

USF Clinical Psychology Doctoral Training Program
Competence, Progress, and the Pre-Internship Evaluation (PIE)

The USF Doctoral Training Program in Clinical Psychology strives to train students to excel in all areas of academia: coursework, research, practice, and professional development. As noted in the Psychology Graduate Handbook, students must achieve a B- or better in all of their required classes. Also in the Psychology Graduate Handbook, there is a timeline provided for completion of various tasks throughout the program.

Clinical Timeline

| <u>Task</u> | <u>Aspirational Goal</u> | <u>Probation Deadline</u> | <u>Final Termination Deadline</u> |
|----------------------------|--------------------------|---------------------------|-----------------------------------|
| Propose M.A. thesis | Fall, Second year | End of Third year | End of Fourth Year |
| Defend final M.A. thesis | Fall, Third year | End of Fourth year | End of Fifth Year |
| Pass Comps | Spring, Third year | Fall of Fifth year | Fall of Sixth Year |
| Propose dissertation | Fall, Fourth year | End of Fifth year | End of Sixth Year |
| Defend dissertation | Spring, Fifth year | End of Sixth year | End of Seventh Year |
| Attend/complete internship | Sixth year | End of Seventh year | End of Eighth Year |

Goals are meant to keep students on track, but sometimes students and their major professors intentionally exceed the suggested deadlines in order to maximize the students' academic training while at USF (e.g., to enhance their CV

Given the importance of competencies in working with diverse clinical populations, students' annual report of their progress will be reviewed by the faculty each spring to make sure that students have adequate exposure and competency in working with diverse populations. If by chance a student is found lacking in this area and if they are reaching the end of their time on the USF campus, then remediation plans are put into place (usually with the plan that a student seek a particular externship or clinical placement in order to enhance their understanding of culturally diverse clinical populations).

Students are provided written feedback from the Director of Clinical Training each year. In order to remain in the program, students must conduct themselves with behavior that is consistent with APA ethics and with the standards of the profession of clinical psychology.

The overwhelming majority of students complete the program with excellence in all areas of skill and competence. There are, however, rare circumstances in which a student is not able to live up to the requirements of the program, including but not limited to—inadequate course grades, failure to meet the imposed timeline limitations, inability to live up to the ethical standards of APA, or inability to conduct herself/himself in a standard that is consistent with the profession of clinical psychology.

In these rare circumstances, a number of remediation mechanisms might be put in place (depending on the situation). At a minimum:

- \$ The student will be alerted verbally and in writing of the clinical faculty members' concerns about their behavior (with the behavior described concretely),
- \$ They will be given a concrete remediation plan

Note also that there are other domains of training in which dismissal from the program are considered. As noted in the Clinical Comprehensive Exam Policies posted on the web at: http://psychology.usf.edu/policies/forms/CompsRules_03012005ToStudents.doc

“If a student fails both sections of the [comprehensive] exam, then they are subject to dismissal from the program, pending review by the clinical faculty.” Specifically, “If the student fails comps two times (i.e., they are presented with three different sets of questions and can not meet criterion with revise and resubmit type feedback) then they are subject to dismissal from the program. If a student can not pass comps after two tries, then the clinical faculty will decide whether dismissal is appropriate. Thus, failure to pass both sections after two full attempts is grounds for dismissal.”

It is expected that students are flourishing in the program unless they hear otherwise. As one final safety measure to ensure students' competence, clinical faculty will be surveyed on the Pre-Internship Evaluation (PIE) below, which asks about students' competencies. Before students are allowed to apply for internship, the answers to all of the questions below must be “yes” by all of the clinical faculty who have first-hand knowledge

B. Competence

Does the student show adequate competence in the areas listed below?

(Before a student can apply for internship, all faculty who have first-hand knowledge of the student must report “yes” on every question on which they have information).

Academic areas/skills

6. Professional standards and ethics
7. Theories and methods of assessment and diagnosis
8. Theories and methods of effective intervention
9. Theories and methods of consultation
10. Theories and methods of supervision
11. Theories and methods of evaluating the efficacy of interventions
12. Issues of cultural and individual diversity
13. Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving