

UM Program in Clinical Psychology Summary of Training Philosophy; Goals, Objectives, and Competencies; And Methods of Training and Evaluation

The University of Miami (UM) Graduate Program in Clinical Psychology follows a scientist-practitioner model with an emphasis on the clinical science component. The program prepares students to practice clinical psychology and to contribute to the advancement of knowledge in the field. In particular, the clinical science aspects of the UM program incorporate a “mentor model” of training, in that applicants are admitted to the program based, in part, on their “match” with the research programs of faculty mentors. Faculty mentors guide and supervise the research activities of the graduate students working in their labs. In addition to providing broad and general training in clinical psychology, the program provides entry level training in one of the following substantive areas of focus within clinical psychology: adult clinical, child clinical, pediatric health, and health psychology.

In keeping with the guidelines and principles of the American Psychological Association (APA), the program’s accrediting body, the clinical psychology program at UM strives to integrate research and practice throughout the training program (i.e., via coursework, practica, and research). Training is sequential, cumulative, and graded in complexity. Moreover, the UM training program is respectful of cultural issues and individual differences, and issues of diversity are integrated into coursework, practicum training, and research activities. In fact, the greater Miami area is one of the most ethnically-and culturally-diverse metropolitan areas in the country.

Consistent with the program philosophy and with the overarching APA principle of integrating science and practice, the graduate program has two major and interrelated goals. The first goal focuses on clinical science that is relevant to and able to inform clinical practice. The second goal focuses on clinical practice that is informed by science and enhanced by the scientific way of thinking.

Goal 1 (Research Goal)

To produce graduates who have the requisite knowledge and skills to produce and disseminate knowledge in clinical science and who understand the interface between science and practice.

Introductory Note About Program Outcomes:

Most of the competencies delineated below are trained through structured and sequential coursework, readings for Clinical Qualifying Exams, and a structured sequence of research requirements and activities. The *proximal outcomes* largely pertain to grades in clinical coursework, grades on Clinical Qualifying Exams, written research evaluations (provided at the end of every semester), the successful completion of master’s theses and dissertations, and data on the percentage of students who are authors/co-authors of publications and papers presented at professional meetings. *Distal outcomes* include our graduate’s employment settings and alumni ratings of program satisfaction.

Objective 1A:

We expect that our students will develop competence in planning, conducting, and disseminating empirical research relevant to the field of clinical psychology and their track-specific area of focus (adult, child, pediatric, and health clinical psychology).

Competency A1: Students will demonstrate the ability to conduct at least two scientifically sound, independent research projects in their track-specific area of focus.

Methods for Training

Beyond required coursework and the Clinical Qualifying Exam, students receive intensive mentorship in conducting their thesis and dissertation research. Research mentors are faculty who are members of the Graduate Faculty and who represent relevant track-specific areas of psychology (adult, child, pediatric, and health). Research mentors meet with students regularly. Students also receive substantive input from thesis and dissertation committee members. The Thesis and Dissertation projects involve empirical work wherein students are expected to review the literature, formulate hypotheses, collect new data or collate extant data, statistically

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analyze data, interpret their results, and discuss their findings. Thesis and dissertation documents are required to adhere to APA publication guidelines and also are reviewed by the Graduate School. The thesis and dissertation chair (i.e., research mentor) has the responsibility to guide the student in the preparation of these documents and in the presentation of their oral proposals and oral defenses. As part of the thesis and dissertation documents, students address the clinical implications of their research.

Methods for Evaluation Students must successfully propose and defend a master's thesis and a doctoral dissertation to their committee members. (Guidelines for thesis and dissertation committees are determined by the Graduate School; committee chair and several committee members must be members of the Graduate Faculty.) Each thesis/dissertation proposal and defense is evaluated by the student's committee members; these faculty must agree, in writing, that the student has successfully passed this requirement before a degree can be conferred. In addition, each academic semester, faculty mentors provide written feedback regarding students' progress on theses and dissertations.

Competency A2: Students will demonstrate the ability to present research findings at a scientific meeting or to publish findings in peer-reviewed journals.

