STEPS TO THE Ph.D.

While all students generally intend to complete the doctorate, admission to Ph.D. candidacy and earning the terminal degree occurs only after a series of preliminary Department requirements have been met. These include (1) successfully completing the Department’s core statistics and foundation courses, (2) demonstrating continued research activity, (3) completing a Master’s thesis, (4) completing advanced coursework required within the student’s program area, (5) passing a qualifying examination or satisfactorily completing a qualifying paper, (6) completing and defending a Ph.D. dissertation, and (7) meeting all program area Competency requirements. The minimum number of credits required for the Ph.D. in Psychology varies according to the student’s program area but in no case falls below 72, which includes 6 thesis credits and 12 dissertation credits. Clinical tracks require additional practicum credits and a yearlong internship. The specific course requirements for each program may be found in APPENDICES A through G. All beginning students must be enrolled for a minimum of 9 course credits per semester in order to be considered full time. Questions regarding waiver of any core course requirement, transfer of graduate credit earned elsewhere and part time status are addressed in APPENDIX.

I. Information regarding each of the department requirements is contained within the sections that follow:

1. **Departmental Core Courses.** It is the intent of the Department that its doctoral graduates, regardless of their field of specialization, be well rounded and informed psychologists. To that end all entering students are required to take a series of core design and statistics courses [PSY 631, PSY 632, and PSY 633] and seven foundation courses (PSY 601, 604, 605, 614, 620, 625, 640/641). Completion of two core statistics courses as well as at least three foundation courses (excluding PSY 601) must be completed with a grade of “B” or higher before the Qualifying Exam can be taken and M.S. degree can be awarded. Completion of all statistics core and foundation courses with a grade of "B" or higher is required for the Ph.D. degree. If a student receives a grade of “C+” or lower in any core course, that course must be repeated.

   The usual pattern for completing the core sequence of courses is for each student to take two or three of the core foundation courses each semester until all of the courses have been taken. PSY 601, 605, 625, 631, 640/641 and 633 are taught during the Fall semester of each academic year; PSY 604, 614, 620, and 632 are taught during the Spring semester.

   All students are to follow the same core curriculum, however, alternatives are available for those who seek or are enrolled in a specialized training program (e.g., IES training). A written waiver must be submitted by the student and supervising faculty to the Department Administration to request alternatives to the common core curriculum.

2. **Advanced Program Area Coursework.** The minimum number of earned credit hours required for the Ph.D. degree in Psychology varies according to the student’s area (see Appendices A through G) but is typically 72 credit hours or more (see your Division Director for clarification of specific requirements). No more than 6 practicum credits (PSY 670) can be counted toward the Ph.D. course requirements. Research courses (PSY 680, 681) cannot be used to satisfy elective or advanced content course requirements. Special Projects (PSY 682) and Readings (PSY 684) can be used to satisfy elective or advanced course requirements, but only with the written approval of the Division Director and the Chairman. In order to remain in good standing within the Department, independent of program area, students must be enrolled for a minimum of 9 credit hours per semester (excluding Summer Sessions) until all advanced coursework has been completed and a dissertation project initiated. In addition, students must maintain a "B" average or better in all advanced coursework attempted with no single grade recorded below a "C". All "Incompletes" in courses comprising part of the student’s degree program must be removed from a student’s records before any degree can be awarded.

3. **Research Activity.** In addition to course work, each student must be involved in a minimum of 10 hours per week of faculty supervised research activity. The department operates under a “mentor model” in which students work with a particular faculty member based on a similarity of research interests. In order to demonstrate full-time student status during the summer months, it may be necessary to enroll in a graduate course or in a 700-level research course each summer session.

   Within four weeks following registration each semester, new students must provide their division Director with an outline of planned research activities signed by their faculty supervisor. For returning students this should be done immediately. Students who work as research assistants within the Department and those students who are conducting masters or dissertation research projects, may seek authorization to include these activities as part of the 10 hours per week research requirement. The total number of research hours credited in this manner during any given semester is at the discretion of the faculty supervisor.

