

UNIVERSITY
OF MIAMI
DEPARTMENT of PSYCHOLOGY



Graduate Student Handbook

2014-2015

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PREFACE

The information provided in this handbook applies specifically to the 2014-2015 entering class. Requirements for previous classes are outlined in the handbook in force at the time of their first registration. All students should retain a copy of the handbook that applies to their entering class.

INTRODUCTION

The Department of Psychology at the University of Miami offers courses leading to the degree of Doctor of Philosophy. Prospective degree applicants are admitted to graduate study in Psychology within one of three divisions: **ADULT**, **CHILD** or **HEALTH**. The only area of specialization available to students admitted to the Adult Division is a Clinical Program Track called Adult Clinical. Students admitted to the Child Division may choose from two tracks in the Clinical Program (Clinical Child and Family, Pediatric Health Clinical) or the program in Developmental Psychology. Students in the Health Division may choose from the Health Clinical Track of the Clinical Program or the Behavioral Neuroscience (including the Evolution and Behavior concentration), or Behavioral Medicine Programs. After admission to a program within a division, transfer between divisions, or between Clinical and Allied programs within a division, requires formal application and review by the appropriate admissions committee.

The purpose of this handbook is to outline the overall Departmental regulations and Program area requirements governing progress toward the M.S. and Ph.D. degrees. Prospective degree applicants are also advised to examine the current Bulletin of the Graduate School for a description of University regulations governing graduate study.

<u>DEPARTMENT OF PSYCHOLOGY</u>			
<u>UNIVERSITY OF MIAMI</u>			
DIVISIONS	ADULT	CHILD	HEALTH
Clinical Program	<i>Adult Clinical</i>	<i>Clinical Child/Family</i> <i>Pediatric Health Clinical</i>	<i>Health Clinical</i>
Non-Clinical Programs		<i>Developmental</i>	<i>Behavioral Neuroscience</i> <i>(Evolution & Behavior)</i> <i>Behavioral Medicine</i>

All of the Clinical Tracks are overseen by the Director of Clinical Training (Annette M. La Greca, Ph.D.) and the Clinical Faculty to ensure compliance with APA standards.

Contact information: email, phones, and addresses.

The Clinical Program and the Department of Psychology in general, depend on email for main communications. *You must have an active email account registered with the Clinical Program Office and the Department Main Office that you check daily.* It is your responsibility to ensure that you receive important communications.

If you use an account other than the UM account you are assigned, please make sure the following people know your correct contact information:

Computer Support (c/o Andre Perwin at 284-1939)
Clinical Program Office (c/o Liz Reyes at 284-5720)
Main Department Office (c/o Pat Perreira at 284-2814)

Please make sure that your email account and other contact information is correctly listed (and updated) in the UM directory by checking your information on the MyUM system on the UM website: <https://caneid.miami.edu/cas/login?service=https://myum.miami.edu/idcheck.asp>

YOU ARE RESPONSIBLE FOR THE MATERIAL IN THIS HANDBOOK

Many of the Clinical Program policies and requirements are explained in the Graduate Student Handbook – ***please read all of it; you are responsible for all of it.*** You will be asked to sign a form, indicating that you have read all the materials and understand that you are responsible for knowing and complying with program requirements.

Disability/Impairment Issues. If you have an impairment – even temporary – due to health, psychological, family, or personal reasons, please understand that it is your responsibility to let those who supervise you know what is going on. Personal problems do not “excuse” you from conducting yourself in a professional manner (e.g., turning in assessment reports in a timely manner; meeting with clients on time, showing up for class and research meetings, etc.). Faculty and supervisors are willing to make reasonable accommodations if they are consulted.

If you have a more extensive disability (e.g., Learning Disability, a physical or mental health condition) that may affect your academic, research, or clinical performance, you should consult with the Office of Disabilities Services. Reasonable accommodations can be made if a disability is documented, but needs to be done before a problem occurs not after.

The Office of Disabilities Services is a subdivision of the University of Miami Academic Resources Center (<http://www.umarc.miami.edu/>). The contact information is as follows:

Whitten University Center, Suite N-201
Telephone: 305-284-2374
Hours: 8:30 a.m. and 5:00 p.m., Monday to Friday.

The University of Miami Mission Statement

The University of Miami's mission is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. Committed to excellence and proud of the diversity of our university family, we strive to develop future leaders of our nation and the world.

Department of Psychology Mission Statement

In accordance with the goals of the University of Miami, the mission of the Department of Psychology is to acquire, advance, and disseminate knowledge within the psychological and biobehavioral sciences. In order to achieve these goals the Department seeks a balance among several academic endeavors including: basic scientific research, applied research, undergraduate teaching, graduate teaching, professional training and development, and service to the community.

The Department seeks to provide students with exposure to and a fundamental understanding of the psychological sciences. It seeks to deliver an integrative educational experience by promoting interactions among faculty, graduate students, and undergraduate students in basic and applied psychological inquiry, advising, mentoring and community outreach.

In training graduate students for a career in the psychological sciences, it is the intent of the Department to:

1. Promote an advanced understanding of behavioral, psychological, and biological processes.
2. Provide rigorous training in research design and analysis, and develop advanced research skills.
3. Provide detailed scientific knowledge about psychology as well as clinical psychology training and practical experience for those students seeking applied training in a career as a clinician scientist, in accordance with the American Psychological Association guidelines for accreditation in Clinical Psychology.
4. Foster independent learning, enabling the graduate to contribute to the scientific field of Psychology, including Clinical Psychology.

As a center for research in the psychological and behavioral sciences, the Department will strive to:

1. Conduct rigorous scientific research, which will elucidate both basic and applied principles of human behavior and psychological processes.
2. Foster communication of scientific information and values.
3. Acquire extramural resources necessary to conduct internationally respected psychological research.

Service on the local, state, and national levels will be accomplished by Departmental faculty and/or graduate students who:

1. Provide psychological services to populations in clinical training settings and research settings.
2. Serve within state and national professional organizations, and scientific review/policy committees.

In pursuing these activities the Department seeks to attract and retain the highest quality faculty and students, foster respect for differences among people, nurture curiosity, and insist upon high standards of thought, study, and communication that should characterize the ethical, educated person.

Training Philosophy and Objectives of the Clinical Psychology Program

Program Philosophy and Model of Training. The mission of the Department of Psychology is to acquire, advance, and disseminate knowledge within the Psychological and Biobehavioral Sciences. The *philosophy and model of training* for the UM program in clinical psychology is that of a scientist-practitioner model, as elaborated at the Boulder Conference in 1949, with a somewhat greater emphasis on the clinical science component. The UM program uses a “mentor model” for research training, in that applicants are admitted to the program based in part on their “match” with the research interests of a specific faculty mentor. Mentors closely supervise the research activities of the students working in their labs. The UM clinical program prepares students to contribute to the advancement of knowledge in the field and to practice clinical psychology. In addition to providing broad and general training in clinical psychology, the program provides training in one of the following substantive areas of focus within clinical psychology: adult, child, pediatric, and health psychology. The UM clinical program’s philosophy and model of training is both compatible with the mission of the University and promotes the science and practice of psychology.

Integration of Science and Practice. Following from the program’s philosophy, the educational model and curriculum plan focus on two major and interrelated goals *that integrate science and practice*: 1) to produce graduates who have the requisite knowledge and skills to produce and disseminate knowledge in clinical science and who understand the interface between science and practice, and 2) to produce graduates who have the requisite knowledge and skills for entry into the practice of professional clinical psychology with a track-specific area of focus (adult, child, pediatric or health clinical psychology), and who understand and value the importance of a scientific basis to clinical practice.

Pertinent to the first goal (clinical science), the program’s objectives for students are to: a) develop competence in planning, conducting, and disseminating empirical research relevant to the field of clinical psychology and to their track-specific area of focus (adult, child, pediatric, and health clinical psychology), b) acquire knowledge in research methods and statistics necessary to conduct and evaluate empirical research relevant to clinical psychology, c) acquire a depth of knowledge in clinical psychology as well as in the students’ track-specific area of focus (e.g., adult, child, pediatric, and health clinical psychology), d) acquire a depth of knowledge in issues related to individual differences and diversity that are pertinent to conducting or understanding clinical research, and e) develop competence in the ethical conduct of research.

Pertinent to the second goal (clinical practice), the program’s objectives for students are to develop knowledge and skills related to evidence-based psychological assessment, diagnosis, and psychosocial intervention, as well as issues related to individual differences and diversity in these areas, and to develop competence in the ethical conduct of psychotherapy and assessment

Central to the program is the importance of basing clinical practice on empirical research findings, and acquiring research skills that can inform clinical practice. The *integration of science and practice* takes place through coursework, practicum, and research training. In **coursework**, required and elective clinical courses in psychopathology, assessment, and intervention emphasize empirical findings that are pertinent to clinical practice, and the literature that is reviewed in these courses is critiqued from a science perspective.

In terms of **practicum** training, all students spend at least one year at the Department’s Psychological Services Center (PSC), where they are required to use evidence-based assessment measures in evaluating clinical cases, and to incorporate evidence-based treatment strategies. In addition, students can participate in one of several specialty clinics at the PSC that are based on clinical research projects and which are supervised by clinical faculty. These specialty clinics provide manualized treatments and gather systematic data for research purposes. Several other key track-specific practicum sites that are primary external practicum placements, such as the Mailman Center for Child Development, the University of Miami Counseling Center, and the Miami VA, are also APA-

accredited clinical internships that provide high quality training that emphasizes the scientific basis of practice.

