evaluation will be sent to the student by the major professor and the college/department will maintain the original. The results of the evaluation will be discussed personally by major professors with each doctoral student. Evaluations will include more than one source of information regarding the evaluative areas (e.g., across faculty, supervisors and settings). The faculty will review all ratings of "Official Concern" to determine what action (e.g., remediation plan, dismissal from the program, delay of internship) is warranted based on the specific concern and / or area(s) of deficit as indicated in the sections below. Students who disagree with the evaluation and retention decisions made by the program faculty may appeal a decision to the DCT, department chair, and college and university officials according to the rules of the College of Education and the University. The student must raise his or her deficiencies by the end of the next semester prior to their next semi-annual evaluation.

Course Grades and GPA

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

Practicum

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

Preliminary Examination

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

Readiness for Internship[1]

The program uses a Readiness for Internship Rating as part of the student's semi-annual evaluation. These ratings across the student's years in the program assists in determining a student's readiness for and likely success in matching to an internship. The rating form consists of items that rate competencies in the areas of: 1) professional values and attitudes, 2) individual and cultural diversity, 3) ethical and legal standards and principles, 4) reflective practice / self-assessment/self-care, 5) relationships, 6) scientific knowledge and methods, and 7) evidence-based practice. The competencies are rated as "1" (Unacceptable), "2" (Need Improvement), "3" (Acceptable), and "4" (Outstanding). The form also includes a section where the major professor provides a brief narrative summary statement on overall assessment of the student's current level of competence and readiness for internship. The form is reviewed and signed by the student, major professor and DCT. Many faculty invite their students applying to internship to provide independent self-ratings on each of the items on the readiness for internship rating form. The "competency benchmarks" rated on the Readiness for Internship Rating Form is identical to the competencies found on the Semi-Annual Evaluation: PhD Students form. This provides students and the program with one metric to evaluate the developmental growth of important skills, attitudes, and competencies over time. Students must achieve ratings of "3" on all items for the semester prior to internship, as well as the semester they are applying for internship (must be completed by December 1 of that semester). Students who receive a rating below "3" will be reviewed by the major professor and DCT to determine if an "Official Concern" on the Semi-Annual Students Evaluation is warranted and whether a remediation plan is warranted. Students must have successfully completed all remediation plans prior to being deemed "ready" for internship.

Internship

Students must receive a grade of "Pass" for each semester of MHS 6820 Doctoral Internship. Students who receive a "U" (Unsatisfactory) will receive an "Official Concern" on the corresponding area(s) of

[1] The faculty has endorsed, "The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs" that was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTP). The text of this document is available at: http://www.apa.org/ed/graduate/competency.aspx

the Semi-Annual Student Evaluation. The program faculty will review reasons for "U" grade to determine whether action of remediation or dismissal is appropriate. If deemed appropriate, the faculty supervisor, DCT, and major professor will develop a remediation plan that the student must complete within the timeframe set.

Scholarly Engagement

During their doctoral program students must actively participate in scholarly activities. Prior to defending this preliminary examination students must have:

1. Conducted a minimum of two research or other scholarly activities over 2 semesters prior to preliminary examination.
2. Disseminated a minimum of two research or other scholarly activities via professional publication or presentation over 2 semesters prior to preliminary examination. The student must be the first author or primary presenter for at least one of these research products.

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

Discipline-Specific Knowledge and Profession-Wide Competency Attainment

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

<u>Discipline-Specific Knowledge Areas</u>
The program provides broad exposure to disciple-specific knowledge (DSK) areas throughout the curriculum via coursework, research requirements, clinical experiences, and other program requirements. The Curriculum Map (posted on Program Canvas site) provides an overview of the specific courses associated with a specific DSK area. Students demonstrate attainment of DSK areas through their performance in the specific courses, as well as by successfully completing specified signature assessments or course artifact. The discipline-specific knowledge areas and the MLA for demonstrating attainment of the knowledge area are posted on the Program's Canvas site.

The major professor tracks students' progress in these knowledge areas as part of the Semi-Annual

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

Profession-Wide Competencies

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

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

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

A list of the profession wide signature assessment competencies can be found on the Program's Canvas site.

LiveText

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

throughout the program and faculty will then indicate the student performance level associated with the Signature Assessment

A LiveText membership **is required** for successful completion of the program. A membership is active for seven years and allows students to retain evidence of their demonstration of the APA required competencies. The LiveText membership costs $139.00 (as of Summer 2020 but cost may vary over time) and students must purchase the membership prior to the first Signature Assessment due date and continue through graduation.