   At the end of each semester the faculty supervisor will evaluate the student’s research efforts. This evaluation becomes part of the student’s permanent Department file. The form used for outlining the research activities for the semester and evaluating these activities may be found in APPENDIX J. It is the responsibility of each student to complete one of these forms early each semester and to leave a copy for the file with the department secretary. Furthermore, each student should be certain that his/her supervising professor completes the form at the end of each semester. In addition, students are required to fill out a Research Supervisor Feedback Form (APPENDIX S) at the end of each semester to provide feedback to the Department regarding their research supervisor. Guidelines for Graduate Student Mentoring by Faculty are provided on page 24.
At the end of each semester the faculty of the Department evaluates each student. The faculty’s evaluation of individual academic progress is forwarded in writing to each student. A negative evaluation may result in the student’s termination from the graduate program.

4. **Teaching Activity.** All students seeking an advanced degree in Psychology must also participate substantially in the teaching of undergraduate course offerings in the Department as an essential part of their education. Typically, students teach one entire undergraduate course during their third year in residence, however, some students elect to teach in their fourth year. Each January, students receive a memo from the Department asking if they intend to teach the following year. Students are allowed to indicate their teaching preferences (i.e., course, semester), however assignments are made based upon need and availability of courses. Several months before they will teach, a faculty-teaching mentor is assigned to each student. Students should meet with the mentor several times before the semester to go over the course syllabus, required textbooks, audiovisual aids, and helpful tips for teaching. Student teachers are also required to attend an Orientation Session sponsored by the Instructional Advancement Center (IAC), and attend two Psychology Department Teaching Workshops (taught by Dr. Rod Gillis). Students are also evaluated by the faculty-teaching supervisor and given constructive feedback (once in the first 7 weeks, and again at the end of the semester), and are evaluated by their undergraduate students (computerized form and open-ended comments).

5. **Master's Thesis** (required in all programs). If the student receives a positive evaluation from the Department (satisfactory progress in all respects) at the end of his/her first year in residence, the student should immediately proceed to form a thesis committee and make formal application to the Graduate School for degree candidacy. The procedures used to form a thesis committee and complete the thesis requirement may be found under #8 of this section (Thesis and Dissertation Procedures). Forms for completion of the thesis are found in **APPENDIX L**.

In order to receive the Master’s degree, a student must earn a minimum of 24 credits in course work, plus six credits of thesis research (PSY 710) and pass a thesis oral defense. No student may receive the M.S. degree in the same semester in which admission to candidacy is granted. Of the 24 credits of course work required, the Department core courses account for at least 12 credits (the first two statistics courses (i.e., PSY 631 and 632), PSY 601 and at least three of the six remaining foundation courses). Most students should have completed the necessary coursework for the master’s degree by the end of their second year in residence. If the thesis has not been completed by the end of the first semester of the third year (December 15) the student will be permitted to register only for six credits of coursework plus 3 research credits during the following semester. It is required that all students complete this requirement by May 15 of the year in which they intend to take the qualifying exam.

Bound copies of the completed thesis must be submitted to the Department and to the project chair within 3 months of defending the project. If the master’s thesis is not completed by May 15 of the third year the student will be denied permission to register for anything but research credits in subsequent semesters until completion.

In some cases, the Department will accept a Master’s Thesis completed at another university as satisfying our Master’s Thesis requirement. Only empirical studies will be considered, and they should be submitted to the Area Director for evaluation (see form in **APPENDIX I**).

6. **Qualifying Requirements.** After successfully completing the defense of the master’s thesis, students wishing to pursue the Ph.D. degree must first pass a clinical qualifying examination or satisfactorily complete a qualifying paper. The method of assessing the candidate’s performance within his or her chosen area may vary depending upon the particular program area. Options available to Clinical and Non-clinical students are outlined below.