In terms of **research**, the emphasis of the department is on applied research that focuses on important clinical issues in psychopathology, assessment, and/or intervention with clinical or clinical health populations. For example, in the Health Division, students have been involved in the *Coping and Recovery Project* and the *VideoHealth Study*, which are funded clinical trials with health populations (i.e., breast cancer, chronic fatigue patients) that contain evidence-based assessment and intervention components. In the Child Division, clinical research projects with assessment and/or intervention components include *PEERS* (an indicated preventive treatment for peer-victimized adolescents) and *Kid Detectives* (a group treatment study for children with anxiety and depression). In the Adult Division, students have been involved in clinical research on schizophrenia (*A Culturally Based Family Therapy for Schizophrenia*) and anxiety disorders (*Program for Anxiety, Stress, and OCD*). With the exception of a very rare student who has interests in animal models, most graduate students are engaged in clinically relevant research activities (for master's thesis, dissertation, and grant-funded research activities) that involve clinical populations, investigate clinical treatments, and/or have direct implications for clinical practice. The dissertation topics of our graduates since 2007 have primarily focused on applied clinical issues, such as: interventions for health populations; the psychological impact of peer victimization; risk factors for affective dysregulation, to name a few. All students discuss the clinical implications of their research findings in their theses and dissertations.

Curriculum for Clinical Psychology Program

Breadth of Scientific Psychology. Consistent with the program goals and objectives, it is the intent of the Department that graduates be well rounded and informed psychologists. Students' training in the *breadth of scientific psychology* is achieved through a combination of coursework, Clinical Qualifying Exams, and students' teaching-requirement, as explained below. In addition, these experiences contribute to the training of the program's goals and competencies.

In the first semester students begin the 3-semester research design and statistic course sequence (see list below); the first two courses are completed during the first year, with the third course taken in the second or third year. The first two courses in the sequence cover fundamental statistical concepts, use of statistical packages for data analyses, research methods and designs, methods for testing internal and external validity, analyses of variance, and multiple regression, among other topics. Students also begin taking the 7 required foundation courses in their first year, with additional foundation courses completed during second year. Prior to the award of a master's degree, students must complete at least 4 of the 7 foundation courses and 2 of the 3 methodology/statistics courses. As indicated below, required courses cover the *biological, cognitive/affective, and social aspects of behavior, as well as research methods and data analysis.*

Foundation Courses (7 required)

Cognitive/Affective Aspects of Behavior	PSY 604: <i>Cognition & Emotion</i>
Biological Aspects of Behavior	PSY 605: <i>Cognitive Neuroscience</i>
Human Development	PSY 620: <i>Developmental Psychology</i>
Social Aspects of Behavior	PSY 625: <i>Social Psychology</i>
Dysfunctional Behavior	PSY 640: <i>Adult Psychopathology</i> or PSY 641: <i>Child & Adolescent Psychopathology</i>
Cultural Diversity/Individual Differences	PSY 614: <i>Diversity Issues in Psychology</i>
Professional Issues and Research	PSY 601: <i>Issues in Professional Development</i>

Research Methodology, Statistics, and Data Analyses (3 required)

PSY 631 - <i>Psychological Statistics, Research Methods & Design</i>
PSY 632 - <i>Multiple Regression & Multivariate Statistics</i>
PSY 633 - <i>Structural Equation Modeling</i>

The clinical program uses an infusion model to address the topics of history and systems of psychology and psychological measurement. History and systems is integrated into several required courses; content for psychological measurement is covered in introductory and track-specific required courses in assessment, in statistics courses, and in required readings on Day 2 of the Clinical Qualifying (CQ) Exams. Coverage of research methods is provided across several courses and by required readings on Day 2 of the CQ Exams.

In addition to the above experiences, students gain further breadth in psychology by teaching an undergraduate course during their third or fourth year. Teaching is required of all students. Students typically teach a basic foundation course in psychology, often compatible with their track-specific area of focus. The most common teaching assignments include: introductory psychology, statistics, psychobiology, developmental psychology, social psychology, personality psychology, and abnormal psychology.

The *Scientific, Methodological, and Theoretical Foundations* of practice are initially acquired through a systematic series of courses and are concurrently reinforced in practica and research settings; the foundations of practice are also emphasized on the Clinical Qualifying Exams. Specifically, all students are **required to take courses** in *human development* (PSY 620; see above list), and *psychopathology* (PSY 640 or 641, plus a second pathology course). *Individual differences in behavior* is covered throughout multiple required and elective courses, including but not limited to: PSY 614 (*Diversity Issues In Psychology*), PSY 640 and 641 (psychopathology), and PSY 646, 647, and 648 (assessment courses). All students take two courses pertinent to *professional standards and ethics* (PSY 601 and PSY 657); PSY 657 covers the APA Ethical Principles and other professional and legal issues, including confidentiality and conflict of interest. At entry into the program, all students participate in an orientation that includes an ethics seminar, completion of a CITI certification course required by the IRB, a statistics boot camp, and discussion with the DCT of ethical issues and professional standards.

In addition to the above experiences, all students are required to take three, full-day **Clinical Qualifying Exams** (to qualify for Ph.D. candidacy). Preparation for and sitting for the qualifying examination provides an additional opportunity to evaluate clinical students' understanding in the areas of pathology, intervention, assessment, ethics, diversity, professional standards, and methodology, among others. These exams occur in the summer following the defense of the master's thesis, and include: **Day 1** - Basic Science and Psychopathology; **Day 2** – Methodology and Assessment; and **Day 3** – Ethics and Intervention. Students are provided with required reading lists that incorporate material on the scientific, methodological, and theoretical foundations of practice – both for the general field of Clinical Psychology (i.e., Core), but also for their track-specific area of focus (adult, child, pediatric, and health psychology). When taking each exam, students are required to answer questions from the general Core section as well as from their track-specific area of focus.

In addition to the above foundation courses, all clinical students are required to complete general clinical and track-specific coursework in *assessment and intervention*, as listed below. Material covered in coursework is reinforced in required practica and in the Clinical Qualifying Exams. With respect to **coursework**, *theories and methods of assessment and diagnosis* are covered in the two-course assessment sequence. All entering students complete PSY 645 during their first semester. 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' area of focus, the second required assessment course is either PSY 646 (adults), 647 (child and pediatric), or 647 (health). Many students also take elective coursework in assessment.

Similarly, students have a 2-course intervention requirement (although students typically take additional electives, and pediatric track students are required to take a third intervention course) that covers *effective intervention, consultation and supervision, and evaluating the efficacy of interventions*.

The first intervention course, PSY 656 (see list below), is completed by all clinical students, prior to the start of their practicum training. This class serves as a foundation and prerequisite for the advanced intervention courses. It teaches students how to use research on psychopathology, principles of therapeutic change, and empirically supported treatment procedures in their clinical work; it also covers issues pertinent to clinical trials, consultation and supervision, and ethical/cultural considerations. These themes and content are also covered in the additional, required, track-specific intervention courses: PSY 660 (child and family), 661 (pediatric), 662 (health), or 685 (Couples/Marital Therapy). In addition, all students take PSY 657 their first year, which also covers issues of consultation and supervision.

Introductory Clinical Courses (3 - required of all clinical students)

PSY 645 - *Introduction to Psychological Evaluation*

PSY 656 - *Introduction to Evidence-Based Psychological Treatments*

PSY 657 - *Introduction to Psychotherapy, Ethics, & Professional Issues*

Additional Track Specific Requirements (3 – 5 additional courses, depending on track-specific area of focus)

Adult Clinical (3 required)

PSY 642 - *Advanced Psychopathology* or other approved Psychopathology course

PSY 646 - *Psychological Evaluation of Adults* or other approved Assessment course

Intervention: One of the following: PSY 660, 662, 685 (*Couples Therapy*), or other approved course.

Clinical Child and Family (3 required)

One additional course in Psychopathology (e.g., PSY 640 or 642, in addition to 641), or Development, or other approved course

PSY 647 - *Psychological Evaluation of Children and Families*

PSY 660 - *Evidence-Based Psychological Intervention with Child and Families*

Pediatric Health Clinical (4 required)

One additional course in Psychopathology (e.g., PSY 640 or 642, in addition to 641), or Development, or other approved course

PSY 647 - *Psychological Evaluation of Children and Families*

PSY 660 - *Evidence-Based Psychological Intervention with Child and Families*

PSY 661 - *Intervention in Pediatric Psychology*

Health Clinical (5 required)

PSY 606 – *Biobehavioral Processes and Disease in Health Psychology*

PSY 610 – *Behavioral Medicine: Overview of Basic Science, Public Health and Clinical Trials*

PSY 616 - *Biobehavioral Processes and Clinical Research Applications in Health Psychology*

PSY 648 - *Psychological Evaluation in Physical Disorders*

PSY 662 - *Health Psychology Interventions*

For more details pertaining to the philosophy, objectives and curriculum plan for the Clinical Program, go to the Department website (www.psy.miami.edu) and click on the link for the Clinical Program.

Additional quantitative courses available as electives in other departments include:

EPS 650 - Meta-analysis Methods

EPS 661 - Measurement

EPS 662 - Item Response Theory

EPS 774 - Multilevel Modeling

BST 630 - Longitudinal Data

BST 665 - Advanced Clinical Trials

EPH 651 - Survival Analysis in Clinical Trials

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). 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 content 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 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 31.

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, with consultation from the group of students who took their qualifying examinations during the previous year. 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. Each list contains a "core" portion, to be mastered by all students, plus separate "specialty" lists for students in the Adult, Child, Pediatric, and Health tracks. In each day's examination, the student is presented with 6 questions, including 3 core questions and 3 specialty questions. The student is required to answer 4 of these questions,

including at least 2 core questions. The core questions are based on items from the core-reading list for that day. The specialty questions may draw on either core or specialty reading lists for the day. Students are not permitted to bring any notes with them to the qualifying examinations. 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 the 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 a 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, 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, 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.