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

Students will need to fill out the required information and select the LiveText "Student Membership Field Experience Edition - $139" in the drop down. Please contact LiveText at support@livetext.com or by phone at 1-866-548-3839 if there are any issues registering for LiveText. Any questions about program requirements for LiveText should be directed to Tonya Jones in the College of Education at tjones7@fsu.edu or by phone at 850-644-1627.

Responsibilities of the Faculty in Evaluating the Professional Skills of Ph.D. Students

1) As part of the admission process, the prospective major professor clarifies the applicant's psychology-related experience and interest in various clinical practice and research options based on an interview and from the resume and the personal statement of the prospective student.
2) The core faculty member assigned as the instructor for off-campus practicum obtains from supervisors, each semester, practicum evaluation forms for each student registered for off-campus practicum. The evaluation form is completed online by the practicum supervisor. The link to the form is posted on the course Canvas site and sample copy of the form is on the Program's Canvas site. When submitted electronically the signed form can be accessed by the DCT and course instructor. Students submit practicum forms, for each off-campus practicum placement.
3) Each semester supervisors for on-campus practicum provide the DCT with practicum evaluation forms for each student enrolled in an on-campus practicum (e.g., HSC, Career Counseling Center, ALEC, FSU University Counseling Center, Student Disability Resource Center). Practicum performance data is regularly aggregated by the DCT for program evaluation purposes and for accreditation reporting purposes. If a student is identified as: 1) lacking minimal clinical skills by failing to receive a grade of B- in the practicum, 2) engaging in unethical behavior according to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association, and / or 3) demonstrating evidence of impairment that adversely impacts student professional performance, the DCT and major professor collaboratively evaluate the situation and create a remediation plan. The faculty is informed of the problem and the proposed remediation plan during the next faculty meeting. The faculty votes on retention and, if needed, approves, modifies and approves, or rejects the remediation plan on the basis of their professional judgment regarding whether the student possesses the competence necessary for ethical behavior in the delivery of psychological services.

University legal counsel, the Department Chair, and the APA accreditation office may be contacted if it is deemed appropriate to consult with and / or inform these bodies that a problem exists, and to seek advice or an opinion on the proposed actions regarding the student. Students exhibiting any impairment

or students engaging in unethical or illegal behavior will be immediately terminated from the program if it is judged by the faculty that successful remediation is unlikely to be effective or inappropriate given the transgression or circumstances. The records of any deliberation to retain or dismiss a student, including the doctoral student evaluation form, all correspondence, and all notes from telephone conversations, will be placed in the student's file maintained by the department. Students will receive due process in any remediation or dismissal decision, including the right to departmental, college, and university appeal.

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

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

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

8) The DCT is the instructor of record for internship hours for all students on internship. Therefore, only the DCT can assign a grade for internship hours. A passing grade for internship hours will be determined on the basis of satisfactory progress reports from the internship on-site clinical director and / or by an official statement or report from the internship on-site clinical director that the student has successfully completed all requirements for the internship. If the student is identified by the internship on-site clinical director as: 1) lacking minimal clinical skills, 2) engaging in unethical behavior, or 3) demonstrating evidence of impairment that adversely impacts student professional performance, the DCT collaborates with the major professor in evaluating the situation and any actions proposed or taken by the internship site, and creates a remediation plan. The faculty is informed of the problem and the proposed remediation plan during the next faculty meeting. The faculty votes on retention and, if needed, approves, modifies and approves, or rejects the remediation plan on the basis of their professional judgment regarding whether the student possesses the competence necessary for ethical behavior in the delivery of psychological services.

The Department Chair, the College of Education Office of the Dean, University legal counsel, and the APA accreditation office may be contacted to indicate that a problem exists and consulted as to potentially appropriate actions regarding the intern. **Interns exhibiting any impairment or interns engaging in unethical or illegal behavior will be immediately terminated from the program if it is judged by the faculty that a successful remediation is unlikely or inappropriate given the transgression or circumstances**. The records of any deliberation to retain or dismiss a student, including the doctoral student evaluation form, all correspondence, and all notes from telephone conversations, will be placed in the student's file maintained by the department. Students will receive due process in any remediation or dismissal decision.

