

Clinical Program-Specific Requirements/Information

Curriculum for the Clinical Program

We believe that students in clinical psychology are psychologists in the broadest sense, which is further augmented by training in a major area of study within clinical psychology. To acquire discipline-specific knowledge (DSK), our students participate in a wide range of structured and informal learning experiences that are established in a sequential nature. DSK is largely acquired through Department “core courses” and through research experiences. In addition, all students in the UM clinical psychology program are required to teach an undergraduate course during their 3rd or 4th year in the program, and these courses often are focused on a DSK area (e.g., developmental psychology, statistics, social psychology).

Discipline Specific Knowledge

During their 1st year, students must take a self-paced, online course that covers History and Systems (the syllabus appears with the other course syllabi). The online course may be accessed at any time but must be completed before the beginning of the 2nd year of graduate studies. Specifically, the course consists of six modules covering key topics in history and systems of psychology; students must pass an exam at the end of the online course to receive credit for completing this experience. In addition, History and Systems is integrated into multiple other required courses (e.g., PSY 604, PSY 605, PSY 614, PSY 620, PSY 625, and PSY 645).

Also, in the 1st year, students begin taking other required DSK courses (see below); additional DSK courses are completed during the 2nd year and beyond. Required DSK courses cover the *biological, cognitive, affective, developmental, and social aspects of behavior*, as well as *advanced integrative knowledge*.

Discipline-Specific Knowledge Courses (required of all students)

Biological Aspects of Behavior	PSY 605: <i>Cognitive Neuroscience</i>
Cognitive Aspects of Behavior	PSY 604: <i>Cognition and Emotion*</i>
Affective Aspects of Behavior	PSY 604: <i>Cognition and Emotion*</i>
Developmental Aspects of Behavior	PSY 620: <i>Developmental Psychology</i>
Social Aspects of Behavior	PSY 625: <i>Social Psychology</i>

* *Covers material that integrates two or more areas of discipline-specific knowledge.*

Advanced integrative knowledge is achieved through the content of PSY 604: *Cognition and Emotion*. This graduate level course covers key material on the cognitive basis of behavior (e.g., learning), the affective basis of behavior (e.g., emotion), and the integration of the two areas; each component is evaluated separately.

Training in the DSK areas of research methods, statistical analysis, and psychometrics is based on a combination of courses and research experiences. Specifically, in the 1st semester of the 1st year, students begin a 3-semester research design and statistics course sequence (see below); the first two courses are completed during the 1st year; the third is typically taken in the

2nd year. The first two courses cover fundamental statistical concepts, research methods and designs, analysis of variance, and multiple regression; the third course covers structural equation modeling. In addition, research methods are infused into several required graduate courses.

Research Methods and Statistical Analysis (3 required of all students)

PSY 631: *Psychological Statistics, Research Methods & Design*

PSY 632: *Multiple Regression & Multivariate Statistics*

PSY 633: *Structural Equation Modeling*

The program uses an infusion model to address the topic of psychometrics. Specifically, psychometrics is integrated into several required courses, including the three listed above (PSY 631, 632, 633) as well as PSY 645 (*Introduction to Psychological Evaluation*).

Furthermore, in addition to coursework for research design, statistical analysis, and psychometrics, students also acquire graduate-level skills in these areas through their mentored research activities. From the time of their entry into the graduate program, students are required to engage in a minimum of 10 hours per week of research in their mentor’s lab. Students work on ongoing research projects, but also are responsible for completing two empirical studies – a master’s thesis and a dissertation. In addition, students are required to submit a first-authored empirical paper for publication (typically based on their thesis) as part of the Clinical Qualifying Procedures (Quals). Students’ theses, dissertations, and submitted manuscripts for Quals are evaluated with respect to the methodology, statistics, and measures used.

Profession Wide Competencies

The UM clinical program addresses Profession Wide Competencies (PWCs) in a manner consistent with our training model (clinical science, with strong practice training). As such, the PWCs prepare students for entry level of practice in clinical psychology and also to be clinical researchers. Moreover, the program prepares students to have a research and practice focus in a substantive area of clinical psychology (e.g., adult, child/family, pediatric health, or health).

The table below summarizes how the competencies are addressed in coursework. In general, training activities are designed to be appropriate to the students’ level of training and build on each other in a sequential manner. Below the table is a narrative of how we train these competencies and how they are assessed.

