Florida Tech School of Psychology

Psychology Degree Programs

Graduate Student Handbook

2023-2024

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Florida Institute of Technology School of Psychology

Psychology Graduate Degree Programs

Welcome to the School of Psychology! This handbook is for students in graduate psychology programs at Florida Institute of Technology. It is a supplement to program-specific handbooks, and formal graduate policy set by the university. Your program's chairperson is the best place to start if you have questions or would like to discuss anything.

Full-time faculty and their research and teaching interests are:

Richard J. Addante, Ph.D., University of California Davis. Associate Professor. Human memory, brain states, and metacognition, as well as studies of operational teams in isolated, confined, and extreme (ICE) environments analogs for space travel.

Patrick Aragon, Psy.D. Nova Southeastern University, Assistant Professor, Assistant DCT. Empathy in the process of forgiveness and therapeutic necessity; chronic mental health with inpatient and homeless individuals; substance abuse prevention & intervention

Gary N. Burns, Ph.D. Central Michigan University, Professor and Head of School of Psychology. Personality in the workplace, faking on non-cognitive measures, recruitment and training, performance management, culture and leader-culture fit, trust in human-machine teams.

Felipa T. Chavez, Ph.D., SUNY at Buffalo. Assistant Professor of Psychology and Director of Building Blocks/Parent-Child Interaction Therapy/Teacher Child Interaction Therapy. Parenting, child development, child disorders (Conduct, ODD, ADHD) family dysfunction, and impact of substance abuse on child maltreatment, all in different sociocultural contexts of Ethnicity, Home, Daycare & School Classrooms, and community life, and social support networks (Marital and extended kinship networks/relationships) as a buffer to stress and family dysfunction because it takes a Village to raise a child.

Travis W. Conradt, Ph.D., University of Toledo. Assistant Professor of Psychology. Child development and law, forensic interview procedures with children, eyewitness memory and suggestibility in children, effects of emotion on memory and suggestibility, and eyewitness memory and suggestibility in children with ASD.

Patrick D. Converse, Ph.D., Michigan State University. Professor of Psychology. Work motivation, personnel selection, self-regulation, personality measurement.

Julie Costopoulos, Ph.D., New York University, Professor and QEP Director (Undergraduate Internship Director). Criminal aggression and treatment, psychopathology, sanity, deceit, psychoanalytic theory.

Mary Caitlin Fertitta, Psy.D. Florida Institute of Technology. Assistant Professor of Psychology. Assessment and diagnosis/psychological evaluations, exposure-based therapies and treatment of obsessive-compulsive disorders, treatment and management of anxiety disorders, training and supervision.

Richard L. Griffith, Ph.D., University of Akron. Professor and Executive Director of the Institute for Cross Cultural Management. Global leadership, cross-cultural competency, internationalization of I/O psychology, advanced measurement issues, organizational innovation.

Scott Gustafson, University of Mississippi. Director of Counseling and Psychological Services at the Scott Center, Ph.D., ABPP. Interfacing clinic functions with both University and community agencies and ensuring high quality, low-cost services in a research and training environment. Development of programmatic clinical research, including specific

psychophysiological interventions, client recruitment and retainment, and refining competency-based training for doctoral students.

Mark T. Harvey, Ph.D., BCBA-D. University of Oregon. Undergraduate Program Chair, Associate Professor of Psychology. Evidence-based education, technology and learning, autism, social skills, and the integration of physiological and behavioral indices.

Marshall Jones, M.S. University of Alabama. Instructor of Forensic Psychology. Law enforcement leadership, recruiting and retention, training technology, and promotional assessment.

Mariana M. Juras, Ph.D., Assistant Professor, University of Brasilia. Couple, parents and family relationships, community support and social well-being, multicultural and diversity, family courts topics on divorce, domestic violence, intimate partner violence, child maltreatment and sexual abuse.

Liana Kreamer, Instructor/Assistant Professor. University of North Carolina, Charlotte. Science behind teamwork, leadership, and workplace collaborations - with a specific focus on work meetings.

Radhika Krishnamurthy, Psy.D., ABAP, Virginia Consortium for Professional Psychology. Professor of Psychology. Personality assessment of adults and adolescents using the MMPI-2/MMPI-A, PAI, MCMI and Rorschach; therapeutic assessment and feedback; diversity/women's issues; development of professional assessment competencies.

