Practicum Sites for the Clinical Program

Below are the practicum sites currently used by the UM Clinical Program. All students begin their first year of practicum (during their second year of training) at the Psychological Services Center. During the second and third years of practicum training, students typically complete practicum at an external training site that is compatible with their track-specific area of study. For example, advanced students in the adult clinical track might train at the UM Counseling Center or the Miami VA; those in the clinical child/family and pediatric health tracks train at the Mailman Center for Child Development; and those in the health clinical track might train at the VA or the Memorial Health Care System. **In all cases, the external placements are decided in collaboration with the student's clinical track advisor** – Dr. Amy Weisman for Adult, Dr. Kristin Lindahl for Clinical Child and Pediatric Health, and Dr. Patrice Saab for Health Clinical. Students are not typically enrolled in practicum during their 5th year of training, which is a research-focused year.

PRIMARY SITES

University of Miami Psychological Services Center (https://psc.psy.miami.edu)

Setting:

The University of Miami Psychological Services Center (PSC) is a primary clinical training site for graduate students in the three clinical psychology PhD programs. Services provided include individual therapy for children, families, adults and couples, psychological testing and assessments, and groups to address various problems in living.

Main Aspects of the Placement:

Trainees have several therapy and assessment opportunities. Practicum students conduct individual therapy with children, adults, families, and couples. They also have the choice to conduct groups and participate in ongoing therapy programs, such as the Trauma Treatment program and the Child and Adolescent Mood and Anxiety Treatment program. Advanced students also have the opportunity to engage in peer supervision, both with students in their first year of the program before they begin practicum and with students in their first year of practicum. Trainees also conduct several psychoeducational assessments with children, adolescents, and adults with a wide variety of social and educational difficulties. Advanced students may participate in the Autism Spectrum Assessment Clinic, conducting comprehensive diagnostic and psychoeducational evaluations of children and adolescents suspected of having autism spectrum disorders.

Supervision:

Trainees are supervised by clinical faculty and licensed clinical psychologists. Amount of supervision varies depending upon students' practicum year. For therapy, students in their second year of practicum receive individual supervision for at least one hour per week. If students carry cases after their second practicum year, they receive group supervision for at least 2 hours per week. Those conducting groups also receive specialized supervision. Further supervision can be arranged as needed. For assessments, trainees are supervised by a licensed clinical psychologist on an ongoing basis.

Time Commitment:

In their first year of practicum, child track students are expected to complete a total of 80 face-to-face therapy hours while health and adult track students are expected to complete a total of 100 face-to-face therapy hours at this site. Students in the child track are expected to complete 7 psychoeducational assessments; students in the health and adult tracks are expected to complete 4 such assessments. Students typically spend 10 – 12 hours per week working at this site during their first year of practicum. Time commitment varies for students electing to continue to see clients for therapy and/or assessments beyond the first practicum year.

Eligibility:

Students are placed here for their first year of practicum, which typically begins during the summer after their first year in the program and ends during the summer after their second year. Students may elect to continue practicum at the clinic beyond the first practicum year with permission from the clinic director and their clinical track coordinator.

Utilized by all Clinical Tracks

University of Miami Counseling Center - (APA accredited internship site)

http://www.miami.edu/sa/index.php/counseling_center

Setting:

The UM Counseling Center is a resource center for students, staff, and faculty at the University of Miami. The center strives to enhance the success of students in achieving their academic goals through providing high quality personal, career, and academic counseling, as well as psychoeducational programs.

Main Aspects of the Placement:

Opportunities exist for individual therapy, group therapy, and campus outreach. Practicum students are encouraged to be creative in generating both group therapy ideas and ideas for campus outreach. Students also participate in the intake process with new clients. Because the student body at the University of Miami is extremely diverse, trainees gain experience in working with clients from many different countries, ethnicities, and cultural backgrounds.

Supervision:

Practicum students receive two hours per week of supervision by a qualified psychologist and are required to participate in a 1-hour per week case conference.

Time Commitment:

Practicum students are encouraged to be on site for 10 hours per week. During this time, they are expected to see five individual clients, receive supervision (two-three hours), and supplement the remaining time with outreach, groups, and record keeping. Students begin practicum in the fall (August/Sept) and end at the end of the spring semester (May); a 2-semester commitment is required. Eligibility:

Students are eligible for placement after they have completed their placement at the PSC. Students should contact Dr. Rappaport in March to schedule an interview if interested in beginning a practicum in the following fall. Dr. Rappaport is also the Director of Training for the internship program.

Typically utilized by the Adult Clinical Track

Mailman Center for Child Development, Department of Pediatrics, University of Miami (APA-accredited Internship Site)

http://pediatrics.med.miami.edu/mailman-center/education-training/training-programs/internship-psychology

Setting:

The Mailman Center for Child Development is located at 1601 NW 12th Avenue in the University of Miami/Jackson Memorial Medical Center. The Mailman Center is an academic center that addresses concerns of individuals with developmental disabilities and children with special health care needs. The Center is housed in a 9-story building with nearly 115,000 square feet of office, clinical, training, conference, and laboratory space. The Mailman Center annually serves over 15,000 children, youths, and their families. There are a number of rotations for practicum training, as summarized below. Rotation assignments are arranged by the Director of Training for this APA-accredited internship site.

Main Aspects of the Placement:

Available experiences vary depending on the rotation. In general, practicum students have the opportunity for assessment, individual, family, and group therapy, pediatric consultation, because the population served by the Mailman Center is culturally and ethnically diverse, practicum students gain experience in working with clients from a number of different countries, ethnicities, and cultural backgrounds.

Supervision:

The amount of supervision varies depending upon the specific rotation. Each rotation is supervised by a licensed clinical psychologist. The psychologist meets with trainees to develop the best plan of treatment for the clients served on that rotation.

Time Commitment:

Time commitment varies by rotation. See descriptions below (which are subject to change). Regardless of rotation, all students in their first year of practicum at the Mailman Center are *required to attend a didactic case conference for one hour each week*, on Wednesdays at noon.

