



Graduate Student Handbook

2026-2027

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PREFACE

The information provided in this handbook applies specifically to the **2026-2027** entering class. Requirements for previous classes are outlined in the handbook in force at the time of their first registration. While regulations stipulated in this version of the Handbook apply to the class entering in 2026-2027, students may need to apply new policies or procedures added in subsequent (but not prior) versions of the Handbook. All students should retain a copy of the handbook that applies to their entering class and review new versions of the Handbook for relevant changes in future years.

The material covered in this handbook describes the requirements and regulations of the program. Thus, **YOU ARE RESPONSIBLE FOR THE MATERIAL IN THIS HANDBOOK**. If you have not reviewed this material, this is not an excuse for lack of compliance with Psychology Ph.D. policies. Thus, we strongly suggest you review these materials when you begin your training and refer to them throughout your training.

UNIVERSITY OF MIAMI DEPARTMENT OF PSYCHOLOGY GRADUATE PROGRAM OVERVIEW

Welcome to the University of Miami! This Handbook is designed to provide an overview of the program requirements for the degree of Doctor of Philosophy (Ph.D.) in the Department of Psychology. It describes departmental regulations and program area requirements governing progress toward the Master of Science (M.S.) and Ph.D. degrees, but please note that this Department does not offer a separate terminal M.S. degree in Psychology. It is only awarded within the context of the Ph.D. in Psychology program.

Our department only awards one Psychology Ph.D. However, the Psychology Ph.D. consists of two overarching programs of study, the Clinical Psychology Program and the Psychological Sciences Program, with specific majors or curriculum tracks available under these broader programs. Those curriculum tracks are also governed by four administrative Divisions in the Department of Psychology: Adult, Child, Health, and Cognitive and Behavioral Neuroscience (CBN). Students are accepted into a curriculum track (e.g. Child Clinical/Family, etc.) housed within an administrative division and broader program of study. Below is a visual overview of the different curriculum tracks classified according to the Program and Division. Requirements for each area of study are described by specialization. A student's Division Director (or a person appointed by the Division Director) is typically the student's **academic advisor** and aid in course registration and administrative matters, under the broader oversight of the Director of Clinical Training (for students in the Clinical Psychology Program) and the Associate Chair for Graduate Studies.

	Adult	Child	Health	Cognitive & Behavioral Neuroscience (CBN)
Clinical Psychology Program	Adult Clinical	Child/Family Clinical Pediatric Health Clinical Joint Developmental/Child Clinical	Health Clinical	
Psychological Sciences Program	Evolution, Cognition, & Behavior	Developmental	Behavioral Medicine	CBN

Students in good standing from the department's Clinical Psychology or Psychological Sciences Programs may also elect to pursue a **Concentration in Quantitative Psychology**. Additional information about this concentration is provided on [page 43](#). Please note that this concentration is completely optional and governed only by the policies specified in this Handbook.

Part 1:

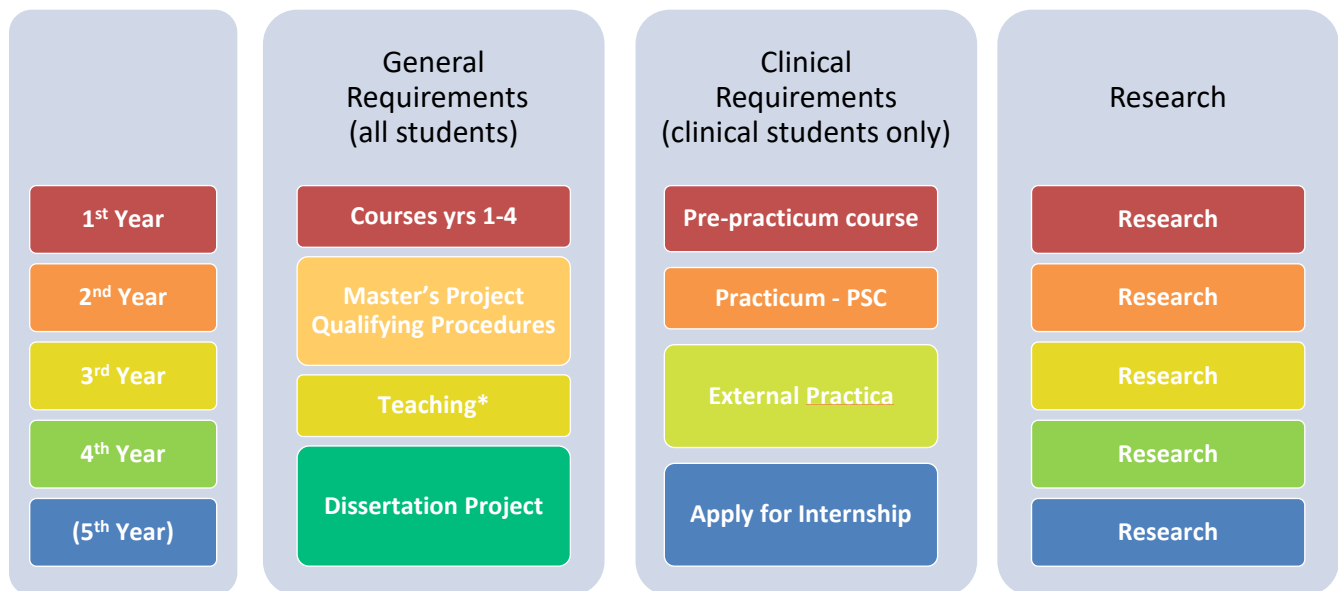
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The Path to Your Ph.D. in Psychology

There are many steps on the path to your Ph.D. These include (1) successfully completing the Department's foundation courses, (2) demonstrating continued research activity, (3) completing a Master's thesis, (4) completing advanced coursework required within the student's area of study, (5) successfully completing qualifying procedures, including satisfactorily completing a qualifying paper, (6) completing and defending a Ph.D. dissertation, and (7) meeting all program area competency requirements and any other graduate requirements stated.

The **minimum** number of credits required for the Ph.D. in Psychology varies according to the student's curriculum track or area of study *but in no case falls below* 69 for Clinical Psychology and 60 for Psychological Sciences, which include 6 thesis credits and 12 dissertation credits. *Note that these are course credit minimums, not maximums.* For example, a student in Psychological Sciences might take more than 60 credits in pursuit of the Ph.D. with approval of their academic advisor. Clinical areas of study require additional area practicum credits and a yearlong APA-approved internship. The specific course requirements for each program may be found in [Part 4](#) of this handbook. See overview of the requirements, and description of requirements below.



*Teaching one course as part of Psychology Ph.D. program requirements is typically completed in a student's third or fourth year. Please consult with your mentor(s) and Division Director when determining when is most ideal for you to teach a course.

Description of Graduate Student Responsibilities

I. Coursework

- **Students must receive a grade of B- or higher in all required courses** to remain in good standing in the program. If a student receives a grade of “C+” or lower in any core course, that course must be repeated or that student must arrange for completion of an equivalent course at the University of Miami. Students who fail to repeat the course (or pass the equivalent course) with a grade of B- or higher *may* be at risk of dismissal from the program.
- Students must also maintain an overall GPA of 3.0 or higher across all courses in order to graduate with a M.S. or Ph.D. in Psychology. Students who do not maintain a 3.0 GPA may be dismissed from the program.
- The specific course requirements for each program may be found in Part 4: Course Requirements on [page 77](#). Please note, the [University of Miami Course Bulletin](#) for the Ph.D. Program in Psychology serves as the official record of a student’s program and track requirements for graduation.

II. Research

Expectations by Funding Type

All graduate students are expected to be actively involved in research under the supervision of a mentor, regardless of funding source. Research activities include but are not limited to design of studies, participant recruitment, data collection, data entry, data cleaning, statistical analysis, manuscript writing, poster preparation, and lab meetings. Specific expectations vary by funding type and lab but required research activity on grants not related to the student’s own research should not take up more than 20 hours per week, regardless of the source of the student’s funding. *This does not mean the student cannot dedicate more time than that to the project, but rather that the student cannot be required to do so.* Below is further information on expectations by funding type.

- **Teaching Assistants (TAs)**
 - The Department requires a *minimum* of 15 hours/week dedicated to supervised research activities outside of the students TA activities. This may be inclusive of both a student’s own research and lab-assigned tasks from one’s mentor(s). Likely, students will spend more than 15 hours on research in any given week, as determined in annual discussions with their mentor(s).
 - Students funded as TAs perform additional teaching duties as part of their stipends, which should not take up more than 15 additional hours per week (7.5 additional hours if teaching for the first time).
- **Research Assistants (RAs) (includes Training Grants)**
 - For students funded as RAs or on training grants, 20 hours/week for research activities are required. This minimum is dictated by their funding source. As stated above, research activity on grants not related to the student’s own research should not take up more than 20 hours per week.

- **Fellows (e.g., NIH, ACF, NSF, McKnight, Graduate School, College of Arts and Sciences-funded, etc.)**
 - The Department requires a minimum of 20 hours/week dedicated to supervised research activities.
 - For students on graduate school or College-funded fellowships, their stipend is not linked to any specific project, although they are still required to work under the supervision of their mentor and contribute to the activities of their lab. Fellows and mentors together determine time allocation to differing lab activities and general research activities should still constitute a minimum of approximately 20 hours/week.

General Research Requirements

As noted above, students must engage in **at least** 15 - 20 hours of research per week (depending on funding source), each semester, to remain in good standing, and receive an overall “satisfactory” rating from their research mentor. In addition, graduate students are responsible for completing certain research requirements each semester and by year. These expectations are outlined below.

- Each semester, *students must update the [Departmental Student Progress Database](#) and/or submit their CV each semester along with their “pink sheet” reviewing research progress. If this is not completed, students may receive an unsatisfactory rating in research until such time as they fill in their progress in research for the semester.*
- Students must satisfactorily complete and defend a master’s thesis by the end of their **3rd** year of the program.
- Students must satisfactorily complete and defend a dissertation project, typically before or during the clinical internship year, **within 8 years of program enrollment**. Note: Students that fail to complete program requirements within 8 years of program enrollment must complete [Time to Degree Extension Form](#) on the University of Miami Graduate School website to proceed in the program and have this request approved. Re-certification of courses already completed may also be necessary to graduate after this time.
- In the rare instance that students fail to make satisfactory progress towards the goals proposed in their research outline, they may receive an unsatisfactory evaluation, placed on a remediation plan, and in extreme cases may be terminated from the program.
- The goal of the 5th year of graduate training at UM is for students to devote as much time as possible to research. However, we recognize that students may need to take a remaining required course for graduation or specialty requirements (e.g., Quantitative Concentration, etc.) during the 5th year due to course availability issues. The 5th year is not intended for students who are falling behind in other non-course related requirements (e.g., dissertation proposal, achieving required clinical hours, etc.), or for taking non-required courses. Applying for external grant funding is strongly encouraged for all students in the 5th year. At a minimum, students should apply for dissertation

funding at the University of Miami from the [College of Arts and Sciences](#) and/or [Graduate School](#).

- Information on research funding sources for graduate students is outlined in the comprehensive [Guide to Graduate Research Funding Opportunities](#). This guide can be found in the [Graduate Students](#) folder on the psychology server:
\\datastore01.psy.miami.edu\Groups\Grad_Students\Research_and_Funding.

Qualifying Procedures or Papers

- All students, regardless of program or track, must satisfactorily complete their relevant qualifying procedures *before advancing to doctoral candidacy*.
- Clinical students must receive at least a P- evaluation (between Borderline and Satisfactory) in all graded components of the Qualifying Procedures. Students must also submit a first-authored empirical paper for publication as part of the qualifying procedures.
 - A full description of clinical qualifying procedures and requirements can be found on [page 33](#).
- Students in the Psychological Sciences Program must successfully complete a separate set of Qualifying Requirements, which involve the completion of 1-2 first-authored papers, grant application, and/or a written examination.
 - A full description of these qualifying procedures and requirements by major area of study can be found on [page 34](#).

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:
 - Presented 3 papers/posters at a scientific meeting (e.g., APA, SBM, SRCD, ABCT, etc.) as a first author during their graduate training **OR**
 - Published a peer-reviewed journal article or book chapter as author or co-author during their graduate training.
- Failure to do so may delay students' ability to apply for a clinical internship. This requirement is based on the "internship readiness" criteria set forth by the Council of University Directors of Clinical Programs (CUDCP); see [Appendix H](#).

Additional Research Requirement for Students in the Developmental Track

- The student is required to submit a first authored empirical article to a peer-reviewed journal by the time of the dissertation defense. This is a requirement for graduation and is **in addition to any paper(s) submitted as part of Qualifying Requirements**.

III. Teaching

- Students are expected to teach an undergraduate class and receive satisfactory evaluations from students and the faculty supervisor. Typically, students teach one entire undergraduate course during their third year in residence, however, students may elect to teach in their fourth year. **This decision should be made in consultation**

with mentor(s) and/or one's Division Director. Students are allowed to indicate their teaching preferences (i.e., course, semester), however assignments are ultimately made based upon need and availability of courses.

- A faculty-level teaching supervisor is assigned to each student for the initial semester they are teaching in. Students should meet with the supervisor before the semester to go over the course syllabus, required textbooks, and helpful tips for teaching. A peer mentor may also be assigned to a student initially teaching by the Psychology Graduate Student Organization (PGSO).
- Student teachers are also required to attend a Psychology Department Teaching Workshop (e.g. "Teaching 101"; typically taught by the Associate Chair for Graduate Studies or another assigned faculty member).
- Students are evaluated by the faculty-level teaching supervisor and given constructive feedback. Typically, the supervisor should visit the student's class once in the first 5 weeks and may also visit again at the end of the semester. Supervisors should submit a written assessment of student teaching to Ms. Pat Perreira. Students are also evaluated by their undergraduate students (computerized form and open-ended comments).

IV. Clinical (for Clinical Program students only)

Clinical Practice Training

- Each semester, clinical supervisors rate students' clinical skills and profession-wide competencies in important areas such as assessment, intervention, ethics, and professional behaviors. These skills and competencies reflect the training goals of the clinical program and are consistent with Standards of Accreditation as determined by the American Psychological Association.
- Students must receive a satisfactory grade (S) in all required clinical practica. As with coursework, if a student receives an unsatisfactory grade (U) in practicum, they must remediate the practicum. Failure to do so may be reason for dismissal from the clinical program.
- Practicum grades are based on students' evaluations from their clinical supervisors, which are reviewed and voted on by the clinical faculty.
- More information about clinical practica requirements can be found on [page 58](#). Practicum site descriptions are available on the program website: https://www.psy.miami.edu/assets/pdf/clinical_program/06-practicum-sites-current.pdf
- A description of clinical research practicum opportunities and policies related to these opportunities can be found on [page 60](#).

Internship

- Students must satisfactorily complete a year long, full-time clinical internship.
- Because the Department requires students to have successfully defended a dissertation proposal prior to applying for internship, students need to successfully defend their proposal no later than **SEPTEMBER 15th** of the year they apply for internship.

- Note that students cannot propose and defend a thesis or dissertation in the same academic semester and should plan their time accordingly.
- It is also advised that students complete the majority of their 12 required dissertation credits in the academic year(s) before their internship begins.
- Additionally, students must have completed a minimum of 450 face-to-face clinical hours and a minimum of 150 supervision hours before they are eligible to apply for internship. (For additional requirements prior to applying for internship see [Appendix H: CUDCP Expectations for Internship Eligibility](#).)
- It is expected that 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 Coordinator, and after the program has been vetted to ensure a quality training experience.
- A full description of Internship application procedures can be found on [page 62](#).

STUDENTS SHOULD ALSO CHECK [APPENDIX B](#) FOR A SUMMARY OF THE MINIMUM ACCEPTABLE LEVELS OF ACHIEVEMENT.

Important Contact Information

I. Important Faculty and Personnel

Many individuals contribute to the department and program running smoothly. Below is a list of important individuals within the department and their responsibilities. If you have a question or an issue, please consult this list, or ask your advisor. E-mails and office phone numbers are provided at the following web site: <https://www.psy.miami.edu/people/index.html>.

Name	Title	Responsibilities
Phil McCabe	Department Chair	- Oversees all aspects of departmental operations - Contact with questions regarding funding, course requirements, etc. that are not able to be resolved by your Division Chair - Approves travel funds and external thesis/ dissertation committee members outside of UM
Jill Ehrenreich-May (for Spring 2027, Brian Doss will be Interim Associate Chair)	Associate Chair for Graduate Studies	- Oversees all graduate program decisions and creates graduate course schedule - Approves all course or programmatic exceptions or aberrations from requirements in this Handbook or course bulletin. - Assigns TA responsibilities & teaching supervisors - Updates Graduate Handbook and graduate bulletin - Advisor for PGSO and ombudspersons - Resolves issues related to the graduate program
Yanerys Leon	Assistant Chair for Academic Affairs (Undergraduate) & Research	- Involved (along with Dr. Ehrenreich-May) in making teaching schedule and assignments - Provides departmental sign-off for IRB applications - Oversees undergraduate program, FORUM/PRIME
Brian Doss Lara Traeger	Faculty Ombudspersons	Can assist with the process of hearing complaints and concerns and deciding on the most appropriate course of action in a private manner.
Amanda Jensen-Doss	Director of Clinical Training	- Manages all clinical activities, resolves issues related to clinical training (e.g., conflict with a supervisor, dissatisfaction with a clinical evaluation) - Advises and mentors students on the internship application process and qualifying procedures - If a matter cannot be resolved at this level, the next step would be to involve the Associate Department Chair or Department Chair
Division Directors		
Kiara Timpano	Adult Division	Contact these professors with questions pertaining to funding, TA responsibilities, or course issues. Serves as academic advisor (or designates advisor role within division).
Daniel Messenger	Child Division	
Mike Antoni	Health Division	
Aaron Heller	CBN Division	
Clinical Coordinators		
Amy Weisman	Adult Clinical	

Name	Title	Responsibilities
Brian Doss	Child/Family & Pediatric Health Clinical	Clinical coordinators oversee student practicum placements and resolve issues related to clinical training (e.g., conflict with a supervisor, dissatisfaction with a clinical evaluation)
Marc Puccinelli	Health Clinical	
Psychological Sciences Program Advisors		
Debra Lieberman	Evolution, Cog, & Behavior	Psychological Sciences Program advisors meet with students each semester to review course selections and monitor progress in the department
Elizabeth Simpson	Developmental	
Mike Antoni	Behavioral Medicine	
Aaron Heller	CBN	
Staff and Support		
Andre Perwin	IT/Computer Support	- Contact them with concerns with equipment - Most classrooms have a phone that connects directly with IT. If you are having difficulties with technology, use this phone to get directly connected.
Jason Garstka		
Derek Harmison		
Thomas Dekle		
Pat Perreira	Sr. Program Coordinator	- Approves course schedules, assists with course registration - Maintains graduate students’ folders - Assists with graduation clearances and graduate school documentation for students
Adam Clarke	Assistant Chair, Finance & Administration	Oversees departmental finances, including graduate student stipends, and oversees all other business operations
Ana Parr	Sr. Manager, Business Operations	Manages HR matters for the department
Maria Almeida	Accounting Assistant	Contact regarding funding reimbursement from the department
Maria Shah	Sr. Administrative Assistant	Disseminates feedback letters to graduate students at the end of each academic semester.
Adrienne Rondon	Sr. Program Coordinator	- Manages all Clinical Program administrative activities; - Serves as support staff for the Clinical Program
Melyza Casanova	Sr. Manager, Sponsored Programs	Contact for reimbursement for funding on grants, or designates appropriate contact within Department
Vivian Perez	Desktop Publisher	Contact for poster printing
Kent Schomber	Senior Mail Clerk	Handles incoming department mail and packages

II. Student Contact Information

The Clinical Program and the Department of Psychology 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 and respond to them in a timely manner.**

If you use an account other than the UM email 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 Adrienne Rondon at 284-5720)
- Main Department Office (c/o Pat Perreira at 284-2814)

Please make sure that your email account and other contact information are correctly listed (and updated) in the UM directory by checking your information on the CaneLink system on the UM website: canelink.miami.edu.

III. Holidays and vacation time

Students are funded for 12 months (even when paid over 10 months, as is the case with some UM fellowships, see below) and are afforded all University holidays and two weeks of vacation. **Students are generally expected to stay in residence in the local area and work in person at UM** (see residency requirements [here](#)). Students need to arrange their vacation time with their mentor, in consultation with their practicum supervisor(s) if relevant. Lab meetings should not take place during holidays. This is true whether students are financially supported via fellowships, TAs, or RAs.

IV. Additional fiscal information about stipends and fees

Students paid on departmental RAs and TAs presently receive their stipend every month for 12 months of the year. The Department of Psychology guarantees a minimum annual stipend amount for all students on RA, TA, or Fellowship support and this amount typically changes annually. However, some fellowships (e.g., UM Fellowships, Dean's Fellowships, Maytag Fellowships, etc. offered by the Graduate School, etc.) pay their full stipend amount over 10 months, rather than 12. **Students on such fellowships will only receive funding over 10 months (August through May), with no pay received in June and July.** Students are strongly encouraged to plan carefully if their stipends are paid over 10 months, or any other pay schedule, instead of over 12 months. If you are unsure which payment schedule your funding source falls under, please contact Adam Clarke at a.clarke2@miami.edu.

STUDENTS SHOULD ALSO CHECK [APPENDIX A](#) FOR INFORMATION ON ADDITIONAL RESOURCES AVAILABLE TO PSYCHOLOGY GRADUATE STUDENT

Departmental Supports for Graduate Students

I. Psychology Graduate Student Organization (PGSO)

- The PGSO is a student organization devoted to serving the needs of students in the Psychology Department, organizing specific departmental and student events, and acting as the voice of students to the faculty.
 - The PGSO is comprised of a board elected by psychology graduate students.
 - The PGSO board is composed of two co-presidents who attend faculty meetings and preside over PGSO meetings, representatives from several major areas of study (e.g., health, child/family, adult, developmental, and cognitive and behavioral neuroscience) who organize interview weekend, social chairs, secretary/treasurer, a Graduate Student Association (GSA) representative, Graduate Activity Fee Allocation Committee (GAFAC) representatives, a community service and professional development representative, and a first-year liaison who serves as a resource to incoming students and oversees peer mentorship. In addition, a PGSO member is chosen each year to serve as the Student Ombudsperson.
- 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 PGSO and/or the student ombudsperson. Matters of general concern also should be brought to the attention of the faculty via the PGSO presidents who regularly attend faculty meetings.
- Dr. Ehrenreich-May is the faculty mentor of the PGSO.

II. Graduate Student Mentoring

Upon entry to the program, students may be assigned a student mentor based on the interest and availability of student mentors and the incoming student cohort. This person is available to answer any questions and can be an important resource. This mentor is typically the primary person that the student will work with on their research projects throughout graduate school.

III. Academic Advising

The student's academic advisor is the Director of the division to which they have been admitted. The Director, or their designee (e.g., Associate Director, Clinical Coordinator, etc.), outlines the overall requirements of the degree and draws up an initial course schedule. The Director or their Designee is responsible for approving the student's schedule each semester and signing all the necessary forms needed for registration. The Director or Designee meets with each student to ensure adequate progress in the program and completion of program requirements. Students must meet with their academic advisor every semester in which they are enrolled and in residence to complete course registration *in a timely fashion*. Course registration forms should then be submitted to Ms. Pat Perriera in order to complete registration. Graduate students in the College of Arts and Sciences cannot complete their own registrations in Cane Central. These must be submitted to the College of Arts and Sciences for registration by departmental staff. **Delays in academic advising and registration paperwork**

submission may make it challenging to enroll in preferred courses and thus students are encouraged to complete advising as soon as possible after registration begins for the following semester. Fall advising is inclusive of the Summer semesters, as students are enrolled in research practicum or internship credit(s) during the Summer semester by the Department.

Most students enter the program with an assigned faculty research mentor. The faculty mentor supervises the student's research activities. The student and their faculty mentor also monitor the student's progress toward completion of degree requirements. In the rare event that the student has not decided upon a regular faculty mentor by the time of registration for the first semester or subsequently, as needed, the Associate Chair, Division Director, or their designee will function as the research mentor. The student should consult regularly with their faculty mentor and update them of their progress in the degree program. Although students are advised by the Division Director or Designee each semester regarding curriculum and clinical training, faculty 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, coursework and 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](#) (Pink sheet) provides important feedback to the student and is to be filled out by the student and mentor each semester. Should the student's faculty mentor change from one semester to next, this change should be recorded in the student's department file and the Associate Chair should be notified. 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 mentor. In the case of co-chairs, the student must designate in their file which co-chair will assume primary responsibility for mentorship.

While the Department's system of academic advising has been designed to forestall the occurrence of any bottlenecks in the student's progress through their degree program, it should be realized that **it is ultimately the student who bears the final responsibility for completing the program successfully.** The faculty mentor and Division Director (or their Designee), 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 their 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 studies.

IV. Research Supervision

To ensure success in the research domain, students receive direct one-on-one supervision from their faculty research mentor. 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. It is required that students meet with their faculty mentor weekly to discuss their research projects. In addition, students and mentors should work together to make sure that the student is involved in all aspects of the research and not

just fulfilling a narrow role in the project. Students are often involved in research with their faculty mentor that does not directly relate to their M.S. or Ph.D. project, particularly if they are funded from their mentor's grant (i.e., research assistantship). Students and faculty should discuss the student's research responsibilities, time management, and involvement in publications, before the student begins, and at the start of each academic year. If students have concerns with amount of time spent on projects not directly related to their M.S. or Ph.D. projects, they should attempt to resolve their issues with their faculty research mentor. If it cannot be resolved at this level, students can speak with their Division Chair, the Director of Graduate Studies, or the Department Ombudspersons (Faculty or Student).

To help facilitate a strong working relationship between students and mentors, each student meets with their mentor to complete a **Mentor-Mentee Agreement** (which is combined with the student research evaluation, ["Pink Sheet" part 1](#)) at the outset of each academic year. The Mentor-Mentee Agreement is used to specify the parameters of the student-mentor relationship (e.g., responsibilities for both parties, preferred methods and timeliness of communication, co-mentoring opportunities). The process of creating this agreement is a bi-directional one in which both individuals outline their needs and expectations for the other; the [Mentorship Expectations Discussion Guide](#) suggests topics and questions to facilitate this discussion. **Expectations for remote vs. in-person work should be discussed and agreed upon during this mentorship discussion.** After both parties reach an agreement, the document is signed, and the student is instructed to upload the completed and signed form into their departmental Box folder. Should there be any grievances in the agreement-making process or in upholding the agreements made, the student can refer to the **Grievance Procedures** ([Appendix C](#)).

**It is important to note that the Mentor-Mentee Agreement is different from the Pink Sheet in that the Pink Sheet outlines the student's specific research goals for each semester. The Mentor-Mentee Agreement sets out expectations for the dynamics of the working relationship between the mentor and mentee.*

At the end of each academic year, students are asked to anonymously evaluate their research mentor (as well as any other faculty whom the student would like to evaluate). The PGSO Student Ombudsperson will send out a survey to be completed anonymously, and each student is expected to rate faculty members' performances on a range of outcomes (including interpersonal, professional, and other expectations). This is an opportunity for students to provide information about areas of strength for faculty members and also areas that may be in need of improvement. All information in this evaluation is provided in confidence to the Student Ombudsperson, who then aggregates the information and provides summaries of the findings to the Department Chair and Associate Chair. The Department Chair and Associate Chair will then provide feedback directly to the faculty members as deemed necessary. The goal of these procedures is to help fix any problems that arise in a lab. However, there may be circumstances where students and/or mentors believe changing labs is the best course of action. In such cases, students and mentors should review the **Grievance Procedures** ([Appendix](#)

c) to see the steps the department encourages students and mentors to take to try to resolve any issues and to make the Associate Chair aware of a possible lab change as soon as possible so that the Associate Chair may help facilitate this process.

If unforeseen situations arise such as a mentor leaving the University, the Department and the student's program will facilitate the identification of an appropriate replacement mentor for the student. If no other sufficient research or practical mentorship opportunity can be identified for a student, the default mentor in such situations is the Division Director, followed by the Associate Chair or their designee.

Co-Mentoring

Graduate students can engage in additional research activities with a secondary mentor. Working with a secondary mentor can provide students with opportunities to expand their research interests, learn specific techniques, and increase their productivity. It is the responsibility of the students to identify the specific research project or technique that draws them to seek a secondary research mentor. When this happens, the student is expected to meet with both mentors and discuss their plan and time commitments. Such secondary mentors are typically other faculty at UM, unless outside mentorship arrangements are approved by the primary mentor and Associate Chair. All parties must agree to time allocation parameters. A student funded as an RA under their mentor's grant will have to increase their research time to participate in activities in a second lab (unless RA funding is split evenly between mentors). A student funded as a TA or through a fellowship may be able to divide their time equally between both labs for a given period, if acceptable to all parties. Students are always free to devote additional time (e.g. more than 20 hours) to research in their primary or secondary lab. Students who are interested in research careers are well advised to exceed the minimum and devote as much time to research as their schedules allow.

Co-mentor relationships may vary along a continuum of degree of collaboration between mentors. At one end of this continuum, both mentors may be collaborators on a project and the student flows naturally between labs. At the other end, the mentors may be engaged in different areas of research and there is no expectation of a collaboration between them. In this situation, it is particularly important to clarify the amount of time expected of the student by each mentor.

V. Scientific Communication and Grantsmanship

An important part of scientific training is proficiency in scientific writing, public speaking, and grantsmanship. Students are expected to be involved in the planning and writing of manuscripts and research grants with support from their faculty research mentor. Frequent writing assignments, with feedback from the mentor, enhance the student's ability to communicate scientifically. In addition, students typically gain public speaking skills and confidence through oral presentations in lab meetings, classes, and scientific conferences.

VI. Intellectual Development

The Psychology Department attempts to foster an environment for intellectual growth of the graduate student. Students frequently gain this experience through regular one-on-one meetings, group lab meetings, journal clubs, 'brown bag' seminars, colloquia, and scientific conferences. **Students are expected to attend all departmental colloquia unless a University of Miami-related scheduling conflict prevents attendance.** Additionally, students typically attend scientific conferences yearly, aided by funds from their mentor, funding source, and/or university. By the end of their training, students should be able to conceptualize and develop their own research studies.

VII. Employment/Internship Opportunities

Toward the end of the students' training, mentors may take an active role in helping their students to find post-docs, faculty positions, or other jobs.

VIII. Student Performance and Feedback

The faculty mentor 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 the Clinical Psychology Program and with each Division meet to evaluate all students enrolled in their respective programs. Across these meetings, each student's academic record is examined, including grades received in all classes, written evaluations of research activities, and performance in clinical practicum (for Clinical Psychology students). At the time of these meetings the student's faculty mentor 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 regarding 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 are rare, but should be expected for students on departmental probation, students who have failed portions of their qualifying procedures, or whose work is otherwise judged unsatisfactory by a majority of their program faculty or division faculty, in consultation with the Department Chair. Additional requirements such as these should ideally be written in a support or remediation plan (see Appendix J) and reviewed or revised at least once each subsequent semester, as needed. **A copy of any formal remediation plan must be filed with the Associate Chair and Ms. Pat Perriera, as well as the Director of Clinical Training for the Clinical Program, when appropriate.**

As noted above, for students enrolled in one of the major areas of study within the Clinical Psychology Program, evaluations of their clinical and professional skills also occur at the end of the Fall and Spring semesters, before the Division evaluation meetings. The Clinical Committee (consisting of all the primary Clinical Faculty) meets at these times to discuss students' progress in their clinical courses, research, and practica placements; to assign grades for practica; and to determine when students are ready for internship. Feedback from the Clinical Committee is brought to the Division Meetings by the appropriate Clinical Coordinator and is integrated into the "end of the semester" written evaluations that students receive from their Division.

Mentors, the Program, and the Department take factors other than satisfactory grades into consideration in determining qualifications for advanced degrees. An adequate GPA (minimum 3.0 GPA) does not in itself ensure continuance in an advanced degree program. The Department keeps records of deferred and plus and minus grades, complete and incomplete course and clinical requirements, as well as written evaluations by instructors and mentors and remediation plans. These factors, along with other skills, aptitude, and record of professional behavior (see [Appendix K](#) for the technical standards for the clinical program), are considered by the Department in determining satisfactory progress and in decisions to permit students to continue in master's and doctoral degree programs.

STUDENTS SHOULD ALSO CHECK [APPENDIX C](#) AND [APPENDIX D](#) FOR DETAILED INFORMATION ON GRIEVANCE PROCEDURES AND PROCEDURES FOR DOCUMENTING COMPLAINTS, AS WELL AS RETENTION, REMEDIATION, AND TERMINATION ISSUES.

Part 2:

Procedures & Requirements

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Master's Thesis Requirements

I. Overview

If the student receives a positive evaluation from the Program and Department (satisfactory progress in all respects) at the end of their first year in residence, the student should proceed to form a thesis committee and make formal application to the Graduate School for degree candidacy. Students wishing to propose a Master's thesis in their first year must seek permission from their mentor, Division Director, and the Associate Chair for Graduate Studies before doing so to ensure that student is in good standing to proceed at this earlier stage.

In order to receive the Master's degree, a student must complete 6 credits of thesis research (PSY 810). Students are expected to successfully defend and complete a master's thesis by the fall of their third year in residence; students who have not completed a master's thesis by that time will not be allowed to register for more than one course (in addition to research/thesis credits) in the subsequent Spring semester. 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/thesis 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, ideally sooner than this. However, please note that the [Electronic Thesis and Dissertation](#) process for the Graduate School is finalized in the semester a student *graduates* with the M.S. or Ph.D. from the University of Miami, which may or may not be the semester in which they defend the thesis (or dissertation). Students who defend a thesis in May, and subsequently complete qualifying procedures 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.

In order to receive the Master's degree, a student must earn a minimum of 24 credits in course work (these must include the first two required statistics courses) plus six credits of thesis research (PSY 810), and pass a thesis oral defense. Students in the Clinical Program must complete the History and Systems online course, at least 2 of the 4 discipline-specific knowledge courses, and 2 of the 3 courses in the methodology/statistics sequence. Please consult curriculum information for your Program/track in this Handbook or course bulletin for other potential requirements. Most students should have completed the necessary coursework for the master's degree by the end of their second year in residence.

No student may receive the M.S. degree in the same semester in which admission to Master's candidacy is granted. In addition, a student may not propose and defend their Master's in the same semester. A student does not have to be enrolled in PSY 810 or other thesis credits if they have already completed 6 such credits at the time of the Master's

defense. It is required that all students complete this requirement by May 15 of the year in which they intend to participate in the qualifying procedures.

Finally, to be awarded the Master's degree, students are required to apply for graduation via Canelink during the appropriate semester. This must occur even if the student does not intend to walk at the commencement ceremony. (**Note:** only the PhD candidacy option is listed in Canelink; when applying for the M.S. degree, students should select this option. Pat Perreira will make the necessary change when the Graduate School provides a list of those applying for graduation.) In addition to the above requirements, the student must be sure complete the thesis defense and required document submission procedures by the Graduate School's deadlines in order to be eligible for graduation. These deadlines can be found here: <https://www.grad.miami.edu/electronic-thesis-and-dissertation/defense-and-submission-deadlines/index.html>.

In some cases, the Department will accept a Master's Thesis completed **at another university** as satisfying our Master's Thesis requirement. Only rigorous studies of a Psychology-related topic will be considered, and this document should be submitted to the Division Director for evaluation (see [Acceptance of Master's Thesis from Another University](#) form). The Division Director may select an additional reviewer from the Department to help inform a judgment if they are concerned that the quality, topic, or nature of the thesis submitted is in question. The Associate Chair for Graduate Studies may also be engaged as a reviewer, as needed or if there is a discrepancy or concern about the rigor of the thesis in question that needs resolution.

PLEASE NOTE: The Graduate School may not accept a thesis as equivalent to the one required for our M.S. degree requirement, even if it seems acceptable to the faculty and Division in Psychology. In order to avoid such issues, if you are requesting equivalency consideration, your final thesis document should have come from a rigorous M.S. program in psychology or similar domain (e.g. M.A., M.Ed. or similar may not be deemed equivalent), be the product of similar Master's thesis requirements and processes as the ones in our department (e.g. project was called a Master's thesis [not other capstone requirement], with a faculty committee and chair approved proposal document and final version, oral defense was required, etc.), and been completed at another university *other than University of Miami*. Any request for thesis evaluation that does not fulfill these criteria should be reviewed by the Associate Chair before further internal evaluation takes place to ensure time to decision and subsequent frustration about any non-equivalence decisions is minimized.

II. Steps for the Thesis

1. Prior to application for admission to candidacy for the M.S. degree, a student decides on an area for investigation. The student is *encouraged* to write **a brief, 1-2 page project summary** in the area delineating a particular question to be researched and methods to be used in meeting study aims. During this time, students should ideally be enrolled in Master's credits [see [Part 4: Course Requirements](#) for a description of required Master's credits (PSY 810) by major areas of study]. The project summary is completed in conjunction with a

faculty member from the Department of Psychology whom the student wishes to serve as chair of the thesis 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 committee provided that a faculty member holding a primary appointment in the Department serves as the other co-chair.

2. After a faculty member has agreed to chair a research committee on the chosen research topic, the student and the faculty member approach other faculty members with copies of the student's project summary or similar to request 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 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](#). If the student is requesting that a member of their thesis committee be from outside of the University of Miami, this request must be approved by the Department Chair (please include CV of proposed outside of UM member and justification for outside of UM appointment).
3. When a committee chair and a sufficient number of qualified faculty members have reviewed the student's project summary and specific aims and have agreed to serve, the student may then set up a committee meeting to present their thesis proposal. The student should have each committee member complete the form titled [Agreement to Serve on Master's or Dissertation Committee](#). This form can be found online within the Login Section of the department website (<https://www.psy.miami.edu/login/>) and outside FLP 516. Completed forms must be turned into Ms. Pat Perreira. The completed form is placed in the student's folder as a permanent record in the Department. Submission of this form notifies the Chairman of the Department of faculty members' willingness to serve on the thesis committee.
4. At this point, the Department Chair will recommend to the Dean of the Graduate School that a thesis committee be appointed, and the student be admitted to M.S. candidacy. To initiate this process, the student must complete a form titled [Application for Admission to Candidacy for the Master's Degree](#). This form can be found on the Graduate Student Resources folder on Box. Students may not be admitted to candidacy in the same semester

NOTE: While students may complete and submit both the [Agreement to Serve on Master's or Dissertation Committee](#) and the [Application for Admission to Candidacy for the Master's Degree](#) once a committee is formed, many students wait until their proposal meeting for sake of convenience.

they intend to graduate.

5. The student, after due consultation with their committee, will then prepare a final written proposal to include a definitive statement of the research topic and its significance along

with the detailed design for conducting the research. Full proposals should be submitted to all committee members **at least 2 weeks in advance** of the formal proposal meeting. If a proposal is to be submitted less than 2 weeks before the proposal meeting, Chair and/or thesis committee members may elect to reschedule the proposal meeting to allow sufficient time for review. Please note that the proposal document contents, and scope are at the discretion of the thesis committee and its Chair. Please consult with your committee and Chair to ensure that your proposal document is in line with expectations of the [Graduate Faculty](#) on your committee from the University of Miami.

6. Two weeks after the final proposal has been circulated to the committee and members have had an opportunity to review the document, the committee meets and the student orally presents their proposal. Committee members will consider any objections or suggestions for revision and will either order such revisions as it considers necessary or approve the design. The form titled [Approval of Thesis or Dissertation Plan](#) should be completed by each committee member once they have given their approval. This form can be found within the Login Section of the department website or outside FLP 516. Completed forms and a copy of the approved proposal document must be given to Ms. Pat Perreira so that they can be placed in the student's permanent Department file.
7. Following the final approval by the thesis 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 their 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. During this time, student should be enrolled in Master's credits [see [Part 4: Course Requirements](#) for a description of required Master's credits (PSY 810) by major area of study] until they reach their 6 credit total.
8. Following the execution of the research, the student will prepare the thesis manuscript. The Graduate School has granted permission to the Department of Psychology to have the thesis written in a form consistent with the most recent Publication Manual of the American Psychological Association. Students should follow the Manual in preparation of all research reports. Theses can also be written in a publication style to facilitate subsequent publication. At the advisor's discretion, students can be asked to complete more lengthy literature reviews and discussions. Additional preparation guidelines and receipt dates may be obtained from the Graduate School Electronic Theses and Dissertation (ETD) site (<https://www.grad.miami.edu/electronic-thesis-and-dissertation/index.html>).
9. Upon completion of the Master's thesis, a thesis defense will be scheduled, held, and evaluated by the thesis committee. **At least two weeks prior**, all committee members should be provided with a clean copy of the thesis. The date chosen should allow sufficient time for the student's committee members to read and judge the entire thesis and allow

the student sufficient time to make any necessary corrections prior to the Graduate School deadlines associated with the anticipated commencement. If a clean copy of the thesis is not provided at least two weeks prior to the defense date, the Chair and/or committee members may elect to reschedule the defense meeting to allow sufficient time for review.

Once a firm date, time, and location have been identified for the defense, the student should complete and electronically submit the [Defense Notice Form](#). This form can be accessed via the *Forms* section of the Graduate School website:

<https://www.grad.miami.edu/policies-and-forms/forms/index.html>.

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 itself, although it may extend into areas within the general scope of Psychology. Outside, non-committee affiliated faculty or non-committee member visitors to the defense are permitted only with the permission of *both* the candidate and Chair and should not participate verbally in the oral examination nor be disruptive to the meeting. After completion of the oral examination, non-University visitors may be invited to speak or ask questions at the sole discretion of the Chair. The Chair has the right to refuse outside visitors throughout the examination or to ask such visitors to leave the examination.

10. The [Certificate of Defense Approval](#) form should be prepared electronically and sent to committee members **at least one week prior** to the date of the thesis defense. This form can be accessed and completed via the *Forms* section of the Graduate School website: <https://www.grad.miami.edu/policies-and-forms/forms/index.html>. The chair and members of the thesis committee must electronically sign the appropriate form to certify that the student has satisfactorily passed the oral examination in defense of the master's thesis (*note*: this is separate from the approval of the written document; for approval of the document, see #12 below). Additional information on how to complete this form can be found on the Graduate School's Electronic Thesis & Dissertation (ETD) page: <https://www.grad.miami.edu/electronic-thesis-and-dissertation/etd-process/index.html>. Please email a copy of the signed [Certificate of Defense Approval](#) to Ms. Pat Perreira.

11. **At the time of the thesis defense**, students must provide each committee member with a [SACS \(Southern Association of Colleges and Schools\) rating form](#); this form evaluates the quality of the student's thesis (and requires a minimum overall grade of 3 on a 5-point scale). It is suggested, *but not required*, that students also submit an outline of a manuscript based on their thesis project, along with the intended journal for submission. It is understood that this outline is preliminary and might be altered based on input from the thesis committee. Students may also develop a draft of the manuscript for publication, to obtain input from their thesis committee, at the time of defense or soon thereafter. Faculty mentors may assist in the collection of SACS rating forms and sending these to Pat Perreira via email or in person.

12. Following the thesis defense, any further corrections or revisions to the thesis are executed. *Once all committee members have submitted their SACS rating and approved the final document*, the [Electronic Thesis and Dissertation \(ETD\) Final Content Approval Form](#) should be prepared online and sent to all committee members. This form can be accessed and completed via the *Forms* section of the Graduate School website: <https://www.grad.miami.edu/policies-and-forms/forms/index.html>.

At the same time, the student should prepare their final document for submission to the Graduate School using their required formatting guidelines. Theses should be submitted and approved by the Graduate School **no later than the end of the semester following the defense**. See the Graduate School's PDF titled [The Electronic Thesis and Dissertation \(ETD\) Process](#) for detailed directions on submitting your thesis and additional forms (i.e., the [ETD Availability Agreement Form](#)) that must be completed following thesis approval. Please note that the process of formatting the thesis in the ETD format can be time-consuming and specific. Please read all online directions related to this process carefully and be attentive to stated deadlines for the final ETD document.

NOTE: Prior to the submission of the final thesis to the Graduate School, the Dept of Psychology will assess the document for potential plagiarism (see Plagiarism **Definitions**, [p. 73](#)) using commercially available software, such as the [SafeAssign](#) program provided by the Office of Instructional Advancement. All students are required to submit an electronic version of their thesis to Pat Perreira **at least two weeks prior** to submission of the document to the Graduate School for this purpose. As noted in the section on **Retention, Remediation, and Termination**, evidence of plagiarism is grounds for dismissal from the program.

Additionally, use of Artificial Intelligence (AI) software continues to evolve, as do [University guidelines](#) about the appropriate use of such in research. Students must ensure accuracy of any AI generated information, declare how AI software was used in their project **to their committee chair**, and be aware that any written product submitted as a thesis or dissertation will be considered the student's original work, the content of which the student is responsible for generating and archived by the University as such.

13. Any thesis is considered an "Educational Record" to the public, or may be subject to publication, prior to the document being made available by the University, with consent from the student.
14. Expectations will be set that students will review their completed thesis for potential publication possibilities, and they will submit relevant papers for publication ideally **within 6 months** after a defense. This expectation will be monitored on the pink sheet research evaluation forms. As noted above, a preliminary outline of such a publication must be submitted to the thesis committee at the time of the oral defense.

Reminders

1. Review Graduate School deadlines (<https://www.grad.miami.edu/electronic-thesis-and-dissertation/defense-and-submission-deadlines/index.html>) well ahead of time and plan accordingly to defend your thesis and complete all required steps in time to graduate during the intended semester.
2. All students must apply for graduation to receive their master's degree even if they do not plan to attend commencement. Summer graduates must apply for graduation during the spring semester.

III. Thesis Checklist

Proposal ☐ Prepare 1-2 page project summary with specific aims or similar for committee review. ☐ Invite committee members, providing a copy of the project summary or similar. ☐ Ask each committee member to sign paper copy of the Agreement to Serve on Master's or Dissertation Committee; submit to Ms. Pat Perreira* ☐ Complete copy of Application for Admission to Candidacy for the Master's Degree; submit to Pat Perreira* ☐ Schedule formal proposal meeting and prepare final written proposal. ☐ At least TWO weeks prior meeting: submit full written proposal to all committee members. ☐ Present thesis proposal at formal proposal meeting. Committee orders revisions if necessary or approves the design. ☐ Once committee approves the proposal, each member signs a paper copy of the Approval of Thesis or Dissertation Plan; submit to Pat Perreira with a copy of your final proposal document. <i>*While students may complete and submit these forms as soon as a committee is formed, many wait until the proposal meeting for sake of convenience.</i>
Defense ☐ Execute research and prepare thesis manuscript ☐ Schedule thesis defense with committee and complete Defense Notice Form (online) ☐ At least TWO weeks prior to defense: submit copy of completed thesis to all committee members ☐ ONE week prior to defense: prepare and send out Certificate of Defense Approval (online) ☐ Prepare outline of a manuscript based on thesis project, along with the intended journal for submission (must be turned in at defense) ☐ Complete oral examination in defense of the Master's Thesis. Provide each committee member with copy of SACS rating form (to be turned in to Pat Perreira). If oral thesis defense is passed, committee members electronically sign the Certificate of Defense Approval (provide copy to Pat).
Post-Defense <i>(all steps to be completed no later than the end of the semester following the defense)</i> ☐ Execute any requested corrections or revisions to thesis document ☐ Once all committee members have approved the final document, prepare and send Electronic Thesis and Dissertation (ETD) Final Content Approval Form (online) to all committee members ☐ Discuss availability options with thesis chair and submit ETD Availability Agreement Form (online) ☐ Submit final document to Pat Perreira to be run through SafeAssign two weeks prior to submission to Graduate School for formatting review. ☐ Format thesis according to Graduate School's guidelines, submit for formatting review, make any required revisions, and once approved, upload final PDF in scholarly repository.

Qualifying Requirements

After successfully completing the defense of the master's thesis, students wishing to pursue the Ph.D. degree must first satisfactorily complete qualifying procedures. The method of assessing the candidate's performance within their major area of study may vary depending upon that area. Options available to Clinical Psychology and Psychological Sciences students are outlined below.

I. Clinical Program Areas of Study

Typically, at the end of the second or third year of residence (specific dates announced in advance) students in any major areas of study within the Clinical Psychology program who have completed their master's thesis as well as the required coursework (the History and Systems online course, at least 2 of the 4 discipline-specific knowledge courses, and 2 of the 3 courses in the methodology/statistics sequence) are eligible to participate in the qualifying procedures, which are necessary to be admitted to candidacy for the Ph.D. The purpose of these procedures is to allow the student to demonstrate competency in the conduct of empirical research and in clinical assessment and identification of appropriate evidence-based interventions. The Director of Clinical Training coordinates these procedures. General information is updated every year and can be found here in the Box ["Quals General Information"](#) folder.

The qualifying procedures occur only once a year, following the end of the Spring Semester, with clinical materials generally due by June 1st. In order to participate in the procedures, the student must have **successfully defended a master's thesis and submitted documentation no later than May 15**. The usual sequence of the procedures is that all clinical materials are due two weeks after they become available to students (typically on May 15th), with the exception of the research component (proof of submission of a first-authored empirical manuscript), which is due September 15th.

The qualifying procedures are designed to assess competence in clinical and research skills. There are several documents that the student must prepare, including a CV (standard format), research essay (500 words), theoretical orientation essay (500 words), diversity essay (500 words), and a clinical case analysis. An additional component of the qualifying procedures is the submission of an original first authored paper to a peer-reviewed journal. See [Qualifying Procedures Packet](#) for full description of qualifying procedures.

Two faculty members grade the de-identified clinical case analysis, using the following marking system: 3 for outstanding, 2 for average/pass, 1 for borderline, and 0 for failure. Intermediate decimal numbers may be used. One faculty member grades the essays and CV using the same grading scale and also provides feedback to improve the materials prior to applying for internship. In order to pass on a given component (CV, research essay, theoretical orientation essay, diversity essay, clinical case analysis), the student must achieve an average mark of at least 1.5. An average mark of 2.5 or above on any of the components will earn a commendation. The Qualifying Research Paper Evaluation Form, located in the [Qualifying Procedures Packet](#), is used to evaluate the first-authored research paper and must be

completed by two faculty members in the Psychology Department. The student must receive an overall grade of 3 or higher (out of 5) in order to pass this research component. Although the qualifying procedures occur in early summer 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 components of the qualifying procedures during that time. Thus, the results are generally not available until about September 1.

In the Department's recent experience, almost all students are able to pass their qualifying procedures. Occasionally a student falls short of an average mark of 1.5 in one area. In such a case, the student must arrange to remediate whatever portion of the qualifying procedures they were unable to pass before the end of the fall semester. The same grading system is used. In this case, however, the student must pass the remediating procedure in order to remain in good standing in the Clinical Program. Failure to pass the remediating procedure would be considered sufficient grounds for termination.

II. Psychological Sciences Areas of Study

The qualifying requirement for Psychological Sciences students consists of completing one or two of the three following options, described in greater detail below: 1) submission of a first-authored research manuscript conducted at the University of Miami to a peer-reviewed journal, 2) submission of a fellowship grant proposal (e.g. National Science Foundation, NIH F31, or similar), 3) successful completion of a comprehensive written qualifying examination. The decision between these options is made by the student in consultation with their faculty mentor. The qualifying requirement must be completed (materials must be submitted to the qualifying committee for evaluation) **by August 10th of the end of the third year of residence** (summer between third and fourth years). 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.

If a student does not complete the qualifying requirements on time, potential consequences include: a) loss of funding, and/or b) loss of good standing in the program. A student may be granted additional time (up to six months) to complete the qualifying requirements. Failure to pass the qualifying requirement after being granted additional time is considered sufficient grounds for termination.

Cognitive and Behavioral Neuroscience students are required to select two out of the three options, which includes the option to select #1 twice (e.g. to submit two first authored publications from work at UM to a peer-reviewed journal). **Developmental students** are required to complete two papers or a paper and a grant application. **Behavioral Medicine and Evolution and Behavior** students are required to select one option.

Options

1. **First-authored paper.** Students can fulfill their qualification requirements by submitting a manuscript on which the student is first author for publication to a peer-reviewed journal. The paper will be evaluated by the Qualifying committee prior to submission. The content of the paper will be determined by the student in consultation with their faculty mentor and approved

by the Qualifying Committee within two months after defense of the master's thesis. Students will have a choice of content categories: (A) comprehensive literature review or (B) an empirical paper, addressing an important research question.

2. **Grant application.** Students can fulfill this qualification requirement by preparing and submitting a grant application such as an NSF pre-doctoral fellowship application or NRSA/NIH F31 or similar which typically would provide multiple years of stipend support. The grant application should be complete with all components required by the funding agency, which may include a face page, individual statement, training plan, abstract/statement of purpose, budget, and/or statement of resources. These components will typically be of the maximum length required by the funding agency. The student's qualifying committee will have the option of requiring that a given grant application include additional text for any or all the individual components, or that it include additional components.
3. **Written examination.** Students can elect to take a written exam to fulfill their qualification requirements. In consultation with their mentor, the student should develop a reading list that covers four core areas and two elective areas. Faculty will develop an exam. Students will arrange with their mentor the date of the exam. The exam will last for 3 hours. Questions will be graded by the student's mentor and 1 other faculty member. Questions will be graded on a 1-5 scale. Students must achieve an average of a 3 on each question to pass the exam. An average of 4.5 or greater on the exam constitutes passing with distinction.

Procedures for All Options

A Qualifying Committee, consisting of the Faculty Mentor and one other faculty member in the Department is to be formed. This committee 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 that lists the topic area to be covered, designates what combination of a first-authored paper, grant, or examination 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.

Procedures Specific to Options 1 and 2

Students pursuing Options 1 and 2 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 ensure 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.

The members of the Qualifying Committee evaluate the research paper or grant application using the [Qualifying Research Paper Evaluation Form](#) or the [Qualifying Grant Application Evaluation Form](#), respectively (both available online). An overall grade of 3 (Good) or better constitutes a passing grade. Submissions receiving a grade of 2 (Fair) or lower need to be revised and resubmitted for evaluation.

Dissertation Requirements

I. Overview

The Ph.D. degree is a research-intensive 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. The procedures for completing the dissertation are similar to those described for the Master's thesis and are outlined below.

After successfully passing the qualifying requirements and completing the majority of advanced program coursework, students seeking the Ph.D. must select a dissertation research topic and form a dissertation committee as soon as possible. ***STUDENTS WILL NOT BE ALLOWED TO FORM A DISSERTATION COMMITTEE UNTIL THEY HAVE RECEIVED APPROVAL OF THEIR FINAL MASTER'S THESIS FROM THE GRADUATE SCHOOL.***

In order to receive the Ph.D. degree, a student must complete at least 12 credits of dissertation research (PSY 830) as well as all the advanced program area coursework specified within their 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 **by September 15** of the fall semester in which they intend to apply for internship. In addition, before applying for internship students must present documentation from The Graduate School acknowledging final acceptance of the Master's Thesis.

All students **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 are required to complete the [Application for Time to Degree Extension Form](#) and have this approved by the Graduate School. They may also 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 procedures requirement.

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.**

Similar to the thesis, the acceptability of the breadth, depth and length of the written dissertation is decided by the chair of and the remainder of the dissertation committee, in collaboration with the student. However, students may elect to use an alternative, "European Model" format for their dissertation. Under this format, students will include three publications (ready for submission or submitted) with an overall Introduction and Discussion that integrates across the studies. A Master's thesis cannot count as one of the three studies. All work included in the dissertation must be conducted while the student is enrolled in the graduate program at UM.

II. Steps for the Dissertation

1. At the time of successful completion of the Ph.D. Qualifying requirements, a student decides on an area for investigation. Ideally, the student writes a **brief, 1-2 page project summary** in the area delineating a particular problem to be researched that incorporates their general aims and basic methods. During this time, students should be enrolled in Dissertation credits [see [Part 4: Course Requirements](#) for a description of required Dissertation credits (PSY 830) by major areas of study]. The project summary or similar document is completed in conjunction with a faculty member from the Department of Psychology whom the student wishes to serve as chair of the 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 dissertation committee provided that a faculty member holding a primary appointment in the Department serves as the other co-chair. The chairperson (or co-chairperson with a primary appointment in the Department) must also be a member of the [graduate faculty](#).
2. After a faculty member has agreed to chair a research committee on the chosen topic, the student and the faculty member approach other faculty members with copies of the student's project summary and/or specific aims and determine whether each would be willing to serve on the committee.

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 unless otherwise specified below. *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. *In some instances, a faculty member at another university or appropriate professional has special expertise in a dissertation topic. Such a person may serve as the outside committee member provided this member is nominated by the candidate, submits a CV, and is approved by the chairperson of the dissertation committee and by either the department's Chairperson or the Associate Chair for Graduate Studies.*

3. When a committee chair and a sufficient number of qualified faculty members have reviewed the student's project summary and/or specific aims and have agreed to serve, the student may then set up a committee meeting to present their dissertation proposal. The student should have each committee member complete the form titled [Agreement to Serve on Master's or Dissertation Committee](#). This form is placed in the student's permanent folder in the Department and notifies the Chairman of the Department of faculty members' willingness to serve on the dissertation committee. It

can be found online within the Login Section of the department website (<https://www.psy.miami.edu/login/>) and outside FLP 516. Completed forms must be turned into to Pat Perreira.

4. At this point, the Department Chairman will recommend to the Dean of the Graduate School that a dissertation committee be appointed and the student be admitted to Ph.D. candidacy. To initiate this process, the student must submit the online [Application for Admission to Candidacy](#) form. This form can be accessed and completed via the *Forms* section of the Graduate School website: <https://www.grad.miami.edu/policies-and-forms/forms/index.html>. **Students may not be admitted to candidacy in the same semester they intend to graduate.**

NOTE: While students may complete and submit both the [Agreement to Serve on Master's or Dissertation Committee](#) and the [Application for Admission to Candidacy](#) once a committee is formed, many students wait until their proposal meeting for sake of convenience.

5. The student, after due consultation with their 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 conducting the research. Full proposals should be submitted to all committee members **at least 2 weeks in advance** of the formal proposal meeting. Dissertation committee chairs may elect to postpone or reschedule the formal proposal meeting if the written proposal is not disseminated to the committee two weeks in advance of the scheduled meeting.
6. Two weeks after the final proposal has been circulated to the committee and members have had an opportunity to review the document, the committee meets and the student presents their proposal. Committee members will consider any objections or suggestions for revision and will either order such revisions as it considers necessary or approve the design. The form titled [Approval of Thesis or Dissertation Plan](#) should be completed by each committee member once they have given their approval. This form can be found within the Login Section of the department website or outside FLP 516. Completed forms and a copy of the approved proposal document must be given to Pat Perreira so that they can be placed in the student's permanent Department file. As noted above, clinical students must propose their dissertation **by September 15** before applying for internship programs.
7. Following the final approval by the dissertation committee, and approval by the appropriate IRB/ethics committee(s) when human or animal 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 their 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 without committee approval. During this time, students should be

enrolled in Dissertation credits [see [Part 4: Course Requirements](#) for a description of required Dissertation credits (PSY 830) by major area of study].

8. Following the execution of the research, the student will prepare the dissertation manuscript. The Graduate School has granted permission to the Department of Psychology to have 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. *In consultation with the dissertation committee, dissertations may be written in a publication style to facilitate publication.* At the advisor's discretion, students may be asked to complete more lengthy literature reviews and discussions than would typically be included in a peer-review manuscript submission. Additional preparation guidelines may be obtained from the Graduate School Electronic Theses and Dissertation (ETD) site (<https://www.grad.miami.edu/electronic-thesis-and-dissertation/index.html>).
9. Upon completion of the doctoral dissertation, a dissertation defense will be scheduled, held, and evaluated by the dissertation committee. **At least two weeks prior**, all committee members should be provided with a clean copy of the 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. (These deadlines can be found here: <https://www.grad.miami.edu/electronic-thesis-and-dissertation/defense-and-submission-deadlines/index.html>.) Dissertation committee chairs may elect to postpone or reschedule a dissertation defense of a candidate that has not distributed their dissertation to the committee at least two weeks prior to the scheduled defense.

Once a firm date, time, and location have been identified for the defense, students should complete and electronically submit the [Defense Notice Form](#). This form can be accessed via the *Forms* section of the Graduate School website: <https://www.grad.miami.edu/policies-and-forms/forms/index.html>. If the defense is rescheduled due to candidate delays, this form must be updated accordingly.

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 dissertation itself, although it may extend into areas within the general scope of Psychology. Outside, non-University affiliated or non-committee member visitors to the defense are permitted with the permission of *both* the candidate and Chair and should be not participate verbally in the oral examination nor be disruptive to the meeting. After completion of the oral examination, non-University visitors may be invited to speak or ask questions at the sole discretion of the Chair. The Chair has the right to refuse outside visitors throughout the examination or to ask such visitors to leave the examination.

10. The [Certificate of Defense Approval](https://www.grad.miami.edu/policies-and-forms/forms/index.html) form should be prepared electronically and sent to committee members **at least one week prior** to the date of the dissertation defense. This form can be accessed and completed via the *Forms* section of the Graduate School website: <https://www.grad.miami.edu/policies-and-forms/forms/index.html>. The chair and members of the dissertation committee must electronically sign the appropriate form to certify that the student has satisfactorily passed the oral examination in defense of the dissertation (*note: this is separate from the approval of the written document; for approval of the document, see #12 below*). Additional information on how to complete this form can be found on the Graduate School's Electronic Thesis & Dissertation (ETD) page: <https://www.grad.miami.edu/electronic-thesis-and-dissertation/etd-process/index.html>. A copy of the signed [Certificate of Defense Approval](https://www.grad.miami.edu/policies-and-forms/forms/index.html) should be given to Ms. Pat Perreira.
11. **At the time of the dissertation defense**, students must provide each committee member with a [SACS \(Southern Association of Colleges and Schools\) rating form](https://www.grad.miami.edu/policies-and-forms/forms/index.html); this form evaluates the quality of the student's dissertation (and requires a minimum overall grade of 3 on a 5-point scale). Faculty may assist in the collection of the SACS rating form or facilitate the receipt of these forms by Ms. Pat Perreira. Students should also submit the outline of a manuscript based on their dissertation project, along with the intended journal for submission. It is understood that this outline is preliminary and might be altered based on input from the dissertation committee. Although an outline of a manuscript is the minimal requirement, students are encouraged to develop a draft of the manuscript for publication, to obtain input from their dissertation committee.
12. Following the dissertation defense, any further corrections or revisions to the dissertation are executed. Once all committee members have submitted their SACS rating and approved the final document, the [Electronic Thesis and Dissertation \(ETD\) Final Content Approval Form](https://www.grad.miami.edu/policies-and-forms/forms/index.html) should be prepared online and sent to all committee members. This form can be accessed and completed via the *Forms* section of the Graduate School website: <https://www.grad.miami.edu/policies-and-forms/forms/index.html>.

At the same time, the student should prepare their final document for submission to the Graduate School using their required formatting guidelines. Dissertations should be submitted and approved by the Graduate School **no later than the end of the semester following the defense. However, the Graduate School requires that a final, edited dissertation document be submitted (or resubmitted if previously edited by the Graduate School's dissertation editor) to the repository in the semester that a student graduates**. This may require the student to resubmit the final edited document to the Graduate School's dissertation editor if their graduation semester is not the one in which they defended their dissertation. See the Graduate School's PDF titled [The Electronic Thesis and Dissertation \(ETD\) Process](https://www.grad.miami.edu/policies-and-forms/forms/index.html) for detailed directions on submitting your dissertation and additional items that must be completed (i.e., the [ETD Availability](https://www.grad.miami.edu/policies-and-forms/forms/index.html)

[Agreement Form](#), [SED Survey](#), [UM Exit Survey](#), and [ProQuest/UMI Publication Agreement](#)) following dissertation approval.

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

NOTE: Prior to the submission of the final dissertation to the Graduate School, the Dept of Psychology will assess the document for potential plagiarism (see Plagiarism Definitions, [p. 73](#)) using commercially available software, such as the [SafeAssign](#) program provided by the Office of Instructional Advancement. All students are required to submit an electronic version of their dissertation to Pat Perreira **at least two weeks prior** to submission of the document to the Graduate School for this purpose. As noted in the section on **Retention, Remediation, and Termination**, evidence of plagiarism is grounds for dismissal from the program.

Additionally, use of Artificial Intelligence (AI) software continues to evolve, as do [University guidelines](#) about the appropriate use of such in research. Students must ensure accuracy of any AI generated information, declare how AI software was used in their project **to their committee chair**, and be aware that any written product submitted as a thesis or dissertation will be considered the student's original work, the content of which the student is responsible for generating and archived by the University as such.

14. Expectations will be set that students will review their completed 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 and/or by the dissertation chair. As noted above, a preliminary outline of such a publication must be submitted to the dissertation committee at the time of the oral defense.

Reminder

Review Graduate School deadlines (<https://www.grad.miami.edu/electronic-thesis-and-dissertation/defense-and-submission-deadlines/index.html>) well ahead of time and plan accordingly to defend your dissertation and complete all required steps in time to graduate during the intended semester.

III. Dissertation Checklist

Proposal

- ☐ Prepare 1-2 page project summary with specific aims or similar.
- ☐ Invite committee members, providing a copy of the project summary.
- ☐ Ask each committee member to sign paper copy of the [Agreement to Serve on Master's or Dissertation Committee](#); submit to Pat Perreira*
- ☐ Complete online [Application for Admission to Candidacy](#) form
- ☐ Schedule formal proposal meeting and prepare final written proposal
- ☐ **At least TWO weeks prior meeting:** submit full written proposal to all committee members
- ☐ Present dissertation proposal at formal proposal meeting. Committee orders revisions it considers necessary or approves the design.
- ☐ Once committee approves the proposal, each member signs a paper copy of the [Approval of Thesis or Dissertation Plan](#); submit to Pat Perreira **with a copy of your final proposal document.**

**While students may complete and submit these forms as soon as a committee is formed, many wait until the proposal meeting for sake of convenience.*

Defense

- ☐ Execute research and prepare dissertation manuscript
- ☐ Schedule dissertation defense with committee and complete [Defense Notice Form](#) (online)
- ☐ **At least 2 weeks prior to defense:** submit copy of completed dissertation to committee members
- ☐ **1 week prior to defense:** prepare and send out [Certificate of Defense Approval](#) (online)
- ☐ Prepare outline of a manuscript based on dissertation project, along with the intended journal for submission (**must be turned in at defense**)
- ☐ Complete oral examination in defense of the dissertation. Provide each committee member with copy of [SACS rating form](#) (to be turned in to Pat Perreira). If oral dissertation defense is passed, committee members electronically sign the [Certificate of Defense Approval](#) (provide copy to Pat).

Post-Defense (all steps to be completed no later than the end of the semester following the defense)

- ☐ Execute any requested corrections or revisions to dissertation document
- ☐ Once all committee members have approved the final document, prepare and send [Electronic Thesis and Dissertation \(ETD\) Final Content Approval Form](#) (online) to all committee members
- ☐ Discuss availability options with dissertation chair; submit [ETD Availability Agreement Form](#) (online)
- ☐ Complete other steps required as part of the ETD process: [SED Survey](#), [UM Exit Survey](#), and [ProQuest/UMI Publication Agreement](#)
- ☐ Submit final document to Pat Perreira to be run through SafeAssign **two weeks prior** to submission to Graduate School for formatting review.
- ☐ Format dissertation according to Graduate School's guidelines, submit for formatting review, make any required revisions, and once approved, upload final PDF in scholarly repository.

Requirements for Concentration in Quantitative Psychology

Students wanting to add a Concentration in Quantitative Psychology have to be enrolled and in good standing in one of the Department's Clinical Psychology or Psychological Sciences programs.

Statistics Courses in Psychology

In addition to the 3 required statistics courses (PSY 631, 632, and either 633 or 634) the student will take the second advanced course (PSY 633 or PSY 634).

PSY 631: Psychological Statistics, Research Methods and Design

PSY 632: Multiple Regression and Multivariate Statistics

PSY 633: Structural Equation Modeling

PSY 634: Multilevel Modeling

Two additional elective courses, in or outside of the Department, must be taken and can be chosen from the following*:

PSY 698: Seminar in Quantitative Psychology (e.g., Psychometrics)

EPS 710: Meta-Analytic Methods for Research Synthesis

EPS 705: Measurement & Psychometric Theory

EPS 707: Item Response Theory

EPS 706: Categorical Data Analysis

BST 630: Longitudinal Data and Multilevel Data

EPH 751: Survival Analysis in Clinical Trials

CSC 646: Introduction to Machine Learning with Applications

All courses must be completed with a grade of B or better. Additional electives at UM may be applied toward the concentration, however any potential substitution must be pre-approved by Drs. Sierra Bainter and Jill Ehrenreich-May. If pre-approval is not obtained, there is no guarantee that a substitute will be applied toward meeting the concentration requirements.

**NOTE: Only courses taken at the University of Miami may be applied to the Concentration in Quantitative Psychology. While we understand that the availability of preferred classes may ebb and flow at the University over time, we will not accept online or other courses offered outside of UM in fulfillment of this Concentration.*

Students who wish to have the Concentration in Quantitative Psychology added to their diploma are asked to notify Sierra Bainter, Pat Perreira and Jill Ehrenreich-May via email prior to graduation from the Ph.D. program and ideally at the time of Concentration completion. There is no formal application for the concentration; only identification of those that completed it on one's transcript.

Upon completion of the concentration requirements, send an unofficial transcript highlighting the courses taken and grades received to Pat Perreira. The student's transcript will then be updated to reflect completion of a Concentration in Quantitative Psychology.

General Requirements/Information

I. Course Pre-Registration

- Prior to pre-registration each semester (dates announced in advance) the student should develop a proposed course schedule for the coming semester with their Academic Advisor (Division Director or designee) and review this plan with their faculty mentor(s).
- During or immediately following such meetings, the student submits their approved course schedule and all accompanying forms to the Academic Advisor (Division Director or their designee) for final written authorization (e.g. signature on registration form). The Academic Advisor 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, pre-requisites for desired courses are met, 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 their approved Departmental course schedule to Pat Perreira, who sends them to student Enrollment Services or the office of the Associate Dean of Arts and Sciences.
- Students are subject to all enrollment, drop/add, withdrawal, etc. deadlines set forth by the University of Miami's [Academic Calendar](#).

II. Requests for 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 their required courses, they may request a waiver for the course(s) in question. In most cases, students may not obtain more than **3** course waivers. The procedure to be followed when seeking a waiver for any course is as follows:
 1. The student meets with their respective Division Director to determine the advantages and disadvantages of waiving a required course. If it is determined that a waiver is desirable, the student obtains a [Request for Waiver of Core Course](#) form, lists the course(s) in question, and states the reasons for the requested waiver.
 2. The student meets with the faculty member who is scheduled to teach the required course or most recently taught the course. **This faculty member determines whether the course was reasonably rigorous and had similar content**, and they have the primary authority to waive the course requirement and to recommend a substitute where appropriate. The appropriateness of a waiver is determined by one of 3 options:
 - a. Assessing the student's knowledge by interviewing the student and/or 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.
3. The particular option chosen for any student is at the full discretion of the instructor making the decision. The instructor informs the student of their decision and forwards the completed waiver form (indicating approval or denial) to the student's Division Director. This waiver form is then forwarded to the Department's Associate Chair (Dr. Ehrenreich-May).
4. The Department Associate Chair approves or denies the waiver, informs the student, and records the final decision in the student's Department file.

III. Master's Theses from Other Universities

- In some cases, the Department will accept Master's thesis from *other* universities as having satisfied our Master's Thesis requirement. Only empirical studies will be considered and should be submitted to the student's Division Director for evaluation **early in the first semester**. The [Acceptance of Master's Thesis from Another University](#) form must be completed to have the Master's Thesis accepted. Please review thesis equivalence guidelines on [page 26](#) of this Handbook to ensure that the Master's thesis conducted meets the basic equivalence guidelines for our program at the University of Miami.

IV. Transfer Credits

- There are some instances when a student may transfer credits from another graduate institution.
 - The student must have received a grade of B or above.
 - If the student wishes to have course credits applied to their degree requirements within the Department of Psychology, they 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 Master's 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.**
- The UM 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 may be reduced by the Chairperson 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, CBN) to reduce the Ph.D. requirement from 72 credits to 66 credits. In such cases, a waiver must be obtained for the credits to be reduced (see [Request for Waiver of Core Course](#) form online).
- Procedure for applying for course credit transfer is as follows:
 1. Discuss the possibility of obtaining transfer credits with your Faculty Mentor or Division Director.
 2. If the transfer of credits appears appropriate, complete and submit the electronic [Petition for Transfer of Credit](#) (found [here](#) on the Graduate School's website) 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. The Division 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.
 5. The Division Director forwards the Petition form together with recommendations (and Dissertation committee approval when necessary) to the Department Chairman.
 6. The Department Chairman records the Department's final recommendation on the Petition form and forwards it to the Graduate School for final action.

V. Residency Requirement

- Graduate students in psychology will be registered as full-time students for 12 months per year (Fall, Spring, Summer) and in-residence in the local community for the duration of the Ph.D. program, with the exception of departmentally approved supplementary training at other institutions, including the internship of clinical students.
- Exceptions to this policy are rare and a maximum of one academic year in duration. In order to be considered for an exception to the residency requirement, students must meet the following minimum criteria:
 - Entering the 4th or 5th year of training in residence,
 - In good standing within their respective track/Program,
 - Has satisfactorily completed all qualifying procedures,
 - Has proposed their dissertation and completed data collection,
 - If in the clinical program, must have accrued sufficient hours to apply for internship.

- International students must have approval from [ISSS](#) for any off-site work. For example, Curricular Practical Training CPT approval for any part-time or full-time off-site (e.g. not on a UM campus) practicum or other training experience should be obtained by the international student *prior* to the start of this experience, inclusive of the clinical internship. Typically, approval of CPT for off-site training activities includes simultaneous registration in a UM course that specifies a required academic or training experience. Please see the Associate Chair for more details.
- Additionally, if the student wishes to retain their stipend and tuition waiver while not in residence, the source of such funding must be independently obtained research funding (e.g. not a TA, mentor-funded RA, or University-based Fellowship). The funding agency supporting the student's stipend must submit a statement in writing indicating permission for the student to conduct their work during the proposed year off-site. The latter regulation is then subject to University approval.
- If a student feels they meet the criteria for a one year exception to the residency policy, they must receive permission from their mentor, their Division Director, and, in the case of clinical students, the Director of Clinical Training. Once these approvals are obtained, the Associate Chair then will make a final decision about eligibility for a one year exception to the residency requirement.

VI. Part-Time Status and Leaves of Absence

- Graduate study within the Department of Psychology has been designed for full-time students in residence within the local community.
 - 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 discipline-specific knowledge courses. Students requesting part-time status may still be subject to the residency requirements for the program noted above.
 - However, on occasion students have been allowed to take a 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 is as follows:
 1. The student should discuss the need for a change from full-time status with their Faculty Mentor or Division Director, then the Associate Chair for Graduate Studies. For Clinical Students, the Director of Clinical Training should also be consulted.
 2. If it is determined that a reduction in course load would be beneficial, the student should write a letter stating their request, including the reasons for making the request, to the Division Chair (or their designee) and Associate Chair. The Associate Chair 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 Division Director or their designee will solicit recommendations from the Faculty most familiar with the student's program of study. The Division Director or their designee will then forward the student's request, together with their 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.
- In order to request a leave of absence from the program, the student must petition the graduate school by completing the appropriate form here: <https://www.grad.miami.edu/policies-and-forms/forms/index.html> and then must apply for readmission to the graduate school. In both cases, this process should be conducted in close collaboration with the Division Director, Director of Clinical Training (where appropriate), and the Associate Chair for Graduate Studies. It may be advantageous, in the case of a medical or personal leave situation of extended duration, to request this formal leave of absence from the program as it effectively “stops the clock” on the graduate training program and allows the student to then resume the program at a later date without penalty. Without this, students are required to still complete all Ph.D. in Psychology program requirements for their program of study within 8 years inclusive.

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 terminate a student from the Ph.D. Program. Failing to register for courses after the end of an approved leave of absence without official reinstatement from the Graduate School will be considered an official withdrawal from the program.

VII. Student Financial Obligations

- The department provides funding, either in the form of a Teaching Assistantship (TA), a Research Assistantship (RA), a fellowship, or training grant position, for MOST students.
 - Additional employment outside of the University is discouraged. Exceptions must be reviewed and approved by the Department Chair and by the Graduate School and limited in time, scope, and duration.
 - 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.
- Students are responsible for paying mandatory university fees (approximately \$530/semester) and purchasing required textbooks. There is also an \$171/year wellness center fee that students may opt-out of, if they wish.
- Clinical graduate students are required to purchase their own liability insurance (See <https://www.trustinsurance.com/products-services/student-liability>).
- When funds are available, the University and Department provide funding up to \$1500 to attend professional meetings and conferences where students are the presenting

author (\$500 each from the department, College of Arts & Sciences Kriloff fund, and GAFAC). More information can be found within the Login Section of the department website: <https://www.psy.miami.edu/login/>.

Clinical Program-Specific Requirements & Information

(Psychological Sciences students, see [page 67](#))

I. Training Model and Overarching Aims of the Clinical Psychology Program

The philosophy and model of training for the UM program in clinical psychology is that of a clinical science model, in which science is paramount throughout training, with research informing all aspects of clinical practice and clinical practice continuously informing research. The UM clinical program is accredited by the American Psychological Association (APA) and by the Psychological Clinical Science Accreditation System (PCSAS). 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 laboratories.

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 clinical, child/family clinical, pediatric clinical, and health clinical psychology. The UM clinical program’s philosophy and model of training is compatible with the mission of the Psychology Department, which is “to acquire, advance, and disseminate knowledge within the Psychological and Biobehavioral Sciences.” It is also consistent with APA’s definition of Health Service Psychology as “the integration of psychological science and practice in order to facilitate human development and functioning.”

Following from the program’s clinical science training model, the educational model and the curriculum plan focus on **two major and interrelated aims 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 concentration in one of four major areas of focus (adult, child/family, pediatric, or health psychology), and who understand and value the importance of a scientific basis to clinical practice.

Our program is designed to develop knowledge, skills, and competencies that allow our graduates to contribute to and advance the evidence base of the field and to engage in a wide range of professional activities relevant to prevention, consultation, assessment, and

treatment for psychological and other health-related disorders. By emphasizing reciprocal relationships between science and practice, we develop clinical scientists who can function in a wide range of research and practice settings, including academic, research, medical, and community settings. Our program orientation is consistent with the clinical psychology Ph.D. degree as one that reflects both scientific and applied training, as well as their integration. After program completion, our graduates are not only competent scientists but also have been trained to be eligible for licensure as doctoral-level psychologists. Consistent with our training model and aims, the majority of our graduates establish their careers in academic settings, medical school/hospital settings, or in community practice settings.

II. Curriculum for the Clinical Program

Please see the description of [course requirements](#) for your specific major area of study for a comprehensive list of required courses. In general, clinical students are required to take a minimum of 16 3-credit courses, unless their area has a higher requirement. The curriculum plan described below outlines the requirements governing progress toward the M.S. and Ph.D. degrees.

Discipline-Specific Knowledge

To acquire discipline-specific knowledge (DSK), students participate in a wide range of structured and informal learning experiences that are established in a sequential manner. DSK is largely acquired through Department “core courses” and through research experiences. In addition, all students are required to teach an undergraduate course during their third or fourth year in the program, and these courses often are focused on a DSK area (e.g., developmental psychology, statistics, social psychology).

During their first year, students take a self-paced, online course that covers **History and Systems**. The online course may be accessed at any time but must be completed before the beginning of the second year of graduate studies. The course consists of six modules covering key topics in history and systems of psychology; students must pass an exam at the end of the online course to receive credit for completing this experience. [Appendix E](#) contains a description of the syllabus and procedures for enrolling in the online self-paced course. In addition, History and Systems is integrated into multiple other required courses.

Students also begin taking other required DSK courses in their first year, with additional DSK courses completed during the second year and beyond. Required DSK courses cover the **biological, cognitive, affective, developmental, and social aspects of behavior**, as well as **advanced integrative knowledge**.

Discipline-Specific Knowledge Courses (required of all students)

Biological, Cognitive, & Affective Aspects of Behavior PSY 605: *The Neuroscience of Cognition and Emotion**

Developmental Aspects of Behavior

PSY 620: *Developmental Psychology*

Social Aspects of Behavior

PSY 625: *Social Psychology*

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

Advanced integrative knowledge is achieved through the content of PSY 605: *The Neuroscience of Cognition and Emotion*. This graduate level course covers key material on the biological basis of behavior (e.g., neuroscience), the cognitive basis of behavior (e.g., learning), the affective basis of behavior (e.g., emotion), and the integration of the three areas; each component is evaluated separately. Training in the DSK areas of **research methods, statistical analysis, and psychometrics** is based on a combination of courses and research experiences. Specifically, in the first semester of the first year, students begin a 3-semester **research design and statistics course sequence**; the first two courses are completed during the 1st year; the third is typically taken in the 2nd year. The first two courses cover fundamental statistical concepts, research methods and designs, analysis of variance, and multiple regression; the third course covers structural equation modeling. In addition, **research methods** are infused into several required graduate courses.

Research Methodology, Statistics, and Data Analyses (3 required of all students)

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

PSY 632: *Multiple Regression & Multivariate Statistics*

PSY 633: *Structural Equation Modeling* OR PSY 634: *Multilevel Modeling*

Psychometrics is integrated into several required courses, including three listed above (PSY 631, 632, 633/634) as well as PSY 645 (*Introduction to Psychological Evaluation*).

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

Profession-Wide Competencies

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

The section below summarizes how the PWCs are addressed in coursework, including area-specific coursework in assessment and intervention. In general, training activities are designed to be appropriate to the students' level of training and build on each other in a sequential manner.

Profession-Wide Competencies Courses (required of all clinical students)

PSY 601: *Issue in Professional Development and Research*

PSY 614: *Diversity Issues in Psychology*

PSY 645: *Introduction to Psychological Evaluation (with PSY 671 as an associated assessment lab)*

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

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

Additional Area-Specific Requirements (3-6 additional courses, depending on area of focus)

Adult Clinical (3 required)

PSY 641: *Psychopathology Across the Lifespan*

PSY 647: *Psychological Evaluation Across the Lifespan*

Advanced intervention course: PSY 660, 662, 685, or other approved course.

Child/Family Clinical (4 required)

PSY 641: *Psychopathology Across the Lifespan*

PSY 647: *Psychological Evaluation Across the Lifespan*

PSY 660: *Evidence-Based Psychological Intervention with Children & Families*

PSY 636: *Research Methods with Children & Adolescents* or PSY 602: *Scientific Writing & Grantsmanship*

Pediatric Health Clinical (5 required – 4 as for Child/Family Clinical plus the additional course, below)

PSY 661: *Interventions in Pediatric Psychology* or PSY 662: *Health Psychology Interventions*

Health Clinical (5 required)

PSY 606: *Biobehavioral Processes & Disease in Health Psychology*

PSY 610: *Foundations in Health Psychology and Behavioral Medicine*

PSY 641: *Psychopathology Across the Lifespan*

PSY 648: *Psychological Evaluation in Physical Disorders*

PSY 662: *Health Psychology Interventions*

Research Competency is developed through structured and sequential coursework, a structured sequence of research requirements and activities, and Qualls. Statistics and research methods **courses** taken in the first-year help prepare students for research activities, as does a seminar for incoming students (PSY 601: *Issues in Professional Development and Research*), and several orientation activities (ethics workshop; research ethics and compliance training through the Collaborative Institutional Training Initiative, i.e., CITI training). Advanced courses in statistics and elective seminars that pertain to students' research interests are taken later in the program. **Structured research activities** include ongoing research in a mentor's lab; proposing, writing, and defending a master's thesis and a doctoral dissertation; and submitting abstracts for conference presentations and papers for publication. After defending their master's thesis, students complete **Qualls**, which include preparing and submitting a first-authored empirical manuscript to a peer-reviewed journal. These activities are evaluated via (a) grades in courses; (b) ratings of research progress provided by their faculty mentors each Fall and Spring semester; (c) successful defense of theses and dissertations, including ratings by committee members; (d) independent ratings by two faculty members of the Qualls empirical paper; and (e) by the student's number of peer-reviewed presentations and number of first-authored or co-authored papers published, as well as the number of first-authored or co-authored chapters published. Students are encouraged to submit grants for funding and to take the graduate

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

Exposure to and knowledge of **Diversity and Individual Differences** is gained in multiple aspects of the UM Program in Clinical Psychology, including coursework, research training, and clinical training. This multi-faceted approach enables students to gain a high level of training in cultural diversity and individual differences, while also allowing them to integrate their diversity knowledge with other content areas in clinical psychology. Direct course coverage is provided in PSY 614 (*Diversity Issues in Psychology*) and in required courses on psychopathology (PSY 641: *Psychopathology Across the Lifespan*). PSY 614 familiarizes students with some of the major, overarching conceptual issues in the phenomenon of difference, stimulates a dialogue on these issues so that students understand how their own person/cultural history attitudes and biases may affect how they interact with people different from themselves, and explores how diversity issues fit into research and practice. PSY 641 focuses on individual differences, taking culture and diversity into account. Diversity issues are also integrated into other **required DSK coursework**.

The highly diverse, multicultural nature of the Miami area provides students with ample opportunities to work with diverse populations in practice and research settings. In terms of **practice**, our training clinic (the PSC) draws a diverse clientele, as do all of the external practicum placements used by our program. During training at the PSC, students must explicitly address diversity issues in Case Conference when presenting their assessment and therapy cases. Further, during the PSC Orientation, several APA guidelines that pertain to diversity (e.g., APA Multicultural Guidelines; Guidelines for Assessment and Intervention with Persons with Disabilities; Guidelines for Psychological Practice with Transgender and Gender Non-conforming Individuals) are reviewed and discussed. In **research activities**, all students are exposed to diverse populations in conducting their thesis and dissertation research, and in working in their research mentor's lab. In fact, many faculty focus explicitly on gender, race, ethnicity, sexual

orientation, and/or other aspects of diversity in their research programs that students are exposed to or participate in. Thus, students have access to research programs that are informed by cultural context, which are at the cutting edge of applying a sociocultural lens to issues of psychopathology and problems of living. Overall, students' competency in this profession-wide area is assessed by course grades; practicum evaluations for items pertaining to cultural and individual diversity; case conference evaluations; and ratings for attention to diversity issues on students' research paper for the Quals.

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

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

For the competencies of **Assessment** and **Intervention**, all students complete general coursework, as well as coursework pertinent to their major area of study within clinical psychology (i.e., adult, child/family, pediatric health, and health). Material covered in

coursework is reinforced in required practica and in Qualls where the students complete a case conceptualization that includes an evidence-based assessment and intervention plan. With respect to **courses**, all students complete a 2-course assessment sequence, beginning with PSY 645 during their first semester in the program. This course is comprised of didactic and laboratory components and covers measurement theory, the administration and interpretation of evidence-based measures such as intelligence and personality tests, diagnosis of psychological problems, history and systems, and ethical/legal/cultural considerations. Depending upon students' area of focus, the second required assessment course is either PSY 647 (adult, child and pediatric), or 648 (health). Similarly, students complete a 2-course intervention sequence that includes PSY 657 (*Introduction to Evidence-Based Psychological Treatments*), which covers profession-wide competencies pertaining to effective interventions and evaluating the efficacy of interventions, and an advanced intervention course that is aligned with their major area of study within clinical psychology. For example, students with health as a major area of study take PSY 662: *Health Psychology Interventions* while students with child/family as a major area of study take PSY 660: *Evidenced-based Psychological Intervention with Children and Families*.

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

Finally, students are involved in **research activities** that focus on assessment or intervention (see information on clinical research practica under [Clinical Research Opportunities and Policies](#)); this can occur either as part of their ongoing research activities in their faculty mentor's research lab, or as a "clinical research activity" wherein students devote 5 or more hours a week to assessment or intervention activities in a lab conducting active clinical research

projects. For example, in the Adult Division, via the Couples Lab, students conduct videoconferencing calls with low-income couples participating in an online program to ameliorate relationship distress. Students also are involved in clinical research on schizophrenia (Culturally Informed Therapy) and anxiety disorders (Program for Anxiety, Stress, and OCD). In the Child Division, a clinical research project with assessment and intervention components includes CAMAT (the Child and Adolescent Mood and Anxiety Treatment Program). In the Health Division, students have been involved several ongoing clinical trials and longitudinal studies that provide clinical assessments and face-to-face and remotely-delivered culturally-adapted cognitive-behavioral oriented interventions. The interventions relate to topics ranging from HIV prevention (primarily with sexual and gender minority individuals) and HIV care (primarily with individuals who need additional self-care and mental health support) to adaptation to breast and prostate cancer treatment. Finally, students are engaged in clinically-relevant research activities (for master's thesis, dissertation) that involve clinical populations, investigate clinical treatments, or have direct implications for clinical practice. All students discuss the clinical implications of their research findings in their theses and dissertations.

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

For the competency of **Supervision**, we require students to complete a program-approved online CE course on supervision, "Supervision: A Guide for Mental Health Professionals", prior to applying for a clinical internship. (The cost of this online course is covered by the Psychology Department; see [Appendix F](#) for additional information.) Through multiple **practicum** experiences, students also learn how to maximize the use of supervision and are exposed to multiple supervision styles of supervisors; practicum supervisors also rate students on their use of clinical supervision. Further, prior to each practicum placement, students complete a student-practicum site agreement with their main clinical supervisor, which details how practicum activities and clinical supervision will be provided. PSY 657, the required course students take prior to practicum training, also includes a 1.5-hour lecture on supervision models and utilization of supervision, as do each of the advanced intervention courses (i.e., PSY 660, 662, 685). Lastly, additional opportunities to gain specialized experience in supervision models and practices are available to advanced students through enrollment in Advanced Assessment Practicum or Advanced Therapy Practicum (where these advanced graduate students help supervise students beginning their practicum training). Overall, we assess competency in supervision by a passing grade on the CE course; practicum supervisors' ratings of supervision-related items; and grades on the supervision component of PSY 657 and advanced intervention courses.

Finally, **Consultation and Interprofessional Skills** are woven into several program activities. For example, in **practicum** settings, students learn about how to consult and interact with different professionals. This is especially true for all external practicum placements, where students are training with diverse professionals in medical, school, and other community settings. Each semester of practicum, students also are evaluated on their interprofessional skills by their

practicum supervisors. In terms of coursework, PSY 657, the required course students take prior to practicum training, includes a 1.5-hour lecture on consultation and interprofessional skills, as do each of the advanced intervention courses (i.e., PSY 660, 662, 685). Overall, we assess competency in this area by practicum supervisors' ratings of consultation/interprofessional skills; and grades on the consultation/interprofessional skills components of PSY 657 and of the advanced intervention courses.

Cultural Diversity of the Miami Area and Program

The UM student body is one of the most diverse among private universities in the US, and the greater Miami area is one of the most ethnically- and culturally- diverse areas in the country. The ethnic composition of Miami-Dade County ([2025 census](#)) is 70.3% Hispanic or Latine, 16.1% Black or African American, and 13.5% Non-Hispanic white. Our Latine population is extremely diverse, and includes Cubans, Nicaraguans, Columbians, Hondurans, Puerto Ricans, Venezuelans, Mexicans, and others from Central and South America and Europe. The Black population includes Haitians, Jamaicans, Bahamians, other Caribbean individuals, and African Americans. The Miami area also has tremendous diversity with respect to religion, gender and sexual identities, and income. Thus, issues of cultural and individual diversity and the need for respect of such diversity are pervasive in the lives of UM students and faculty.

Within the UM program, issues of diversity permeate research, coursework, and practica experiences. (See the description of Diversity and Individual Differences, above.) Our program has been highly responsive to the need to adapt research and clinical service delivery to the diverse Miami community by developing culturally responsive procedures. A sizable proportion of the Department of Psychology's **research and training grants** focus on the special opportunities that exist here to study diverse populations, with respect to age, color, disability, ethnicity, gender identity, language, national origin, race, religion, culture, sexual orientation, and income. Funded research also focuses on topics related to ethnic/cultural diversity, such as the Hispanic Community Health Study (chronic disease factors; health protective behaviors); HIV prevention and trauma treatment; interventions for peer victimized youth; and health disparities affecting youth.

Finally, throughout the Psychology Department, the valuable work of the **Committee on Culture and Belonging (CCB)** further contributes to a climate that fosters a supportive and encouraging environment that promotes diversity and discussions of related issues. The CCB initiatives provide opportunities for students and faculty (and staff) in our program to undergo further training in multiple issues around diversity and intersectionality.

III. Practicum Placements

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 area-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, emphasizing the scientific basis of practice.

If students are seeing *any* clients through any type of placement, they **must** be enrolled in practicum credits or other program-sanctioned credits (even over the summer, or just seeing one client). This is required in order to be covered by the University's liability insurance, as well as individual liability insurance.

Psychological Services Center Guidelines

Please see the PSC Policy and Procedure Manual for a full description of guidelines and procedures in the PSC. During all clinical students' second year in the program, they are required to participate in therapy and assessment practica in the PSC. Child and pediatric students are required to accumulate at least 80 face-to-face hours with therapy clients (typically starting in the fall), and adult and health students are required to accumulate at least 100 hours face-to-face hours with therapy clients (starting in the summer). Intake, assessment, and group (e.g., CAMAT) hours completed with therapy cases may count toward these hours. Adult and health students are required to conduct 4 (unless competency is met after 3 as determined by the student's assessment supervisor) comprehensive assessment cases (typically starting in the fall) while child and pediatric students are required to complete 6 comprehensive assessment cases (starting in the summer). With the exception of involvement with the CAMAT program, no group participation is permitted during the first full practicum year at PSC without approval from the PSC Director.

Students may elect to participate in an advanced practicum experience following their first full year of training at the PSC with prior approval from their Clinical Track Coordinator and the PSC Director. Assignment to specific teams or roles (e.g., peer supervision) is contingent upon supervisor approval and availability.

Additional Guidelines for Practica

The Clinical Coordinators for each Division (Adult, Child, Health) 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 Clinical Coordinator.

Students are not permitted to negotiate their own practicum placements.

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, which can include summer depending on the practicum site. Students need to arrange their vacation time with their research mentor, in consultation with their practicum supervisor(s) if relevant. 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. Students must acquire a minimum of 450 face-to-face hours (intervention plus assessment) and 150 hours of supervision before they can apply for a clinical internship.

Students interested in completing a practicum at the Miami VA should be advised that the VA has certain requirements that must be adhered to before you can be accepted as a trainee. Please see [Appendix G](#) for a list of these requirements.

All international students who plan to do a practicum placement that is not at the University of Miami (e.g., the VA, Memorial Cancer Center, the Public Defender's Office) must obtain CPT authorization prior to starting this, part-time, off-campus practicum training. UM policies and procedures for international students seeking CPT permissions may be found here: http://isss.miami.edu/_assets/pdf/12c-Authorization-Application-Procedure-for-CPT.

IV. Clinical Forms

The department must track many aspects of a student's clinical progress. To do so, students are expected to complete several forms which track their clinical progress each semester. The links to the forms that can be found in Box are e-mailed out by the Clinical Program Sr. Program Coordinator. Failure to complete forms in a timely manner may result in the student receiving an incomplete on their transcript.

V. Clinical Research Opportunities and Policies

A clinical research practicum is an extra practicum that students who are in their third year and beyond may take on, with the approval of their mentor and clinical coordinator. A clinical research practicum is defined as a clinical research experience taking place outside of the student's own lab but under the supervision of a Psychology Department faculty member*. A clinical research practicum may not exceed five hours per week, including supervision and support activities. Each clinical research practicum must involve regular supervision appropriate to the meet the training needs of the student and must involve direct observation (i.e., live observation of a session, observation of a session recording, or co-leading a clinical activity with a faculty supervisor) of the student at least once per semester by a faculty member, although more frequent observation is recommended.

Approval of clinical research practica (and any extra clinical work undertaken at the PSC) must be documented using the Extra Clinical Work Permission Form and must be documented on the CLASS survey each semester. Please note that there is a five-hour limit to any extra clinical work, so if a student is doing five hours of a clinical research practicum, for example, they cannot also do extra clinical work at the PSC. If students do not receive approval for extra clinical work, they will not be able to count the hours accrued for internship.

If students are completing clinical research activities within their own lab and wish to count them as face-to-face assessment or intervention hours when they apply for internship, they must also receive supervision and direct observation as defined above and have their

supervisor fill out a Clinical Research Evaluation form each semester to document these hours. Otherwise, these hours can be reported as Support Hours.

*Clinical research experiences offered outside of the Psychology Department must be presented to the Clinical Advisory Group following the same procedures we use to approve regular practicum experiences and will only be approved on a limited basis.

VI. Helpful Advice to Clinical Students

Keep All Your Course Syllabi from Graduate Courses

Our clinical program uses an “infusion” model to cover certain content areas that are required for program accreditation (e.g., psychometrics, etc.). If you have not taken a graduate 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 graduate courses. Thus, it is critical to keep a copy of your course syllabi for ALL graduate level classes. You can also download copies of brief course descriptions from the [University of Miami Academic Bulletin](#), but these may not be as useful as a detailed syllabus.

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 Time2Track tool to keep track of your hours as its system matches the one used for internship applications. This program is free to UM psychology graduate students with the use of a program key that is emailed to students from the Clinical Program Sr. Program Coordinator every April or May beginning in the second year of the program. Once you have the key, the program can be accessed at <https://time2track.com/>.

VII. Practicum-Related Policies and Procedures

All graduate students who are enrolled in one of the clinical program major areas of study (i.e., adult, child/family, pediatric health, or health clinical) 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.

VIII. Professional Liability Insurance

All students enrolled in one of the clinical program major areas of study (i.e., adult, child/family, pediatric health, or health clinical) are required to secure their own liability insurance, either through the American Psychological Association (see <https://www.apa.org/>) or through an alternative suitable source (e.g., the [American Professional Agency, Inc.](#)). 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 upload in their Departmental Box folder labeled “other” a copy of a valid/current insurance certificate prior to beginning practicum for the academic year.

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.

IX. Internship Application

Students typically apply for their required, 12-month clinical internship in their 4th or 5th year of graduate studies. The Director of Clinical Training holds a meeting for all students wishing to apply to internship for the next year, where all necessary information is distributed. The DCT also holds several meetings throughout the year to prepare students for the internship application process. Students must complete and upload in their Departmental Box folder #7, their [Internship Eligibility Form](#). General information regarding internship is updated every year and can be accessed here: <https://miami.box.com/s/bny3ehcwzwhch4nbmwsfy2ggq7a3hwle>

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 general application for internship is posted online every July at www.appic.org.

Because many internship sites request applications by the end of October, students are required to defend their dissertation proposal no later than **September 15th** of the year they apply for internship. Having defended a dissertation proposal is a requirement for submitting internship applications (see [Appendix H](#)). Students also must complete **an online course on supervision** (PSY 002: *Supervision*) by **September 15th** of the year they apply (see [Appendix F](#)).

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.

Note for International Students: Continuous enrollment in a 12-month clinical internship, most often completed at an off-site location, is a requirement of our program’s American Psychological Association accreditation and is required of all students to complete the Health Clinical, Child Clinical/Family, Pediatric Clinical, Adult Clinical, or Joint Developmental/Child Clinical-Family Tracks of the Psychology Ph.D. Program. All international students should clearly note this requirement as an 11- to 12-month continuous educational requirement of our

Psychology Ph.D. program and that they must obtain CPT authorization prior to starting the off-campus practical training. Please reference this component of our handbook, the course listings for [PSY 803 and 804](#) online, and that you are in one of the “Clinical Psychology Tracks” of our Ph.D. program when obtaining CPT authorization from the International Students and Scholars office at the University of Miami. Please allow sufficient time for this process to take place before your internship start date. At the present time, our I-20 for the Psychology Ph.D. program specifies a 5-year program length. Therefore, international students intending to apply and complete their internship during a 5th year in the program must complete a program extension with ISSS to cover the period of their internship length. This program extension may require demonstration of additional funds available. Please consult with the Associate Chair in order to get required departmental documentation of University-provided support **at least 12 months prior to the start of the required internship.**

X. Internship and Beyond

Graduation

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, very few, if any, students graduate in May. Most students graduate in the summer or December. 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 the end of July. Please check the UM website for information on graduation registration dates and deadlines (<https://commencement.miami.edu/>).

Students with August or September 1st start dates for internship typically graduate in December. However, it may be possible to graduate in August, **after all degree requirements including the internship are met**. Specifically, when you submit a letter from your Internship Training Director, indicating that the internship has been completed successfully and the date of completion, the Graduate School may be able to issue an August degree. Please contact the Graduate School and the Department of Psychology main office if you are trying to graduate August or September and allow at least 2 weeks for processing your degree. Otherwise, you should plan to graduate and attend the December ceremony. Also, all students who have successfully defended their dissertation by May of the year they expect to graduate are eligible to “walk” in the May graduation ceremony.

If you are not graduating until December but need to document that you have completed all your degree requirements, **please contact the Director of Clinical Training**. 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.

For international students, please note that, at this time, the University of Miami Psychology Ph.D. program’s clinical tracks do not have an eligible CIP code (Clinical Psychology) from the Department of Homeland Security for the STEM OPT Extension.

XI. Licensure

The department encourages all clinical graduates to become licensed as it is a required program outcome. Licensing requirements are available online through the Association of State and Provincial Psychology Boards (www.asppb.net). You can check each state individually.

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**. You may need to take an extra course or locally sponsored workshop to meet requirements in some states (e.g., California).

XII. 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).

XIII. Procedures for Applying for Outside Clinical Activities

1. Prepare a letter for the Director of Clinical Training (Dr. Jensen-Doss) 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
2. 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
3. Have the letter co-signed by:
 - your major research advisor

- the Division Director or the Clinical Coordinator for your major area of study (e.g., Drs. Timpano or Weisman for Adult; Drs. Messenger or Doss for Child; Drs. Antoni or Puccinelli for Health)
4. In the case of paid employment, approval may also be required from the Associate Chair for Graduate Studies and/or Graduate School Dean.

XIV. Clinical Program Minimum Standards

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 in the [Ethics section](#) and in the APA ethics code (<https://www.apa.org/ethics/code>).

XV. 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; verbal aggression (in person or online) toward supervisors or instructors; excessively rude, disrespectful behavior with faculty, classmates, or clients; unprofessional behavior toward clients or research subjects; and intoxication on campus. Evidence of unethical behavior in research, clinical work, or classes (e.g., cheating on exams, plagiarism, unethical research or clinical behavior) is grounds for program dismissal. Appendix K includes the technical standards for the clinical psychology program that outlines the skills needed to successfully complete the program.

XVI. Policy on Ethics and Confidentiality

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).

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.). Confidential management of case materials applies to both electronic security of online chart documents and in-person management of such materials. 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.

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: <https://www.apa.org/ethics>.

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

XVII. Joint Developmental/Child Clinical-Family Track

A maximum of one student per year will be accepted into the joint program. Students will have a mentor from each program (Child-Clinical and Developmental). One mentor is likely to be the primary mentor; the secondary mentor might be a future masters or dissertation committee member or might be the child division clinical coordinator. Joint students will complete the clinical qualifying exams before candidacy and the additional developmental qualifying requirement before internship. In practice, this means students will submit their clinical qualifying documents with their cohort and submit an additional paper or a grant submission to fulfill developmental requirements).

Part 3:

Policies and Guidelines

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Departmental Policies, Practices, and Guidelines

I. Mission Statement

The [mission of the University of Miami](#) is to transform lives through education, research, innovation, and service. 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: teaching, research, and service to the community.

The Department seeks to provide students with exposure to and a fundamental understanding of the psychological and biobehavioral 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, while being mindful of diversity, equity and inclusion issues in all these activities.

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

1. Promote advanced understanding of behavioral, psychological, and biological processes, with an understanding of the limitations of existent research in this domain relative to historical underrepresentation of diverse persons in such research.
2. Provide rigorous training in research design and analysis and stimulate advanced research skills.
3. Provide detailed scientific knowledge about psychology as well as clinical psychology training, cultural competencies and practical experience for those students seeking applied training in a career as a clinician scientist, in accordance with the American Psychological Association and PCSAS guidelines for accreditation in Clinical Psychology.
4. Foster independent learning, enabling the graduate to contribute to the scientific field of Psychology, as specified for the student's program of study.

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 international 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 in an inclusive and responsive manner across 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.

II. Student Rights and Responsibilities

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](#).

III. Graduate Student Honor Code

For issues pertaining to academic misconduct or dishonesty, students should refer to the [Graduate Student Honor Code](#) at the Dean of Students’ webpage.

IV. Disability/Impairment Issues

If you have an issue that affects your ability to complete your responsibilities, even temporarily (e.g., health, psychological, family, or personal reasons), you are encouraged to let those who supervise you know about it. We understand that personal problems can impact performance; however, 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. However, it is difficult for such accommodations to be made if the student’s challenges are unknown to faculty or supervisors. If you do not feel you can speak to your mentor or supervisor know directly, you are encouraged to speak with the student and/or faculty ombudsperson or other departmental leadership to help advise you as soon as possible. The department and University offer many persons that may be in a position to help. So, please share appropriately when you can.

If you have documented disability that requires University-based accommodations (e.g., Learning Disorder, a health condition, etc.) that may affect your academic, research, or clinical performance, you should consult with the Office of Disabilities Services as early as possible. Early documentation of disabilities is encouraged, such that reasonable accommodation can be made in a timely manner. **For example, in order to receive accommodations for the Fall semester, sufficient documentation must be submitted for review by the Office of Disability Services at UM by July 1 of the summer prior to the Fall semester in which accommodations are needed.**

The Office of Disabilities Services (ODS) is a subdivision of the University of Miami Camner Center for Academic Resources. Typically, for receipt of ODS services, students must apply by June to receive eligible services in the subsequent Fall semester. For more information about accommodations and associated deadlines, visit the ODS website found [here](#).

The contact information is as follows:

Whitten University Center, Suite 2400, Telephone: 305-284-2800

<https://camnercenter.miami.edu/>

Hours: 8:30 a.m. and 5:00 p.m., Monday to Friday.

V. Guidance for Pregnant and Parenting Students

The University of Miami is committed to creating a culture of belonging for all students, including those who are pregnant and parenting. A document providing guidance for pregnant and parenting students at the University of Miami is posted on the University's Title IX website at the following link: <https://titleix.miami.edu/policies-guidance/index.html>. The Department is committed to supporting the needs of pregnant or parenting students and the Associate Chair for Graduate Studies is happy to assist, as needed, if additional accommodations are helpful.

VI. Personal Problems

As stated in APA's "Ethical Principles of Psychologists and Code of Conduct":

"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 social behaviors, untreated mental or physical health issues, and dishonesty in dealing with peers, supervisors, clients, or others.

If such problems are affecting you, please reach out to any of the support faculty available to you, including the Ombudspersons, Associate Chair, your Director of Clinical Training, Division Director, faculty mentors, etc. to assist in connecting with resources that may help. Ideally, such supports will be engaged prior to any limitations need to be placed on student's work-related duties but may also be encouraged as part of a support or remediation plan.

VII. Non-Discrimination Policies

The Department of Psychology endorses the University of Miami's policy on non-discrimination found [here](#). 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, color, national origin, religion, sex, sexual orientation, gender identity or expression, age, disability, veteran status, genetic information or any other protected factor 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.”

VIII. Title IX Notice of Non-Discrimination

The University of Miami does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the University of Miami’s Title IX Office, the U.S. Department of Education’s Office for Civil Rights, or both. The University of Miami’s Title IX Coordinator information is as follows:

University's Title IX Office
Maria Sevilla, Title IX Coordinator
6200 San Amaro Drive, Ste. 230 Coral Gables, FL 33146 Telephone: 305-284-8624
Email: titleixcoordinator@miami.edu Website: www.miami.edu/titleix

The nondiscrimination policy and grievance procedures can be located at titleix.miami.edu, under the “Policies and Procedures” tab.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator or file an online report through at titleix.miami.edu.

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.

The Department views abuse or harassment of *any kind* as unacceptable. Such behavior will not be tolerated amongst any member of the departmental community.

IX. Inclusive Departmental Culture

The Psychology Department is strongly committed to a diverse and inclusive learning environment. We recognize there are many aspects of diversity, including differences among dimensions of race, ethnicity, gender identity, sexual orientation, religion, culture, language, socioeconomic status, age, geography, national origin, and disabilities. We also recognize that any given individual may identify along more than one of these dimensions. The Committee for Culture & Belonging (CCB) was established as a joint faculty-staff-student effort to facilitate training in diversity issues and to evaluate our diversity training with representation from each.

The goals and specific objectives of the CCB include:

- Draw attention to the ways in which we, as researchers, clinicians, and professionals can incorporate a greater understanding of diversity into our multiple professional roles.
- Include a focus on diversity in professional development seminars.

- Organize discussions and activities to increase awareness of issues associated with dimensions of our own multicultural identities in relation to our work.
- Encourage integration of diversity training throughout our curriculum.
- Periodically assess the extent to which students and faculty feel that we are meeting our diversity training goals.
- Promote awareness of university and community events related to diversity
- Organize events and discussions on diversity topics
- Inform students and faculty of special events and diversity training opportunities

The CCB is open to feedback about ways we can best serve the Department in accordance with our goals. Ideas for training, speakers, events, and other opportunities may be sent to any member of the committee.

X. Social Media: Recommended Guidelines

As communication channels proliferate, the lines between public and private information can blur. Personal websites, blogs, email signature lines, text messages, voicemail messages, X, Snapchat, Instagram, etc., and media interviews, afford numerous avenues for personal expression and increasingly call for discretion and good judgment in how they are used. The following are guidelines (not requirements) intended to provide helpful suggestions for best practices as students navigate the usage of various forms of electronic communication and social media.

When using social media, we expect that students will act with courtesy and respect toward others. Students should keep in mind that, as representatives of the University of Miami Psychology Department and the psychological profession, what is communicated on social media reflects on the university and can have an impact on the public's perception of mental health services. For this and other reasons, we recommend that you consider the following:

- Internship and post-doctoral training programs conduct web searches on applicants' names.
- Employers conduct on-line searches prior to interviews or job offers.
- Prospective clients conduct web-based searches on potential therapist names.
- Clients often approach therapists via networking sites and email.
- Legal authorities review personal websites for evidence of illegal activities.

In particular, be aware that:

- Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible. While there are robust and supportive online communities of academic scholars on social media sites that the Department encourages you to avail yourself of, these are still public forums for communication.
- Any content that you host (e.g., comments posted by others on your site) can have the same (negative) effect as content you post.

- Email signature lines and voicemail greetings that might express your individuality or reflect your sense of humor may not portray you in a professional manner. Consider that quotations on personal philosophy, religious beliefs, and political attitudes might cause unanticipated reactions from people with differing backgrounds and viewpoints.

Guidelines for responsible social media practices include the following:

- Keep an eye on your social media “presence.” Conduct periodic Google searches on yourself to find out what information can be accessed about you on the Internet. Consider using the highest privacy settings available (i.e., “Friends only”) on Facebook, X, Snapchat, Instagram, Tik Tok, and other social networking websites. Monitor these settings periodically to ensure that privacy settings previously selected remain intact. For more APA recommendations see: <https://www.apa.org/gradpsych/2015/11/corner>.
- Never become a “friend” of a therapy or testing client online, thereby enabling them to access personal information about you.
- Be respectful and thoughtful about what you post on public psychology forums, including those sponsored by professional organizations such as the American Psychological Association (APA). Check APA’s social media policy at <https://www.apa.org/about/social-media-policy>

Make sure the content you post is in harmony with APA and state ethical and professional guidelines.

APA has published guidelines for practicing psychologists’ use of social media:

<https://www.apa.org/about/policy/guidelines-optimal-use-social-media.pdf>

<https://www.apa.org/monitor/2014/02/ce-corner>

XI. Guidelines for Publication Practices

The Department of Psychology follows the APA's Guidelines of Publication Practices & Responsible Authorship.

Specifically, it is emphasized that when publishing researchers should aim for:

- Accurate and honest reporting of research methodologies and results
- Avoiding dividing a project into "least publishable units"
- Avoiding publishing duplicate studies

Authorship credit should reflect the individual's contribution to the study. An author is considered anyone involved with initial research design, data collection and analysis, manuscript drafting, and final approval. AI use disclosures are increasingly also required. However, the following do not necessarily qualify for authorship: providing funding or resources, mentorship, or contributing research but not helping with the publication itself. The primary author assumes responsibility for the publication, making sure that the data are accurate, that all deserving authors have been credited, that all authors have given their approval to the final draft; and handles responses to inquiries after the manuscript is published. More information can be found here: <https://www.apa.org/research/responsible/publication/>

Ethics

I. Plagiarism

The following definitions and resources were taken from the University of Miami School of Medicine Office of Research Education and Training website.

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 their 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.

The Department of Psychology will assess all theses, dissertations, and qualifying papers for potential plagiarism using commercially available software, such as the "Safe Assign" 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.

Note: Please be mindful that many courses now use "Safe Assign" software for course assignments to check for plagiarism via Canvas. We also use this software for review of Master's thesis and dissertation documents. Therefore, if you reuse substantial amounts of text from any class assignment scanned by Safe Assign in your Master's thesis or dissertation, you must cite these materials appropriately or they could be flagged by Safe Assign and may be considered a form of self-plagiarism.

Additionally, use of Artificial Intelligence (AI) software continues to evolve, as do [University guidelines](#) about the appropriate use of such in research. Students must ensure accuracy of any AI generated information, declare how AI software was used in their research to their mentor or committee chair, and be aware that any AI generated text, syntax, or output used in research products will be viewed as the student's original work. Therefore, please guard yourself carefully against accidental plagiarism in the use of AI generated content.

AS NOTED IN THE SECTION ON RETENTION, REMEDIATION, AND TERMINATION ([APPENDIX D](#)) EVIDENCE OF PLAGIARISM IS GROUNDS FOR DISMISSAL FROM THE PROGRAM.

II. Resources Related to Plagiarism and Scientific Misconduct

University of Miami Resources

University of Miami 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)
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) who 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.

III. APA Ethical Principles

All students are expected to adhere to APA Ethical principles.

Commission on Accreditation Information

Our program is committed to the APA accreditation process and we fulfill our responsibilities to the APA Commission on Accreditation. Questions related to the program's APA accredited status should be directed to:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979/E-mail: apaaccred@apa.org

Information can be also obtained from their website: <https://accreditation.apa.org/>

The clinical psychology program is also accredited by the Psychological Clinical Science Accreditation System (PCSAS). Questions related to the programs' PCSAS accreditation status can be directed to:

Joseph E. Steinmetz, Executive Director
Psychological Clinical Science Accreditation System (PCSAS)
Indiana University
1101 E. 10th Street
Bloomington, IN 47405
Phone: (479) 301-8008/e-mail: jsteinmetz@pcsas.org

Information can be also obtained from their website: <https://pcsas.org/pcsas-accredited-programs/>

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Course Requirements

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Typical Schedule of Graduate Course Offerings in Psychology

Fall

- PSY 601: *Issues in Professional Development & Research*
 PSY 603: *Neuroanatomy*
 PSY 605: *The Neuroscience of Cognition & Emotion*
 PSY 610: *Foundations in Behavioral Medicine and Health Psychology*
 *PSY 621: *Theories of Development*
 *PSY 624: *Social Development*
 PSY 625: *Social Psychology*
 PSY 631: *Psychological Statistics, Research Methods, & Design*
 PSY 633: *Structural Equation Modeling*
 *PSY 638: *Psychology of Infant Development*
 PSY 641: *Psychopathology Across the Lifespan*
 PSY 645: *Introduction to Psychological Evaluation*
 PSY 650: *Laboratory in Clinical Psychology* (DIAMOND Lab; taken w/PSY 641)
 *PSY 660: *Evidence-Based Psychological Intervention with Children & Families*
 *PSY 662: *Health Psychology Interventions*
 PSY 671: *Assessment Lab* (taken w/PSY 645)
 *PSY 697: *Neuroimaging in the Psychological Sciences 1: Methods*

Fall & Spring

- PSY 670: *Practicum in Clinical Psychology*
 PSY 672: *Advanced Practicum in Clinical Psychology*
 PSY 680/PSY 681: *Research*
 PSY 684: *Readings in Psychology*
 PSY 803/PSY 804: *APA Accredited Internship*
 PSY 810: *Master's Thesis*
 PSY 830: *Doctoral Dissertation*

Summer

- PSY 806: *Summer Research Practicum*

Spring

- PSY 606: *Biobehavioral Processes & Disease in Health Psychology*
 PSY 614: *Diversity Issues in Psychology*
 PSY 620: *(Advanced) Developmental Psychology*
 *PSY 622: *Cognitive Development*
 *PSY 623: *Language Development*
 PSY 632: *Multiple Regression & Multivariate Statistics*
 *PSY 634: *Multilevel Modeling*
 *PSY 636: *Research Methods with Children & Adolescents*
 PSY 647: *Psychological Evaluation Across the Lifespan*
 PSY 648: *Psychological Evaluation in Physical Disorders*
 PSY 656: *Introduction to Evidence-Based Psychological Treatment*
 PSY 657: *Introduction Psychotherapy, Ethics, & Professional Issues*
 *PSY 691: *Neuroimaging in the Psychological Sciences 2: Applications and Cultural Context*
 PSY 696: *Cognitive & Behavioral Neuroscience Journal Club*

By Announcement

- *PSY 602: *Scientific Writing & Grantsmanship*
 *PSY 609: *Psychopharmacology*
 *PSY 615: *Foundations of Neuropsychology*
 *PSY 639: *Autism & Developmental Disabilities*
 *PSY 642: *Advanced Adult Psychopathology*
 *PSY 655: *Evolution and Sex*
 *PSY 661: *Interventions in Pediatric Psychology*
 *PSY 683: *Special Topics (e.g., Special topics: Qualitative research methods, etc.)*
 *PSY 685/PSY 687: *Seminar in Clinical Psychology*
 *PSY 698: *Seminar in Quantitative Psychology*

* indicates course is **NOT** typically offered every year

COURSE LIST IS NOT EXHAUSTIVE AS SOME COURSES ARE NOT REGULARLY SCHEDULED OR ARE OFFERED AS SPECIAL ELECTIVES; COURSE OFFERINGS BY SEMESTER CAN BE FOUND ON [CANELINK](#). A FULL LIST OF COURSES IS AVAILABLE [HERE](#).

ADULT CLINICAL Requirements

Student's Name _____ Date _____

Summary of Requirements Completed: Adult Clinical (NOTE: Minimum of 69 credit hours required for Ph.D.) Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.

(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Discipline-Specific Knowledge Courses (all 3 required; 2 courses must be taken prior to Quads/M.S. Thesis)

PSY 605: The Neuroscience of Cognition & Emotion _____

PSY 620: Developmental Psychology _____ PSY 625: Social Psychology _____

Research Methodology, Statistics, and Data (3 required; 2 courses must be taken prior to Quads/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods, and Design _____

PSY 632: Multiple Regression & Multivariate Statistics _____

PSY 633: Structural Equation Modeling _____ OR PSY 634: Multilevel Modeling _____

Profession-Wide Competencies (all 5 required) _____

PSY 601: Issues in Professional Development and Research _____

PSY 614: Diversity Issues in Psychology _____

PSY 645: Introduction to Psychological Evaluation (+PSY 671: Assessment Lab) _____

PSY 656: Introduction to Evidence-Based Psychological Treatments _____

PSY 657: Introduction to Psychotherapy, Ethics, and Professional Issues _____

Area-Specific Requirements (* indicates required)

PSY 641: Psychopathology Across the Lifespan (+ PSY 650: DIAMOND Lab)* _____

PSY 647: Psychological Evaluation Across the Lifespan* _____

Advanced Intervention Course: PSY 660, 662, 685, 687 or other approved course. (*1 required) _____

Elective: (1 elective required)

PSY 602, 610, 640, 648, 660, 662 or other approved course: _____

Practicum in Clinical Psychology (PSY 670; indicate setting and semester completed; 6 semesters required)

	Practicum Site(s)	Face-to-Face Hours	Supervision Hours
First Year			
Second Year			
Third Year			
Fourth Year			
		Total:	Total:

Face-to-Face (450 – 500 hours required prior to internship); Supervision (minimum of 150 hours required prior to internship)

Advanced Practicum (Indicate semester(s) and assessment or therapy) _____

Additional Online Course Requirements (indicate date of completion)

PSY 001: History & Systems of Psychology ([Appendix E](#); must be completed before starting 2nd year) _____

PSY 002: Supervision ([Appendix F](#); must be completed before applying to internship) _____

Qualifying Procedures (indicate when passed) _____

Teaching Requirement (Indicate course and semester taught): _____

Primary Research Mentor: _____

Other/Additional Mentors: _____

Research Productivity (3 presentations or 1 publication required to graduate)

	Publication(s)	Presentation(s)		Publication(s)	Presentation(s)
First Year			Second Year		
Third Year			Fourth Year		
Fifth Year			Overall Totals:		

Masters thesis (indicate topic, committee members and date completed; six credits of PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral.)

(12 credits of PSY 830 (pre-proposal)/840 (post-proposal) are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance.)

APA Accredited Clinical Internship (PSY 804; indicate setting and year) _____ (2 credits required; Enrollment in PSY 804 (Clinical Internship) is required and continuous enrollment at UM is required until graduation; students may enroll for 1 dissertation credit per semester following internship to maintain continuous registration.)

Proposed *Illustrative* Course Schedule: **ADULT CLINICAL**

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 631: Psychological Statistics, Research Methods and Design	3 cr.
PSY 641: Psychopathology Across the Lifespan	3 cr.
PSY 645: Introduction to Psychological Evaluation	3 cr.
PSY 650: Lab for PSY 641 (DIAMOND Lab)	0 cr.
	10 cr.

Spring Semester

PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 647: Psychological Evaluation Across the Lifespan	3 cr.
PSY 656: Introduction to Evidence-based Psychological Treatments	3 cr.
PSY 657: Introduction to Psychotherapy, Ethics, and Professional Issues	3 cr.
PSY 671: Lab for PSY 645 (Assessment Lab)	0 cr.
	12 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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PSY 001: History & Systems of Psychology (online course)
must be completed before beginning of second year
 See Appendix E.

SECOND YEAR

Fall Semester

PSY 605: Neuroscience of Cognition and Emotion	3 cr.
PSY 633: Structural Equation Modeling (<u>OR</u> PSY 625: Social Psych)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	3 cr.
	10 cr.

Spring Semester

PSY 620: Developmental Psychology	3 cr.
PSY 614: Diversity Issues in Psychology (<u>OR</u> PSY 634: Multilevel Modeling)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	3 cr.
	10 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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THIRD YEAR

Fall Semester

IF NOT Teaching:

PSY 625: Social Psychology (<u>OR</u> PSY 605: Neuro)	3 cr.
PSY 6xx: Advanced Intervention Course	3 cr.
PSY 6xx: Elective	3 cr.*
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	10 cr.

IF Teaching:

PSY 625 (<u>OR</u> 605)	3 cr.
PSY 680	3 cr.*
PSY 681	3 cr.*
PSY 670	<u>1 cr.</u>
	10 cr.

Note: If 6 Masters thesis credits are not completed in second year, these should be used in place of PSY 680/681 credits or any elective credit during Fall of one's third year in the program. to doctoral candidacy in lieu of PSY 680/681.

Spring Semester

IF NOT Teaching:

PSY 620: Developmental Psychology (<u>OR</u> PSY 614)	3 cr.
PSY 6xx: Advanced Intervention Course	3 cr.
PSY 830: Dissertation (or PSY 680/681)	1 cr.
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	8 cr.

IF Teaching:

PSY 620 (<u>OR</u> 614)	3 cr.
PSY 830	2 cr.
PSY 670	<u>1 cr.</u>
	6 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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FOURTH YEAR**

Fall Semester

PSY 6xx: Advanced Intervention Course, if needed	3cr.
PSY 840: Doctoral Dissertation	3 cr.
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	7 cr.

Spring Semester

PSY 641/642 if not taken 3rd year (due to teaching)	3 cr.
PSY 6xx: Elective OR 830	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 840: Doctoral Dissertation	<u>6 cr.</u>
	10 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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FIFTH YEAR**

Fall Semester

PSY 804: APA-Approved Clinical Internship	1cr.
	<u>1cr.</u>

Spring Semester

PSY 804: APA-Approved Clinical Internship

1cr.

1cr.

Summer

PSY 804: APA-Approved Clinical Internship

1cr.

PSY 002: Supervision (online course)

must be completed before applying to internship

See [Appendix E](#).

****The Clinical Tracks in the Ph.D. Program take 5-6 years to complete, with coursework from the 4th year indicated above, including PSY 830 and 840 credits, often spread between 4th and 5th year, and PSY 804 (APA-Approved Clinical Internship) occurring in the 5th or 6th year. The minimum time to completion is 5 years.**

Need: Total of 14 3-credit courses (in addition to 601), of which 3 are Discipline-Specific Knowledge courses (605, 620, 625), 3 are statistics (631, 632, 633), 4 are Profession-Wide Competencies (614, 645, 656, 657), 3 are area-specific requirements (641, 647, advanced intervention), and 1 is an elective.

Note: 2 Discipline-Specific Knowledge Courses, two statistics courses, and the History & Systems online course must be taken prior to MS/Quals.

CHILD/FAMILY CLINICAL Requirements

Student's Name _____ Date _____

Summary of Requirements Completed: Child/Family Clinical (NOTE: Minimum of 71 credit hours required for Ph.D.)

Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.

(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Discipline-Specific Knowledge Courses (all 3 required; 2 courses must be taken prior to Quals/M.S. Thesis)

PSY 605: The Neuroscience of Cognition & Emotion _____
PSY 620: Developmental Psychology _____ PSY 625: Social Psychology _____

Research Methodology, Statistics, and Data (3 required; 2 courses must be taken prior to Quals/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods, and Design _____
PSY 632: Multiple Regression and Multivariate Statistics _____
PSY 633: Structural Equation Modeling or PSY 634: Multilevel Modeling _____

Profession-Wide Competencies (all 5 required)

PSY 601: Issues in Professional Development and Research _____
PSY 614: Diversity Issues in Psychology _____
PSY 645: Introduction to Psychological Evaluation (+PSY 671: Assessment Lab) _____
PSY 656: Introduction to Evidence-Based Psychological Treatments _____
PSY 657: Introduction to Psychotherapy, Ethics, and Professional Issues _____

Area-Specific Requirements (* indicates required)

PSY 641: Psychopathology Across the Lifespan* _____
PSY 647: Psychological Evaluation Across the Lifespan* _____
PSY 660: Evidence-Based Psychological Intervention with Child and Families* _____
PSY 636: Research Methods with Children & Adolescents* or PSY 602: Scientific Writing & Grantsmanship or PSY 683-Special topics: Qualitative Research Methods _____

Electives: (1 elective required)

PSY 602, 610, 616, 648, 661, 662, 685, 687 or other approved course: _____

Practicum in Clinical Psychology (PSY 670; indicate setting and semester completed; 6 semesters required)

	Practicum Site(s)	Face-to-Face Hours	Supervision Hours
First Year			
Second Year			
Third Year			
Fourth Year			
		Total:	Total:

Face-to-Face (450 – 500 hours required prior to internship); Supervision (minimum of 150 hours required prior to internship)

Advanced Practicum (Indicate semester(s) and assessment or therapy) _____

Additional Online Course Requirements (indicate date of completion)

PSY 001: History & Systems of Psychology ([Appendix E](#); must be completed before starting 2nd year) _____
PSY 002: Supervision ([Appendix F](#); must be completed before applying to internship) _____

Qualifying Procedures (indicate when passed) _____

Teaching Requirement (Indicate course and semester taught): _____

Primary Research Mentor: _____

Other/Additional Mentors: _____

Research Productivity (3 presentations or 1 publication required to graduate)

	Publication(s)	Presentation(s)		Publication(s)	Presentation(s)
First Year			Second Year		
Third Year			Fourth Year		
Fifth Year			Overall Totals:		

Masters thesis (indicate topic, committee members and date completed; six credits of PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral.)

(12 credits of PSY 830 (pre-proposal)/840 (post-proposal) are required, from 1 to 6 per semester, no more than 3 of which may be completed in a semester prior to the semester in which the proposal is accepted)

APA Accredited Clinical Internship (PSY 804; indicate setting and year) _____

(2 credits required; Enrollment in PSY 804 (Clinical Internship) is required and continuous enrollment at UM is required until graduation; students may enroll for 1 dissertation credit per semester following internship to maintain continuous registration if needed.)

Proposed *Illustrative* Course Schedule: **CHILD/FAMILY CLINICAL**

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 631: Psychological Statistics, Research Methods and Design	3 cr.
PSY 641: Psychopathology Across the Lifespan	3 cr.
PSY 645: Introduction to Psychological Evaluation	3 cr.
	10 cr.

Spring Semester

PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 647: Psychological Evaluation of Across the Lifespan	3 cr.
PSY 656: Introduction Evidence-Based Psychological Treatments	3 cr.
PSY 657: Introduction Psychotherapy, Ethics, and Professional Issues	3 cr.
PSY 671: Lab for PSY 645 (Assessment Lab)	<u>0 cr.</u>
	12 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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PSY 001: History & Systems of Psychology (online course)

must be completed before beginning of second year

See [Appendix E](#).

SECOND YEAR

Fall Semester

IF OFFERED: **PSY 660:** Evidence-Based Psych Interventions with Children & Families

IF NOT: **PSY 605:** Neuroscience of Cognition & Emotion

3 cr.

PSY 633: Structural Equation Modeling (<u>OR</u> PSY 625: Social Psychology)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 660: Developmental Psychology	3 cr.
PSY 636: Research Methods with Children & Adolescents (<u>OR</u> PSY 602: Scientific Writing <u>OR</u> PSY 683: Special topics: Qualitative research methods) (<u>OR</u> PSY 634: Multilevel Modeling)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	10 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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THIRD YEAR

Fall Semester

IF OFFERED: PSY 660: Evidence-Based Psych Interventions with Children & Families (PSY 625 or PSY 605 , as needed)	3 cr.
PSY 605: Neuroscience of Cognition & Emotion (<u>OR</u> PSY 625: Social Psychology)	3 cr.
PSY 830: Doctoral Dissertation (<u>OR</u> PSY 680/681: 2 Research Credits)	1 cr.
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	8cr.

Note: If 6 Masters thesis credits (810) are not completed in second year, these should be used in place of PSY 680/681/830 credits or any elective credit during Fall of one's third year in the program.