Maria J. Lavooy, Ph.D., Miami University, Oxford, OH. Associate Professor, Applied Psychology Program Chair. Online teaching and learning, diversity, gender issues, confronting behavior.

Anthony LoGalbo, Ph.D., ABPP-CN, University of Alabama at Birmingham. Associate Professor of Psychology. Clinical Neuropsychology, cognitive assessment, sports concussion management, memory disorders, neurodegenerative diseases.

Darby Proctor, Ph.D., Georgia State University. Associate Professor of Psychology. Animal behavior, Nonhuman primate behavior and cognition, evolution of human cognition, behavioral economics, comparative psychology.

Lisa Steelman, Ph.D., University of Akron. Professor of Psychology. Job performance feedback processes, performance appraisal, multirater feedback, employee engagement, leadership and women leaders.

Amanda L. Thayer, Ph.D., University of Central Florida. Associate Professor, Industrial/Organizational Psychology Program. Teams and multiteam systems, collaboration, team selection/staffing/composition, team dynamics and emergence, team measurement, cohesion, trust development/violation/repair.

Vida L. Tyc, Ph.D., State University of New York. Professor of Psychology; Psy.D. Program Chair and Director of Clinical Training. Health promotion; pediatric behavioral health issues; risk perceptions; tobacco control with an emphasis on second-hand smoke exposure reduction.

Jessica L. Wildman (Wildones), Ph.D., University of Central Florida. Professor, Industrial/Organizational Psychology Program Chair. Cross- and multi-cultural performance, cultural competence, team dynamics, interpersonal trust development, violation, and repair.

COMMUNICATION

The School of Psychology faculty and staff will communicate with you in two ways. The most common way will be through your Florida Tech email account. All graduate students are required to keep their @fit.edu email address active and check it regularly. All graduate students will be issued a mailbox at the beginning of the fall semester. These mailboxes are located in the west entrance of QAD406 hallway of the psychology building and will be utilized by faculty, staff, and other students who need to leave hard copy materials for students.

STAFF CONTACT INFORMATION

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Administrative Assistant II, Clinical Psychology Program Coordinator

MISSION STATEMENT

The mission of the School of Psychology is to enhance the human condition through education, research, scholarship, and the delivery of psychological services within an environment that develops, supports, and rewards excellence in these endeavors. This mission statement, developed by the full faculty, is based upon the following beliefs and values:

1. A healthy, participatory environment maximizes faculty and student potential. This environment is based on respect for individuality and diversity, is sensitive to individual and organizational needs and is receptive to change.

2. Our training programs are based on integrity in all their components, and are responsible to the public at the university, local, and national level for quality and excellence in training. We are committed to excellence in both process and product.

3. We have the opportunity to set new standard and model for Schools of Psychology, one that combines the strong professional training model upon which we have earned our reputation with a strong research/scholarly model through which we advance the frontiers of knowledge in academic and professional psychology.

DEPARTMENT OF GRADUATE PROGRAMS

Information on the policies and procedures for graduate students can be found on the Graduate Programs website. Students are strongly encouraged to visit this website frequently for information and important university policy and deadlines. The information contained in this handbook is specific to the School of Psychology policies, but does not supersede Graduate Program policies.

REGISTRATION

New psychology students will be assigned an academic advisor in the School of Psychology. Students will be scheduled to meet with their advisor during orientation prior to the start of classes. At this meeting, the student and advisor will discuss courses for the Fall semester, and develop a plan for the courses that the student will take during the year. Career goals and courses relevant towards attaining those goals will also be discussed. The student will receive and begin preparing a Program Plan at this time.

The academic advisor has an important role and is the person who will be most familiar with the student's academic record and development. Thus, it is important to keep the advisor informed of any career goal changes. Students should monitor and keep track of their progress towards the degree they are seeking. Use the program plan, course catalog, and personal transcript to keep track of degree progress and discuss progress with your academic advisor. Most registration can be completed online using the PAWS system. Should the student desire to take a course at another institution or in another academic department for credit, the advisor should be consulted prior to filing the papers that are necessary for permission.

DROP/WITHDRAWAL

Change in Registration/Status forms are available in the Psychology Main Office or online. They must be signed by the advisor in order for them to be official. After the advisor signs the form, it must be signed by the Program Chair. It is the student's responsibility to process the form at the Registration Center.