ACADEMIC POLICIES AND PROCEDURES

Grade Appeals and Grievance Procedure

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

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

Readmission to the Program

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

In academic coursework already taken in the doctoral program, the student applying for readmission must demonstrate at least a 3.0 course grade point average in psychological foundations, professional

issues, ethics and law, psychological and educational assessment, psychological interventions, supervised practice and statistics and research.

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

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

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

The procedures for readmission are as follows:

1. The student must submit a personal statement detailing:
    - Reasons for non-matriculation; and
    - A rationale in support of his / her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to address the "reasons" raised in "a" above and a detailed plan that lays out the student's program for a timely completion after readmissions.
2. The program admissions committee must interview the student.
3. After reviewing the student's prior academic performance, personal statement, and interview results, the committee will recommend to the total faculty either to allow or deny readmission to the program.
4. The total faculty must vote on the committee recommendation. If the committee recommendation is to readmit, then the faculty vote must be approved by a three-fourths majority in favor of readmission in order for the motion to carry. A recommendation to deny readmission may be overturned and reversed by a three-fourths majority faculty vote against the committee recommendation.

Academic Honor Policy

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

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

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

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

Academic Honor Violations

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

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

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

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

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

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

Abuse of Academic Materials. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material. Typical examples include: stealing or destroying library or

reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

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

Attempting to commit any offense as outlined above.

Student Rights

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

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

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

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

Procedures for Resolving Cases

Step 1. Throughout the Step 1 process, the instructor has the responsibility to address academic honor allegations in a timely manner, and the student has the responsibility to respond to those allegations in a timely manner. For assistance with the Academic Honor Policy, students should consult the Dean of Students Department and instructors should consult the Office of the Dean of the Faculties.

If a student observes a violation of the Academic Honor Policy, he or she should report the incident to the instructor of the course. When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the Office of the Dean of the Faculties to report the alleged violation to determine whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. (Teaching assistants must seek guidance from

their supervising faculty members.) However, faculty members or others who do not have administrative authority for enforcing the Academic Integrity Policy should not be informed of the allegation, unless they have established a legitimate need to know. If pursuing a Step 1 agreement is determined to be possible, the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement. The following possible outcomes of this discussion may occur:

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

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

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

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

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

The chair of the Academic Honor Policy hearing panel will report the decision to the student, the instructor, and the Dean of Students Department. The Dean of Students Department will report the decision to the University Registrar, if appropriate. If the student is found "responsible," this outcome will be recorded with the Dean of Students Department and becomes a confidential student record of an

Academic Honor Policy violation. Records in which suspension or a less severe sanction (including all academic sanctions) is imposed will be removed five years from the date of the final decision in the case. Records involving dismissal and expulsion will be retained permanently, except in cases where a dismissed student is readmitted. Those records will be removed five years from the date of the student's readmission.

Sex Discrimination and Sexual Misconduct

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

Integrity in Research and Creative Activity

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

Equal Employment Opportunity and Non-Discrimination

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

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

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

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

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

Program Policies

Demonstration of Health Service Psychology Competencies

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

Self-Evaluation and Personal Growth

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

Student Membership in Professional Organizations and Professional Development

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

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

Outside Work by Students

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

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

Professional Liability Insurance

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

Student Representation of Professional Credentials

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

Doctoral Student and Doctoral Candidate
Use the designation “Doctoral Student in the Combined Doctoral Program in Counseling Psychology and School Psychology.” The Vita and email signature should include inclusive dates, such as August [year] to the present or August [year] to July [year]. The date a student is admitted to candidacy should be noted or the title “Doctoral Candidate” and inclusive dates should be noted.

Doctoral Intern
Use the designation “Doctoral Intern at (name of the internship program).” The Vita and email signature should include inclusive dates as described previously.

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

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

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

Background Check

All students in the combined program have contact with children and adolescents (birth to age 18 years) during their doctoral study. As a result, all students are required to obtain a Level II Security background clearance, including fingerprinting, during the first semester of their program. Students should be aware that if they have been arrested for certain crimes they may not be considered for a position as a psychologist, school psychologist, or counselor.