Practicum Guidelines for Psychological Services Clinic

PSC Guidelines

1. Students are limited to 4 semesters and 2 summers of practicum at the PSC, during which they can see therapy clients. This limit includes "official practica" (i.e., full-time practica required to fulfill the 6 semester program requirement) and "unofficial practica" (i.e., carrying a client or seeing a group at the clinic). The summer practica limit does not include the "summer after the first year of graduate training" if a student only conducts assessments during that summer, but it does count toward the limit if therapy cases are seen.
2. During the first year (2 semesters) and summer of practicum training at the PSC, child and pediatric students are expected to accumulate at least 80 face-to-face therapy hours and adult

and health students are expected to accumulate at least 100 hours of therapy (carrying 3 to 4 clients at a time). Adult and health students will conduct 4 comprehensive assessment cases while child and pediatric students will complete 7 comprehensive assessment cases. With the exception of involvement with the CAMAT program, no group participation is permitted during the first full practicum year at PSC.

Students continuing beyond their first full year of training at PSC are limited to no more than 3 to 4 therapy clients at a time. When students are completing another full-time practicum placement simultaneously, they may see one client at the clinic, but must obtain permission from their Division advisor (e.g., Kristin Lindahl, Patrice Saab, Amy Weisman de Mamani) to see additional clients.

3. Students *may* be allowed to engage in practicum beyond the “4 semesters and 2 summers” limit at the PSC, but only on an “as space is available” basis. Such additional experiences will likely be supervised via group supervision, or possibly may take place in a specialty clinic setting.

Additional Guidelines for Practica

4. Each Division (Adult, Child, Health) will oversee the practicum placements of its students each semester, and make appropriate assignments of students to placements. Placements *must be arranged with and approved by* each Division’s advisor (i.e., Drs. Weisman de Mamani, Lindahl, and Saab). Students are not permitted to negotiate their own practicum placements.
5. Clinical program requirements indicate that students are required to complete 6 semesters of practicum training; however, in most cases, students will engage in practicum training throughout the 2nd–4th years of graduate training. Practicum activities should not exceed 10-12 hours per week of clinical activities (including supervision). The 5th year of graduate training is intended for students to focus primarily on research activities; students should not be engaged in full-time practicum during the 5th year, and such activities may only be available on a limited basis.

Practicum Supervision Feedback Forms – Completed every Semester and Summer on line (see APPENDIX T)

- **Clinical Practicum Training Evaluations - Completed Every Semester and Summer**
- (see APPENDIX U)

Additional information on Practica sites may be found at

http://www.psy.miami.edu/graduate/clinical_training/

Policy on “Outside” Clinical Activities. Any clinical student who anticipates engaging in clinically-related activities that are not part of the approved clinical program activities must secure permission for such activities from the Clinical Committee. This is the case regardless of whether the activities are volunteer or paid. The following procedures apply to all clinical students who wish to do paid or non-paid clinical activities, outside of a program approved practicum or research setting.

The Director of Clinical Training will review students’ requests with input from the Clinical Committee. Please allow at least 2 weeks for the approval process, and possibly longer during the summer or during semester breaks (e.g., intersession; spring break).

Procedures for getting program approval of outside clinical activities:

- I. Prepare a letter for the Director of Clinical Training (Dr. La Greca) describing:
 - the job (i.e., type of activity)
 - the # hours per week

- the name, phone number, and professional background of the supervisor (should be a licensed professional)
- the amount and type of supervision provided
- whether or not the supervisor or “site” has professional liability insurance to cover your activities, and the amount of the insurance
- whether or not it is a “paid” or “volunteer” position

II. The letter should acknowledge that you understand that:

- under APA ethical guidelines and the FL state licensing guidelines, you may not represent yourself as a psychologist or as a graduate student in our program/department
- the hours accumulated in an outside clinical setting cannot be counted toward your clinical hours for internship
- neither the UM liability insurance policy, nor your individual liability insurance policy, covers your activities in case of malpractice, as the activities are not a part of your training program

III. Have the letter co-signed by:

- your major research advisor
- one of the Directors of your program track (e.g., Drs. Carver or Weisman de Mamani for Adult; Drs. Quittner or Lindahl for Child; Drs. Schneiderman or Saab for Health)

IV. In the case of paid employment, approval may also required from the Graduate School Dean

Policy on Ethics and Confidentiality (see APPENDIX V)

It is critical that students who participate in clinical training activities fully abide by all aspects of the ethical guidelines for psychologists, published by the American Psychological Association (APA) (www.apa.org/ethics; see **APPENDIX V.**)

As one aspect of the ethics code, which pertains to issues of confidentiality, this means that students should treat client notes, assessment materials, testing reports, or other sensitive clinical materials, with utmost care, and do everything possible to protect the confidentiality of client information.

Students should not leave confidential materials in places where others may view the materials inadvertently (e.g., on a printer that is in a shared public space; on a desk in an office that is shared with other students, etc.). Whenever sharing case materials (e.g., for case conference or class; as a sample report for internships) extreme care should be used to remove all identifying information.

Failure to fully abide by this or other aspects of the APA ethics code may be cause for dismissal from the clinical program.

• **Policy on Assessment Reports**

Students who participate in clinical training activities must conduct such activities in a timely, responsible, and professional manner. This means that assigned cases should be promptly scheduled for intake appointments, and that case notes and testing materials must be completed in a timely fashion.

Specifically, for assessment cases that are seen in the Department’s Psychological Services Center, the following guidelines are to be followed:

- a) Once a case is assigned the client needs to be contacted immediately in order to schedule an intake appointment. If there is a problem with contacting the client, or if the case does not work out (e.g., the client is no longer interested in the assessment), students must advise the Clinic Assistant immediately (i.e., within one working day) so he/she may assign another case.
- b) Following an intake, all testing should be completed within 4 weeks.

- c) A complete first draft of the testing report must be submitted to the supervisor no more than 1 week after the testing has been completed.
- d) Students should be able to complete a case, which includes first draft of report submitted to supervisor, within a maximum of 5 weeks.

If any problems should arise with any of the requirements that are outlined above, it is the student's responsibility to advise the supervisor immediately (i.e., within one work day). In no case should the assessment process extend more than a month beyond this time line.

Students who conduct clinical assessments in other settings (e.g., Mailman Center for Child Development, etc.) must follow the guidelines that are appropriate for that particular setting. In no case should assessments extend more than a month beyond the appropriate time frame for that particular clinical setting.

Failure to follow these guidelines will result in an unsatisfactory grade for practicum. Repeated failure to comply with these guidelines may result in dismissal from the clinical program.

10B. APA Accreditation of the Clinical Training Program

Annual Report and Tracking of Student Activities (see APPENDIX Q).

Every spring, the clinical program must gather information on current and prior students, and report program statistics to APA, in order to maintain accreditation. Thus, each spring it is essential that all clinical students promptly complete the student tracking form (see **APPENDIX Q** for a sample form), and submit the form along with an updated vitae to the Administrative Assistant for the Clinical Program (Ms. Liz Reyes).

Students who are on internship, or who have completed the program, must also complete an annual tracking form that contains information needed for submitting the annual program report to APA. Please advise the Main Office of the Psychology Department of any changes in home address, phones, or email addresses, so that we may be able to contact current and former students in a timely manner.

Tracking of Practicum Hours on a Regular Basis (see APPENDIX R).

Students typically apply for clinical internships early in the fall of their 4th or 5th year. At that time, students must provide a summary of all their clinical activities and hours. Most students find this to be a very difficult task, and thus we **require that students track their clinical activities and hours at the end of each semester and summer**. Students should present these tracking hours to their Clinical Track Advisor every Spring at the time of advising for the upcoming fall semester. We strongly urge students to use an electronic tracking system, such as Time2Track or MyPsychTrack (www.appic.org). Alternatively, a form contained in **APPENDIX R** may be used for this purpose. It is based on the uniform APPIC Internship Application, and lists the clinical hours and activities that are recognized by APA-accredited internship programs (see www.APPIC.org).

10C. Licensing Requirements

We strongly encourage all clinical students to become licensed psychologists; this is one of our program outcomes. Because professional licensing requirements vary from state to state, students are responsible for understanding the specific licensing requirements (e.g., specific coursework) for the state within they wish to practice. Students are strongly advised to retain course syllabi, the graduate student manual, and the graduate bulletin for future licensure and employment issues. See website for ASPPB (www.ASPPB.org).

10D. Important Points for Students

Ethics. Professional and research training at UM includes becoming socialized to the role of a psychologist, and conducting research, clinical, and personal activities in a manner that is consistent with the APA ethics guidelines and standards. Graduate students are required to know

and abide by the APA ethics guidelines and standards. The guidelines may be downloaded at any time from the APA website: www.apa.org/ethics (Also see **APPENDIX V.**)

Clinical Students: Keep All Your Course Syllabi from Graduate Courses.

Our clinical program uses an “infusion” model to cover certain requirements (e.g., History and Systems, etc.). If you have not taken a course on a specific topic that is required by certain state licensing laws, you will need to use your syllabi as evidence that you covered that topic as part of one or more courses. Thus, it is important to keep a copy of your course syllabi for ALL graduate level classes. You can also download copies of brief course descriptions from the psychology website (www.psy.miami.edu), but these may not be as useful as a detailed syllabus.

Clinical Students: Keep Track of Your Practicum Hours “As You Go.”

When you apply for a clinical internship during your 4th or 5th year, you will need to provide a very detailed accounting of all your assessment and treatment experiences. In order to do this, we strongly advise you to keep track of your practicum and related training activities at least once each semester. It is best to do this in the format that is consistent with internship applications. We strongly recommend that you use the MyPsychTrack tool to keep track of your hours. This program is free to UM psychology graduate students with the use of a program code and can be accessed at <http://www.mypsychtrack.org/>. Alternatively, students can purchase use the Time2Track program (go to: www.time2track.com) to keep track your clinical hours. Use of either of these programs will be of tremendous assistance in planning your clinical hours while in the graduate program and will greatly facilitate your Internship Applications.

10E. Frequently Asked Questions – Clinical Graduate Students

Questions Commonly asked by *FIRST* Year Students

When can I begin clinical practicum? Students typically begin practicum during the summer after their first year, or the fall of their second year. Except in unusual circumstances, students begin their practicum training at the PSC.