Eligibility:

Students are eligible for placement after completing one year of practicum at the Psychological Services Center. Child track students are required to complete two 6-month rotations as part of their practicum requirement. However, many students choose to complete more than the required number of rotations.

Typically utilized by: Clinical Child and Pediatric Health Tracks

Rotations at the Mailman Center for Child Development

(Subject to Change; check with the Director of Training)

- ***Preschool Interventions***

Practicum students conduct in-home/in-center behavior management and developmental interventions in an individual format with children ages 0-5. This will entail driving to various homes or childcare centers in Miami-Dade. They will also use a relationship-based coaching

model to enhance the skills of the primary caregiver or the teachers of their clients. Practicum students will make appropriate referrals to Part B or Part C, or other clinical services for more severe cases. Students must be willing to provide services off-campus and have reliable transportation. They must be comfortable providing services in homes and/or child-care centers and must be adept at working independently in the field. Students in this rotation must attend weekly individual supervision with Dr. Natale (generally 30 minutes) and weekly group supervision with the other UM Early Discovery therapists and post-doctoral fellows.

- ***Pediatric Consultation/Primary Care***

This rotation is a consultation and liaison rotation where the trainee staffs a primary pediatric care clinic and consults with attending and resident pediatricians. Consultations may include working with families and children on a brief basis and/or pediatricians regarding child development and behavior. Trainees will also serve the role of educating pediatric residents regarding child development and child psychopathology, including risk, resilience, and prevention issues. Common problems include post-partum depression and parenting challenges, difficult behaviors in young children (tantrums, oppositional behavior, sleep problems), developmental disabilities, ADHD, and depression. Trainees will also be able to coordinate and make recommendations about referrals for longer term care, and occasionally may take on a case for continued care through the clinic. This rotation occurs on one half day per week.

- ***Behavioral Pediatrics Clinic***

BPC is an interdisciplinary outpatient therapy clinic where psychologists and physicians work together to diagnose and treat a variety of common childhood behavioral and emotional problems including ADHD, disruptive behavior, enuresis, depression, anxiety, and a variety of other disorders. Trainee responsibilities include performing intake evaluations/clinical interviews of children and their families and carrying therapy cases. Interventions typically include individual therapy, family therapy, and and/or parent training. Students will be expected to complete 3-5 psychological assessments during this rotation. BPC offers opportunities for consultation with physicians, other psychologists, teachers, social workers, and schools. Individual, group, and live supervision are provided.

- ***Early Steps Program***

This program serves children under the age of 3 with suspected developmental delay. The population served here is representative of Miami's demographics. Practicum students are trained to administer developmental assessments and provide feedback to families. Measures used in this program include the Battelle – Second Edition, and the Bayley Scales of Infant Development. The Bayley is administered only on Fridays with low birth weight/preterm infants/toddlers. Trainees receive one hour of individual supervision from a licensed psychologist. Supervision is also conducted through live observation and students receive immediate feedback. Time commitment is 5 – 10 hours per week. This rotation is a half-day a week and is offered in all time slots (M-F).

- ***Psychological Assessment Services***

Psychology Assessment Service (PAS) is the umbrella under which Mailman faculty provide comprehensive psychological/neuropsychological evaluations of children and adolescents ranging in age from 12 months to 18+ years, presenting with complex neurodevelopmental disorders including treatment-resistant ADHD and specific learning disorders, as well as social-communication disorders/ASD, executive dysfunction, brain injury, genetic disorders, or disease-

related processes (Fragile-X, cancer, sickle cell disease). Students test under direct supervision, often working side by side with their supervisor, and write comprehensive reports focused on evidence-based treatments. Many patients are seen by multi-disciplinary teams involving a variety of pediatric specialties including a developmental pediatrician, geneticist, speech and language pathologist, audiologist, occupational therapist, physical therapist, genetic counselor and educational/assistive technology specialist, depending upon nature of the concerns and prior diagnoses. Many families travel significant distances for the evaluations. Trainees complete two comprehensive evaluations per month using a variety of cognitive measures, neuropsychological tests, academic tests, and social-emotional evaluations. PAS includes IDES, an interdisciplinary assessment service involving trainees from clinical psychology, audiology, pediatrics, speech/language, nutrition, social work, physical therapy, and education. Time commitment is 8 – 12 hours per week. IDES requires one day a week on Mondays and two hours for interdisciplinary meetings and feedback sessions to parents on Wednesday afternoons.

- ***Diabetes Clinic***

This rotation is a consultation-based, pediatric psychology experience in an outpatient pediatric diabetes clinic setting. Trainees will have the opportunity to provide consultation services to children and adolescents and their families who present for routine outpatient diabetes care. Common referrals include coping and adjustment to a new diagnosis, adherence issues, healthy lifestyle adjustments, transition of diabetes-related care from parent to child, as well as other psychosocial, academic, and behavioral concerns that may or may not relate to a diabetes diagnosis. Patients include children and adolescents with Type I and II diabetes, as well as the occasional patient with metabolic syndrome ("pre-diabetic") who needs to focus on healthy lifestyle changes. Opportunities may arise for inpatient consultation in conjunction with the faculty or postdoctoral supervisor, but these are not predictable and therefore not guaranteed. Trainees provide brief, focused assessment of the referral problem. Additionally, trainees administer and review results of the mental health screener completed by all patients ages 12 and older. Brief, solution-focused treatment is provided during the consultation, including the use of motivational interviewing techniques to increase motivation for adherence to the diabetes regimen. The trainee will also consult with treating physicians as well as their residents and fellows in the clinic.