Methods for Training To support involvement in scientific meetings, basic principles of poster preparation are covered on the departmental website and taught by their faculty mentor. Effective August 2006, students also will receive lectures concerning scientific conferences and poster presentations during the required 1-credit seminar (PSY

600: *Issues in Academic and Professional Development*) taken during their first year. Students making oral presentations at scientific meetings receive guidance from their faculty mentor in the preparation of their talk, sequencing of ideas and preparation of slides, overheads or other presentation media. The department provides software (e.g., PowerPoint) and printing resources to support these activities. The department and the graduate school both provide funds to support students' attendance at conferences. In addition, each year, the University sponsors a *Research Forum*; all graduate students who present papers at professional or scientific meetings are required to attend and present their research to the department and university community.

To foster scientific writing skills, students engage in writing projects in many of their classes and independently with their research mentors. They are encouraged to publish their thesis and dissertation projects. Students may also learn grant-writing skills by participating in the preparation of research grants with their mentor or other faculty. Students are also offered an elective course (PSY 683b) on *Scientific Writing and Grantsmanship*; this course is strongly recommended for students pursuing research careers. (See syllabi in Appendix E.)

Methods for Evaluation Each semester, research mentors complete an evaluation of students' progress in writing and presenting research, which is reviewed by program faculty and becomes a permanent part of students' records. A grade of satisfactory/unsatisfactory will be provided for PSY 600: *Issues in Academic and Professional Development*.

Objective 1B:

We expect that our students will acquire knowledge in research methods and statistics necessary to conduct and evaluate empirical research relevant to clinical psychology.

Competency B.1: Students will demonstrate the ability to design research studies and to understand and implement data analyses relevant to clinical research.

Methods for Training Students complete a minimum of 3 required courses in research design and statistical analysis: PSY 631: *Psychological Statistics, Research Methods and Design*; PSY 632, *Multiple Regression and Statistics*; and one quantitative seminar (typically either *Structural Equation Modeling* or *Hierarchical Linear Models*). Issues in research design are also covered in several required courses, such as PSY 656 (*Evidence-Based Psychological*

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Treatments) and PSY 610 (*Behavioral Medicine*). In addition, one section of the Clinical Qualifying Exam (Day 2: *Methodology and Assessment*) contains required readings that pertain to research methodology.

Students also receive substantial mentorship in conducting data analysis for their thesis and dissertation projects. Many students are involved in data analysis of their research mentor's dataset or of other datasets they gather during their graduate training.

Methods for Evaluation Students must obtain passing grades (B-or higher) in their required statistics courses. Students must pass the Day 2 Qualifying Exam (covering, in part, research methods) with a grade of P-or higher. Finally, students must successfully defend a thesis and a dissertation; both involve research design and statistical analysis.

Competency B.2: Students will demonstrate the ability to evaluate assessment instruments relevant to the field of clinical psychology and to their track-specific focus of research (adult, child, pediatric, and health psychology).

Methods for Training

Students complete at least two required courses in psychological assessment, including a general course (PSY 645: *Introduction to Psychological Evaluation*) and a track-specific assessment course (adult, child, or health; PSY 646, 647 or 648). In addition, one section of the Clinical Qualifying Exam (Day 2: *Methodology and Assessment*) contains required readings that pertain to assessment; these readings cover broad assessment issues in clinical psychology as well as track-specific readings in assessment. Students also receive substantial mentorship in choosing assessment measures for their thesis and dissertation projects.

Methods for Evaluation Students must obtain passing grades (B-or higher) in their required assessment courses. Students must pass the Day 2 Qualifying Exam (covering general and track-specific assessment) with a grade of P-or higher. Finally, students must successfully defend a thesis and a dissertation, which include a critical evaluation of measures.

Competency B.3: Students will demonstrate the ability to understand and critically evaluate research reports in clinical psychology and in their track-specific area of focus (e.g., adult, child, pediatric, health).

Methods for Training Many graduate classes involve critically evaluating specific research reports. These classes include several required foundation courses, such as PSY 604 (*Cognitive and Affective Basis of Behavior*) and PSY 625 (*Social Psychology*); all the general and track-specific courses in psychopathology (PSY 640, 641, 642, 610) and intervention (PSY 656, 660, 661, and 662); and most elective courses, such as PSY 683b (*Scientific Writing and Grantsmanship*) and PSY 692 (*Seminar in Personality*). Students also are closely involved in reading and discussing reports relevant to their track-specific area of focus through their involvement with their faculty mentor's research, and through preparing their own thesis and dissertation. In addition, in preparation for the three days of Clinical Qualifying Exams, students read extensively about issues in research pertinent to clinical psychology and to their track-specific area of focus (see Appendix F for sample reading lists).