When students withdraw from a course after the first week of classes, they will receive a partial refund of tuition if withdrawal is prior to the fifth week of classes. The rate of refund is listed in the Florida Tech Catalog. Students who withdraw after the first week of classes will receive a grade of "W" on their academic transcript.

COLLOQUIA

The School of Psychology schedules several colloquia every semester for the students and faculty. These usually occur on Friday. The purpose of colloquia is to broaden the knowledge of students by providing prominent speakers on a variety of topics. Student attendance at colloquia and other special educational events is expected.

AUDIT

In general, the university permits students to audit courses with permission. In these approved cases, a student pays an audit course fee, is expected to do all the work, but does not earn a grade or credits. (For Psy.D. students audit fees are charged in addition to the flat rate of tuition.) Further, it is university policy that students who have audited a course may not take it for credit at a later time. Requests to audit a course must be approved by the student's advisor, the instructor of the course the student wishes to audit, and the chair of the student's academic degree program. Auditing will not be allowed if, in the judgment of the instructor or the chair, the presence of students not taking the course for credit will negatively affect the course process. No changes in registration from credit to audit or from audit to credit will be permitted after the first week of classes.

PROGRAM PLANS

All students must have an official program plan on file with the Psychology Department at least one month before the end of the first semester of enrollment. The program plan is developed and maintained by staff members, but should be managed and periodically discussed by the student and academic advisor. A link to graduate forms and documents is here https://www.fit.edu/office-of-graduate-programs/forms-and-documents/.

TRANSFER CREDIT AND EXEMPTION FROM REQUIRED COURSES

Students who enter Florida Tech after doing graduate work at other institutions (whether or not an advanced degree has been obtained) may have taken courses that are equivalent to some of the required and elective courses in the graduate programs of the School of Psychology. Transfer credit may be granted for a maximum of 12 semester hours of previous course work for the M.S. degree and 18 semester hours of previous course work for the Psy.D. or Ph.D. The 18 semester hours that may be transferred toward the Psy.D. includes any credit transferred toward the M.S. degree. Core clinical courses, ethical and professional issues courses, and practica may not be transferred or exempted. All transfers are made on a course-by-course basis.

Written requests for transfer credit must be made to the student's program chair and must be supported by documentation, including course name, catalog description and/or syllabus, official transcript indicating grade received, number of credit hours, and the Florida Tech course offering believed to be equivalent. Transfer credit request forms are also available in the Psychology Main Office or online.

PERMISSION TO STUDY AT ANOTHER INSTITUTION

Students wishing to request permission to take a course at another institution for transfer towards their course work at Florida Tech must request permission for such transfer credit prior to taking the course. As a part of the request, the student should complete the form titled "Request to Study at Another Institution" which is available in the Psychology Main Office or online. The request should include the course description from the catalog of the university that the student is requesting permission to attend, as well as a statement of the reasons for wanting to take the course elsewhere. Permission is not automatic, but rather depends upon the proposed course and the dean's judgment of the adequacy of the student's justification. The course must be graduate level, be completed with a grade of A or B, and be from a regionally accredited university. Workshops, institutes, seminars, and continuing education courses are not acceptable for transfer credit. A maximum of 12 or 18 semester hours of transfer credit is allowed, dependent upon the student's program (see Transfer Credit section above).

GRADES

This University uses a grading system of A, B, C, D, F with corresponding quality points of 4, 3, 2, 1, and 0 respectively. The School of Psychology considers that graduate students performing acceptable work should receive grades of B and those doing exceptional work grades of A. To receive a master's degree in Industrial/Organizational a student must have at least a 3.0 grade point average, and in the Master of Science in Clinical Psychology, a student must have at least a 3.2 grade point average. To receive a doctoral degree, a student must have at least a 3.2 grade point average. Graduate School policy states that in graduate courses, grades of D and F are failing grades and must be repeated at the earliest opportunity if they are required classes. An elective course in which a D or F is received must either be repeated or an additional course taken with approval of the program chair. Any student receiving a grade of C in a required course may be required to repeat the course and receive a grade of B or better. Students in the PsyD Clinical program must remediate any grade of C in a required area of study (see SOP PsyD addendum for additional information). In accord with the rules of the graduate school, all grades received are used in computing the grade point average, but only the last set of credit hours for the course count toward graduation. Therefore, when a course is repeated the C (or lower) grade from the initial course is included in the overall average but does not provide credits toward graduation.