- ***Pediatric Hearing Loss***

The Children's Hearing Program is housed at the University of Miami Ear Institute and was established to create a seamless process that takes into account the social and emotional aspects of children who are deaf or hard of hearing and their families while providing the most current medical technology available. The goal of the program is to have a direct impact on transitioning children from a silent world into a hearing world of sound and life, through the use of amplification and aural rehabilitation. Trainees will have the opportunity to get trained on how to conduct psychoeducational evaluations with children with hearing loss, including the use of non-verbal assessments. A minimum of two cases will be conducted during the rotation. Psychological assessments to screen for mood disorders will be conducted on a referral basis. Both individual and family therapy can be expected. The majority of referrals are for parent training to assist with behavior management. Referrals are also received for depression and anxiety. Trainees will assist audiologists with play audiometry, CI programming and pre and post-surgical counseling. Trainees may also have the opportunity to do initial consultations with families just receiving a hearing loss

diagnosis and psychological consults ensuring that families have realistic expectations about the benefits of CI surgery. Trainees may choose on one or two half days or a full day on the rotation.

- ***Pediatric Medical Coping Clinic (PMCope)***

Patients with various health conditions are referred to this outpatient clinic for treatment. Conditions include toilet difficulties (enuresis, encopresis), pain (recurrent abdominal pain, migraine, or tension headache), chronic health conditions such as diabetes, obesity, GI disorders (Crohn's disease, ulcerative colitis), spina bifida, dermatological issues, as well as specific issues related to medical treatment such as pill swallowing difficulties. Psychological factors affecting physical conditions including adjustment and adherence are addressed. Trainees are expected to conduct clinical interviews and utilize evidence-based assessment measures to inform conceptualization and measure effects of treatment over time. Trainees also provide evidence-based behavioral and cognitive behavioral treatments. Consultations occur through communication with referring physicians regarding the initial evaluation and subsequent treatment.

- ***Parent Child Interaction Therapy (PCIT) Training Rotation***

The University of Miami PCIT program provides free evidence-based parent training to families with children ages 2 to 7. The program primarily serves children referred for disruptive behavior problems or parents who have physically abused their children. PCIT services are provided Monday through Thursday and make-up appointments are scheduled for Friday afternoons. Trainees can choose a morning, afternoon, or full day rotation. Each trainee receives training in accordance with the PCIT International Training Guidelines and is paired with a postdoctoral fellow as a co-therapist on all cases. Beyond serving as a co-therapist, trainees are responsible for clinical documentation (e.g., progress notes, intake reports). Trainees receive live supervision from the postdoctoral fellow before, during, and after each session. Further, the clinic director provides monthly two hour-long group supervision, which includes case discussion, practicing of coaching skills, and video review of sessions.

- ***Teacher-Child Interaction Training – Universal (TCIT-U)***

The University of Miami TCIT program provides free training, coaching, and consultation to special education teachers, teaching assistants, paraprofessionals, and school staff working with young students (1-5 years old) with and without developmental disabilities in early special education programs. Training and coaching is delivered in English and/or Spanish, according to the preference of the school staff. Each trainee will receive training according to the TCIT-U training and certification competency criteria. Each trainee will be paired with a certified TCIT Lead Teacher Trainer as a co-therapist on all cases. The trainee will receive live supervision from the TCIT Lead Teacher Trainer before, during, and after each session. The trainee will receive additional training via didactic coach training workshops. Although this rotation is offered as either a 6-month or 12-month rotation, those who commit to the full course of TCIT training for the entire year have the opportunity to become certified in TCIT after completing training and coaching with 2 cohorts and meeting the competency requirements for TCIT-U. Services are provided at various locations in Miami-Dade County; reliable transportation is required.

- ***Parent Club – Universal PCIT***

The University of Miami Parent Club is a live workshop model of universal parenting education. It provides parenting information that is useful to all caregivers. Workshops target caregivers of

children ages 2-12. Workshops are based on a Parent Child Interaction (PCIT) primary care model and were created to stand-alone. There are three workshops: 1) Building blocks of child development, 2) Building blocks of positive parenting, and 3) Building blocks of good behavior. Workshops are delivered in Creole, Spanish, and English. Trainees will have the opportunity to collaborate with workshop facilitators in the schools as well as participate in the workshop delivery, fidelity checking of workshop content, ongoing program development, and coordination of referral linkages for workshop attendees. Additionally, trainees may have the opportunity to participate in the creative development and production of online parenting resources including videos, podcasts, and webinars. Reliable transportation to community settings is required; practicum students commit to 4 hours per week.

- ***Child Protection Team (CPT)***

CPT is a multidisciplinary child abuse assessment team consisting of physicians, nurses, social workers, and psychologists (and trainees). Children and families are referred to CPT for evaluation of child abuse allegations, including physical, sexual, and emotional abuse or neglect. Psychology trainees participate in the evaluation of either a child victim or an alleged perpetrator or non-offending parent each week. Typical referral questions for CPT evaluations include an assessment of the abuse allegations (i.e., what actually happened), the child's psychological functioning and treatment needs, recommendations regarding the child victim's best interests related to visitation, reunification, and court testimony, and psychological functioning and treatment needs for alleged perpetrators or non-offending parent. Evaluations include a clinical interview and a battery of psychological tests, usually to include an objective personality measure (MCMI-III or MAPI), story-telling task (either TAT or Roberts), sentence completion, and projective drawings (for children). While trainees typically administer the psychological testing, the clinical interview is conducted by the clinical supervisor and observed and documented by the trainee. Trainees may also have the opportunity to observe supervisory expert witness testimony conducted either in person or via telephone, participate in the medical evaluation of child victims, and observe the interviewing of victims and family members by CPT case coordinators, either in the CPT office or in the hospital. Trainees commit to one half day a week in this clinic.

- ***Cystic Fibrosis/Pulmonary Clinic***

This rotation focuses on mental health concerns in the cystic fibrosis pulmonary clinic. The Pulmonary Clinic provides consultation related to issues such as CF, asthma, reactive airway disorder, dysplasia, etc. Typical consultation includes adherence and/or adjustment issues, typically also involving parents. Practicum students have interactions with other team members including physicians, nurses, and respiratory therapists. Trainees conduct mental health screenings and link individuals to evidence-based treatments. There are opportunities to conduct brief evidence-based treatments with adults, children and parents within the clinic, primarily Short-Term Solution Focused Therapy, teaching relaxation, and other coping skills with opportunities for longer-term cases as referrals to Mailman (PM Cope, Behav Peds, PCIT) or using telehealth. Trainees commit to one half-day per week.