Methods for Evaluation Students must obtain passing grades in all required coursework (B-or better) and maintain a GPA of B or higher. Students must pass all three days of Qualifying Exams with grades of P-or higher; portions of each exam cover general knowledge in psychology as well as track-specific knowledge. In addition, they must successfully defend a master's thesis and a doctoral dissertation, which include literature reviews and critiques.

Objective 1C:

We expect that our students will acquire a depth of knowledge in Clinical Psychology as well as in the students' track-specific area of focus (e.g., adult, child, pediatric, and health clinical psychology).

Competency C.1: Students will demonstrate knowledge in their major area of study (Clinical Psychology) as well as in their "track specific" area of focus (i.e., adult, child, pediatric, and health clinical psychology).

Methods for Training Students complete a structured sequence of required clinical courses in psychopathology, assessment, and intervention, and then take a set of track-specific courses within these same areas. In addition, for the three days of Clinical Qualifying Exams (*Basic Science and Pathology; Methodology and Assessment; Ethics and Intervention*), students read extensively about research issues pertinent to clinical psychology and to their track-specific area of focus. In addition, students are guided by their faculty mentors to read a breadth of scientific materials in preparation for their master's thesis and dissertation.

Methods for Evaluation Students must attain passing grades (B-or higher) in their required clinical coursework and track-specific courses. They must pass all three qualifying examinations (grade of P-or higher), answering questions on both general knowledge of clinical psychology as well as track-specific knowledge. Students must successfully defend a master's thesis and a doctoral dissertation, which both include literature reviews in their track-specific area of research focus. All students must address the potential clinical implications and relevance of their thesis and dissertation research in the discussion sections of their thesis/dissertation.

Students must obtain passing grades in all required coursework (B-or better) and must maintain a GPA of B or higher. Students must pass all three days of Qualifying Exams with grades of P-or higher; portions of each exam cover general knowledge in clinical psychology as well as track-specific knowledge. In addition, students must successfully defend a master's thesis and a doctoral dissertation.

Objective 1D:

We expect that our students will acquire a depth of knowledge in issues related to individual differences and diversity that are pertinent to conducting or understanding clinical research.

Competency D.1: Students will demonstrate competency in knowledge of individual differences and in diversity, as it applies to research in clinical psychology.

Methods for Training Students are required to complete a graduate course, PSY 683 (*Diversity Issues in Psychology*) that includes examination of such factors as race, ethnicity, religion, gender, age, sexual orientation, mental status, physical disability, medical condition, and socioeconomic status as they pertain to research (as well as to clinical practice). Issues of diversity are covered in required courses in methodology and statistics (PSY 631, 632, 698); for example, issues of diversity (e.g., age, culture, religion) are used to illustrate the evaluation of mediators and moderators in clinical research. Readings on diversity issues are required for the Clinical Qualifying Exams.

All students whose research focuses on human subjects deal with issues of diversity in their thesis and dissertation research. Miami is one of the most diverse, multicultural cities in the United States. As a result, most research samples contain diverse participants; students work closely with their faculty research mentors to receive instruction and guidance regarding how to handle issues of diversity in their research. In fact, many faculty mentors have research programs that explicitly focus on issues of diversity with respect to culture, sexual orientation, disability, and/or age (e.g., clinical interventions for HIV-infected gay men; psychosocial interventions for minority adolescents at risk for hypertension). Moreover, the Department has several NIH-funded research training grants that focus on diverse populations (e.g., NICHD grant on *Health Behavior Research in Minority Pediatric Populations*). Graduate students are funded on these grants, and develop thesis and dissertation projects that relate to the research interests of the faculty mentors.

Methods for Evaluation Students must successfully pass PSY 683 and the required methodology/statistics courses with a grade of B-or better. Students must pass all three days of Clinical Qualifying Exams, which may include questions pertinent to issues of diversity, with a grade of P-or better. Students must successfully defend theses and dissertations, which are typically conducted on diverse populations.

Objective 1E:

We expect students to develop competence in the ethical conduct of research.