The University permits awarding a grade of "Incomplete" only when there are extenuating circumstances which prevent the student from completing the course requirements within the designated times. Such extenuating circumstances might include: hospitalization from either illness or accident, personal tragedy in the family, or some other catastrophe. Incomplete grades will not usually be given for reasons other than these. An Incomplete automatically becomes an "F" if the final grade is not reported by the instructor prior to the beginning of the seventh week of classes of the following semester.

APPEAL OF GRADES OR INSTRUCTOR CONDUCT

Only the instructor may recommend grade changes to the program chair and Dean. Grade changes are permitted only when the instructor finds that an error was made in the computation or reporting of the final grade. Grades cannot be changed as a result of additional work performed by the student.

If the student believes the grading or conduct of an instructor to be inappropriate, and if, after specifically discussing this dissatisfaction with the instructor the problem is unresolved, the student should meet with the program chair, if the problem is still unresolved, the student should meet with the dean.

RESEARCH

The School of Psychology recognizes science as the foundation of all graduate programs, including those with applied components. Individuals who successfully complete graduate programs must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.

Doctoral students are expected to demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

FINAL PROGRAM EXAMINATION

A final program examination is required for all graduate degrees earned at Florida Institute of Technology. For master's degree programs in which a thesis is completed, the thesis defense fulfills this requirement. For master's degree programs in which a practicum is completed, the final program exam will be a written exam administered by the program faculty, and must be taken no earlier than the last full semester (not including Summer Terms) in which the student is registered for courses. A student is permitted only three attempts to pass the master's final program examination. For doctoral degree programs, the final program exam is the dissertation/DRP defense.

COMPREHENSIVE EXAMINATION

All doctoral degrees in the School of Psychology require a comprehensive examination conducted prior to the student being admitted to candidacy and starting a dissertation/doctoral research project. The goal of comprehensive exams is to assess knowledge, integration, synthesis, and professional application of domain specific content. Program-specific comprehensive exam policies and procedures can be found in the program-specific handbooks.

PETITION FOR GRADUATION

Students must petition for graduation by appropriate deadlines. Students who petition after these deadlines will be subject to any and all late fees imposed by the Graduation Office. Deadline dates are posted in various locations across campus, are printed in the catalog and registration schedule

booklets, and may be found on line. Graduation fees differ across programs. To obtain the most current fee information students should contact the Graduation Office. Information regarding deadlines can be found on the graduate school website.

ACADEMIC DISMISSAL

We never anticipate that students will be dismissed. However, certain circumstances can result in dismissal. These are listed in the catalog, and are summarized below. Some of the circumstances apply to all programs while others are specific to the Doctor of Psychology Program.

GENERALLY APPLICABLE

1. Two or more grades of D or F are earned in graduate level courses.

2. The student's grade point average does not meet the standard for the total credit hours attempted.

3. The academic faculty judges that the student is not making satisfactory academic progress.

4. The student fails to abide by the standards of professional conduct required by the program.

5. The presence of the student hampers the academic efforts of other students.

6. Dismissal for Misconduct: Student conduct which violates the legal or ethical standards of the University may result in mandatory withdrawal from all classes and denial of permission to register in future terms, for either a definite or indefinite period of time. Examples of misconduct that could result in these actions include cheating, plagiarism, knowingly furnishing false information to the University, or forging, altering, or misusing University documents or academic credentials.

ADDITIONAL DISMISSAL CRITERIA APPLICABLE TO PSY.D. PROGRAM

7. The student's cumulative grade point average falls below 3.0 at the conclusion of any semester. (Dismissal may occur if the average is below 3.2 for two successive semesters.)

8. The student is not admitted to doctoral candidacy.

9. The student receives an unsatisfactory grade for one semester (nine credit hours) of internship.

10. Failure on the Clinical Proficiency Examination or the Comprehensive Examination (see Psy.D. Graduate Policies Program Addendum for additional details).

11. Ethical and/or legal violations that indicate the student does not meet required codes of conduct for the profession.

PROFESSIONAL BEHAVIOR AND CONDUCT OF STUDENTS

The School of Psychology of Florida Institute of Technology subscribes to the American Psychological Association Code of Ethics and all students are bound by the principles enumerated

in the Code. Deviation from the code may result in disciplinary action including dismissal from the School.