- ***Families First***

Families First, funded by The Children's Trust, delivers relationship-focused parenting groups for families of young children throughout Miami-Dade County. Goals include improving the system of care and building resources for parents, strengthening families and promoting optimal child

health and development. Groups are based on best-practice concepts from child development theory and research that support the importance of promoting positive parent-child relationships to facilitate optimal child development. Families First currently offers 2 evidence-based/best practice, relationship-focused parenting groups, one focused on parents with infants (Baby and Me) and one focused on parents with children ages 1-3 (Incredible Years Toddler Curriculum).Trainees have the opportunity to administer pre and post group assessments of child development and behavior, parental stress and depression, and parenting knowledge, attitudes, and skills.

- ***Pediatric GI***

This is an outpatient GI clinic where psychology provides consultations to selected cases, usually involving irritable bowel, generalized recurrent abdominal pain, constipation, encopresis, and other GI disorders including Crohn's and ulcerative colitis. Once patients are identified as needing and agreeing to psychological services, patients may be scheduled for ongoing outpatient therapy to be conducted at follow-up GI appointments. Alternatively, patients may be referred to PMCope for therapy. Trainees commit to one half-day per week.

- ***School Health***

The School Health Initiative (SHI) is a project designed to provide comprehensive healthcare services to children in some of Miami's severely under-resourced communities. SHI now operates in nine schools, providing care to over 12,000 children per year, regardless of their ability to pay. At our clinics, housed inside schools in at-risk Miami communities, we offer free primary health care to students on site and facilitate access to specialists at the University of Miami, including psychological interventions. During this rotation, students will see a combination of consultation-liaison cases and outpatient therapy cases. Opportunities for group work may be available. Trainees will work closely with the clinic social workers and medical team. Common presenting problems include anxiety, ADHD, depression, and lack of adherence to medical regimen. This rotation requires at least a half-day per week commitment and may require transportation to and from schools in North Miami and/or Overtown. There may be opportunities for telehealth experience.

Miami Veterans Affairs Healthcare System (APA accredited internship site)

https://www.miami.va.gov/newemployees/Psychology_Education_Program.asp

Setting:

The Veterans Affairs Healthcare System is located at 1201 NW 16th Street in Miami (across the street from the University of Miami Medical School). This medical center provides multiple medical services on both an inpatient and outpatient basis. The patient population is comprised of men and women veterans. There are a number of available rotations for practicum training, as summarized below. The Psychosocial Residential Rehabilitation Treatment Program, Day Activities Center, Substance Abuse Residential Rehabilitation Treatment Program, and Integrated Psychology Service rotations are normally open to students in the adult track, while the other rotations are normally available to health track students.

Main Aspects of the Placement:

Available experiences vary depending on the rotation. In general, practicum students have the opportunity for assessment, individual, and group therapy, and consultation. Because the population served by the medical center is culturally and ethnically diverse, practicum students gain experience in working with clients from different ethnicities and cultural backgrounds.

Supervision:

Although the amount of supervision varies depending upon the specific rotation, trainees receive a minimum of one hour per week. Each rotation is supervised by a licensed clinical psychologist. The psychologist meets with trainees to develop the best plan of treatment for the clients served on that rotation.

Time Commitment:

Time commitment varies by rotation. All trainees are required to spend 12 hours per week over two days. See descriptions below.

Eligibility:

Students are eligible for placement at the VA Medical Center after completing one year of practicum at the Psychological Services Center. After arrangements have been made with the Clinical Track Coordinators, students are required to meet with Dr. Regina Pavone, Director of Training, and the rotation supervisor.

Typically utilized by the Adult Clinical and Health Clinical Tracks

VA Rotations

- ***Psychosocial Residential Rehabilitation Treatment Program (PRRTP)***

The PRRTP is a twelve-week intensive 18-bed residential program for Veterans who are experiencing a wide variety of psychiatric problems and addictive disorders that would benefit from additional structure and support to address these problems and multiple and significant psychosocial stressors, often including homelessness, chronic medical conditions, and unemployment. The PRRTP provides comprehensive treatment and rehabilitative services meant to improve quality of life and promote independent, self-supporting, and successful reintegration into the community.

The PRRTP provides residential rehabilitation and treatment services that focus on the Veteran's strengths, abilities, needs, and preferences rather than concentrating exclusively on illnesses and symptoms. Training opportunities during practicum include a wide variety of experiences with individuals with diverse psychiatric problems. Some of the more common diagnoses include anxiety disorders, including PTSD, schizophrenia spectrum disorders, major affective disorders, and substance abuse. Opportunities during practicum include conducting group and individual psychotherapy, with opportunities for brief psychological assessments as well. Specific interventions employed at this site include CBT, DBT, ACT for depression, and Motivational Interviewing. Practicum students are required to be at the site two days a week for an average of 10 hours. Students are encouraged to elect Thursdays as one of their practicum days in order to be present for weekly staff and intake meetings.

- ***Post-Deployment Clinic***

This rotation serves veterans returning from Operation Enduring Freedom/Operation Iraqi Freedom/Operation New Dawn (OEF/OIF/OND) on an outpatient basis. Students conduct neuropsychological screenings and full neuropsychological evaluations. Purposes of assessments include determining mental status, diagnosing learning and psychological disorders, evaluating presence of Traumatic Brain Injury (TBI) or Post-Traumatic Amnesia, and treatment planning. Populations seen included post-traumatic stress disorder, mTBI, attention-deficit/hyperactivity disorder, etc. Assessment batteries included measures of cognitive abilities, memory, executive functioning, post-concussive sequelae, emotional functioning, and personality. Students have the opportunity to see returning veterans for short- term, individual cognitive-behavioral therapy (3-12 sessions). Students co-facilitate a TBI Coping Skills group for veterans returning from OEF/OIF/OND. Trainees receive 1-2 hours of weekly individual supervision and can attend 1 hour per week of treatment team meetings. Commitment is 10-12 hours per week.