It is the student’s responsibility to submit to the DCT a document attesting to their background clearance, which is kept in their student file. The student is responsible for the cost ($95.00, as of spring 2018, but this is subject to change) of this background search. Background clearance forms can be obtained from the OASIS office for counseling emphasis students and from the MDC for school-psychology emphasis students. Counseling emphasis students need to bring their FSU ID card to the OASIS office at 2301 Stone Building to get the form. School-psychology emphasis students will be given a form from a school-psychology faculty member. The student will complete and take the form to the Leon County Schools district office at 2757 West Pensacola Street in Portable Bldg. 1. More information on the procedures for Leon County background forms can be obtained from the OASIS office. The background check is a requirement for lab classes, practicum, and internship. Failure to clear a Level II background check may lead to dismissal from the program.

Revisions to the Student Handbook

Because of ongoing changes occurring in our state, our institution, and our profession, the faculty reserves the right to make revisions and additions to this Student Handbook in order to better meet the needs of our students and the individuals we serve. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook. Any questions about modifications to the handbook should be directed to the Director of Clinical Training.

FREQUENTLY ASKED QUESTIONS (F.A.Q.)

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

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

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

Can I visit the program prior to my application's acceptance?
Official interviews are granted by invitation only. However, applicants are not discouraged from visiting the campus. Applicants should become familiar with faculty research interests (available on the website) and directly contact the faculty member(s) with whom they would like to work, with any questions or expressions of interest. The application requires that you identify 2-3 program faculty whose research is most compatible with your own research interests. Please list in your preferred order (#1 is your first choice).

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

How many students do you admit?
Each year we receive approximately 50-75 applications and typically admit between 10-12 students per year.

What are the average GREs and GPAs of successful applicants?
During the past several years, the average undergraduate GPA of students accepted into the program has been around 3.5. The program also recommends applicants obtain GRE scores at or above the target scores of 150 Verbal, 148 Quantitative, and 4.0 Analytical. The program considers your best scores, if you have taken the exam on more than one occasion. If you feel that your scores do not accurately

reflect your potential for doctoral work, we encourage you to re-take the GRE exam. The program does not require applicants to take the GRE Psychology Subject Test.

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

Do I need to take the psychology GRE exam?
No, we do not require applicants to take the psychology GRE exam. You are required to take the GRE verbal, quantitative and analytical sections.

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

What is the deadline for application?
Application materials must be submitted no later than December 1st. However, it is advantageous to complete and submit your application early since the faculty begins reviewing materials and making preliminary admit decisions as early as November 15. Make sure that you have identified 2-3 program faculty in priority order (#1 indicates your first choice) whose research is most congruent with your own anticipated research.

What do you give the most weight to in evaluating an applicant's academic background? Research experience? GRE scores? Work experience?
Each application is looked at as a whole; very high GRE scores, very strong recommendation letters, and unique work experiences, for instance, might balance a low undergraduate GPA. A key component of your application is the Statement of Purpose. Here, you discuss your professional aspirations, interest in the program, and identify ways in which you are a primer match for the program. Your Statement of Purpose is an excellent way for the program faculty to get a feel for who you are, how well you would fit into the program, and how well your research interests match with the 2-3 program faculty who you have identified. In addition, this document provides a writing sample for faculty to evaluate your writing skills. A guide for completion of your Personal Statement can be found on the program webpage.

What are the demographic characteristics of your doctoral students?
Approximately 68% of our students are female, almost 30% are of ethnically diverse heritage, and roughly 60% enter the program with prior graduate study. The focus of previous education is quite diverse, including psychology, criminal justice, business, music, and the sciences. Prior to admission, many students have had experience in both applied and scholarly endeavors in psychology and education, and volunteer experiences in the human services field.

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

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

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

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

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

Internship Placements 2007-2020

2019-2020	George Mason University Counseling and Psychological Services, Fairfax, VA
	Florida State University Multidisciplinary Center, Tallahassee, FL
	Albany Consortium/ Albany Medical College, Albany, NY
	Federal Medical Center at Devens, Federal Bureau of Prisons, Devens, MA
	Central Texas Veterans Health Administration, Austin, TX
2018-2019	Child and Adolescent Behavioral Health/CMHC/Child Facility, Canton, OH
	Cypress-Fairbanks Independent School District / Psychological Services, Cypress, TX
	Duke University Counseling and Psychological Services, Durham, NC
	Greater Hartford Clinical Psychology Internship Consortium, Newington, CT
	James H. Quillen VA Medical Center, Mountain Home, TN