6A. **Clinical Tracks** - Prior to the Fall semester of the third or fourth year of residence (dates announced in advance) students in any track of the clinical psychology program who have completed their master’s thesis are eligible to take qualifying examinations, which are necessary in order to be admitted to candidacy for the Ph.D. The purpose of these examinations is to allow the student to demonstrate up to date knowledge and critical appreciation of the research and scholarly literature in the broad field of psychology, and in the specialty areas of clinical psychology, including pathology (i.e., personality, psychopathology, and pathophysiology), assessment and methodology, and intervention (including ethics and professional issues). The Director of Clinical Training coordinates these examinations.

The qualifying examinations are given only once a year in midsummer generally shortly after the 4th of July holiday. In order to take the examinations, the student must have successfully defended a master’s thesis and submitted documentation (See **APPENDIX N**: Eligibility to Sit for the Qualifying Exam/Paper) no later than May 15. The usual sequence of the examinations is one day each for pathology, assessment, and intervention, with at least one day in between examinations. Each examination begins at 9 a.m. and continues until 3 p.m. The Department provides students with computers and word processing software to complete the examination.

All questions on the qualifying examinations are based on specified reading lists made available to the students for study at the beginning of the summer. These reading lists are updated each year by the faculty. Most of the items on the reading lists are recent articles from peer-reviewed scientific journals. The lists do include a few older (classic) articles and an occasional book or book chapter. There are separate reading lists in the areas of pathology, assessment, and intervention. For each day’s examination, the student is required to answer 4 of these 6 questions. In order to reduce the memory load, however, they are provided with a clean (unmarked) copy of the reading lists.
Two faculty members grade each question anonymously with expertise on the particular topic, using the following marking system: 3 for outstanding, 2 for pass, 1 for borderline, and 0 for failure. Intermediate decimal numbers may be used. In order to pass in a given area (pathology, assessment, or intervention), the student must achieve an average mark of at least 1.5 for that day’s questions. An average mark of 2.5 or above in any of the three areas will earn a commendation. Although the qualifying examinations are given in midsummer for the convenience of students, it must be recognized that many faculty are not on the academic payroll during the summer and cannot be expected to grade exams during that time. Thus, the results on the examinations are generally not available until about September 1.

In the Department’s recent experience, almost all students are able to pass their qualifying examinations. Occasionally a student falls short of an average mark of 1.5 in one area. In such a case, the student must arrange to retake an examination in that area (different questions, but based on the same reading list) before the end of the fall semester. The same grading system is used. In this case, however, the student must pass the re-examination in order to remain in good standing in the clinical psychology program. Failure to pass the re-examination would be considered sufficient grounds for termination.

In studying for the qualifying examination, it is considered crucial that students in fact read and study all items on the core list and on their own specialty list. Past experience has shown that reading only summaries of some items is a high risk strategy, not to mention one that defeats the whole purpose of the qualifying examinations to form study groups, delegate individuals to outline the individual readings, and in general provide each other with emotional support during this rather stressful time. On their part, the faculty tries to be understanding when their previously dependable research assistants tend to disappear for hours at a time. One cannot deny that in addition to their intended academic functions, the qualifying examinations come to be viewed as a "rite of passage."

6B. Non-Clinical Tracks - Students enrolled in one of the non-clinical programs (Applied Developmental, Behavioral Neuroscience, or Behavioral Medicine) may elect either to take a comprehensive written qualifying examination or to write a qualifying research paper in order to gain admission to Ph.D. candidacy. Students must have completed the oral defense of their master’s thesis and have had the thesis accepted by the Graduate School before beginning the qualifying requirement. The qualifying requirement must be completed (i.e., have approval form signed by the Qualifying Committee) by August 10th of the third year of residence. If a student opts to write a paper and does not complete the paper within that time, potential consequences include: a) loss of funding, and/or b) loss of good standing in the program. A student who fails the qualifying examination or paper may be allowed to retake the task a second time no later than six months after the first attempt. Failure to pass the qualifying requirement a second time would be considered sufficient grounds for termination.