It is the expectation of the faculty that students will conduct themselves in accordance with the ethical standards of the profession as established by the American Psychological Association and guidelines outlined in this handbooks as well as the appropriate program-specific handbook. The APA Principles of Psychologists and Code of Conduct are available at: http://www.apa.org/ethics/code/.

Students are advised to read the above referenced materials carefully, to consult them whenever questions arise about some aspect of their conduct, and to seek clarification of any part of the documents that they do not understand from program faculty or the program chair.

PROFESSIONAL VALUES

It is expected that all students in the School of Psychology will aspire to the highest ideals associated with the field of Psychology. The following list describes some of the values, attitudes, and beliefs which are essential for optimizing the training and education mission of the School.

Value	Description	Examples
Integrity	A commitment to ethical and professional behavior.	Adheres to APA's code of ethics and standards; refuses to spread rumors.
Honesty	Honesty with oneself, peers, faculty, and staff	Tells the truth; admits errors and mistakes when they occur.
Respect	An overriding respect for colleagues, faculty, and staff as reflected in verbal and nonverbal interactions	Acts courteously to others; treats others as they would wish to be treated.
Work Ethic	A commitment to learning.	Completes all assignments on time without conflicts; strives to improve with each effort.
Initiative/Self-Motivation	Taking responsibility for one's own education.	Does more than just what is minimally required; engages in additional educational experiences, activities, and readings.
Thirst for Knowledge	Demonstration of a constructively inquisitive and challenging mind.	Appropriately challenges ideas and views presented; seeks out truths beyond the classroom.

Trust	Belief that the faculty has the expertise and ability to educate the student well.	Allows faculty to get to know them; directly shares concerns with faculty, and gives feedback to and receives it from them openly.
Openness to Experience	Entering the educational environment with receptivity to what is new and different.	Seeks out a variety of learning and practicum experiences; delves into experiences and ideas once felt to be unacceptable.
Endorsement of Diversity	A willingness to affect and be affected by diversity as it is defined in its broadest sense.	Is open to diverse viewpoints; able to see the world from another's point of view.
Good Citizenry	A willingness to be part of something larger than just oneself.	Involves oneself with activities that benefit others; helps others learn and improve

It is important that students of the School of Psychology:

*   Recognize the importance of conducting themselves honorably, professionally, and in a manner that reflects the standards of the profession of psychology.

*   Be sensitive to how they may be perceived by others, including clients, peers and the general public, and the manner in which their conduct, attitudes and personal appearance may shape others' perception of them and of the profession.

*   Understand that their clients must be able to trust them to provide care that meets the standards of the profession.

PROCEDURES FOR CONFRONTING UNPROFESSIONAL OR UNETHICAL CONDUCT

It is the responsibility of each student and faculty member to uphold the standards of professional and ethical conduct and to confront and question instances when unprofessional or unethical conduct is suspected. To have knowledge of unprofessional or unethical conduct and not confront it places one in violation of Principle B (Fidelity and Responsibility) of the Ethical Principles of Psychologists and Code of Conduct that explicitly assigns psychologists the responsibility to monitor peer conduct and confront unethical behavior.

Standard 1 (Resolving Ethical Issues) of the Ethical Principles of Psychologists and Code of Conduct grants the student some latitude in dealing with situations of known or suspected unprofessional or unethical conduct. If the violation is of a minor nature and seems to have resulted from lack of sensitivity, knowledge, or experience, faculty or students may elect to

deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the unethical or unprofessional nature of the behavior. Alternatively, the student or faculty may choose to bring the incident (either academic or field placement setting) to the attention of the Program Chair.

Making a formal charge of unethical or unprofessional conduct with the Program Chair is an appropriate initial action when the violation does not seem amenable to an informal corrective action or if the violation is of a more serious nature. It is also possible for the students or faculty to employ both informal and formal approaches. For example, a faculty member or student who intervenes informally in an instance of suspected unethical or unprofessional conduct and is not satisfied with the results of that intervention may decide to proceed to formal action.

Faculty or students who are unsure whether to intervene informally or formally (or whether they are obligated to take action at all) are urged to seek counsel and advice from the Program Chair.