I'd like to begin practicum at the Psychological Services Center (PSC) during the summer. How can I arrange this? In the spring semester, the director of the PSC determines how many students can be accommodated in the summer, and informs the Clinical Track Advisors (i.e., Drs. Lindahl, Saab, and Weisman de Mamani). During April registration for the summer and fall semesters, you should consult with your advisor, to determine whether you can begin training during the summer.

When does the summer practicum begin at the PSC? The summer practicum (and the first “summer session”) begins in mid-May ***immediately following the spring semester***. You must be available for orientation at the PSC during the week following final exams for the spring semester.

Do I need to arrange professional liability insurance before I start my practicum? Yes. Proof of coverage must be submitted to Pat Perreira prior to starting practicum. Although you are also covered by the University of Miami policy when you are registered for a practicum, the clinical program requires that you also obtain individual coverage through the APA.

By what date do I need liability insurance? If you begin practicum in the summer, insurance must be arranged by mid-May. Otherwise, all students must have a policy in force by August 15th of each academic year. Proof of coverage must be submitted to Pat Perreira ***every year***.

How can I arrange for professional liability insurance? Visit www.apait.org to apply online for your student insurance. You must also register as a student member of the APA.

Questions Commonly Asked by **SECOND and **THIRD** Year Students**

When do I take my Qualifying Exams? Students take qualifying exams after their second or third year of the graduate program. In order to take the exam, you must have successfully defended your Master's thesis by May 15th, in the year that you plan to take the exams.

In addition to defending my thesis, is there anything else I need to do before taking qualifying exams? Yes. Your advisor must complete a form stating that you have completed your thesis defense and are eligible to take the exam. Please check **APPENDIX N** for a copy of the form.

When is the reading list for qualifying exams provided? The reading list and instructions for the exams are distributed in mid-May, after the spring semester has been completed. This is usually on or around May 15th.

When are qualifying exams given? There are 3 exams (Basic Science and Psychopathology, Assessment and Methodology, and Intervention and Ethics), and they are held immediately after the 4th of July, with at least one day in between each exam (e.g., Monday, Wednesday, Friday, or Wednesday, Friday, and Monday, etc.). For example, in 2013, the exams were scheduled for Monday, July 8, Wednesday, July 10, and Friday, July 12.

What happens if I don't complete my Master's Thesis by the middle of my 3rd year? Students are expected to complete their master's thesis no later than the end of the fall semester of their 3rd year. Students who have not defended their thesis by their 6th semester (spring semester of the 3rd year) can take only 6 credits of academic coursework in the spring semester. In addition, students who have not defended their thesis by May 15th of their third year will only be allowed to register for research credits (no coursework or practica) until their thesis has been completed.

Do I need to be registered for practicum over the summer? Yes. Even if you are only seeing one client, or conducting one assessment, you must be enrolled in a practicum or research credit. This is required in order to be covered by the University's liability insurance, as well as your individual liability insurance. Registration also helps to document the practicum hours you accumulate.

If I would like to remain in the graduate program through my 5th year, what should I do? The 5th year of graduate training is designed for students who are planning on a research career and wish to focus on research and publications to build their research portfolio. The 5th year is not intended for students who are falling behind in other requirements (e.g., dissertation proposal, achieving required clinical hours, etc.), and funding for the 5th year of training is not automatically guaranteed. By the end of the 3rd year of training (or even earlier), students who wish to stay for a 5th year should work out a research plan with their research advisor.

Questions Commonly Asked by Students in Their **FOURTH or **FIFTH** Year**

Where can I find information on internship sites? The website for the Association of Psychology Postdoctoral and Internship Centers (**APPIC**) (www.appic.org) contains the most current information on internships and psychology postdoctoral positions. Further, it is important to talk to your faculty mentor, psychology alumni, and other clinical faculty about the internship sites they recommend. The DCT advises students through the application process beginning in mid-May of the year you apply.

How do I apply for internship? The general application for internship is posted online every July at www.appic.org. In the spring and fall of the year you apply for internship, the Director of Clinical Training plans several meetings with internship applicants to prepare them for the process.

Do I have to propose my dissertation before applying for internship? Yes, the department requires all students to have successfully defended a dissertation proposal prior to applying for internship. Because many internship sites request applications by the end of October, this means

that most students are required to defend their proposal no later than **October 1** of the year they apply for internship.

Questions Commonly Asked by *Students on Internship*

Licensing requirements vary from state to state. How will I know if I have met the requirements? Licensing requirements are available online through the Association of State and Provincial Psychology Boards (www.asppb.org). However, the ASPPB website is a bit hard to navigate. If you are looking for specific state, it is easier to use <http://kspope.com/licensing/index.php#Canada>. It has several links for licensing boards in Canada and US, and even some application forms. You can check each state individually.

What if I did not complete the coursework required for licensure in a specific state? Some states require coursework in specific areas such as domestic violence. Most of the requirements should be met through your regular coursework. However, if you have not taken a course on a specific topic, you may be able to use your syllabi as evidence that you covered that topic as part of one or more courses. Thus, it is important to keep a copy of your course syllabi for ALL graduate level classes. You can also download copies of course descriptions from the psychology website (www.psy.miami.edu). Syllabi change frequently, however, and online versions of syllabi are updated frequently as well; be sure to keep copies of syllabi from the years you actually took your courses. You may need to take an extra course or locally sponsored workshop to meet requirements in some states (e.g., California).

Can I graduate in May if I have not completed internship? In order to graduate in May, you must have completed all course requirements, dissertation, and internship by the date of “application for graduation.” This is usually in April (or earlier) for a May graduation. Because clinical internships typically begin in the summer or fall, very few, if any, students graduate in May. Most students graduate in the summer or December.

Can I “walk” in the May commencement exercises, if I have not completed my internship? Students on internship, who have defended their dissertation and completed their coursework, can “walk” in the May commencement ceremony, and will officially receive their degree in August, if all degree requirements are met by mid-July. Please check the UM website for information on graduation registration dates and deadlines (www.miami.edu/commencement).

What happens if my internship begins in August or September? Students with August and September start dates for internship typically graduate in December. However, it may be possible to graduate in the summer if you submit a letter from your Internship Training Director, indicating that the internship has been completed successfully by the end of August or first of September. The Graduate School can issue a summer degree at the end of the summer once the internship has been completed and all other degree requirements have been met. Please contact the Graduate School and the Department of Psychology main office if you are trying to graduate in the summer. Otherwise, you should plan to graduate and attend the December ceremony.

How do I handle jobs and post-docs following internship, if I have completed all my degree requirements, but will not receive my degree until December? If you are not graduating until December, but need to document that you have completed all your degree requirements, please contact the main office of the Department of Psychology. A letter will be written on your behalf, stating that you have met all the requirements for your degree. This is usually sufficient for you to begin a job or postdoctoral traineeship.

ACADEMIC ADVISING

To facilitate the regular and orderly progress of graduate students through its degree programs, the Department has developed a system of academic advising. The purpose of the system is to aid the student in drawing up an overall plan for his or her degree track and to monitor the student's progress as he or she moves toward the Ph.D. Upon admission to graduate study within the Department, the student's initial academic advisor is the Director of the division to which he or she has been admitted. The Director, or his/her designee, outlines the overall requirements of the degree track and together with the student draws up a tentative course schedule. If the student has not decided upon a regular faculty supervisor by the time of registration for the first semester, the Director or his/her designee takes responsibility for approving a schedule of courses for the student and signing all the necessary forms needed for registration. (Departmental pre-registration procedures are outlined on page 41.)

During the first four weeks of the first semester of residence those students who have not yet aligned themselves with a faculty supervisor must seek out a faculty member whose research interests most closely approximate their own. After finding a faculty member who agrees to supervise his/her work, a Graduate Student Research Evaluation Form is filed (see **APPENDIX J** and Number 3 under "Steps to the Ph.D."). The designated faculty member becomes the student's official faculty supervisor. The faculty supervisor supervises the student's research activities. The student should consult regularly with the faculty supervisor in order that he or she may remain cognizant of the student's progress in the degree program.

The student should make certain that his/her permanent departmental file contains adequate up-to-date records of his/her status. Should the student's faculty supervisor change from one semester to next, this change should be recorded in the student's department file. When the student is admitted to Master's or Ph.D. degree candidacy, the chairperson of the master's or Ph.D. research committee automatically becomes the student's faculty supervisor. In the case of co-chairpersons the student must designate in his or her file, which co-chair will assume primary responsibility for academic advising.

Student Performance and Feedback

While the Department's system of academic advising has been designed to forestall the occurrence of any bottlenecks in the student's progress through his or her degree program, it should be realized that it is ultimately the student who bears the final responsibility for completing the program successfully. The faculty supervisor, having had experience with the procedures and policies of the Department and of the Graduate School, can advise the student as to the wisdom and propriety of his or her plans. However, this should not be seen as a substitute for the student being independently aware of the Department, program area and University regulations governing graduate study

In addition to serving as an advisor to the student, the faculty supervisor serves to inform the rest of the faculty as to the student's progress. At the end of the Fall and Spring semesters the faculty associated with each Division meet to evaluate all students enrolled in their respective programs. Each student's academic record is examined, including grades received in all classes and written evaluations of research activities. At the time of this meeting the student's faculty supervisor may be called upon to provide additional information regarding the student's progress. Each student's record is then discussed at a meeting of the entire faculty. Written notices are mailed to each student indicating the outcome of these proceedings with regard to their own status in the program. The Department reserves the right to require additional coursework, research or practica, when necessary or desirable for a particular student. Such courses of action should be expected for students on departmental probation, students who have failed portions of their qualifying exams, or whose work is otherwise judged unsatisfactory by a majority of their division committee, in consultation with the Department Chair.