Competency Area	Required Courses that Cover PWCs
Research	3 courses in statistics/research methods (listed with the DSK) PSY 631, 632, 633
Ethical and Legal Standards	PSY 657: <i>Introduction to Psychotherapy, Ethics, & Professional Issues</i>

Individual and Cultural Diversity (including Psychopathology)	<p>PSY 614: <i>Diversity Issues in Psychology</i></p> <p>Students also must take one of the following courses:</p> <p>PSY 640: <i>Adult Psychopathology</i></p> <p>PSY 641: <i>Child & Adolescent Psychopathology</i></p>
Professional Values/Attitudes/Behaviors	PSY 657: <i>Introduction to Psychotherapy, Ethics, & Professional Issues</i>
Communication and Interpersonal Skills	PSY 601: <i>Issues in Professional Development and Research</i>
Assessment	<p>PSY 645: <i>Introduction to Psychological Evaluation</i> (PSY 671 is an associated assessment lab)</p> <p>Students also must take one of the following courses:</p> <p>PSY 646: <i>Psychological Evaluation of Adults*</i></p> <p>PSY 647: <i>Psychological Evaluation of Children & Families*</i></p> <p>PSY 648: <i>Psychological Evaluation in Physical Disorders</i></p>
Intervention	<p>PSY 656: <i>Introduction to Evidence-Based Psychological Treatments</i></p> <p>PSY 657: <i>Introduction to Psychotherapy, Ethics, & Professional Issues</i></p> <p>Students must take one of the following intervention courses:</p> <p>PSY 660: <i>Evidenced-based Psychological Intervention with Children and Families</i></p> <p>PSY 662: <i>Health Psychology Interventions</i></p> <p>PSY 685: <i>Seminar in Clinical Psychology (Couples Therapy)</i></p> <p>PSY 687: <i>Seminar in Clinical Psychology (Intervention)</i></p>
Supervision	<p>PSY 657: <i>Introduction to Psychotherapy, Ethics, & Professional Issues</i></p> <p>Online CE Course completed prior to applying for Internship</p> <p>Supervision is also covered in each of the advanced therapy courses; all students must take one of these:</p> <p>PSY 660: <i>Evidenced-based Psychological Intervention with Children and Families</i></p> <p>PSY 662: <i>Health Psychology Interventions</i></p> <p>PSY 685: <i>Seminar in Clinical Psychology (Couples Therapy)</i></p> <p>PSY 687: <i>Seminar in Clinical Psychology (Intervention)</i></p>
Consultation and Interprofessional/ Interdisciplinary Skills	<p>PSY 657: <i>Introduction to Psychotherapy, Ethics, & Professional Issues</i></p> <p>Consultation/Interprofessional skills is also covered in each of the advanced therapy courses; students must take one of these:</p> <p>PSY 660: <i>Evidenced-based Psychological Intervention with Children and Families</i></p> <p>PSY 662: <i>Health Psychology Interventions</i></p> <p>PSY 685: <i>Seminar in Clinical Psychology (Couples Therapy)</i></p> <p>PSY 687: <i>Seminar in Clinical Psychology (Intervention)</i></p>

*NOTE - PSY 646 (*Psychological Evaluation of Adults*) and PSY 647 (*Psychological Evaluation of Children & Families*) currently is combined into one course. Adult students register under PSY 646 and child/family and pediatric students register under PSY 647. However, the course covers both adult and child assessment.

Research Competency is developed through structured and sequential coursework, a structured sequence of research requirements and activities, and Qualls. Statistics and research methods *courses* taken in the 1st year help prepare students for research activities, as does a seminar for incoming students (PSY 601: *Issues in Professional Development and Research*), and several orientation activities (ethics workshop; research ethics and compliance training through the Collaborative Institutional Training Initiative, i.e., CITI training). Advanced courses in statistics and elective seminars that pertain to students' research interests are taken later in the program. **Structured research activities** include ongoing research in a mentor's lab for a minimum of 10 hours per week; proposing, writing, and defending a thesis and a doctoral dissertation; and submitting abstracts for conference presentations and papers for publication. After defending their master's thesis, students complete **Qualls**, which include preparing and submitting a first-authored empirical manuscript to a peer-reviewed journal. These activities are evaluated via (a) grades in courses; (b) ratings of research progress provided by their faculty mentors each Fall and Spring semester; (c) successful defense of theses and dissertations, including ratings by committee members; (d) independent ratings by two faculty members of the Qualls empirical paper; and (e) by the student's number of peer-reviewed presentations and number of authored or co-authored papers published. Although not required, students are encouraged to submit grants for funding and to take the graduate course PSY 602: *Scientific Writing and Grantsmanship*.