The student should explore with his or her Faculty Supervisor the advantages and disadvantages of fulfilling the qualifying requirement through written examination or by writing a paper. If a written examination is decided upon, the scope of the topic should be explicit and clearly defined, and a reading list developed. If a paper is chosen, the content of the paper will be determined by the Faculty Supervisor and approved by the Qualifying Committee within two months after defense of the master’s thesis. Students will have a choice of two content categories: (A) Theoretical literature review similar to that which would appear in Psychological Bulletin or a similar journal (e.g., Developmental Review); (B) A small grant similar in scope to an NRSA. If a small grant is chosen to fulfill the qualifying requirement, the final version must be a complete grant proposal including all required documents for the proposed funding agency. This will typically include a face page, abstract/statement of purpose, budget, staffing plan, statement of resources, and personnel. In some cases it might also include a training plan. Additionally, the project narrative should comply with the page limits set by the proposed funding agency. However, for purposes of the qualifying examination, the length of the narrative should be at least 10 single-spaced pages. The NIH NRSA format can always be used by default.

The Qualifying Committee will consist of the Faculty Supervisor and at least two other Faculty members. At least one of these additional faculty members must be a member of the Division within the Department affiliated with the student’s chosen area of concentration. At least one of the three members of the committee must be a member of the Graduate Faculty within the Department of Psychology.

After a Qualifying Committee has been formed, the group meets with the student to finalize the topic area to be covered and the procedure to be followed. When this has been accomplished, each member of the committee must sign the “Agreement to Serve on Qualifying Committee” form (found in Appendix K) that lists the topic area to be covered, designates whether an examination or paper is to be written and specifies a completion date. This form should then be forwarded to the Departmental office for inclusion in the student’s permanent file. The form for use on completion of the requirement is also found in Appendix K.

Students are expected to submit drafts to their Qualifying Committee on a regular basis and need to keep committee members informed about when they will be submitting drafts to insure timely feedback. With appropriate planning and notification, Committee members should be able to provide feedback within 2 weeks after receiving a draft. Given the variability of summer schedules, students must turn in a near-final draft (approved by the Qualifying Committee chair) to the Qualifying Committee no later than June 10th to allow sufficient time for comments and revisions to meet the August 10th deadline.
7. **Ph.D. Dissertation.** The Ph.D. degree is a research degree. The Department requires each degree applicant to design and execute an original study that makes a unique contribution to knowledge in the field of Psychology.

After successfully passing the qualifying requirements and completing the majority of advanced program coursework, students seeking the terminal degree must select a dissertation research topic and form a dissertation committee as soon as possible. This step is necessary in order to register for dissertation research (PSY 730). **STUDENTS WILL NOT BE ALLOWED TO FORM A DISSERTATION COMMITTEE UNTIL THEY HAVE RECEIVED APPROVAL OF THEIR FINAL MASTERS THESIS FROM THE GRADUATE SCHOOL.** (The procedure used to form a dissertation committee and complete the dissertation requirement can be found in the next section.) Forms for completion of the dissertation can be found in **APPENDIX L.**

In order to receive the Ph.D. degree, a student must complete at least 12 credits of dissertation research (PSY 730) as well as have completed all the advanced program area coursework specified within his or her area of specialization. No student may receive the Ph.D. in the semester in which they are admitted to candidacy. Clinical students must defend their dissertation proposal before they can apply for internship programs (typically in the Fall of the fourth year). In addition, before applying for internship students must present a letter from The Graduate School acknowledging final acceptance of the Masters Thesis. All students, regardless of their advanced or regular standing at the time of admission, should complete and defend their dissertation research within six years after first entering the graduate program. Students who have not completed their dissertation by the end of the 7th year will be required to re-certify credits, which is done at the discretion of the Department. Re-certification may require retaking the courses and/or re-satisfying the qualifying exam requirement. Otherwise, credits that are older than 7 years will be decertified. At the end of each semester the faculty will review the candidate’s progress toward the degree and will send notification of required action by the student. If no action is taken by the specified time the student will be dropped from the Ph.D. Program. It is the responsibility of the student to apply for graduation before the date indicated on the graduate school calendar.