Advisors and the Department take factors other than satisfactory grades into consideration in determining qualifications for advanced degrees. An adequate GPA does not in itself ensure continuance in an advanced degree program. The Department keeps records of deferred and plus and minus grades, as well as written evaluations by instructors and supervisors. These factors, along with other skills, aptitude and record of professional behavior, are considered by the Department in determining satisfactory progress and in decisions to permit students to continue in master's and doctoral degree programs.

Graduate Student Selection/Admission Process
From Department Website (graduate admissions page):

Student Selection

To receive full consideration for entry into the Ph.D. program for the Fall of the ensuing school year, applications must be received no later than **December 1**. Only students pursuing the Ph.D. are admitted. Approximately 10 to 15 clinical students are admitted each year from 400-500 applicants, and they are distributed across the four clinical program tracks (adult, child, pediatric, and health). Applicants to the clinical program should indicate the specific program track to which they are applying. The number of admissions to the developmental, evolutionary science, behavioral/cognitive neuroscience, and behavioral medicine programs vary each year. Applicants for admission to graduate study in the Department of Psychology must hold an undergraduate degree from an accredited college or university, and provide official transcripts, scores from the Graduate Record Examination (GRE), three letters of recommendation, and a personal statement. See [student admissions, outcomes, and other data](#).

In applying to admission to the graduate program, the faculty caution that *we do not encourage students to change programs*, but rather we strongly encourage applicants to select the graduate program that best meets their career goals *at the time of initial application to the graduate program*.

Top applicants will be invited to visit the University in order to interview with the faculty, meet current graduate students, and familiarize themselves with the University and the surrounding community. Invitations are typically extended in January.

Applicants for admission to graduate status in psychology generally have a minimum undergraduate GPA of 3.5 or higher overall and must have at least 18 hours of undergraduate psychology courses which must include courses in Introductory Psychology, Statistics, and Experimental Psychology or Research Methods. Students lacking the necessary preparation must ordinarily make up deficiencies prior to admission to the Graduate School. All applicants must present the Graduate Record Examination (Aptitude Tests; Advanced Test in Psychology preferred but not mandatory). GRE scores for the middle 50% of successful applicants range from 590-700 for verbal reasoning (159-166 new scoring system) and 620-700 for mathematical reasoning (149-155 new scoring system).

The University of Miami clinical program operates under a scientist-practitioner model, with somewhat greater emphasis on the clinical science or research component. As such, successful applicants typically have at least one semester of research experience in psychology or a related field. Experiences might include running experimental protocols, conducting literature searches on current topics, entering data from experiments, analyzing data using statistical techniques, preparing posters for presentation, or preparing manuscripts for publication. Because the clinical program uses a "mentor model" for research training, applicants should clearly indicate which faculty mentors they are interested in working with on their research.

Applicants to the clinical program are also encouraged to highlight their clinical experiences, such as working at a clinic or hospital, in their applications. Clinical experience is not required, however, to achieve admission into the program.

All the graduate programs work on a "mentorship model" that is, students are admitted to work with a specific faculty mentor, or possibly a combination of faculty members. Faculty select students based on the quality of the application and the match between the student and mentor's research interests. The mentor supervises the student's research, including the Master's Thesis and Doctoral Dissertation. Occasionally students choose to switch mentors after starting the program.

Student Evaluation and Admission Process

Once completed applications are received they are assigned to one of the three graduate divisions (Adult, Child, Health), and a faculty representative from the division performs a preliminary screening of the applications for completeness and competitiveness. Our graduate program has a strong commitment to diversity, and we encourage persons from diverse ethnic/racial backgrounds to apply for admission to our program. Therefore, applications are also screened by a faculty representative from each graduate division to ensure that there is adequate representation of ethnic minority applicants among the applications deemed to be competitive.

Competitive applications are then placed electronically in a folder (one folder for each graduate division and each clinical program track) on the departmental server, with only departmental faculty given access to the applications. The faculty from each graduate division then review the applicant files.

Once faculty mentors identify applicants who are a good fit for their lab and for the relevant graduate program, each Division meets separately to discuss their potential candidates. Each Division compiles a list of applicants they wish to interview for admission; that list is then reviewed and approved by the Department Chair. Potential sources of funding for the applicants are also identified. Applicants are then invited to interview at UM (typically in February).

Soon after "Interview Weekend," faculty meet with their Division to discuss preferred candidates for admission and any "alternate" candidates. A ranked list of candidates for admission is then forwarded to and reviewed by the Department Chair, along with recommendations for financial aid (all our students are funded). The department offers financial aid in the form of NIH traineeships, research assistantships, teaching assistantships, and university fellowships. Assistantships and pre-doctoral traineeship stipends typically range from \$20,000 to \$22,500 per year plus tuition remission.

After approval by the Department Chair, mentors may contact their applicants to give verbal feedback that an official offer will be forthcoming. The Department will send the offer letter to admitted candidates via email.

Applicants who are selected for admission have until April 15th to reach a decision and respond in writing. Our Department and our Clinical Program abide by the policies of APA, the Council of Graduate Departments of Psychology, and the Council of University Directors of Clinical Programs, which commit us to giving candidates until April 15th to decide whether they will accept our offer. However, we hope that applicants respect this process and do not hold on to multiple offers while they are deciding on a graduate program. We appreciate hearing from applicants once they have made a decision, so that we can plan on their attendance or consider alternate candidates.

Guidelines for Graduate Student Mentoring

Department of Psychology

As stated in the Department of Psychology Mission Statement, "in training graduate students for a career in psychological sciences it is the intent of the Department to: 1) develop in these students an advanced understanding of behavior, psychological processes, and biological processes, 2) provide rigorous training in research design and analysis, and develop advanced research skills, and 3) provide clinical psychology training and practical experience for those students seeking applied training in a career as a scientist/practitioner." In order to meet these goals it is imperative for departmental faculty to be conscientious in supervising students, and to assume an active role in their mentorship. Faculty-student interactions are expected to be cordial and respectful. Faculty are expected to be available, supportive and timely in meeting their instructional and mentoring responsibilities. If concerns regarding faculty-student interactions should arise, see page 38 for grievance procedures.

Graduate student mentorship should include the following duties.

I. Advising

Although students are advised by the Division Director each semester regarding curriculum and clinical training, mentors should be aware of all aspects of the students' training. Mentors should meet with students regularly to see that research efforts are coordinated with divisional and departmental deadlines and requirements, and if appropriate, clinical training. Students have responsibilities in addition to their research, and mentors should work with their students to make the process proceed smoothly. The "Graduate Student Research Evaluation Form" (**APPENDIX J**) provides important feedback to the student and is to be filled out by the student and mentor each semester. Also each semester, the student should fill out the "Research Supervisor Feedback Form" (**APPENDIX S**) to provide their mentor with constructive feedback.

II. Research Supervision.

In order to train students adequately, faculty must provide direct one-on-one supervision of graduate student research activities. Although students may work closely with, and gain valuable training from post-docs, research associates, or other faculty, this training cannot substitute for direct supervision from the faculty mentor. Mentors should meet with students at least biweekly to discuss their research projects. In addition, mentors should make sure that the students are involved in all aspects of the research, and not just fulfilling a narrow role in the project. If students are collecting data on projects not directly related to their M.S. or Ph.D. projects, care should be taken to limit this activity after the first year.

III. Scientific Communication and Grantsmanship.

An important part of scientific training is proficiency in writing, public speaking, and grantsmanship. Mentors should involve their students in the planning and writing of manuscripts and

research grants. Frequent writing assignments, with feedback from the mentor, will enhance the student's ability to communicate scientifically. In addition, oral presentations in lab meetings, classes, and scientific conferences will improve their public speaking skills and foster confidence.

IV. Intellectual Development.

It is the responsibility of the mentor to provide an environment for intellectual growth of the graduate student. Through regular one-on-one meetings, group lab meetings, journal clubs, 'brown bag' seminars, colloquia, and scientific conferences, the mentor can stimulate creativity and critical thinking among the graduate students. By the end of their training, students should be able to conceptualize and develop their own research studies.

V. Employment/Internship Opportunities.

Toward the end of the students' training, mentors should take an active role in helping their students to find post-docs, internships, faculty positions, or other jobs. Placement of students in outstanding institutions will enhance their career, and it will reflect well upon our program.

Minimum Levels of Acceptable Achievement in the Graduate Program

The minimum levels of acceptable achievement in the Graduate Program are indicated below. (Please also see the following section on Retention and Termination, for further details.)

I. Coursework:

- Students must receive a grade of B- or higher in all required courses to remain in good standing in the program.
- Students must also maintain an overall GPA of 3.0 or higher across all courses.

II. Research:

- Students must engage in 10 or more hours of research per week, each semester, to remain in good standing.
- Students must also receive an overall rating of “satisfactory” from their research mentor each semester, which is based on students’ progress toward their stated research goals. (See Appendix V of the Graduate Student Handbook.)
- Students must satisfactorily complete and defend a master’s thesis (typically by the 2nd or third year of the program).
- Students must satisfactorily complete and defend a dissertation project, typically before or during the clinical internship year, and prior to the end of the 7th year of program enrollment)

Additional Research Requirements for Students in the Clinical Program:

By the time of application for clinical internships (usually the fall of the 4th or 5th year), students also must have either:

a) Presented 3 papers/posters at a scientific meeting (e.g., APA, SBM, SRCD, ABCT) as a first author during their graduate training.

OR

b) Published a peer-reviewed journal article or book chapter as author or co-author during their graduate training.

III. Qualifying Exams or Papers:

Clinical students must receive a grade of P- or higher in all three Clinical Qualifying Exams.

Non-clinical students must successfully complete and defend a Clinical Qualifying Paper or an examination.

IV. Teaching

Students are expected to teach an undergraduate class and receive satisfactory evaluations from students and the faculty supervisor.