- ***Spinal Cord Injury/Disorders (SCI/D) Unit***

This rotation serves inpatient and outpatient veterans with new or long-term SCI/D as a result of combat, accident or disease (e.g., multiple sclerosis). Clients reflect Miami demographics and range in age from young adult to geriatric. Student activities include psychological evaluations for new patients on SCI/D unit (clinical interview, BDI-II or Geriatric Depression Scale, Folstein MMSE, case conceptualization, report writing, treatment recommendations), individual therapy to promote adaptive coping and treat multiple conditions (depression, anxiety, personality disorder, substance abuse, chronic pain), and group therapy (Multiple Sclerosis support group). Trainees receive 1 – 2 hours per week of individual supervision and have the opportunity to attend 1 hour per week of treatment team meetings. Time commitment is 12 hours per week.

- ***Day Activities Center***

Practicum students provide individual psychotherapy to veterans in outpatient setting. These cases come from the hospital-wide psychology services list of veterans who are interested in individual therapy, NOT necessarily from the DAC. The practicum student is also expected to lead or co-lead one outpatient group outside of the DAC. The extern can lead one of the several ongoing groups or start another group. Psychoeducational, cognitive-behavioral or process groups for DAC members are typically available. The extern can be involved in program development. A staff psychologist provides one hour of individual supervision per week, and additional supervision is often provided by the extern who co-leads the group.

- ***Sleep Clinic***

The sleep disorders practicum is, in most cases, two semesters and requires 12 hours per week. It will provide the student with experience working with a multi-disciplinary team comprised of physicians, a psychologist, nurses and technologists. Training will include both didactic and clinical. For example, students will become familiar with the diagnostic nosology in sleep medicine (International Classification of Sleep Disorders-2), interview and diagnose patients in the sleep disorders clinic, becoming familiar with polysomnography (PSG), understanding the results of overnight PSG, and learning about appropriate treatment for a wide range of sleep disorders. Of particular relevance to psychology practicum students will be training in behavioral sleep medicine. This training entails applying behavioral therapy to sleep disorders, for example, CBT for insomnia or therapy to enhance compliance with continuous positive airway pressure (CPAP). The student in this rotation may have the opportunity to learn how to 'score' sleep and/or become

involved in sleep research projects. Students receive 1-2 hours of supervision each week. The supervision occurs in the clinic at the time students assess and/or intervene with veterans. Behavioral Sleep Medicine Clinic takes place on Wednesdays from 10am-4pm and General Sleep Disorders Clinic takes place on Thursdays from 9am-3pm. A CBT-I groups takes place on Tuesdays from 2:30pm-3:30pm.

- ***Substance Abuse Residential Rehabilitation Treatment Program (SARRTP)***

The SARRTP is a 24-bed residential rehabilitation program for treatment of substance dependence. A large proportion of patients are diagnosed with comorbid psychiatric disorders such as depression, anxiety, and psychosis in addition to substance dependence. Mean length of stay is 91 days. The program utilizes a biopsychosocial conceptualization of the development of substance dependence. Treatment is provided by a multidisciplinary staff representing psychology, psychiatry, social work, nursing, occupational therapy, recreation therapy, and music therapy. Most treatment is carried out in group format; however, each patient is assigned to a staff person as his/her individual counselor. Individual counselors develop comprehensive individualized treatment plans for their assigned patients in collaboration with the entire staff. Weekly supervision is provided by a staff psychologist, with additional supervision provided by other team members. Students are given the opportunity to attend weekly multidisciplinary staff meetings in which each patient's comprehensive treatment progress is discussed. There are also opportunities to attend training seminars offered to the psychology interns. The greatest emphasis in treatment is placed on increasing patients' motivation for change and assisting them to develop and practice a comprehensive relapse prevention plan. The goal of this practicum placement is to provide experience in treatment of alcohol and drug addiction, including with patients dually diagnosed with substance dependence and other major psychiatric disorders. This practicum provides opportunities to conduct empirically supported problem-focused individual therapy, process and skills group therapy, as well as some couple and family therapy when applicable. Students who have completed one year of practicum will be eligible for this placement. Students should plan to spend at least 2 consecutive semesters at the placement. They will be present at the facility for at least two days per week for a total of 10 hours.

- ***Consultation and Liaison/Integrated Health***

Practicum students in this rotation receive training within both Consultation and Liaison (C&L) and Integrated Health. Time commitment is 10-12 hours per week. The patient population reflects the demographics of Miami, including individual differences by age, race/ethnicity, culture, gender, and sexual orientation. The Consultation and Liaison service focuses on both inpatient and outpatient areas, serving veterans with complex care needs including co-morbid medical and psychological diagnoses. Trainees conduct clinical consultations (clinical interview, case conceptualization, report writing, referrals). They perform psychological evaluations for transplant eligibility as well as medical clearance for other treatment/procedures (e.g., Hepatitis C therapy). There are also opportunities to conduct brief individual therapy with patients and to administer, score, and interpret assessment instruments.

Within Integrated Health, trainees have the opportunity to deliver interventions in both individual and group formats to outpatient veterans (and their family members as appropriate) with a variety of medical and psychological diagnoses. Trainees work as part of an inter- professional team which

may include primary care providers and nursing staff, nutrition, psychology, pharmacy, and/or psychiatry. Trainees have the opportunity to deliver group intervention in multiple areas, including diabetes education/management, cardiovascular risk reduction, managing overweight/obesity, tobacco cessation, pain management, alcohol risk reduction, and stress management. Practicum students receive training in motivational interviewing and health coaching techniques to help veterans identify and implement behavior change strategies. Students receive at least one hour per week of individual supervision.

Within C&L and Integrated Health, trainees receive a minimum of one hour of individual supervision per week and are highly encouraged to attend a one-hour group supervision experience which includes rotational supervisors as well as interns and post-doctoral residents within the C&L/Integrated Health rotations. The training program utilizes a hierarchical supervision model such that practicum students work closely with interns and residents who provide ongoing supervision and feedback in addition to the licensed rotational supervisor.