Competency E.1: Students will demonstrate knowledge (both general principles and practical application) on the protection of human subjects and on ethical conduct of all aspects of research (e.g., maintaining confidentiality, detecting and reporting adverse events, assuring the quality of data collection and entry, and monitoring integrity in data reporting) and be competent in preparing and submitting research projects for approval by an Institutional Research Board.

Methods for Training Training in research ethics and related issues (legal, quality assurance) begins during the formal orientation to graduate school, when students take part in a university course on Research Ethics taught by Dr. Kenneth Goodman, an ethicist at the University of Miami, who is an Associate Professor of Medicine and Director of the University's Bioethics Program. Also during orientation, students are given the *Graduate Student Handbook* that contains a copy of the *APA Ethical Principles of Psychologists and Code of Conduct*; and, during orientation, the Director of Clinical Training includes a discussion of the importance of students' adherence to ethical standards and guidelines in research and practice during their graduate training and as psychologists. Effective Fall 2006, entering graduate students will take a 1-credit course, PSY 600: *Issues in Academic and Professional Development*, which addresses issues pertaining to research ethics. Day 3 of the Clinical Qualifying Exam (*Ethics and Intervention*) includes readings and questions pertaining to ethics.

Before students become involved in any research project, they complete the Collaborative Institutional Training Initiative (CITI) Course in *The Protection of Human Research Subjects* administered by the University's Human Subjects Office; students must retake the course every two years. Through the completion of their thesis and dissertation, as well as through participation in their faculty mentor's research, students gain further experience in how to apply principles of ethics in the conduct of research.

Methods for Evaluation Before becoming involved in research projects, students must pass the CITI test administered by the Human Subjects Office, and must re-take the course with a passing grade every two years in order to participate in research involving human subjects. Students must pass (P-or higher) the Day 3 Qualifying Exam that focuses on Ethics and Intervention. Students must demonstrate ethical conduct in their thesis and dissertation projects, and are informed that failure to adhere to ethical standards in research or practice may be grounds for dismissal from the graduate program. The research mentor is responsible for ensuring that students maintain ethical conduct in their thesis and dissertation projects; every semester students receive written evaluations of their research progress and any problems (including ethical concerns) are discussed by the faculty and noted in students' written feedback. Ethical concerns are taken very seriously and students must complete a remediation plan if such concerns arise; failure to satisfactorily address such concerns may be reason for program dismissal.

Goal 2 (Practice Goal)

To produce graduates who have the requisite knowledge and skills for entry into the practice of professional clinical psychology, with a track-specific area of focus (adult, child, pediatric or health clinical psychology), and who understand and value the importance of a scientific basis to clinical practice.

Introductory Note About Program Outcomes:

Most of the competencies delineated below are trained through structured and sequential coursework, readings for Clinical Qualifying Exams, and a structured sequence of practicum requirements and activities. Thus, the *proximal outcomes* largely pertain to grades in clinical coursework, grades on Clinical Qualifying Exams, and written practicum evaluations (provided at the end of every semester). *Distal outcomes* include our graduate's employment settings and their ability to obtain licensure as a psychologist, as well as alumni ratings of clinical training and program satisfaction.

Objective 2A:

We expect students to develop knowledge and skills related to evidence-based¹ psychological assessment and diagnosis.

Competency A.1: Students will develop proficiency in the psychometric bases of assessment and be able to select adequate assessment instruments for specific uses. This includes the ability to evaluate the adequacy of new assessment measures that may become available in the future.

Methods for Training Students are required to take a minimum of one general (PSY 645, *Introduction to Psychological Evaluation*) and one track-specific course (adult, child, or health-focused; PSY 646, 647, or 648) in clinical assessment, which address psychometric issues and the use of specific, evidence-based assessment instruments. In addition, required readings for Day 2 of the Clinical Qualifying Exams (*Methodology and Assessment*) include material on psychometrics as well as assessment articles.

All students spend at least two semesters of their clinical training (and typically a second year) at the Department's Psychological Services Center (PSC). During this practicum, students are required to administer 6 to 9 comprehensive batteries of assessment measures with child, adolescent, or adult clients. Students also attend a weekly meeting (Case Conference) that alternates discussion of assessment and treatment cases. Many of the advanced practicum settings (see Table 2 and Appendix D) also involve the selection and administration of assessment measures to clients.

Methods for Evaluation Students must pass PSY 645, as well as their track-specific assessment class, with a grade of B-or higher. Students must pass Day 2 of the Qualifying Exam (*Methodology and Assessment*) with a grade of P-or higher. During practicum training at the PSC, and in all advanced practica, clinical supervisors complete a detailed evaluation of students' performance for the assessment portion of their practicum (each semester and every summer); these ratings are used by the clinical faculty to assign students' grades for practicum (PSY 670).

Competency A.2: Students will develop proficiency in administering and interpreting widely used assessment instruments that assess psychopathology, symptomatology, personality, and cognitive and intellectual functioning.

Methods for Training Students are required to take one general (PSY 645, *Introduction to Psychological Evaluation*) and one track-specific course (PSY 646, 647, or 648) in clinical assessment, which address the administration and interpretation of widely used assessment instruments. PSY 645 also has an extensive lab component, as do some of the track-specific courses (e.g., PSY 647), providing additional practical exposure to specific assessment instruments and opportunities to administer assessments to actual clients. In addition, required readings for Day 2 of the Qualifying Exams (*Methodology and Assessment*) include material on assessments.

All students spend at least two semesters of their clinical training at the Department's Psychological Services Center (PSC). During this practicum, students are required to attend a weekly case conference that focuses on assessment cases every other week. Moreover, during the first year of training at the PSC, students are required to complete 6 – 9 comprehensive assessment batteries on child, adolescent, or adult clients, and faculty provide supervision for these assessment cases. Students complete additional assessment batteries and prepare assessment reports as part of an advanced practicum placement during their third or fourth year in training (e.g., at the Mailman Center for Child Development; see Table 2, Practicum Settings).

Methods for Evaluation Students must pass the introductory assessment course, PSY 645, as well as their advanced assessment classes, with a grade of B-or higher. Students must pass Day 2 of the Qualifying Exam with a grade of P-or higher.

¹ Throughout the document, we use the term *evidence-based* to include *empirically-supported* (assessments and interventions) and “best practices” in areas where empirically supported assessments or interventions are not available.

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During practicum training at the PSC, and in all advanced practica, supervisors complete a detailed evaluation of students' performance for the assessment portion of their practicum (every semester and each summer); these ratings are taken into account when the clinical faculty assigns students' grades for practicum (PSY 670).

Competency A.3: Students will develop proficiency in administering and interpreting widely used assessment instruments that are pertinent to their track-specific area of focus (e.g. adult, child, pediatric or health clinical psychology).

Methods for Training Students are required to take a track-specific course in psychological assessment (PSY 646, 647, or 648), which specifically addresses the use and interpretation of assessment instruments with adult, child and pediatric, or health populations. PSY 647 also has an extensive, practical lab component that provides students with detailed exposure to specific assessment instruments used with child populations. In addition, required readings for Day 2 of the Qualifying Exams (*Methodology and Assessment*) include track-specific assessment articles.

During the first year of required practicum training at the PSC, students complete 6 – 9 comprehensive assessment batteries on child, adolescent, or adult clients, depending on their specific track. In addition, most students complete additional assessments as part of an advanced practicum placement (e.g., at the Mailman Center for Child Development; see Table 2, Practicum Placements). Moreover, many students administer assessment instruments relevant to their track-specific area of focus either through their required thesis or dissertation research, by participating in their faculty mentor's research, and/or by their participation (e.g., as a Research Assistant) on funded clinical research projects.

Methods for Evaluation Students must pass their track-specific assessment course with a grade of B-or higher. Students must pass Day 2 of the Qualifying Exam with a P-or higher; half of the exam has a track-specific focus. During practicum training at the PSC and in other practicum settings, clinical supervisors complete a detailed evaluation of students' performance for the assessment portion of their practicum; these ratings are taken into account when the clinical faculty assigns students' grades for practicum. Students who engage in assessment activities as part of their research activities receive evaluations in writing every semester from their mentor.

Competency A.4: Students will develop proficiency in the use of DSM-IV-TR and be able to understand and adapt to changes in the diagnostic manuals that may be used in the future.

Methods for Training Students are required to take at least one course in psychopathology (PSY 640 or 641), plus an additional track-specific course pathology-oriented course (e.g., PSY 642, PSY 610), which address the use of diagnostic classification systems and manuals. Specific issues related to clinical diagnoses are also covered in PSY 657 (*Introduction to Clinical Methods, Ethics, and Professional Issues*) as well as in required assessment and intervention courses.

During practicum training (PSY 670), students provide clinical diagnoses, using DSM-IV-TR, when conducting required clinical assessments. During students' practicum placement at the Department's Psychological Services Center (PSC), clinical diagnoses and their use/limitations are discussed during required weekly meetings. All students are required to have a minimum of a year of practicum training at the PSC.

Methods for Evaluation Students must pass their track-specific assessment course with a grade of B-or higher. Students must pass Day 2 of the Qualifying Exam with a grade of P-or higher; half of the exam has a track-specific focus. During practicum training at the PSC and in other settings, clinical supervisors complete a detailed evaluation of students' performance for the assessment portion of their practicum every semester and each summer; these ratings are taken into account when the clinical faculty assign students' grades for practicum.

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Objective 2B:

We expect students to develop knowledge and skills related to evidence-based psychosocial intervention.

Competency B.1: Students will develop a good understanding of the empirical literature on psychosocial interventions, particularly cognitive and behavioral treatments, including research on how and for whom these treatments work.

Method of Training Students are required to take at least one general course (PSY 656, *Introduction to Evidence-Based Psychological Treatments*) and one track-specific course in intervention (e.g., PSY 660, 661, 662), which address evidence-based interventions. (Students typically take more than two intervention courses.) In addition, required readings for Day 3 of the Clinical Qualifying Exams (*Ethics and Intervention*) include evidenced-based interventions and issues pertaining to such interventions.

Method of Evaluation Students must pass the required introductory intervention course (PSY 656) and required track-specific intervention courses (e.g., PSY 660, 661, 662) with a grade of B-or higher. Students must pass Day 3 of the Qualifying Exam with a P-or higher.

Competency B.2: Students will develop a good understanding of the evidence-based literature on psychosocial interventions relevant to their track-specific area of focus (adult, child, pediatric, or health clinical psychology).

Method of Training In addition to the introductory intervention course (PSY 656, *Introduction to Evidence-Based Psychological Treatments*), students are required to take at least one track-specific intervention course (e.g., PSY 660, 661, 662) that addresses evidence-based interventions, although students typically take more than two intervention courses beyond the introductory course. In addition, required readings for Day 3 of the Clinical Qualifying Exams (*Ethics and Intervention*) include track-specific reading lists on evidenced-based interventions.

Method of Evaluation Students must pass the required track-specific intervention courses (e.g., PSY 660, 661, 662) with a grade of B-or higher. Students must pass Day 3 of the Qualifying Exam (grade of P-or higher); half the exam has a track-specific focus.

Competency B.3: Students will demonstrate the ability to think critically about psychosocial theories of intervention. They will have the skills needed to evaluate evidence for and against new and existing therapeutic strategies, to identify gaps in existing knowledge, and to select treatment strategies accordingly.

Method of Training The required introductory intervention course (PSY 656) and the required track-specific intervention courses (e.g., PSY 660, 661, 662) integrate and address the above skills. In addition, required readings for Day 3 of the Clinical Qualifying Exams (*Ethics and Intervention*) include recent literature on the use of therapeutic strategies and gaps in existing knowledge.

Aside from courses and qualifying exams, the above skills are addressed throughout practicum training. Students are required to take a minimum of 5 semesters of practicum training (10 clinical hours per week). All students spend at least two semesters of their clinical training at the Department's Psychological Services Center (PSC). During this practicum, students are required to attend a case conference; every other week, the meeting focuses on in-depth discussion of treatment cases. Students in training at the PSC are required to carry a minimum caseload of 3 – 4 child/family or adult clients (or a combination of individuals and groups); faculty provide individual supervision for these intervention cases. All students complete an advanced practicum placement (e.g., at the Mailman Center for Child Development; Miami VA; see Table 2 and Appendix D) where they receive advanced training and practice in implementing clinical interventions.

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Methods for Evaluation Students must pass required introductory and track-specific intervention courses with a grade of B-or higher. Students must pass Day 3 of the Qualifying Exam (*Ethics and Intervention*) with a grade of P-or higher. During practicum training at the PSC and in other practicum settings, clinical supervisors complete a detailed evaluation of students' performance for the intervention portions of their practicum; these ratings and written feedback are taken into account when the clinical faculty assigns students' grades for practicum (PSY 670).