V. Clinical Practice Training and Internship (for Clinical Graduate Students):

Students must receive a satisfactory grade (S) in all required clinical practica. Practicum grades are based on students’ evaluations from their clinical supervisors, with input from the clinical faculty. Each semester, clinical supervisors rate students’ clinical skills and competencies in important areas such as assessment, intervention, ethics, and professional behaviors (see Practicum Form in Appendix U of the Handbook).

Students must satisfactorily complete a year long, full-time clinical internship. It is expected that most if not all students will complete their clinical internship at a site that is accredited by the American Psychological Association or the Canadian Psychological Association. In unusual circumstances, students may complete their internship at a non-accredited site (preferably one that is an APPIC member site), with the permission of the Director of Clinical Training and the student’s Clinical Track Advisor.

RETENTION, REMEDIATION, AND TERMINATION

Required courses.

Students must receive a grade of B- or higher in all required courses to remain in good standing in the program. Students who receive a grade below B- in any required course MAY BE GIVEN the option of retaking the course. Students who fail to repeat the course with a grade of B- or higher may be dismissed from the program. At the end of every semester each student's course work performance is evaluated by the faculty in their track and by the psychology department faculty as a whole. The Graduate School of the University of Miami also requires that all graduate students maintain a minimum of a 3.0 GPA.

Research.

Students must engage in 10 or more hours of research per week, each semester, to remain in good standing. At the beginning of each semester students must submit an outline of their planned research activities and this must be reviewed with and signed by their faculty research mentor. At the end of every semester, all students' research progress is evaluated by their faculty mentor, by the division faculty, and by the psychology department faculty as a whole. Students who fail to make satisfactory progress towards the goals proposed in their research outline may receive an unsatisfactory evaluation and in extreme cases may be terminated from the program.

Masters Thesis.

Students are expected to successfully defend and complete a master's thesis by the middle of their third year in residence; students who have not completed a master's thesis by that time will receive an unsatisfactory evaluation, will not be allowed to register for more than two courses (in addition to research credits), and may be placed on probationary status. Students who fail to successfully complete a master's thesis by the fall of the fourth year will be placed on probationary status and may not take any courses (except research credits) until they complete the master's thesis. Failure to complete the thesis by the end of the fourth year may result in termination from the graduate program.

All students are expected to submit the complete and final thesis document to the graduate school within THREE months of having a formal thesis defense. Students who defend a thesis in May, and subsequently take qualifying exams the same summer, must submit their final thesis document to the graduate school by the beginning of the fall semester for that year; failure to do so may jeopardize the student's admission to Ph.D. candidacy.

Qualifying Exam/QUALIFYING PAPER and Admission to Doctoral Candidacy.

Advancing to doctoral candidacy after completion of the master's degree is not automatic; for advancement to the Ph.D. the faculty may not approve students whose performance has been marginal. One criterion for advancing to Ph.D. candidacy is the successful completion of the Clinical Qualifying Exams (or Qualifying Paper, for non-clinical Ph.D. programs). Clinical students are required

to take Clinical Qualifying Exams during the summer after the defense of their master's thesis (typically the summer after their third year in the program) and must defend the thesis project no later than May 15th of the year they expect to take qualifying exams. The Clinical Qualifying Exams (three exams on separate days) occur in early July. Students who fail any of the exams will be required to retake and pass that exam during the subsequent fall semester; failure to do so will result in termination from the clinical program.

Dissertation.

Students must complete a formal dissertation by the end of their 7th year in the program. Clinical students may not apply for internship (typically in the early fall of their 4th or 5th year) until they have established a dissertation committee and successfully defended their dissertation proposal. Students who do not complete and defend their dissertations within seven years will need to re-certify their graduate credits and may be dismissed from the program.

Internship.

For students enrolled in the clinical program, failure to successfully complete a clinical internship by the end of the seventh year in the program may result in program dismissal.

Clinical work.

For clinical graduate students, failure to demonstrate satisfactory performance (e.g., grade of B- or higher) in any clinical course – even after retaking the course, receiving an unsatisfactory practicum evaluation, or failure to abide by APA ethical standards (e.g., confidentiality, record keeping), may result in dismissal from the program. Ethical guidelines and standards are discussed on pages 15-16 and the APA ethics code is included in full in **APPENDIX V** of the handbook.

Professional conduct.

Clinical students are in a professional training program, and those who do not behave in a professional manner throughout their training may be dismissed from the program. Examples of unprofessional behavior include: frequently arriving late for classes, supervision, clinical appointments with clients, or other professional meetings; excessive defensiveness with supervisors or instructors; rude, disrespectful behavior with faculty, classmates, or clients; inappropriate dress, especially during clinical activities; and intoxication on campus. Evidence of unethical behavior in research, clinical work, or classes (e.g., cheating on exams, PLAGIARISM) is grounds for program dismissal.

Personal Problems.

As stated in APA's "*Ethical Principles of Psychologists and Code of Conduct*" (**APPENDIX V** of this Handbook):

"Psychologists refrain from initiating an activity when they know, or should know, that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner. When Psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining

professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.”

The Department takes a similar position with regard to Psychologists-in-training. Examples of personal problems include, but are not limited to, substance abuse, maladaptive e social behaviors, untreated mental or physical health issues, and dishonesty in dealing with peers, supervisors, clients or others.

Overall Assessment.

The decision to recommend a student for admission to candidacy for the Ph.D. degree ultimately resides with the departmental faculty. Faculty advisors and the department as a whole take factors other than satisfactory grades into consideration in determining qualifications for advanced degrees. As mentioned in the “Academic Advising” section of this manual, departments keep records of deferred and plus and minus grades, as well as written evaluations by instructors and supervisors. These factors, along with other skills, aptitude, and record of professional behavior, are considered by the Department in determining satisfactory progress and in decisions to permit students to continue in masters and doctoral degree programs.

Remediation

- a. **Written notification of problems.** Students are provided with detailed, specific feedback in their written evaluation letters when their progress is unsatisfactory or requires placing them on probation; they are also given the names of one or more faculty (e.g., DCT, Division Director, research mentor) who is available to discuss the feedback with them. Every effort is made to speak with the student in a timely manner (within a week or less). In most cases, students will have already received feedback from a clinical supervisor, research mentor, or course instructor that his/her performance has been unsatisfactory. Students are also able to discuss their concerns with the research advisor, DCT, Division Director, academic advisor, practicum supervisor, or other suitable faculty member.
- b. **Guidance regarding steps to remediation.** Via meetings with the designated faculty (as indicated above) and/or with the student’s research mentor, DCT, or Division Director, a remediation plan is developed if the problem is considered to be remediable. For example, in the clinical realm, a student may have difficulty acquiring certain skills, progress more slowly than expected, and/or acquire skills and then deteriorate in performance. When a concern is raised about a student by a supervisor or in the course of the semester evaluations, our practice is to clearly describe the concern, linking it to measurable or observable behaviors (e.g., behaviors indicated on the practicum evaluation form). For example, concerns have been raised about students’ professional skills, such as the timely preparation of assessment reports or case notes. Given the nature of our program and the evaluation process, it is likely that independent evaluators (clinical supervisors, DCT, clinical faculty) would be available to document any problems.

PLAGIARISM

The following definitions and resources have been taken from the University of Miami School of Medicine Office of Research Education and Training website (<http://researchedu.med.miami.edu/x18.xml>).

Scientific Misconduct includes Fabrication, Falsification, and Plagiarism. A formal definition of Scientific Misconduct from the DHHS is still pending; however there is general consensus of the elements.

Plagiarism is the intentional use of someone else's words (e.g., direct quotes), thoughts (e.g., paraphrased quotes), ideas (e.g., charts, data), or internet materials in your own writings/presentations as if you had come up with them on your own. Plagiarism is the theft of intellectual property and is not unlike stealing from a commercial business.

Another issue to consider in this context is what some term "*self plagiarism*," in which an author uses substantial segments of his/her own published material in a new publication without reference. Another example is when students present the same paper they have written for the two different course assignments.

Although the University of Miami has established strict policies against plagiarism by students there are currently no web-based courses on plagiarism available.

The Department of Psychology will assess all theses, dissertations and qualifying papers for potential plagiarism (see Plagiarism Definitions, p. 36) 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, Remediation, and Termination" evidence of plagiarism is grounds for dismissal from the program.

Resources related to plagiarism and scientific misconduct:

University of Miami Resources

University of Miami Honor Code

(http://www.miami.edu/sa/index.php/policies_and_procedures/honor_code/).

"What Constitutes Plagiarism" by Christopher F. Colby, President, University of Miami,
Undergraduate Honor Council

Composition Symposium 2002 "Punishing Forgery, Preventing Plagiarism, and Teaching to Motivate" with Rebecca Moore Howard

Web Based Resources available

United States DHHS, Office of Research Integrity (ORI) (<http://ori.dhhs.gov/>)
1993 Conference on Plagiarism and Theft of Ideas
ORI Provides Working Definition of Plagiarism

Other Resources on the Web

Comprehensive Plagiarism site at the University of Illinois

(<http://www.library.illinois.edu/learn/research/academicintegrity.html#ui>)

“Plagiarism” by Earl Babbie, Professor Sociology Department, Chapman University

(http://www.chapman.edu/wilkinson/english/_files/wc-plagiarism.pdf)

“What is Plagiarism?” The History News Network staff has posted three different definitions of plagiarism provided by the American Historical Association, Modern Language Association and the American Psychological Association (<http://hnn.us/articles/514.html>)

“On Being a Scientist: Responsible Conduct in Research” from the National Academy of Science

“Keeping Kids Honest in the Information Age: Dealing with Cyber-Plagiarism” by Lorraine Sherry, a Senior Research Associate at RMC Research Corporation (Denver, CO) put together this article as part of her work with the STAR Center (Support for Texas Academic Renewal). Sherry discusses some reasons why students use the internet to “cut and paste” information to complete assignments. She also presents data about term paper providers and other sites that “encourage” plagiarism. Tips on how to teach about plagiarism, detection strategies, and methods to help prevent plagiarism are also covered.