Competency in **Ethical and Legal Standards** is covered via coursework, program orientation activities, and clinical practica. Issues pertaining to legal and quality assurance principles, such as ethical standards for research and practice and state laws on child abuse reporting and custody evaluations, are directly addressed in PSY 657. These issues also are addressed during practicum orientation at the Psychological Services Center (PSC), the department's training clinic, where students' review and discuss the *APA Ethical Principles of Psychologists and Code of Conduct*. During the UM orientation activities for new first year students, students complete a one-day workshop taught by an ethicist on research ethics. Students also complete "research ethics and compliance training" through the online CITI training platform. The CITI training must be renewed every two-years and is monitored by students' research mentors. Ethics and legal standards are also integrated into students' Case Conference experiences at the PSC, and through all of their practicum activities. As noted in Table 3, these training experiences are evaluated by grades in courses (PSY 657); passing grades for the biennial CITI certification; and clinical practicum supervisors' ratings for the "Professional and legal standards" section of the Clinical Practicum Training Evaluation Form. Finally, during the PSC Orientation Workshop (which typically occurs during the summer following the first year in the program), students' review and discuss the *APA Ethical Principles of Psychologists and Code of Conduct*. Beginning in 2020, students also are required to prepare a PSC Orientation Workshop reflection paper

that addresses their reactions to the APA ethical principles (as well as other APA guidelines) to further evaluate students' competency in this area.

Exposure to and knowledge of **Diversity and Individual Differences** is gained in multiple aspects of the UM Program in Clinical Psychology, including coursework, research training, and clinical training. This multi-faceted approach enables students to gain a high level of training in cultural diversity and individual differences, while also allowing them to integrate their diversity knowledge with other content areas in clinical psychology. Direct **course** coverage is provided in PSY 614 (*Diversity Issues in Psychology*) and in required courses on psychopathology (either PSY 640: *Adult Psychopathology* or PSY 641: *Child and Adolescent Psychopathology*). For example, PSY 614 familiarizes students with some of the major, overarching conceptual issues in the phenomenon of difference, stimulates a dialogue on these issues so that students understand how their own person/cultural history attitudes and biases may affect how they interact with people different from themselves, and explores how diversity issues fit into research and practice. PSY 640 and 641 both focus on individual differences, taking culture and diversity into account. Diversity issues are also integrated into other **required DSK coursework**. For example, instructors for the first two statistics/methodology courses (PSY 631, 632) use examples of analyzing research questions where issues of age, gender, and ethnicity are important variables. Instruction in required clinical courses (e.g., PSY 645, 656, 657), also incorporate issues of individual and cultural diversity in the material that prepares students for assessment and intervention experiences, either by readings and/or discussions and examples.

The highly diverse, multicultural nature of the Miami area provides students with ample opportunities to work with diverse populations in practice and research settings. In terms of **practice**, our training clinic (the PSC) draws a diverse clientele, as do all of the external practicum placements used by our program. During training at the PSC, students must explicitly address diversity issues in Case Conference when presenting their assessment and therapy cases. Further, during the PSC Orientation, several APA guidelines that pertain to diversity (e.g., *APA Multicultural Guidelines; Guidelines for Assessment and Intervention with Persons with Disabilities; Guidelines for Psychological Practice with Transgender and Gender Non-conforming Individuals*) are reviewed and discussed. In **research activities**, again because of the multicultural nature of the Miami area, all students are exposed to diverse populations in conducting their thesis and dissertation research, and in working in their research mentor's lab. In fact, many faculty focus explicitly on gender, race, ethnicity, sexual orientation, and/or other aspects of diversity in their research programs that students are exposed to or participate in. Thus, students have access to research programs that are informed by cultural context, which are at the cutting edge of applying a sociocultural lens to issues of psychopathology and problems of living. Overall, students' competency in this profession-wide area is assessed by course grades; practicum evaluations for items pertaining to cultural and individual diversity; case conference evaluations; and ratings for attention to diversity issues on students' research paper for the Qualls. In addition, beginning in 2020, students also are required to prepare a PSC Orientation reflection paper that addresses their personal thoughts and reactions to the various APA Guidelines that cover diversity (e.g., multicultural, LGBT, older adults, girls and women, disabilities, etc.).