- ***Pain Clinic***

The pain clinic provides services to veterans dealing with chronic pain conditions. Patients are referred from a variety of outpatient clinics. Students learn and utilize a biopsychosocial approach to assessment and treatment of these patients. Students assist with clinical consultation and conduct psychological evaluations to assist in the treatment of chronic pain, as well as psychological evaluations for implantable pain modalities. Students are involved in conducting individual pain-focused outpatient psychotherapy. Students are also involved in co- facilitating the pain management support group (weekly), and the pain education group (psychoeducational /CBT weekly group). Students have the opportunity to observe pain intervention procedures conducted by pain clinic physicians. Trainees receive 1 hour of individual supervision per week and 1 hour of group supervision per week with a licensed clinical psychologist. Time commitment is 10-12 hours per week. Tuesdays and Thursdays are the most important days to be available. Tuesdays can be a half day (morning) and Thursdays all day.

- ***Integrated Psychology Service***

This rotation is an opportunity for students to work in the integrated psychology service within the Miami VA. Our role is to provide mental health services to veterans who manifest a broad range of psychiatric disorders and levels of daily functioning. The disparity of these concerns manifest from chronic and persistent mental illness to short-term adjustment disorders (i.e., maladaptive response to civilian life after military discharges). A number of these veterans are medically compromised which lends complexity to their psychological and functional presentation and ongoing treatment needs. Students will be integrated in many multidisciplinary teams including psychiatry, social work, psychology, nursing, and recreation therapy whose goals are to provide treatment to the specific needs of each veteran and her/his spouse. Specialty interventions of these services include individual, couple, and group psychotherapy, psychoeducational classes, psychotropic medication management, and case management services. Students in this program will provide individual, couple, or group psychotherapy, including specialized groups, such as Recovery group. In addition, students will conduct biopsychosocial interviews and have opportunities to conduct psychological assessments geared toward treatment planning. Students will also have an opportunity to participate and contribute to case conferences, crisis management interventions, and treatment planning groups.

Wellpath Recovery Solutions/ South Florida State Hospital (SFSH) (APA accredited internship site)

(http://www.geocarellc.com/Services/CorrectionalMentalHealthServices.aspx)

Setting:

SFSH is at a state psychiatric facility that provides long-term care for severely mentally ill individuals. The median stay for patients at SFSH is 6 months, with some patients staying a year or more. SFSH provides comprehensive, multidisciplinary care for a diverse patient population, including assessment, individual, and group treatment.

Main Aspects of the Placement:

Individual and group therapy with adults including opportunities to co-lead anger management, Dialectical Behavioral Therapy forensic risk management groups, to name a few. Students also conduct initial and annual psychological assessments on a monthly basis to assess patient appropriateness for psychological services. Practicum students can also gain experience in administering evidence-based personality, neuropsychological and cognitive assessments, and in comprehensive report writing.

Supervision:

Individual supervision by a licensed clinical psychologist is provided weekly for therapy cases (and assessment, if applicable). Seminars, guest lecturers, and supervision are part of the practicum. In addition, weekly case conferences provide didactic training regarding disorders and issues particular to the patient population (e.g. psychosis).

Time Commitment:

Students are expected to spend one full and one half day (12 hours per week) at the practicum. The optional assessment practicum requires students to commit additional time. The practicum can be arranged for most days of the week.

Eligibility:

A background in cognitive, neuropsychological, and personality testing is helpful, but not required. Students must have completed one year of practicum training, and have a clear interest in working with severely mentally ill patients.

Typically utilized by the Adult Clinical Track

University of Miami, Department of Neurology (UMH Neuropsychology)

https://umiamihealth.org/treatments-and-services/rehabilitation-medicine/neuropsychology

Setting:

UMH Neuropsychology is located in the University of Miami/Jackson Memorial Medical Center. This setting is a training site for learning about a broad range of neurologic and neuropsychiatric conditions including dementia, Parkinson's disease, epilepsy, traumatic brain injury, stroke, movement disorders, age related memory loss, depression and learning disorders.

In addition, practicum students will have a chance to participate in neuropsychology rounds, epilepsy and deep brain stimulation and imaging case conferences with members of the Department of Neurology. Clients reflect Miami demographics and range in age from young adults to the elderly.

Main Aspects of the Placement:

Practicum students are trained to conduct assessments, which include standardized testing, clinical interview, case conceptualization, report writing, and provision of feedback. Practicum students are also trained in neuropsychological and psychoeducational assessment. The key clinical supervisor is Dr. Bonnie Levin. Supervision:

Trainees receive 1 - 3 hours per week of individual supervision per case. In addition, practicum students are required to attend a weekly 2-hour case conference/group supervision.

Time Commitment:

Time commitment is 15 hours per week for two semesters.

Eligibility:

This practicum site is open to advanced students, typically in their third or fourth year in the program, with at least one year of supervised practicum experience. Some basic knowledge of brain anatomy and neuropsychology is helpful, but not required to participate in this practicum.

Utilized by all the Clinical Tracks.

Oliver-Pyatt Centers South Miami (http://www.oliverpyattcenters.com)

Setting:

The Oliver-Pyatt Center in South Miami is a Partial Hospitalization Program (PHP) and Intensive Outpatient Program (IOP) for adolescent girls and women with anorexia, bulimia, binge-eating disorder and exercise addiction. The program provides comprehensive care and structure for individuals with eating disorders who find that traditional outpatient treatment is not sufficient. The program emphasizes the integration of treatment into real life and combines individual therapy with group settings, family therapy, exposure techniques, nutritional therapies and community outings. Patients who need higher levels of care are referred to inpatient settings.

Main Aspects of the Placement:

Trainees have several therapy and assessment opportunities. Opportunities exist for participation in individual therapy, group therapy, supported meals, exposure sessions, and community outings. Students also participate in the intake process with new clients and conduct assessments. Students can participate in staff meetings and case conferences.