Rebecca Moore Howard--Articles, Rebecca Moore Howard, Associate Professor of writing and rhetoric, and Writing Program Director at Syracuse University is one of the most well-known researchers in the area of composition and plagiarism. This site provides access to a number of Howard’s articles on the topic of plagiarism. Howard presents a seminar at the University of Miami in September 2002. A video of Howard’s talk is available from the Office of Research Education, 305-243-7970.

GRIEVANCE PROCEDURES

There are several different procedures, both formal and informal, that are available to students who might have a concern, complaint, or grievance.

Student concerns regarding academic policies and procedures of the Psychology Department and its graduate programs may be brought to the attention of the faculty by way of the Psychology Graduate Student Organization (PGSO) (see page 45). Matters of general concern also should be brought to the attention of the faculty via the PGSA representative who regularly attends faculty meetings.

Specific questions regarding funding, TA responsibilities, or course issues should be first addressed with the Director of the Division (Adult: Dr. Charles Carver; Child: Dr. Alexandra Quittner; Health: Dr. Neil Schneiderman). Questions on these matters also should be brought to the attention of the Associate Chair (Dr. Maria Llabre).

Concerns regarding practicum experiences should be initially discussed with the Clinical Track Coordinator for the student's division (Adult: Dr. Amy Weisman de Mamani Child: Dr. Kristin Lindahl; Health: Dr. Patrice Saab) and with the Director of Clinical Training (Dr. Annette La Greca).

For all other difficulties or concerns, including concerns regarding a faculty research mentor, attention should be directed to the Director of the Division (Carver, Quittner, Schneiderman) or to the Director of Clinical Training (La Greca). If this is not possible or comfortable, alternate contacts are available. In the Adult area, students may speak with Dr. Amy Weisman de Mamani. In the Child division, students may also speak with Dr. Kristin Lindahl or Dr. Daniel Messinger, and in the Health division, students should speak with Dr. Maria Llabre. Students should also feel free to contact any faculty member with whom they feel comfortable to discuss problems or issues of mentorship.

Individual student concerns and appeals regarding academic probation or termination should be forwarded to the Director of the student's program area for consideration by the affiliated faculty, or directly, to the Department Chairperson. Under extreme circumstances, the Department Chairperson may convene an *ad hoc* advisory committee consisting of three faculty members and a representative of the Graduate School to consider all sides in the matter.

All University of Miami students are subject to the policies and procedures defined in the "Student Rights and Responsibilities" document available at the Dean of Students' webpage http://www.miami.edu/sa/index.php/policies_and_procedures/student_rights_responsibilities/

For issues pertaining to academic misconduct or dishonesty, students should refer to the Graduate Student Honor Code at the Dean of Students' webpage: http://www.miami.edu/sa/index.php/policies_and_procedures/honor_code/

Department of Psychology: Students' Due Process and Procedure for Complaints

Graduate students have multiple avenues available for handling complaints or concerns. Depending on the situation, students can consult with their research mentor, Clinical Track Advisor (Drs. Lindahl, Saab, Weisman de Mamani), Director of Clinical Training (DCT) (Dr. La Greca), Division Director (Drs. Carver, Quittner, Schneiderman), Graduate Coordinator (Dr. Llabre), and/or the Department Chair (Dr. McCabe). The department also has an Ombudsman (Dr. Llabre) who can hear complaints and concerns and help to resolve differences.

If a graduate student has a complaint against an individual (faculty member, instructor, another student), the student should first consult with their mentor/advisor, Clinical Track Advisor, DCT, or Division Director. If the matter cannot be resolved at this level, the next step would be to involve the Graduate Coordinator or Department Chair.

If the problem or complaint involves clinical training (e.g., conflict with a supervisor, dissatisfaction with a clinical evaluation), the student might first contact their Clinical Track Advisor and/or the DCT. If the matter cannot be resolved at this level, the next step would be to involve the Graduate Coordinator or Department Chair.

In all cases, the department Ombudsman can assist with the process of hearing complaints and concerns, and deciding on the most appropriate course of action.

If a problem cannot be resolved at the department level, the next step is to present complaints to the Dean of Students (http://www.miami.edu/sa/index.php/dean_of_students/) or Dean of the Graduate School (http://www.miami.edu/gs/index.php/graduate_school). The webpage for the Dean of Students contains more information on University procedures for complaints and concerns. The page also has a link to the manual on *Students Rights and Responsibilities*. Also of interest is the graduate honor code: http://www.miami.edu/sa/index.php/policies_and_procedures/honor_code/

Procedures for Documenting Complaints (for Clinical Students)*

After appropriate discussions with the above faculty and/or advisors have occurred, but have not resolved the issue, it may be the case that a student wishes to file a formal complaint (e.g., to request reinstatement in the clinical program after a dismissal). In such cases, the procedures for due process are as follows.

1. The student should write a letter to the DCT* and Department Chair making the formal request, and explaining the case (e.g., why individual should be reinstated).
2. The request will then be reviewed by the Clinical Committee* and a recommendation will be made to the department faculty.
3. The recommendation of the Clinical Committee* will then be reviewed by the Department's Advisory Group (i.e., the Department Chair, Associate Chair, Division Directors, and the DCT). This group will make further recommendations about how to handle the individual complaint.
4. The recommendations of the Clinical Committee* and Advisory Group will then be discussed and voted on by the full Department Faculty.
5. If the complaint is dismissed by the Department or the decision is not to the satisfaction of the student, the student can file a formal complaint with the Graduate School. (See the UM Graduate School Handbook: http://www.miami.edu/gs/index.php/graduate_school)

*Note: The procedures are very similar for students enrolled in non-clinical programs. However, such students should first file complaints with their Division Director (rather than the DCT), and complaints are then reviewed by their program faculty (rather than the Clinical Committee).

NON-DISCRIMINATION POLICY

The Department of Psychology endorses the University of Miami's policy on non-discrimination, described on the website: http://www.miami.edu/index.php/equality_administration/about_us-6/.

The core of the policy statement reads as follows:

It is the policy of the University of Miami that no person within the jurisdiction thereof shall, on the basis of race, religion, color, sex, age, disability, sexual orientation, gender identity or expression, veteran status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment (including all forms of sexual harassment and sexual violence) under any program or activity of the University, regardless of whether such program or activity occurs on-campus or off-campus.

DEPARTMENT PRE-REGISTRATION PROCEDURE

Prior to pre-registration each semester (dates announced in advance) the student should develop a proposed course schedule for the coming semester with his or her Faculty Supervisor. Prior to meeting with the advisor, the student should secure from the Department's main office any forms required for special courses involving direct faculty supervision (PSY 684, PSY 680, PSY 681, PSY 673, PSY 674, PSY 710, PSY 730); these forms should be filled out and signed by the appropriate faculty member before the student seeks final course schedule authorization. (a "Permission to Register" is reprinted in **APPENDIX H**).

During pre-registration the student submits his or her approved course schedule and all accompanying forms to the Division Director or his/her designee for final written authorization. The Director double checks the student's records to ensure that a given course is not taken out of sequence, that the minimum number of credits required for full-time status has been achieved, and that appropriate faculty approval has been secured for special faculty supervised courses. No student will be allowed to register for courses without obtaining this final written authorization. During registration the student submits his/her approved Departmental course schedule to student Enrollment Services or the office of the Associate Dean of Arts and Sciences.

REQUESTS FOR WAIVER OF CORE COURSES, TRANSFER CREDITS AND PART-TIME STATUS

Waiver of Core Courses.

If a newly admitted student has taken one or more graduate courses at another institution whose content appears to be equivalent to one or more of the Department's core courses, he or she may request a waiver for the course(s) in question. In most cases, students may not obtain more than 3 core course waivers (i.e., a minimum of 4 core courses must be taken within the department). The procedure to be followed when seeking a waiver for any core course is as follows:

1. Discuss the possibility of obtaining a course waiver with your Faculty Supervisor or Program Director, and determine the advantages and disadvantages of excluding a core course from your course schedule.
2. If it is determined that a waiver is desirable, obtain a "Request for Waiver of Core Course" form (reprinted in **APPENDIX I**) and list the course(s) in question and state the reasons for the requested waiver.
3. Initiate contact with the faculty member who is scheduled to teach the course. This faculty member has the primary authority to waive the course requirement and to recommend a substitute where appropriate.
4. The instructor determines the appropriateness of a waiver by employing one of 3 options:
 - a. Assessing the student's knowledge by interviewing the student and examining the course syllabus, text, written reports and other materials associated with the previously taken course.
 - b. Constructing, administering and scoring a specially designed examination to assess the student's knowledge of the course's content area.
 - c. Allowing the student to take the regularly scheduled exam(s) for the course without registering for it and grading the exam(s) using the same criteria as employed with other class members. The particular option chosen for any student is at the full discretion of the instructor making the decision.)
5. The instructor informs the student of his or her decision and forwards the completed waiver form (indicating approval or denial) to the student's Program Director.
6. The Program Director forwards the waiver form together with any comments to the Department Chairman.
7. The Chairman approves or denies the waiver, informs the student, and records the final decision in the student's Department file.

Master's Theses From Other Universities.

In some cases the Department will accept Master's Theses from other universities as having satisfied our Master's Thesis requirement. Only empirical studies will be considered, and should be submitted to the Area Director for evaluation (see form in **APPENDIX I**).

Transfer of Credits.