The competency of **Professional Values, Attitudes, and Behaviors** is addressed in coursework via PSY 657, which covers a variety of professional issues prior to students' beginning practicum. During students' **practica** at the PSC, they are directly encouraged to behave in ways that reflect the values and attitudes of psychology (e.g., integrity, deportment, professional identity, etc.), and concern for the welfare of others. These attitudes and behaviors are further reinforced in advanced practicum placements. In fact, each semester, students' professional conduct and values are evaluated by their practicum supervisors, who provide students with direct feedback. In a **research** context, attitudes toward life-long learning are reinforced by students' (required) attendance at multiple Department Colloquia and by students' presentations and attendance at professional/scientific conferences.

The competency of **Communication and Interpersonal Skills** is addressed in multiple ways. For example, students take PSY 601, which covers a wide range of professional topics including how to communicate in research settings (e.g., guidelines for poster presentations at conferences; thesis and publication preparation) and CV preparation. Students are graded in part on their oral communication in class. In the PSC Case Conference, students orally present their conceptualization and outcome of an assessment and a therapy case. Throughout **practicum** experiences, communication is evaluated through assessment and intake report writing; ability to verbally and succinctly summarize case history, test results, treatment plan, and recommendations; and ability to discuss and resolve disagreements with supervisor in a professional manner. Each semester, practicum students' communication and interpersonal skills are evaluated by their practicum supervisors, who provide direct feedback to students. In addition, all students teach an undergraduate course in their 3rd or 4th year, which requires them to communicate with a wide range of individuals, and often to manage difficult communication. **Teaching** experiences are directly supervised by a faculty mentor who provides feedback to the student. Throughout **research** training, opportunities are available to assess communication skills are assessed through some of the strategies outlined above under the research competency. Specifically, written and verbal communication are evaluated during the master's thesis and dissertation process. Committee members rate students using the SACS Form and assess their written and oral communication. In addition, the empirical paper submitted as part of the Quals procedures is independently rated by two faculty members. Students also are required to present at least 3 first authored conference presentations or publish at least 1 manuscript (as author or co-author) during their training in the program.

For the competencies of **Assessment and Intervention**, students complete general coursework as well as coursework pertinent to their major area of study within clinical psychology (i.e., adult, child/family, pediatric health, and health). Material covered in coursework is reinforced in required practica and in the Quals where the students complete a case conceptualization that includes an evidence-based assessment and intervention plan. With respect to **courses**, all students complete a 2-course assessment sequence, beginning with PSY 645 during their first semester in the program. This course is comprised of didactic and laboratory components and covers measurement theory, the administration and interpretation of evidence-based measures such as intelligence and personality tests, diagnosis of psychological problems,

history and systems, and ethical/legal/cultural considerations. Depending upon students' major area of focus, the second required assessment course is either PSY 646 (adults), PSY 647 (child/family and pediatric), or PSY 648 (health). Similarly, students complete a 2-course intervention sequence that includes PSY 657 (*Introduction to Evidence-Based Psychological Treatments*), which covers profession-wide competencies pertaining to effective interventions and evaluating the efficacy of interventions, and an advanced intervention course that is aligned with their major area of study within clinical psychology. For example, students with health as a major area of study take PSY 662: *Health Psychology Interventions* while students with child/family as a major area of study take PSY 660: *Evidenced-based Psychological Intervention with Children and Families*.

Current knowledge in assessment and intervention is further reinforced through **practicum experiences**, which span the 2nd through 4th year of graduate training. Practica are structured and sequential, and follow the rule that more general, closely supervised training precedes more advanced and specialized practica. Students spend at least one year of training at the PSC, under the supervision of program faculty. At the PSC, 2nd year students attend weekly case conferences focusing on: integrating the current knowledge base in clinical psychology with assessment and treatment of clinical cases, evaluating ethical and cultural issues pertinent to assessment and treatment and developing an understanding of issues of supervision, consultation, and interprofessional/interdisciplinary skills. At the PSC, students use evidence-based assessments and interventions to integrate knowledge from courses with clinical practice. Various specialty clinics also operate through the PSC (e.g., Child and Adolescent Mood and Anxiety Treatment or CAMAT) that use evidence-based or manualized treatments with quality assurance procedures or have assessment components that involve structured clinical interviews. Advanced practicum settings (e.g., Mailman Center for Child Development, Miami VA Health Center, UM Counseling Center) also incorporate didactic components that address issues of assessment, intervention, consultation/supervision, ethics, and diversity, and so on. Students' advanced practica align with their major area of study within clinical psychology (e.g., those with child/family interests train at the Mailman Center; those with health interests train in settings such as the Miami VA and Memorial Cancer Center; those with adult interests train in settings like the Miami VA and the Oliver Pyatt Treatment Center). (See the separate file on Practicum Sites for detailed descriptions.)