8. **Thesis and Dissertation Procedures**

1. At the time of application for admission to candidacy for the M.S. degree or at the time of successful completion of the Ph.D. Qualifying requirements, a student decides on a problem area for investigation. The student writes a proposal in the area delineating a particular problem to be researched. The proposal is then submitted to a faculty member from the Department of Psychology whom the student wishes to serve as chair of the thesis or dissertation committee. In most cases, a faculty member holding a primary appointment in the Department of Psychology serves as chair. However, a faculty member holding a secondary appointment in the Department of Psychology may serve as a co-chairperson of a thesis or dissertation committee provided that a faculty member holding a primary appointment in the Department serves as the other co-chair. In the case of dissertations, the chairperson (or co-chairperson with a primary appointment in the Department) must also be a member of the graduate faculty. (A list of graduate faculty members may be found in **APPENDIX W**.)

2. After a faculty member has agreed to chair a research committee on the chosen problem, the student and the faculty member approach other faculty members with copies of the student’s preliminary proposal and determine whether each would be willing to serve on the committee. The minimum number of members for a thesis committee is three; one member must be from the regular (not adjunct or secondary) faculty of the Department of Psychology and (for the thesis only) one must be a University faculty member from outside the Department. At least one member of the thesis committee must be a member of the graduate faculty.

**STUDENTS WILL NOT BE ALLOWED TO FORM A DISSERTATION COMMITTEE UNTIL THEY HAVE RECEIVED APPROVAL OF THEIR FINAL MASTERS THESIS FROM THE GRADUATE SCHOOL.** The minimum number of members for a dissertation committee is five. All Committee members must hold a primary appointment in some Department of the University of Miami or hold an adjunct appointment in the Department of Psychology. Three members, including the chair or co-chair of the committee, must be members of the graduate faculty of the University of Miami. At least two members of the committee, including the chair or co-chair, must be from the primary Psychology faculty, and a majority of the committee must hold appointments in the Department of Psychology (primary, secondary, or adjunct). One member must be from outside the primary faculty of the department.

3. When a committee chair and a sufficient number of qualified faculty members have reviewed the student's preliminary proposal and agreed to serve, they inform the Chairman of the Department in writing of this and he or she will file their statements with a copy of the proposal in the student’s permanent Department file. (The form used for notifying the Department Chairman of Faculty members' willingness to serve on thesis and dissertation committees (FORM 1) appears in **APPENDIX L**.)

4. At this point, the Department Chairman will recommend to the Dean of the Graduate School that a thesis or dissertation committee be appointed and the student be admitted to M.S. or Ph.D. candidacy. The student may now be permitted to register for PSY 710 or PSY 730 as appropriate. Students may not be admitted to candidacy in the same semester they intend to graduate.

5. The student, after due consultation with his or her committee, will then prepare a final written proposal to include a definitive statement of the problem and its significance along with the detailed design for the conduct of the research.
6. Two weeks after the final proposal has been circulated to the committee the committee will meet with the student to consider any objections or suggestions for revision and will either order such revisions as it considers necessary or approve the design. (The form used for obtaining committee members’ approval may be found in APPENDIX L (FORM 2). The forms should be placed in the student’s Department file by the committee chair.) Clinical students must propose their Ph.D. dissertation proposal before applying for internship programs (typically in the Fall of their fourth or fifth year).