Competency B.4: Students will demonstrate proficiency in entry-level intervention skills, including attending, and active listening. They will attain at least a moderate level of proficiency in more advanced intervention skills such as effective case conceptualization and presentation, making interpretations, developing a treatment plan, designing and implementing effective homework, or applying family systems concepts.

Method of Training Skills in attending and active listening are assessed by performance in PSY 657 (*Introduction to Clinical Methods, Ethics, and Professional Issues*). More advanced intervention skills are trained via coursework (PSY 656 and track-specific intervention courses, such as PSY 660, 661, 662), and required readings on Day 3 of the Qualifying Exams.

In practicum settings, these skills are trained through the required 5 semesters of practicum training (10 clinical hours per week). All students spend at least two semesters of their clinical training at the Department's Psychological Services Center (PSC). During this practicum, students are required to attend a weekly meeting, which focuses on in-depth discussion of treatment cases every other week. Students in training at the PSC are required to carry a minimum caseload of 3-4 child/family or adult clients (or a combination of individuals and groups); faculty provide individual supervision for these intervention cases. All students complete an advanced practicum placement (e.g., at the Mailman Center for Child Development; Miami VA; see Table 2) where they receive advanced training and practice in implementing clinical interventions.

Method of Evaluation Students must receive passing grades (B-or higher) for PSY 656, PSY 657, and track-specific intervention courses (e.g., PSY 660, 661, 662). Students must pass Day 3 of Clinical Qualifying Exams (grade of P-or higher). Clinical supervisors provided detailed ratings on students' intervention skills after each semester and every summer of practicum training; these ratings and the supervisor's feedback are reviewed by the clinical faculty every semester and used to provide grades for practicum training (satisfactory/unsatisfactory).

Objective 2C.

We expect that our students will acquire a depth of knowledge in issues related to individual differences and diversity that are pertinent to conducting clinical assessments and implementing clinical interventions.

Competency C.1: Students will demonstrate awareness of individual differences that may influence assessment outcome, including issues of language, ethnicity/culture, age or sexual orientation.

Methods for Training Students are required to complete a graduate course, PSY 683 (*Diversity Issues in Psychology*), that includes examination of such factors as race, ethnicity, religion, gender, age, sexual orientation, mental status, physical disability, medical condition, and socioeconomic status as they pertain to clinical practice. Issues of diversity are covered in required general and track-specific assessment courses (PSY 645, 646, 647, 648). Required readings on diversity are included on all three days of the Clinical Qualifying Exams, including the Day 2 exam (*Methodology and Assessment*).

All students deal with issues of diversity throughout their practicum training. Miami is one of the most diverse, multicultural cities in the United States. The client populations seen at the Psychological Services Center (PSC) and in advanced practicum placements throughout the University and community (see Table 2), contain very diverse individuals. During students' practicum placements at the PSC, required weekly meetings focus on assessment cases every other week; issues of diversity are uniformly integrated into these case discussions.

Methods for Evaluation Students must successfully pass PSY 683 and the required assessment courses (PSY 645 plus a track specific assessment course) with a grade of B-or better. Students must pass Day 2 of the Clinical Qualifying Exams with a grade of P-or better. Students receive written evaluations and ratings each semester from their clinical supervisors that are used by the clinical faculty to assign grades for practicum (PSY 670); these evaluations take into account students' sensitivity to issues of diversity in clinical assessment.

Competency C. 2: Students will demonstrate awareness of and sensitivity to individual differences (e.g. ethnicity, culture, sexual orientation and identity, age, disability) among clients and others with whom they work. They will be able to maintain rapport with a wide range of others, and to select and apply interventions in a sensitive and appropriate manner.

Methods for Training Students are required to complete a graduate course, PSY 683 (*Diversity Issues in Psychology*) that includes examination of such factors as race, ethnicity, religion, gender, age, sexual orientation, mental status, physical disability, medical condition, and socioeconomic status as they pertain to clinical practice. Issues of diversity as they pertain to clinical interventions are discussed in PSY 657 (*Introduction to Clinical Methods, Ethics, and Professional Issues*) as well as in the required introductory and track-specific intervention classes (e.g., PSY 656, 660, 661, 662). Required readings on diversity issues are included on the reading list for Day 3 (*Ethics and Intervention*) of Clinical Qualifying Exams.