Finally, students are involved in **research activities** that focus on assessment or intervention; this can occur either as part of their ongoing research activities in their faculty mentor's research lab, or as a "clinical research activity" wherein students devote 5 or more hours a week to assessment or intervention activities in a lab conducting active clinical research projects. For example, in the Adult Division, via the Couples Lab, students conduct videoconferencing calls with low-income couples participating in an online program to ameliorate relationship distress. Students also are involved in clinical research on schizophrenia (Culturally Informed Therapy) and anxiety disorders (Program for Anxiety, Stress, and OCD). In the Child Division, clinical research projects with assessment and/or intervention components include COMET (an effectiveness study comparing three different psychosocial treatments for adolescents with emotional disorders), UTalk (a preventive intervention for peer-victimized

adolescents), and CAMAT (a treatment study for children with anxiety and mood disorders). In the Health Division, students have been involved several ongoing clinical trials and longitudinal studies that provide clinical assessments and face-to-face and remotely-delivered culturally-adapted cognitive-behavioral oriented interventions. The interventions relate to topics ranging from HIV prevention (primarily with sexual and gender minority individuals) and HIV care (primarily with individuals who need additional self-care and mental health support) to adaptation to breast and prostate cancer treatment. Finally, students are engaged in clinically-relevant research activities (for master's thesis, dissertation) that involve clinical populations, investigate clinical treatments, or have direct implications for clinical practice. All students discuss the clinical implications of their research findings in their theses and dissertations.

Overall, the program assesses students' competencies in assessment and intervention via grades in courses and on Qualls, and via ratings of skills and competencies provided by practicum supervisors and clinical research supervisors/mentors.

For the competency of **Supervision**, we require students to complete a program-approved online CE course on supervision, such as "Supervision: A Guide for Mental Health Practitioners" (see syllabus), prior to applying for a clinical internship. (The cost of this online course is covered by the Psychology Department.) Through multiple **practicum** experiences, students also learn how to maximize the use of supervision and are exposed to multiple supervision styles of supervisors; practicum supervisors also rate students on their use of clinical supervision. Further, prior to each practicum placement, students also complete a student-practicum site agreement with their main clinical supervisor, that details how practicum activities and clinical supervision will be provided. Although there are several other ways in which students gain knowledge about supervision models and practices, such as through enrollment in Advanced Assessment Practicum or Advanced Therapy Practicum (where more advanced graduate students help supervise students beginning their practicum training), these specialized experiences are not available for all students. Thus, **beginning in 2020**, PSY 657, the required course students take prior to practicum training, includes a 1.5-hour lecture on supervision models and utilization of supervision. Also, each of the advanced intervention courses that students take (i.e., PSY 660, 662, 685, or 687) also will dedicate at least 1.5 hours of coursework to supervision. Overall, we assess competency in the supervision area by: a passing grade on the CE course; practicum supervisors' ratings of supervision-related items; and grades on the supervision component of PSY 657 and advanced intervention courses.

Finally, **Consultation and Interprofessional Skills** are woven into several program activities. For example, in **practicum** settings, students learn about how to consult and interact with different professionals. This is especially true for all external practicum placements, where students are training with diverse professionals in medical, school, and other community settings. Each semester of practicum, students also are evaluated on their interprofessional skills by their practicum supervisors. As with Supervision (described above), we augment our consultation training in two additional ways. Specifically, PSY 657, the required course students take prior to practicum training, includes a 1.5-hour lecture on consultation and interprofessional skills, as do each of the advanced intervention courses (i.e., PSY 660, 662, 685, or 687). Overall, we

assess competency in this area by: practicum supervisors' ratings of consultation/interprofessional skills; and grades on the consultation/interprofessional skills components of PSY 657 and of the advanced intervention courses.