CONSEQUENCES OF UNPROFESSIONAL OR UNETHICAL CONDUCT

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for a course. Additional penalties may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, or termination of the student from the program.

STUDENT IMPAIRMENT POLICY AND PROCEDURE

Accountability to the public and the maintenance of professional standards are responsibilities of organized psychology. These two duties are invoked when psychologists become aware of colleagues whose performance has been impaired by or in association with psychiatric/psychological disorders, distressful personal conflicts, severe situational issues, emotional problems, alcoholism, or drug abuse.

The American Psychological Association (see Ethical Principles of Psychologists and Code of Conduct, Standard 2.06: Personal Problems and Conflicts) discusses this issue.

Similar to practicing psychologists, students of graduate/professional psychology have a responsibility to address personal issues which may impair their performance in academic and/or clinical training, or may jeopardize the well-being of clients. Students who come to the attention of the administration as experiencing impairment issues will be treated with compassion, support, dignity, and respect for privacy. It is the primary goal of School of Psychology to help all students successfully complete program requirements.

While it is clearly preferable for impairment to be dealt with through prevention or voluntary intervention, at times, the School is called upon to intervene and assist in a student's remediation of impairment issues. Thus, in recognition of its commitment to professional standards, to society, and to its students, School of Psychology has developed the following policy and procedure for handling student impairment. Psy.D. student impairment will be addressed by the Clinical Psychology program's SSRC (see Psy.D. Program Addendum).

DEFINITIONS

Student. The term "student" will be used in this policy to refer to any graduate student or intern participating in any program administered by School of Psychology.

Impairment. While there is no single seminal definition of impairment at either the independent level of practice or at the student/trainee/resident level, for the purposes of the School of Psychology, student impairment will be defined as significant interference in functioning at the academic or professional training level due to or associated with a health or mental health condition.

More specifically, such health or mental health conditions often include, but are not limited to, the following:

- alcohol/chemical abuse and/or dependency
- stress, burnout, and difficulties in coping
- extreme personal/relationship difficulties
- emotional and mental disorders

Impairment is not equivalent to incompetence or problematic behavior. Although individuals experiencing impairment may display problematic or incompetent behavior, such actions are closely linked with a health or mental health condition. Further, a person may experience health or mental health difficulties without being considered impaired. Thus, a definition of the term impairment must include both a deterioration in functioning and an associated health or mental health condition.

Examples

The following examples serve to illustrate some, but not all, possible forms of student impairment:

- A student is witnessed by his peers to be drinking alcohol during class breaks. He is falling behind in his academic work, and often falls asleep in class. Both faculty and students have noticed a drastic change in his behavior over the past few months.

- A student who is typically known to be quite competent and organized gradually begins to fall behind academically. At first, she works with her instructors to make up the work. Then, after several weeks of sporadic attendance, she no longer attempts to get caught up. Other students notice that she is tearful and withdrawn whenever they see her. When they express their concern, she tells them she thinks she has become severely depressed.

- A clinical supervisor begins to notice that a student has been arriving on site later and later over the past several weeks. When she asks the student about this behavior, he makes an excuse and promises to improve. Not only does he continue to arrive late, he also begins to make significant mistakes on paperwork and to miss appointments with clients. Meanwhile, he tells several classmates that he is

considering divorcing his wife of 10 years. He appears visibly distraught and distracted to his peers.

PROCEDURE

Deciding on a Course of Action. Students may elect to deal with impairment concerns regarding themselves or other students by talking with the Program Chair, advisor, or with another faculty member. Often, it is possible for questionable situations to be handled discreetly and informally by the Program Chair. Please remember that faculty who are called on for support or advising in instances of possible impairment cannot assure strict confidentiality of information shared with them; however, they will exercise discretion and professional judgment in the handling of sensitive information of this sort.

REPORTING IMPAIRMENT

Regarding Self. Students are welcome to come forward on their own to discuss any difficulties they believe may impair their ability to function in academic and/or clinical settings. Students who wish to discuss such difficulties can contact the Program Chair, advisor, or another faculty member.

Regarding Others. Faculty, clinical supervisors, students, or staff who are concerned about possible impairment in an SOP student should proceed according to the following guidelines:

1. First, if possible, talk directly with the student to express your concern about possible impairment and to encourage the student to remediate the problem. Provide the student with specific behavioral examples that support your concerns.