	Lehigh University / University Counseling and Psychological Services, Bethlehem, PA
	North Florida/South Georgia VA Health System, Gainesville, FL
	The University of Texas Health Science Center at Houston-McGovern Medical School, Houston, TX
	Tulane University School of Medicine- Child/Pediatric Psychology, New Orleans, LA
	University of South Florida Counseling Center, Tampa, FL
2017-2018	UC Davis Medical Center – CAARE Center, Sacramento, CA
	Northern Illinois University Counseling Center, Dekalb, IL
	Florida State University/Louise Goldhagen Evaluation & Consultation Center, Tallahassee, FL
	North Florida/South Georgia VA Health System, Gainesville, FL
	Florida Department of Corrections, Zephyrhills, FL
	University of Maryland Counseling Center, College Park, MD
	Purdue University Counseling Center, West Lafayette, IN
	Texas State University Counseling Center, San Marcos, TX
	North Florida/South Georgia VA Health System, Gainesville, FL
	University of Florida Health Science Center – Pediatric Internship, Gainesville, FL
2016-2017	Denver Health Medical Center, Denver, CO
	Texas State University Psychology Internship, San Marcos, TX
	Astor Services for Children & Families, Middletown, NY
	Veterans Affairs Medical Center – Atlanta, Atlanta, GA
	University of Kentucky Counseling Center, Lexington, KY
	Georgia Tech Counseling Center, Atlanta, GA
2015-2016	Michael E. DeBakey VA Medical Center, Houston, TX
	Appalachian State University Counseling Center, Boone, NC
	VA Medical Center, Washington, DC
	American University Counseling Center, Washington, DC
	University of Pennsylvania Counseling Center, Philadelphia, PA
	Ohio State University Counseling Center, Columbus, OH
	University of Virginia Counseling Center, Charlottesville, VA
2014-2015	James A Haley Veterans Hospital - Trauma Psychology, Tampa, FL

	University of Illinois Urbana-Champaign Counseling Center, Champaign, IL
	Medical College of Georgia VA - Psychology of Women Track, Augusta, GA
	Utah State University Counseling Center, Logan, UT
2013-2014	Georgia State University Counseling Center, Atlanta, GA
	GeoCare / South Florida State Hospital, Pembroke Pines, FL
	Sheridan VA Medical Center, Sheridan, WY
	Johns Hopkins University Counseling Center, Baltimore, MD
	Appalachian State University Counseling Center, Boone, NC
2013-2014 Continued	Florida International University Counseling Center, Miami, FL
	Mid-Ohio Psych Services, Inc., Columbus, OH
	Nova Southeastern University Psych. Services Center, Ft. Lauderdale, FL
	Alaska VA Healthcare System, Anchorage, AK
	St. Mary's Hospital, Children's Mental Health Services, Amsterdam, NY
	All Children's Hospital, Tampa, FL
	Psychological Center for Growth and Development, Thomasville, GA
	Tallahassee Memorial Hospital/Florida State University Student Disability Resource Center, Tallahassee, FL
2012-2013	Texas A&M University Counseling Center, College Station, TX
	University of Miami, Jackson Memorial Medical Center, Miami, FL
	University of Akron Counseling Center, Akron OH
	Northwestern University Counseling Center, Evanston, IL
	Vanderbilt University VA Medical INT Consort, Nashville, TN
	University of Florida Health Science Center, Gainesville, FL
	Oregon State University Counseling Center, Corvallis, OR
	Wilford Hall Medical Center, Lackland Air Force Base, San Antonio, TX
2011-2012	College of William and Mary Counseling Center, Williamsburg VA
	University of Memphis Counseling Center, Memphis TN
	Purdue University, West Lafayette IN
	Arkansas Division of Behavioral Health Services, Little Rock AR
	Virginia Beach City Public Schools, Virginia Beach VA

	Miami-Dade Department of Human Services, Miami, FL
	Shands-University of Florida Medical Center/Trauma Center, Gainesville, FL
2010-2011	VA Medical Center, North Chicago IL
	Applewood Centers, INC. Cleveland OH
	Arkansas Division Behavioral Health Services, Little Rock AR
	Berea Children's Home & Family Services, Cleveland OH
	ANCORA Psychiatric Hospital, Hammonton NJ
	Colorado Department of Corrections, Cannon City, CO
	Georgia Southern College, Student Counseling Services, Statesboro, GA
	Renaissance Crossroads, East Petersburg PA
2009-2010	Tripler Army Medical Center, Honolulu, HI
	VA New Jersey Health Care Center System, Lyons, NJ
	Andrus Children's Center, Yonkers, NY
	Miami-Dade Department of Human Services, Miami, FL
	Florida State University Counseling Center, Tallahassee, FL
2008-2009	Michael E. Debakey VA Medical Center, Houston, TX
	Citrus Health Network, Miami, FL
	Louisiana School Psych Internship Consortium, New Orleans, LA
	Federal Correctional Complex at Coleman, Wildwood, FL
	Franciscan Hospital For Children, Boston, MA
	South Mississippi Psychology Consortium/Forrest, Hattiesburg, MS
	Johns Hopkins University Counseling Center, Baltimore, MD
	Fort Worth Independent School District, Fort Worth, TX
	The Astor Home for Children, Poughkeepsie, NY
	Carl T. Hayden VA Medical Center, Phoenix, AZ
2007-2008	Center for Aging Resources, Pasadena, CA
	Yale University Department of Psychiatry, New Haven, CT
	Battle Creek VA Medical Center, Battle Creek, MI
	Florida State Hospital, Chattahoochee, FL
	Arogsy Correctional Internship, Stateville/Dwight Correctional Centers, Stateville,

	IL
	Fort Worth Independent School District, Fort Worth, TX
	Central CA Psych Intern Consortium, Sacramento, CA

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

How long will the program take?
All students should prepare for a minimum of 5-6 years of academic study, including one year of internship. Students entering with a bachelor's degree, may take an extra year to fulfill academic and research requirements of the program. Students entering the program with a graduate degree (i.e., masters) and previous coursework and clinical experience may not be required to take masters-level prerequisite courses. Once students have completed their academic coursework, they may choose to spend their advanced years in the program prior to internship focused on more rigorous research projects and/or advanced clinical experiences in Tallahassee or at a distal site. Students may also choose to take more than 5 years to complete the program in order to take advantage of local clinical practicum opportunities, publish more research articles as coauthor with their major professor, and to complete the dissertation.

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

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

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

Program faculty are very dedicated and committed to training. The program supports the highest standards of quality assurance, engages in the ongoing assessment of program outcomes with an eye toward program improvement, and is actively self-reflective. The program faculty embraces a mentorship philosophy in which each doctoral student works closely with her / his major professor from

early on in their graduate career. Career planning begins first semester of Year 1 with graduate students participating in a bi-weekly group advisement with the DCT, as well as a MHS 6720 “Introduction to Health Services Psychology Profession”.

The program embraces a scientist-practitioner training model and provides multiple opportunities for clinical and research experiences. The program strives to offer a balance of training opportunities that fit well with the scientist-practitioner model, is congruent with each student’s individual career goals, and prepares them for competitive internship placements and a successful career in professional psychology. The research curriculum and opportunities to participate in faculty research provide for early and rich exposure to and experience in the science of psychology. Many students present their research at regional and national meetings and publish their research in peer review journals. With regard to clinical experiences, students are exposed to a variety of primary, campus-based practicum sites devoted to clinical training, service and research. Information for some of the on-campus practicum opportunities can be found at the following websites:

Adult Learning Evaluation Center (ALEC Website Link)
Career Counseling Center (Career Center Website Link)
Multidisciplinary Center (MDC Website Link)
University Counseling Center (UCC Website Link)
Florida State University Schools (FSUS Website Link)

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

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

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

The doctoral and master's programs have separate admissions. In terms of admissions, applicants must fill out a separate application for each program to which they would like to apply. Bachelor-admit students enrolled in the doctoral program can earn a "master's-along-the-way." There is some overlap in

coursework, although students in the doctoral program are required to take advanced courses that are not available to students in the master's program. Students in the M.S. / Ed.S. programs can apply to the doctoral program, although there is no assurance or guarantee that they will be admitted.

How successful are students at obtaining internships?
Our students have been very successful at obtaining funded offers from among the most prestigious internship sites nationwide. Most students are matched with one of their top choices. Internship sites range from university counseling centers, to hospitals, to community mental health centers, to forensic centers, and in some instances, to school districts for students specializing in school psychology. The program strongly encourages students to apply and attend an APA-accredited internship. For the past several years, students from our program have maintained a 100% match rate during the APPIC match process for pre-doctoral internships.

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

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

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

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