Supervision:

Practicum students receive weekly supervision by a licensed clinical psychologist who works closely with the center.

Time Commitment:

Practicum students are encouraged to be on site for a minimum of 10 hours per week.

Students begin practicum in the fall (August/Sept); a 2-semester commitment is required.

Eligibility:

This practicum site is open to advanced students, typically in their third or fourth year in the program, with at least one year of supervised practicum experience.

Typically utilized by the Adult Clinical Track and Child Clinical Tracks

Kristi House, Inc. (https://kristihouse.org/)

Setting:

Kristi House is a Children's Advocacy Center, providing assessment, case management, and evidence-based interventions for youth trauma, primarily sexually or physically victimized children. They also provide services for unaccompanied migrant youth who need trauma services.

Main Aspects of the Placement:

Trainees will conduct comprehensive biopsychosocial intake assessments and provide evidence-based trauma treatments, including trauma-focused cognitive-behavioral therapy. Opportunities also exist for running groups, taking part in training workshops, and treating parents of youth who have their own trauma histories.

Supervision:

Supervision is provided by a licensed clinical psychologist.

Time Commitment:

The practicum is 8-10 hours per week.

Eligibility:

Students are eligible for placement if they are in their 3rd or 4th year of the program. There may be an interview process involved, as Kristi House only has space for 1-2 practicum students per year across UM and FIU. To be eligible, trainees must speak Spanish.

Typically utilized by: Clinical Child and Pediatric Health Tracks

SECONDARY PRACTICUM SITES

University of Miami Autism Spectrum Assessment Clinic

Date Last Modified	June 2019
Program/Institution	University of Miami Autism Spectrum Assessment Clinic (ASAC)
Department	Psychology
Street # and address	5665 Ponce de Leon Blvd, Flipse Building, 2nd Floor
City, State, Zip	Coral Gables, FL 33146
Web Address/Contact Email	www.umasac.org/Amy L. Beaumont, Psy.D., BCaBA a.beaumont@miami.edu

Short Program Description

The Autism Spectrum Assessment Clinic (ASAC), located on the University of Miami's Coral Gables

campus, provides comprehensive diagnostic and psycho-educational evaluations to individuals of all ages (typically 6 months – 80+ years) who are seeking clarification about an autism spectrum diagnosis and/or additional diagnoses. ASAC also offers therapy, social skills groups, and PCIT to individuals with ASD. ASAC is closely tied with UM-CARD, so students have the opportunity to learn more about community outreach, training programs, ASD programs, etc. Clients come from the South Florida community, as well as other states & countries. Thus, trainees gain experience in working with clients from many different countries, ethnicities, & cultural backgrounds. ASAC is a not-for-profit, but private-pay clinic; thus, socio-economic diversity is somewhat less than would be seen in other non-profit clinics.

Assessments incorporate a variety of cognitive measures, autism measures, including the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) and the Autism Diagnostic Interview, Revised (ADI-R), academic achievement, adaptive behavior scales, parent/teacher rating scales, language assessments, and systematic reviews of previous evaluations. Additional emotional, behavioral, and personality measures are administered as needed. Training on the ADOS-2 (all 5 modules) and ADI-R will be provided. Trainees will learn how to choose appropriate tests for the referral question (and given the client's level of functioning), interpret test data, provide appropriate treatment recommendations based on best practices strategies, work with behaviorally challenging children, & provide difficult diagnoses to families. Trainees also have the opportunity to participate in school observations and consultations with school staff and other professionals. Ages 6 mo through adult; mostly school age.

ASAC also provides multi-disciplinary evaluations for children entering the public school system through a grant funded by the Children's Trust (ages 2-5 years). These evaluations include specific measures required by MDCPS.

Individual and family therapy for children and adults who have ASD and co-morbid anxiety, depression, executive functioning problems, and other difficulties is offered through ASAC. Evidence-based treatments are utilized, including CBT (with emphasis on behavioral), behavior therapy, and social skills training are primary modes of treatment. Clients are verbal and have the cognitive and language skills needed for CBT. Interns will learn to use visuals and creative techniques to engage and motivate clients. Interns will have opportunity to collaborate with other professionals involved in client's care. Mostly school age through young adult; usually afternoons.

Social skills groups are held Tuesday OR Thursday evenings (5:30-7:00pm), lasting 9 weeks, run 3 times/year (fall, spring, summer). The social skills groups are based on evidence-based manualized protocols, and are targeted for school aged-children with ASD (9-12 year olds). There is a child group and parent group, run simultaneously. Students may choose to facilitate either.

PCIT with children diagnosed with ASD is currently being offered at ASAC on Monday, Tuesday, and Wednesday afternoons (2:00-5:00pm) as part of a separate grant to the UM PCIT Program at the Mailman Center and research program. Participation in the **40-hour training** is a *prerequisite* for participating in PCIT at ASAC. 3-7 year-olds with ASD and comorbid disruptive behavior problems (+ other criteria).

Training Objectives

ASAC practicum trainees will learn how to evaluate children, adolescents, and adults who have or are suspected of having ASD. Students will learn how to administer, score, and interpret ASD measures (e.g., all modules of the ADOS-2, ADI-R), as well as how to choose and interpret common psychological measures based on referral question(s) and the unique profile of the client. They will learn how to write comprehensive integrated psychological reports. Students will improve case conceptualization and diagnostic clarification, especially with difficult-to-diagnose clients. They will learn how to implement evidence-based treatments (EBT) for individuals with ASD and how to modify EBTs while maintaining fidelity of treatment. Students will learn to effectively collaborate with parents, teachers, and other professionals. Students will learn to deliver manualized social skills training to groups of children with ASD and their parents/caregivers and to problem-solve issues that arise in groups.

Research

The UM PCIT Program at ASAC is evaluating **2 main research questions**: 1) do families of children with ASD and disruptive behaviors show similar treatment processes and outcomes as non-ASD children with disruptive behaviors, and 2) is standard PCIT also effective in addressing core autism symptomatology, related social and behavioral functioning, language, and adaptive behavior.