If a student has completed one or more graduate courses with a grade of B or above at another institution and wishes to have a corresponding number of course credits applied to his degree

requirements within the Department of Psychology, he or she must first seek Department approval and then petition the Graduate School. Waiver of any given core course does not ensure transfer of course credit; nor does the approval of transfer credits mean automatic approval of a course waiver. Graduate school rules provide that no more than six transfer credits may be applied against requirements for the Masters degree. Transfer of credit from another institution will generally not be made until the student has completed a like amount of credit at the University of Miami. Work taken more than six years prior to the transfer request will not be accepted. **IMPORTANT:** The Graduate school does not allow a student to use the same course credits for two different degrees. Therefore, course credit obtained at another university that was used to fulfill the requirements of a master's degree cannot be used toward an M.S. or Ph.D. within the Department of Psychology. In these cases the student's total Ph.D. course credit requirement (i.e., 72 credits) may be reduced by the Chairman following the recommendation of the Division Director. To illustrate this point, if a student takes 6 credits of statistics at another university in the process of obtaining an M.S., that student may ask the Division Director (i.e., Adult, Child, Health) to reduce the Ph.D. requirement from 72 credits to 66 credits. Of course, a waiver must be obtained for the credits to be reduced (see **APPENDIX I**).

The procedure for applying for course credit transfer is as follows:

1. Discuss the possibility of obtaining transfer credits with your Faculty Supervisor or Program Director.
2. If the transfer of credits appears appropriate, obtain a "Petition for Transfer of Credit" (reprinted in **APPENDIX I**) and supply the requested information regarding course descriptions, dates and institutions.
3. If not already on file, obtain an official transcript listing the courses and credits to be transferred.
4. Submit the completed Petition form and transcript to your Program Director.
5. The Program Director may request course syllabi and other course materials to assess the suitability of transfer credits. In the case of students who have already formed a Dissertation research committee, the graduate school requires committee approval of all transfer credits.
6. The Program Director forwards the Petition form together with recommendations (and Dissertation committee approval when necessary) to the Department Chairman.

The Department Chairman records the Department's final recommendation on the Petition form and forwards it to the Graduate School for final action.

Part-Time Status.

Graduate study within the Department of Psychology has been designed for full-time students. Only under unusual circumstances are students allowed to proceed on a part-time basis, and these instances are generally limited to students who have already completed the Department's core statistics and foundation courses. On occasion students have been allowed to take a one-semester

leave of absence so that upon their return they may complete their course of study on a full time basis. The procedure followed for requesting part-time status or a leave of absence is as follows:

1. The student should discuss the need for a change from full-time status with his or her Faculty Supervisor or Program Director.
2. If it is determined that a reduction in course load or a leave of absence would be beneficial, the student should write a letter stating his or her request, including the reasons for making the request, to the appropriate Program Director. The Program Director should receive the request no later than two weeks prior to the desired change in status between semesters. This means at least two weeks prior to registration for the next semester.
3. The program Director will solicit recommendations from the Faculty most familiar with the student's program of study. The Director will then forward the student's request, together with his or her own recommendation, to the Department Chairman.
4. The Department Chairman will make the final decision, inform the student and record the decision in the student's permanent file.

Failure to register for the minimum number of credits required in the student's Program Area, without first obtaining Department approval, is sufficient reason to drop a student from the Program. Failing to register for courses after the end of an approved leave of absence will be considered an official withdrawal from the program. Should the student wish to be readmitted to graduate study, an application must be filed with the Department of Psychology. The student's application will be considered along with others seeking admission to the Program during the next regular admission cycle.

PSYCHOLOGY GRADUATE STUDENT ORGANIZATION

The Psychology Graduate Student Organization (PGSO) is a Department of Psychology student organization devoted to promoting and enhancing effective communication between graduate students and faculty. Its primary goals are to provide a forum for students' questions and concerns and to assure students a voice in Departmental decisions. All of PGSO's functions are executed by PGSA voting members and a board of graduate students elected by majority vote. The PGSO board is composed of two co-chairpersons who attend faculty meetings (general and clinical) and preside over PGSO meetings, representatives from each track (adult, child/pediatric, developmental, health) who attend individual track faculty meetings, a secretary and a Graduate Student Association (GSA) representative. All graduate students in the Department of Psychology are voting members of PGSO and are responsible for attending regularly scheduled PGSO meetings. These meetings are held at least twice a semester in order to disseminate important information and to respond to students' questions or concerns. It is extremely important that all graduate students attend these meetings and participate fully in achieving PGSO goals.

STUDENT FINANCIAL OBLIGATIONS

Funding, either in the form of a Teaching Assistantship (TA), a Research Assistantship (RA), a fellowship, or training grant position, is provided for MOST students; any additional employment outside of the University is discouraged, and must be reviewed and approved by the DEPARTMENT CHAIR AND BY THE GRADUATE SCHOOL. Clinical graduate students interested in additional external sources of employment must FIRST obtain special permission from THEIR RESEARCH SUPERVISOR, the Director of their Division, the Director of Clinical Training, and from the Clinical Committee. Specific procedures for making such requests are included in the Handbook on page 19.

Students are responsible for purchasing required textbooks.

Clinical graduate students are required to purchase their own professional liability insurance (see p. 18 of the Handbook for more details), and pay university fees (approximately \$300/semester).

Students interested in applying for funding to attend professional meetings should consult the Department's website at: <https://www.psy.miami.edu/login/forms/>

SEXUAL HARASSMENT POLICY

The Department of Psychology will not tolerate verbal or physical abuse on the part of its faculty, staff, or students. The Department also endorses the University's policy on sexual harassment. Full disclosure of the University of Miami's policies on sexual harassment can be found on the departmental website: http://www.miami.edu/index.php/equality_administration/sexual_harassment-1/.

The core of the policy is provided here:

"The University of Miami is committed to providing an environment free from all forms of discrimination including sexual harassment. Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964 and the University's Sexual Harassment Policy. Sexual harassment includes, but is not limited to, physical or verbal abuse of a sexual nature including graphic commentaries about an individual's body, sexually degrading remarks used to describe an individual, or unwelcome propositions and physical advances of a sexual nature. Sexual harassment also includes the threat of insinuation that sexual submission or the lack thereof will be used as a basis for employment or educational decisions affecting or interfering with an individual's salary, academic standing, or other conditions of employment, educational, or career development. It is the policy of the University to promote a cooperative work and learning environment in which mutual respect exists for all University students, faculty members, and employees. Sexual harassment is inconsistent with this objective and contrary to the University's policy.

All graduate students, faculty, and staff IN THE DEPARTMENT OF PSYCHOLOGY are required to attend a Sexual Harassment Workshop during their first few weeks at the University.

COMMISSION ON ACCREDITATION INFORMATION

Our program is committed to the accreditation process and we fulfill our responsibilities to the APA Commission on Accreditation. For further information, students may contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street NE
Washington, DC 20002-4242.

They also can be reached by phone (202/ 336-5979) and information can be obtained from their website (www.apa.org/ed/accreditation).

Typical Schedule of Graduate Course Offerings in Psychology

Year 1

Fall

PSY 601: Issues in Professional Development & Research
PSY 603: Neuroanatomy
PSY 605: Cognitive Neuroscience
PSY 610: Behavioral Medicine: Overview of Basic Science, Public Health & Clinical Trials
PSY 616: Behavioral Processes & Clinical Research Applications in Health Psychology
PSY 625: Social Psychology
PSY 631: Psychological Statistics, Research Methods & Design
Disorders
PSY 633: Structural Equation Modeling
PSY 640: Adult Psychopathology
PSY 641: Child & Adolescent Psychopathology
PSY 642: Advanced Adult Psychopathology
PSY 645: Introduction to Psychological Evaluation
PSY 650: Laboratory in Clinical Psychology
PSY 660: Evidence-Based Psychological Intervention With Child & Families
PSY 662: Health Psychology Interventions
PSY 666: Research & Theory of Early Intervention
PSY 670: Practicum in Clinical Psychology
PSY 671: Assessment Lab (taken w/PSY 645)

Spring

PSY 602: Scientific Writing & Grantsmanship
PSY 604: Cognition & Emotion
PSY 606: Biobehavioral Processes & Disease in Health Psychology
PSY 609: Psychopharmacology
PSY 614: Diversity Issues in Psychology
PSY 620: Developmental Psychology
PSY 632: Multiple Regression & Multivariate Statistics
PSY 647: Psychological Evaluation of Children & Families
PSY 648: Psychological Evaluation in Physical
PSY 656: Introduction to Evidence-Based Psychological Treatment
PSY 657: Introduction Psychotherapy, Ethics, & Professional Issues
PSY 670: Practicum Clinical Psychology

Year 2

Fall

PSY 601: Issues in Professional Development & Research
PSY 603: Neuroanatomy
PSY 605: Cognitive Neuroscience
PSY 610: Behavioral Medicine: Overview of Basic Science, Public Health & Clinical Trials
PSY 615: Foundations of Neuropsychology
PSY 616: Behavioral Processes & Clinical Research Applications in Health Psychology
PSY 621: Theories of Development
PSY 625: Social Psychology
Disorders
PSY 631: Statistics, Research Methods & Design
PSY 638: Psychology of Infant Development
PSY 640: Adult Psychopathology
PSY 641: Child & Adolescent Psychopathology
PSY 645: Introduction to Psychological Evaluation
PSY 650: Lab for PSY 640
PSY 661: Interventions in Pediatric Psychology
PSY 662: Health Psychology Interventions
PSY 665: Family Therapy
PSY 670: Practicum in Clinical Psychology
PSY 671: Assessment Lab (taken w/PSY 645)

Spring

PSY 602: Scientific Writing & Grantsmanship
PSY 604: Cognition & Emotion
PSY 606: Behavioral Processes and Disease in Health Psychology
PSY 614: Diversity Issues in Psychology
PSY 620: Developmental Psychology
PSY 624: Atypical Social & Emotional Development
PSY 632: Multiple Regression & Multivariate Statistics
PSY 646: Psychological Evaluation of Adults
PSY 647: Psychological Evaluation Children & Families
PSY 648: Psychological Evaluation in Physical
PSY 656: Introduction to Evidence-Based Psychological Treatments
PSY 657: Introduction Psychotherapy, Ethics, & Professional Issues
PSY 670: Practicum in Clinical Psychology
PSY 692: Seminar in Personality