7. Following the final approval by the thesis or dissertation committee, and approval by the appropriate ethics committee(s) when human subjects are to be used, the student will begin to conduct the research. The student carries out the actual execution of the research independently, in consultation with his or her committee. Procedural modifications within the general framework of the proposal may occur with committee approval, although the student is expected not to depart drastically from the original proposal.

8. Following the execution of the research, the student will prepare the thesis, or dissertation manuscript. The Graduate School has granted permission to the Department of Psychology to have theses and dissertations written in a form consistent with the Publication Manual of the American Psychological Association. Students should follow the Manual in preparation of all research reports. Additional preparation guidelines may be obtained from the Dissertation Secretary, Graduate School, Albert Pick Hall (Brescia Avenue) or from http://etd.library.miami.edu/grad/index.html. Thesis and dissertations can be written in a publication style to facilitate publication. At the advisor’s discretion, students can be asked to complete more lengthy literature reviews and discussions.

The Department of Psychology will assess all theses, dissertations and qualifying papers for potential plagiarism (see Plagiarism Definitions, p. 32) using commercially available software, such as the “Safe Assignment” program provided by the Office of Instructional Advancement. All students are required to submit an electronic version of their thesis, dissertation, and/or qualifying paper to Pat Perreira at least two weeks prior to submission of the document to the Graduate School for this purpose. Students are encouraged to run their documents through the “Safe Assignment” program before they submit the document to scan for potential problems. As noted in the Graduate Student Handbook section on “Retention and Termination”, evidence of plagiarism is grounds for dismissal from the program.

9. Upon completion of the master’s thesis or doctoral dissertation, a Final Oral Examination will be scheduled, held, and evaluated by the thesis or dissertation committee. At least two weeks prior, all committee members should be provided with a clean copy of the thesis or dissertation. The date chosen should allow sufficient time for the student's committee members to read and judge the manuscript and allow the student sufficient time to make any necessary corrections prior to the Graduate School deadline associated with the anticipated commencement. The oral examination is open to all members of the University community, although responsibility for the examination itself is vested in the committee, which has supervised the research. The examination is intended to center upon the context of the thesis, or dissertation itself, although it may extend into areas within the general scope of Psychology.

10. The chair and members of the thesis or dissertation committee must sign the appropriate forms obtained from the Graduate School or Psychology Department (APPENDIX L: FORM 3) to certify successful completion of the Final Oral Examination. The student is responsible for obtaining these forms and filling out the necessary background information prior to the final oral examination.

11. Following the Final Oral Examination any further corrections or revisions to the thesis or dissertation are executed. For theses and dissertations, three unbound copies of the final manuscript, with a summary abstract (600 words or less) and the appropriately signed Graduate School forms, are then transmitted to the office of the Graduate School on or before the date specified in the current Graduate School Calendar. Theses/dissertations should be submitted and approved by the Graduate School no later than the end of the semester following the defense.

12. Any thesis or dissertation is considered an "Educational Record" to the public, or may be subject to publication, prior to these documents being made available by consent from the student.

13. Expectations will be set that students will review their completed thesis and dissertation for potential publication possibilities, and they will submit relevant papers ideally within 6 months after a defense. This expectation will be monitored on the pink sheet research evaluation forms.

9. **Program Area Competency Requirements.** The Department requires all aspirants to the Ph.D. degree to demonstrate an acceptable level of professional competence within the chosen area of specialization before the terminal degree can be awarded. All students are required to teach at least one regularly scheduled undergraduate course typically before the end of their third year of residence. The course subject should include topics related to the student's area of specialization. The nature of the course and the scheduling should be discussed with the student's research advisor well in advance of the semester in which the student will be teaching. Teaching performance is evaluated by at least one member of the faculty who has regularly taught the course. This evaluation will become a part of the student's permanent departmental file. Additional competency requirements vary according to the particular program area and are listed below.
9A. **Clinical Program Tracks.** Students enrolled in any of the Clinical Program Tracks (Adult Clinical, Clinical Child, Pediatric Health Clinical or Health Clinical) are required to successfully complete a one-year APA-accredited or an APPIC member internship. Each student must complete a thesis, pass the qualifying examination, successfully defend their dissertation proposal and complete all required coursework prior to leaving for internship. Because the Department requires students to have successfully defended a dissertation proposal prior to applying for internship, students need to defend their proposal no later than October 1 of the year they apply for internship.