Practicum students will have the opportunity to participate in many aspects of the research process, including scoring psychological measures, behavioral coding, entering data, helping with data analysis, preparing posters for presentation at international conferences, and writing manuscripts for publication.

Describe Specific Site Requirements

Skills/Experience Required	Experience with psychological testing and report writing, evidence-based therapeutic interventions; experience with autism is preferred. Training on ASD assessments and interventions will be provided.
Minimum number of hours/week	8-11 hours/week; one morning/week for testing (approximately 4 hours), report writing may be completed off-site; therapy, social skills, PCIT take place afternoons/evening
Number of Trainees (Minor Rotation)	Minimum: 0 Maximum: 2 Preferred #: 1-2
Attendance at specific meetings	Feedbacks, school observations, consultations with other professionals, additional supervision may be scheduled outside morning testing hours.
Days/Times available	Must be available on Tuesdays, Wednesdays, *or* Thursdays between 8:00 AM and 1:00 PM for testing. Students are expected to complete (i.e., integrate data into written report) 1 to 2 assessments per month. Students also take on 1-3 individual/family therapy cases and schedule based on their availability. Social skills groups is typically Thursday evenings, 5:30-7:00pm, for 9 weeks (fall, spring, and/or summer).
List specific evening hours required	None for testing. However, therapy cases and social skills groups typically take place in afternoon/evening. KIT Club is Thursdays 5:30-7:00pm.
Supervision Requirements (e.g., individual, group, time, day)	Supervised by clinical faculty and licensed clinical psychologists. Minimum of 1 hour group supervision per week. Additional ongoing group and individual supervision are provided as needed.

Memorial Healthcare System

https://www.mhs.net/services/cancer

Setting:

Memorial Cancer Institute at Memorial Regional Hospital in Hollywood, FL and Memorial West in Pembroke Pines, FL. This site serves cancer patients and aims to decrease distress throughout treatment. (http://www.memorialcancerinstitute.com/) Main Aspects of this Placement: This practicum placement is therapy-based. Trainees are required to attend 2 days of hospital orientation prior to starting. Orientation also requires shadowing cancer specialists in medical oncology, radiation oncology, oncology nursing, oncology social work and oncology dietitians as well as learning about cancer-specific issues. Diagnosis-specific specialties at Memorial include nationally accredited Breast Cancer Center, Bone Marrow Transplant team, Thoracic Oncology, and Neuro-Oncology. It is one of the largest public hospitals in the nation. Students will see patients in all stages of illness, treatment, and recovery. Trainees will likely see patients with end-stage disease who may be disfigured as a consequence of their illness and treatment. Patients are seen as outpatients for scheduled appointments, in treatment areas receiving chemotherapy, or as inpatients. It is expected trainees participate in the Bone Marrow Transplant program at Memorial West. Inpatient rounds are conducted every morning, outpatient and treatment area schedules thereafter. Predominant therapy orientation is mindfulness-based, cognitive-existential using the consultation-liaison model. Supervision is provided by licensed psychologists.

Time Commitment:

Trainees are expected to spend a minimum 10 hours per week at this site. A minimum of one hour regularly scheduled individual weekly supervision is required for all trainees to attend.

Eligibility:

This practicum site is open to advanced students, typically in their third or fourth year in the program, with at least one year of supervised practicum experience. Familiarization with cancer and behavioral medicine and/or existential psychotherapy is advised but not required when considering this site. Trainees should be highly motivated and willing to work as part of an interdisciplinary team.

Typically utilized by the Health Clinical Track

University of Miami Sylvester Comprehensive Cancer Center (SCCC)

https://umiamihealth.org/sylvester-comprehensive-cancer-center/cancer-support-services

Setting:

Sylvester Comprehensive Cancer Center, located in Miami, FL, is the only National Cancer Institute-Designated cancer center in the state (https://umiamihealth.org/en/sylvester-comprehensive-cancer-center). Sylvester offers supportive oncology services to ensure that patients and their caregivers receive comprehensive, multi-specialty care. Providers address physical, emotional, social, and spiritual needs before, during, and after cancer treatment. The mission is to enhance quality of life, make the treatment period as smooth as possible, and improve health outcomes through evidence-based care.

Main Aspects of this Placement:

Students will participate in an orientation involving shadowing various members of the Cancer Support Services team who work in disciplines including arts in medicine, acupuncture, exercise oncology, massage, music therapy, sexual health, and nutrition. Trainees will work within the multidisciplinary Cancer Support Services team to provide comprehensive care to ethnically and socioeconomically diverse patients with cancer. Trainees will conduct evaluations for bone marrow transplants to assess for psychological concerns, social support, and cognitive functioning. They will gain experience in consultation and liaison conferring with oncology, psychiatry, and palliative care teams and providing inpatient evaluations for cancer patients with psychiatric concerns, medication-related delirium, treatment-related cognitive decline, physical symptoms impacting quality of life, and end of life distress. Trainees will deliver individual therapy and stress management to cancer patients and their caregivers coping with cancer-related distress, existential concerns, and survivorship transition challenges. Students will see patients in all stages of illness, treatment, and survivorship. Patients are seen as outpatients for scheduled appointments or as inpatients. Students will have the opportunity to attend didactic presentations for trainees, Ethics Committee meetings, Psychiatry Grand Rounds, and Schwartz Center Rounds. Predominant therapy orientation is cognitive-behavioral. Supervision is provided by licensed clinical psychologists and board-certified psychiatrists.

Time Commitment:

Trainees are expected to spend a minimum 10 hours per week at this site. A minimum of one hour of weekly supervision is required for all trainees to attend.

Eligibility:

This practicum site is open to advanced students, typically in their third or fourth year in the program, with at least one year of supervised practicum experience. Familiarization with cancer and behavioral medicine is advised but not required when considering this site. Trainees should be highly motivated and willing to work as part of an interdisciplinary team.

Typically utilized by the Health Clinical Track