2. Encourage the student to approach the Program Chair, advisor, or another faculty member directly to discuss the issues involved.

3. If the student is unwilling to do so or you are unable to talk to the student, you may report your concerns by speaking with the Program Chair. Be prepared to provide specific behavioral examples that indicate a change in previous functioning.

POLICY ON ACADEMIC INTEGRITY

Florida Tech and the School of Psychology are committed to academic excellence and to the highest standards of academic integrity. All students and faculty have the responsibility to foster an atmosphere conducive to academic excellence and academic integrity. Academic dishonesty undermines the accurate evaluation of students' knowledge and performance. In addition, it undermines the bonds of trust and honesty among members of the academic community, constitutes taking unfair advantage of other students, and defrauds those who may eventually depend upon the student's knowledge and integrity. Moreover, academic dishonesty in the context of professional psychology education constitutes a serious violation of the Ethical Standards governing psychologists. It is the responsibility of both students and faculty to intervene immediately in any situation in which academic dishonesty is suspected.

DEFINITION OF ACADEMIC DISHONESTY

The following is a list of behaviors that constitute academic dishonesty. While not exhaustive, this list represents the more common types of academic dishonesty.

A.   Examination Behavior

Any use of external assistance during an examination, including a take-home examination, will be considered academically dishonest unless expressly permitted by the instructor.

The following are considered unacceptable examination behaviors:

- Communicating with another student during an examination.

- Copying material from another student's examination.

- Allowing another student to copy from your exam.

- Using notes, tables, diagrams or other resources during an examination unless expressly approved by the instructor.

- Making unauthorized copies of testing materials or projects

B.   Fabrication

Any intentional falsification or invention of data, assessment results or citations in an academic or clinical assignment will be considered a violation of academic integrity.

The following are examples of academic dishonesty involving fabrication:

- Inventing or altering data or client information collected as part of a research or evaluation project, coursework, or practicum or internship work experience.

- Inventing or falsifying reference citations in an academic, clinical or scholarly report or paper.

C.   Plagiarism

Plagiarism is the appropriating and subsequent passing off of another person's work as one's own. If the work of another is used, acknowledgement of the original source must be made using a recognized referencing practice. If another's words are borrowed in whole or in part and merely recast in the student's own words, proper acknowledgement must, nonetheless, be made.

D.   Other types of Academic Dishonesty

- Submitting materials, a paper, or report written by or obtained from another as one's own.

- Using a paper, report or other assignment in more than one class or field experience without the instructor's expressed permission.

- Obtaining a copy of an examination in advance or an examination from a previous year without the knowledge and consent of the instructor.

- Using another person to complete classroom or field assignments or take-home exams without the knowledge and consent of the instructor.

- Falsifying or altering official academic or clinical records.

- In classes in which attendance is required or monitored, signing an absent student's signature on an attendance sheet as if he or she were present.

STEPS TO AVOID ACADEMIC DISHONESTY

1. If you are tempted to engage in a dishonest academic practice, remember that discovery and the subsequent judgment that you have done so will be much more damaging to your academic career at SOP than a low grade in a course or academic or field work assignment.

2. If you are in doubt about what the course instructor or field work supervisor considers appropriate for completion of an assignment or examination, immediately clarify this with the instructor. If there is disagreement amongst members of your class as to what is or is not appropriate seek clarification from the instructor, not your classmates.

PROCEDURES FOR CONFRONTING ACADEMIC DISHONESTY

It is the responsibility of each student and faculty member to uphold the highest standards of academic integrity and to confront and question instances when academic dishonesty is suspected. To have knowledge of academic dishonesty and not confront it places one in violation of Principle C (Integrity) of the Ethical Principles of Psychologists and Code of Conduct which explicitly assigns psychologists the responsibility to monitor peer conduct and confront inappropriate behavior.

Principle C of the Ethical Principles of Psychologists and Code of Conduct grants faculty members and students some latitude in dealing with situations of known or suspected academic dishonesty. If the violation is of a minor nature and seems to have resulted from lack of sensitivity, knowledge or experience, the faculty or students may elect to deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the dishonest nature of the behavior. Alternatively, the student or faculty may choose to bring the incident to the attention to the course instructor or the Program Chair. Generally speaking, allegations of academic dishonesty associated with academic courses should be directed to the Program Chair.