9B. **Non-Clinical Programs.** Students enrolled in any of the non-clinical programs (Developmental, Evolutionary Science, Behavioral Neuroscience, Behavior Medicine) must have a paper published (or accepted for publication) in a recognized psychological journal prior to graduation. Papers submitted for publication but not yet accepted do not meet this requirement. A letter of acceptance indicating the title of the paper, the author(s) and journal name must be placed in the students’ Departmental file prior to the awarding of the Ph.D.

10. **Curriculum Policy Issues and Procedures for Clinical Students**

10A. **Practicum-Related Policies and Procedures.** All graduate students who are enrolled in one of the clinical training program tracks (Adult, Child, Health, Pediatric) must comply with the policies of the Clinical Program. These policies have been developed in accordance with the regulations of the American Psychological Association (APA), and particularly with APA’s Commission on Accreditation. The policies are designed either to maintain the clinical program’s current APA accreditation, to protect students, or to facilitate students’ progress through the clinical program.

**Professional Liability Insurance** (see APPENDIX P)

Since August 15th, 2001 and every August thereafter, all students enrolled in one of the clinical graduate program tracks (Adult, Child-Clinical, Health, Pediatric) are required to secure their own liability insurance, either through the American Psychological Association (see www.apa.org) or through an alternative suitable source (e.g., the American Professional Agency, Inc.: www.americanprofessional.com). (The maximum insurance amount of $1,000,000 per incident/$3,000,000 aggregate is required.)

All clinical students who will be enrolling in practica or participating in any other department-related clinical activities (i.e., assessment, therapy, consultation) are required to obtain such insurance before involvement in practicum activities at the University of Miami or in any community placement. Students must submit a copy of insurance verification to the main office of the Department of Psychology prior to beginning practicum for the academic year. The format for this document can be found in APPENDIX P.

Students should be aware that insurance policies do not cover clinical activities or jobs other than those associated with practicum training or the fulfillment of other program requirements. Failure to provide insurance verification before beginning a practicum placement or any program-related clinical activity will result in the student’s forced withdrawal from practicum until such insurance verification is provided.

**Registering for Practicum Credits (students must enroll every semester after the 1st year)**

Once clinical students complete the “first year” courses that are prerequisites to beginning practica (e.g., Assessment; Introduction to Clinical Methods), and begin to enroll in clinical practica, they must enroll in a practicum course. (Students who enter with a master’s degree or prior clinical training may be eligible to begin the practicum sequence earlier).

During any semester or summer that a student is engaged in clinically related activities (as defined in point #1), he/she MUST be enrolled in one credit of practicum or in research. This is to ensure that all students are covered by the University of Miami’s Liability Insurance (which only pertains to students enrolled in program-related activities). This policy also ensures that students receive formal feedback on their activities from their supervisors.

**Clinical Practice Survey Forms – Completed Every Semester and Summer (see APPENDIX O)**

At the beginning of each semester that clinical students are enrolled in the graduate program, and also at the beginning of the summer, students MUST complete a Practice Survey. This form asks students to list all clinically related activities that are anticipated/planned for semester (or summer) and the primary supervisors for the activities. Clinically related activities include assigned practica (e.g., Psychological Services Clinic [PSC]; Mailman Center for Child Development), clinical research projects (i.e., projects that involve interviews, assessments, or treatment programs), and “additional” cases or practica activities in which students are involved (e.g., continuing cases at the PSC, neuropsychology assessments). All students must complete the form, even if they are NOT engaged in any clinical activities that particular semester or summer.