Students deal with issues of diversity throughout their practicum training; the client populations seen at the Psychological Services Center (PSC) and in advanced practicum placements throughout the University and community, contain very diverse individuals. During students' practicum placements at the PSC, intervention cases are discussed every other week; issues of diversity are uniformly integrated into these case discussions. Moreover, many students are involved in clinical research activities with diverse populations, such as gay men with HIV infection, minority children with chronic health conditions and their families, minority adolescents with elevated blood pressure, among others, where they receive further experience with culturally-and ethnically diverse populations.

Methods for Evaluation Students must pass PSY 683, PSY 657, and the required intervention courses (PSY 656 plus at least one track specific intervention course) with a grade of B-or better. Students must pass Day 3 of the Clinical Qualifying Exams, which may include questions pertinent to issues of diversity, with a grade of P-or better. Students receive written evaluations and ratings after each semester and summer of practicum training from their clinical supervisors. The evaluations are used by the clinical faculty to assign grades for practicum (PSY 670); these evaluations take into account students' sensitivity to issues of diversity in clinical interventions.

Objective 2D:

We expect students to develop competence in the ethical conduct of psychotherapy and assessment and become aware of relevant legal and quality assurance issues.

Competency D.1: Students will demonstrate knowledge of the *APA Ethical Principles of Psychologists and Code of Conduct* and conduct themselves in accordance with these principles.

Methods for Training At the time of orientation to the clinical program, students are provided with a copy of the *APA Ethical Principles of Psychologists and Code of Conduct* in the Graduate Student Handbook, and the importance of these principals and code of conduct is stressed by the Director of Clinical Training. During the spring of their first year, all students take PSY 657 (*Introduction to Clinical Methods, Ethics, and Professional Issues*) that is required prior to students beginning formal practicum training; this course involves discussion of ethical issues pertinent to clinical practice and related legal issues. Several required clinical courses (both general and track-specific), especially those pertaining to assessment (PSY 645, 646, 647, 648) and intervention (PSY 656, 660,

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661, 662), integrate discussion of ethical issues into the course. Required readings for Day 3 of the Qualifying Exams (*Ethics and Intervention*) cover ethical standards and principles.

During their practicum training at the Psychological Services Center, all students are required to attend a weekly case conference that integrates discussions of ethical issues into the presentation of assessment and treatment cases. Students complete a minimum of 5 semesters of practicum. In their advanced practica, individual clinical supervisors also discuss ethical issues with students, as pertinent to their clinical cases.

Methods for Evaluation Students must pass PSY 657 with a grade of B-or higher, and students' performance in this course is discussed by the clinical faculty and used to plan for their first year of practicum training. Students must also pass required assessment and intervention courses with a grade of B-or higher. Students must pass Day 3 of the Qualifying Exam with a P-or higher. In addition, each semester and summer of practicum training, clinical supervisors complete a detailed evaluation of students' performance that includes a section on ethical conduct and professional behavior; these ratings are taken into account when the clinical faculty assign students' grades for practicum (PSY 670).

Competency D.2: Students will demonstrate awareness of legal and quality assurance issues as they pertain to clinical practice, such as mandatory reporting laws for abuse.

Methods for Training Through required courses and practicum training, students become aware of legal and quality assurance issues in clinical practice, including mandatory reporting laws for child abuse, guidelines for child custody evaluations, record keeping guidelines, and so on. For example, during the spring of their first year, all students take PSY 657 (*Introduction to Clinical Methods, Ethics, and Professional Issues*) that involves discussion of legal and quality assurance issues relevant to clinical practice. Required readings for Day 3 of the Qualifying Exams (*Ethics and Intervention*) cover ethical standards and principles, and various APA standards and guidelines (e.g., record keeping guidelines, child custody evaluations.) Students also learn about relevant legal and quality assurance issues during their practicum placement at the Psychological Services Center (e.g., see Appendix M).

Methods for Evaluation Students must pass PSY 657 with a grade of B-or higher, and students' performance in this course is discussed by the clinical faculty and used to plan for their first year of practicum training. Students must pass Day 3 of the Qualifying Exam with a P-or higher.