Making a formal charge of academic dishonesty with the Program Chair is an appropriate initial action when the dishonesty does not seem amenable to an informal corrective action or if the dishonesty is of a more serious nature. It is also possible for the students or a faculty member to employ both informal and formal approaches. For example, a faculty member or student who intervenes informally in an instance of suspected academic dishonesty and is not satisfied with the results of that intervention may decide to proceed to formal action. On the other hand, some dishonest behaviors are better dealt with through immediate formal action. For example, a student who observes another engaging in cheating during

an examination is encouraged to report this immediately to the course instructor or examination proctor.

Faculty or students who are unsure whether to intervene informally or formally (or whether they are obligated to take action at all) are urged to seek counsel and advice from a faculty member, or Program Chair.

PROCEDURES FOR DEALING WITH FORMAL CHARGES OF ACADEMIC DISHONESTY

Formal allegations of academic dishonesty will be dealt with by the Program Chair as follows:

1. The student accused of dishonest behavior will be notified in writing of the person(s) making allegations and the behavior(s) under question.

2. The Program Chair will engage in a fact-finding, review and assessment of all evidence supporting the alleged academic dishonesty.

3. Based on the information above and, if necessary, consultation with faculty, the Program Chair determines whether there is sufficient cause or the alleged dishonesty is sufficiently serious to refer to the Dean or Academic Affairs Committee of the university for a formal hearing and possible disciplinary action.

4. If there is not sufficient cause or the alleged dishonesty is not sufficiently serious to warrant referral or a formal hearing, the Program Chair will resolve the matter with the person(s) involved in the allegation.

CONSEQUENCES OF ACADEMIC DISHONESTY

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for a course. Additional penalties recommended by the program chair or dean may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, or termination of the student from the program.

TITLE IX SEXUAL DISCRIMINATION POLICY

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities receiving Federal financial assistance.

Title IX states: "No person in the United States shall, on the basis of sex, be excluded of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Gender or sex-based discrimination comes in a variety of forms including:

• Sexual harassment

• Sexual misconduct

• Sexual assault

• Relationship violence

- Sexual exploitation

- Stalking

More information is available at the FIT Title IX website: http://www.fit.edu/title-ix/

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POLICY ON OUTSIDE EMPLOYMENT WITH FLORIDA TECH FULL-TIME AND ADJUNCT FACULTY

In general the use of students in the for-profit practice of professors is problematic because it violates the ethical principle regarding dual roles and has the potential to violate the ethical principle which protects students from being exploited. However, in some cases, allowing students to work with faculty could actually enhance their training, a desirable outcome. In an attempt to reconcile these two points of view, we have generated specific guidelines regarding the use of students in private practice.

Use of students in for-profit clinical practice, consultation or program evaluation may be allowable under the following conditions:

1. The experience students receive will enhance their training.

2. The students work for an organization (i.e., agency, hospital, practice group) which pays them a stipend and are not directly paid by the professor.

3. The professor provides supervision which is not counted toward faculty load; any profit made by the professor is considered compensation for supervision which is above and beyond departmental load.

4. Use of students is acknowledged by the professor/supervisor and accepted by recipient of the service (i.e., reports are signed by both students and professor; students are certified as therapists for service contracts).

5. There is a mechanism through which students are able to register concerns and complaints in the event the arrangement is uncomfortable for them, (i.e., sharing their concerns with the Program Chair or the Dean or a separate ombudsman who can serve as an advocate for the student ad if necessary shut down the practicum experience).

6. A letter of agreement is drawn up which specifies the details of the arrangement.

A committee consisting of the appropriate program head an independent faculty member and a student will review all faculty/student financial reimbursement proposals on a case-by-case basis as they arise to ascertain whether they meet the above guidelines. The Dean will also review all proposals. All arrangements approved will be disclosed to the faculty.

TECHNOLOGY EQUIPMENT

All School of Psychology classrooms and conference rooms are equipped with multi-media stations. These stations carry standard connection equipment so that PC users may connect their personal computers to the media station for PowerPoint presentations, video, etc. Macintosh users should be aware that their equipment may not easily connect to our media stations without the use of a VGA or HDMI (Dongle). These cables are computer model specific and students should bring their own connection cables to make their personal laptop or iPad compatible with psychology multi-media stations. Tech Support (321-674-7284) will be happy to assist you in determining the best products for your needs.