Spring Semester

IF NEEDED: PSY 636: Research Methods with Children & Adolescents (<u>OR</u> PSY 602: Scientific Writing <u>OR</u> PSY 683: Special topics: Qualitative research methods)	3 cr.
PSY 614: Diversity Issues in Psychology	3 cr.
PSY 830: Doctoral Dissertation	2 cr.
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	9 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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FOURTH YEAR**

Fall Semester

PSY 6xx: Elective or Required Core Course (if needed; e.g. PSY 625, 605)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 830: Doctoral Dissertation	<u>3 cr.</u>
	7 cr.

Spring Semester

PSY 6xx: Elective or Additional Required Course (as needed)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 830: Doctoral Dissertation	<u>6 cr.</u>
	10 cr.

FIFTH YEAR**

Fall Semester

PSY 804: APA-Approved Clinical Internship	1cr.
	<u>1cr.</u>

Spring Semester

PSY 804: APA-Approved Clinical Internship	1cr.
	<u>1cr.</u>

Summer

PSY 804: APA-Approved Clinical Internship

1cr.

PSY 002: Supervision (online course)

must be completed before applying to internship

See [Appendix F](#).

******The Clinical Tracks in the Ph.D. Program take 5-6 years to complete, with coursework from the 4th year indicated above, including PSY 830 and 840 credits, often spread between 4th and 5th year, and PSY 804 (APA-Approved Clinical Internship) occurring in the 5th or 6th year. The minimum time to completion is 5 years.

Need: Total of 15 3-credit courses (in addition to 601), of which 3 are Discipline-Specific Knowledge courses (605, 620, 625), 3 are statistics (631, 632, and either 633 or 634), 4 are Profession-Wide Competencies (614, 645, 656, 657), 4 are area-specific requirements (641, 647, 660, 636), and 1 is an elective.

Note: 2 Discipline-Specific Knowledge Courses, two statistics courses, and the History & Systems online course must be taken prior to MS/Quals.

PEDIATRIC HEALTH CLINICAL Requirements

Student's Name _____ Date _____

Summary of Requirements Completed: Pediatric Health Clinical (NOTE: Minimum of 69 credit hours required for Ph.D.)

Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.

(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Discipline-Specific Knowledge Courses (all 3 required; 2 courses must be taken prior to Quads/M.S. Thesis)

PSY 605: The Neuroscience of Cognition & Emotion _____
PSY 620: Developmental Psychology _____ PSY 625: Social Psychology _____

Research Methodology, Statistics, and Data (all 3 required; 2 courses must be taken prior to Quads/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods and Design _____
PSY 632: Multiple Regression and Multivariate Statistics _____
PSY 633: Structural Equation Modeling _____ OR PSY 634: Multilevel Modeling _____

Profession-Wide Competencies (all 5 required)

PSY 601: Issues in Professional Development and Research _____
PSY 614: Diversity Issues in Psychology _____
PSY 645: Introduction to Psychological Evaluation (+PSY 671: Assessment Lab) _____
PSY 656: Introduction to Evidence-Based Psychological Treatments _____
PSY 657: Introduction to Psychotherapy, Ethics, and Professional Issues _____

Area-Specific Requirements (* indicates required)

PSY 636: Research Methods with Children & Adolescents* (or PSY 602: Scientific Writing & Grantsmanship or PSY 683-Special topics: Qualitative research methods) _____
PSY 641: Psychopathology Across the Lifespan* _____
PSY 647: Psychological Evaluation Across the Lifespan* _____
PSY 660: Evidence-Based Psychological Intervention with Children and Families* _____
PSY 661: Interventions in Pediatric Psychology* _____ (or PSY 662: Health Psychology Interventions)

Electives (if taken): PSY 602, 610, 616, 648, 685, 687 or other approved course: _____

Practicum in Clinical Psychology (PSY 670; indicate setting and semester completed; 6 semesters required)

	Practicum Site(s)	Face-to-Face Hours	Supervision Hours
First Year			
Second Year			
Third Year			
Fourth Year			
		Total:	Total:

Face-to-Face (450 – 500 hours required prior to internship); Supervision (minimum of 150 hours required prior to internship)

Advanced Practicum (Indicate semester(s) and assessment or therapy) _____

Additional Online Course Requirements (indicate date of completion)

PSY 001: History & Systems of Psychology ([Appendix E](#); must be completed before starting 2nd year) _____
PSY 002: Supervision ([Appendix F](#); must be completed before applying to internship) _____

Qualifying Procedures (indicate when passed) _____

Teaching Requirement (Indicate course and semester taught): _____

Primary Research Mentor: _____

Other/Additional Mentors: _____

Research Productivity (3 presentations or 1 publication required to graduate)

	Publication(s)	Presentation(s)		Publication(s)	Presentation(s)
First Year			Second Year		
Third Year			Fourth Year		
Fifth Year			Overall Totals:		

Master's thesis (indicate topic, committee members and date completed; six credits of PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral.)

(12 credits of PSY 830 (pre-proposal)/840 (post-proposal) are required, from 1 to 6 per semester, no more than 3 of which may be completed in a semester prior to the semester in which the proposal is accepted)

APA Accredited Clinical Internship (PSY 804; indicate setting and year) _____

(2 credits required; Enrollment in PSY 804 (Clinical Internship) is required and continuous enrollment at UM is required until graduation; students may enroll for 1 dissertation credit per semester following internship to maintain continuous registration if needed.)

Proposed *Illustrative* Course Schedule: **PEDIATRIC HEALTH CLINICAL**

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 631: Psychological Statistics, Research Methods, and Design	3 cr.
PSY 641: Psychopathology Across the Lifespan	3 cr.
PSY 645: Introduction to Psychological Evaluation	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 656: Introduction to Evidence-Based Psychological Treatments	3 cr.
PSY 647: Psychological Evaluation of Across the Lifespan	3 cr.
PSY 657: Introduction to Psychotherapy, Ethics, and Professional Issues	3 cr.
PSY 671: Lab for PSY 645 (Assessment Lab)	<u>0 cr.</u>
	12 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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PSY 001: History & Systems of Psychology (online course)
must be completed before beginning of second year
 See [Appendix E](#).

SECOND YEAR

Fall Semester

PSY 660: Evidence-Based Psychological Interventions with Child and Families <u>OR</u> PSY 661: Interventions in Pediatric Psychology <u>OR</u> PSY 605: Neuroscience)	3 cr.
PSY 633: Structural Equation Modeling (<u>OR</u> PSY 625: Social Psychology)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 620: Developmental Psychology	3 cr.
PSY 636: Research Methods with Children & Adolescents <u>OR</u> PSY 602: Scientific Writing <u>OR</u> PSY 683: Special topics: Qualitative research methods (<u>OR</u> PSY 634: Multilevel Modeling).	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	12 cr.

Summer

PSY 806: Summer Practicum 1 cr.

Note: If 6 Masters thesis credits are not completed in second year, these should be used in place of PSY 680/681/830 credits or any elective credit during Fall of one's third year in the program.

THIRD YEAR

Fall Semester

PSY 660: Evidence-Based Psychological Interventions with Child and Families OR
PSY 661: Interventions in Pediatric Psychology 3 cr.
PSY 605: Neuroscience (OR **PSY 625:** Social Psychology) 3 cr.
PSY 670: Practicum in Clinical Psychology 1 cr.
PSY 830: Doctoral Dissertation 1 cr.
8 cr.

Spring Semester

IF NEEDED: **PSY 636, 602, 683, or 620** 3 cr.
PSY 614: Diversity Issues in Psychology 3 cr.
PSY 670: Practicum in Clinical Psychology 1 cr.
PSY 830: Doctoral Dissertation 2 cr.
9 cr.

Summer

PSY 806: Summer Practicum 1 cr.

FOURTH YEAR**

Fall Semester

IF NEEDED: Any remaining required course 3 cr.
PSY 670: Practicum in Clinical Psychology 1 cr.
PSY 830: Doctoral Dissertation 3 cr.
7 cr.

Spring Semester

PSY 670: Practicum in Clinical Psychology 1 cr.
PSY 830: Doctoral Dissertation 6 cr.
7 cr.

Summer

PSY 806: Summer Practicum 1 cr.

FIFTH YEAR**

Fall Semester

PSY 804: APA-Approved Clinical Internship 1cr.
1cr.

Spring Semester

PSY 804: APA-Approved Clinical Internship	1cr.
	<u>1cr.</u>

Summer

PSY 804: APA-Approved Clinical Internship	1cr.
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PSY 002: Supervision (online course)

must be completed before applying to internship

See [Appendix F](#).

******The Clinical Tracks in the Ph.D. Program take 5-6 years to complete, with coursework from the 4th year indicated above, including PSY 830 and 840 credits, often spread between 4th and 5th year, and PSY 804 (APA-Approved Clinical Internship) occurring in the 5th or 6th year. The minimum time to completion is 5 years.

Need: Total of 15 3-credit courses (in addition to 601), of which 3 are Discipline-Specific Knowledge courses (605, 620, 625), 3 are statistics (631, 632, either 633 or 634), 4 are Profession-Wide Competencies (614, 645, 656, 657), and 5 are area-specific requirements (636, 641, 647, 660, 661).

Note: 2 Discipline-Specific Knowledge Courses, two statistics courses, and the History & Systems online course must be taken prior to MS/Quals.

HEALTH CLINICAL Requirements

Student's Name _____

Date _____

Summary of Requirements Completed: Health Clinical (NOTE: Minimum of 69 credit hours required for Ph.D.)

(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Discipline-Specific Knowledge Courses (all 3 required; 2 courses must be taken prior to Quals/M.S. Thesis)

PSY 605: The Neuroscience of Cognition & Emotion _____
PSY 620: Developmental Psychology _____ PSY 625: Social Psychology _____

Research Methodology, Statistics, and Data (all 3 required; 2 courses must be taken prior to Quals/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods and Design _____
PSY 632: Multiple Regression and Multivariate Statistics _____
PSY 633: Structural Equation Modeling _____ OR PSY 634: Multilevel Modeling _____

Profession-Wide Competencies (all 5 required)

PSY 601: Issues in Professional Development and Research _____
PSY 614: Diversity Issues in Psychology _____
PSY 645: Introduction to Psychological Evaluation _____
PSY 656: Introduction to Evidence-Based Psychological Treatments _____
PSY 657: Introduction to Psychotherapy, Ethics, and Professional Issues _____

Area-Specific Requirements (* indicates required)

PSY 606: Biobehavioral Processes and Disease in Health Psychology* _____
PSY 610: Foundations in Behavioral Medicine and Health Psychology* _____
PSY 641 Psychopathology Across the Lifespan (+ PSY 650: DIAMOND Lab)* _____
PSY 648: Psychological Evaluation in Physical Disorders* _____
PSY 662: Health Psychology Interventions* _____

Electives (if taken): PSY 602, 603, 615, 641, 660, 661, 685, 687 or other approved course: _____

Practicum in Clinical Psychology (PSY 670; indicate setting and semester completed; 6 semesters required)

	Practicum Site(s)	Face-to-Face Hours	Supervision Hours
First Year			
Second Year			
Third Year			
Fourth Year			
		Total:	Total:

Face-to-Face (450 – 500 hours required prior to internship); Supervision (minimum of 150 hours required prior to internship)

Advanced Practicum (Indicate semester(s) and assessment or therapy) _____

Additional Online Course Requirements (indicate date of completion)

PSY 001: History & Systems of Psychology ([Appendix E](#); must be completed before starting 2nd year) _____
PSY 002: Supervision ([Appendix F](#); must be completed before applying to internship) _____

Qualifying Procedures (indicate when passed) _____

Teaching Requirement (Indicate course and semester taught): _____

Primary Research Mentor: _____ Other/Additional Mentors: _____

Research Productivity (3 presentations or 1 publication required to graduate)

	Publication(s)	Presentation(s)		Publication(s)	Presentation(s)
First Year			Second Year		
Third Year			Fourth Year		
Fifth Year			Overall Totals:		

Masters thesis (indicate topic, committee members and date completed; six credits of PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral.)

(12 credits of PSY 830 (pre-proposal)/840 (post-proposal) are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance.)

APA Accredited Clinical Internship (PSY 804; indicate setting and year) _____

(2 credits required; Enrollment in PSY 804 (Clinical Internship) is required and continuous enrollment at UM is required until graduation; students may enroll for 1 dissertation credit per semester following internship to maintain continuous registration if needed.)

Proposed *Illustrative* Course Schedule: HEALTH CLINICAL

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 610: Foundations in Health Psychology and Behavioral Medicine	3 cr.
PSY 631: Psychological Statistics, Research Methods, and Design	3 cr.
PSY 641: Psychopathology Across the Lifespan	3 cr.
PSY 645: Introduction to Psychological Evaluation	3 cr.
PSY 650: Lab for PSY 641 (DIAMOND Lab)	<u>0 cr.</u>
	13 cr.

Spring Semester

PSY 648: Psychological Evaluation in Physical Disorders	3 cr.
PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 656: Introduction to Evidence-Based Psych Treatments	3 cr.
PSY 657: Introduction to Psychotherapy, Ethics, and Professional Issues	3 cr.
PSY 671: Lab for PSY 645 (Assessment Lab)	<u>0 cr.</u>
	12 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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PSY 001: History & Systems of Psychology (online course)

must be completed before beginning of second year

See [Appendix E](#).

NOTE: Health-Specific Area-Specific Requirements (PSY 610, 606, 648, & 662) may be offered in the illustrative pattern shown or 1 academic year to follow (every other year).

SECOND YEAR

Fall Semester

PSY 606: Biobehavioral Processes and Disease in Health Psychology	3 cr.
PSY 625: Social Psychology	3 cr.
PSY 633: Structural Equation Modeling (OR: PSY 605: Neuroscience)	3 cr.
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	10 cr.

Spring Semester

PSY 662: Health Psychology Interventions	3 cr.
PSY 620: Developmental Psychology (OR: PSY 634: Multilevel Modeling)	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	10 cr.

Summer

PSY 806: Summer Practicum 1 cr.

Note: If 6 Masters thesis credits are not completed in second year, these should be used in place of PSY 680/681/830 credits or any elective credit during Fall of one's third year in the program.

THIRD YEAR

Fall Semester

PSY 605: Neuroscience of Cognition & Emotion 3 cr.

PSY 670: Practicum in Clinical Psychology 1 cr.

PSY 810: Master's Thesis 3 cr.
7cr.

Spring Semester

PSY 614: Diversity Issues in Psychology (if **NOT** teaching) 3 cr.

IF NEEDED: PSY 620: Developmental Psychology 3 cr.

PSY 670: Practicum in Clinical Psychology 1 cr.

PSY 830: Doctoral Dissertation 3 cr.
10 cr.

Summer

PSY 806: Summer Practicum 1 cr.

FOURTH YEAR**

Fall Semester

PSY 6xx: Any Remaining Required Course 3 cr.

PSY 670: Practicum in Clinical Psychology 1 cr.

PSY 840: Doctoral Dissertation 3 cr.
7 cr.

Spring Semester

IF NEEDED PSY 614: Diversity or Any Remaining Required Course 3 cr.

PSY 840: Doctoral Dissertation 6 cr.

PSY 670: Practicum in Clinical Psychology 1 cr.
10 cr.

Summer

PSY 806: Summer Practicum 1 cr.

FIFTH YEAR**

Fall Semester

PSY 804: APA-Approved Clinical Internship 1 cr.

1 cr.

Spring Semester

PSY 804: APA-Approved Clinical Internship 1 cr.

1 cr.

Summer

PSY 804: APA-Approved Clinical Internship

1 cr.

PSY 002: Supervision (online course)

must be completed before applying to internship

See [Appendix F](#).

******The Clinical Tracks in the Ph.D. Program take 5-6 years to complete, with coursework from the 4th year indicated above, including PSY 830 and 840 credits, often spread between 4th and 5th year, and PSY 804 (APA-Approved Clinical Internship) occurring in the 5th or 6th year. The minimum time to completion is 5 years.

Need: Total of 15 3-credit courses, of which 3 are Discipline-Specific Knowledge courses (605, 620, 625), 3 are statistics (631, 632, 633), 4 are Profession-Wide Competencies (614, 645, 656, 657), and 5 are area-specific requirements (606, 610, 641, 648, 662).

Note: 2 Discipline-Specific Knowledge Courses, two statistics courses, and the History & Systems online course must be taken prior to MS/Quals.

EVOLUTION, COGNITION, AND BEHAVIOR Requirements

Student's Name _____ Date _____

The Evolution, Cognition, and Behavior (ECB) major area of study is an interdisciplinary program within the Psychology Department's Adult Division. This concentration is aimed at producing the next generation of evolution-minded researchers in the field of psychology. Faculty and graduate students working in this area are focused on discovering the evolved structure of the human mind. All students in this area must also fulfill the Psychology Department's requirements for the Concentration in Quantitative Psychology.

Summary of Requirements Completed: Evolution, Cognition, and Behavior (NOTE: Minimum of 60 credit hours required for Ph.D.) Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.

(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Foundation Courses (all required)

PSY 601: Issues in Professional Development and Research _____

PSY 605: The Neuroscience of Cognition & Emotion _____

PSY 620: Developmental Psychology **OR** PSY 622: Cognitive Development _____

PSY 625: Social Psychology _____

Research Methodology, Statistics, and Data (all 3 required; 2 courses must be taken prior to Quads/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods and Design _____

PSY 632: Multiple Regression and Multivariate Statistics _____

PSY 633: Structural Equation Modeling or PSY 634: Multilevel Modeling _____

Electives (9 courses required)

PSY 602: Scientific Writing and Grantsmanship

PSY 633/634 (course not taken as part of Core)

PSY 698: Seminar in Quantitative Psychology

EPS 706: Categorical Data Analysis

EPS 705: Measurement & Psychometric Theory

EPS 707: Item Response Theory

EPS 710: Meta-analytic Methods for Research Synthesis

BST 630: Longitudinal Data

EPH 751: Survival Analysis in Clinical Trials

PSY 655: Evolution and Sex

BIL 612: Biology Graduate Core I

BIL 613: Biology Graduate Core II

BIL 620: Evolution

BIL 665: Evolution and Development

Qualifying Procedures (indicate topic, committee members and date when passed)

Quantitative Concentration (list courses taken as electives in fulfillment of the balance of requirements for the Quantitative Concentration, and grades in those courses)

Teaching Requirement (indicate course, supervisor and semester taught)

Research Mentor(s)

Primary Mentor: _____

Other/Additional Mentors: _____

Masters thesis (indicate topic, committee members and date completed; six credits PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral)

(12 credits of PSY 830 (pre-proposal)/840 (post-proposal) are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance.)

Proposed *Illustrative* Course Schedule: EVOLUTION, COGNITION, AND BEHAVIOR

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 625: Social Psychology	3 cr.
PSY 631: Psychological Statistics, Research Methods, and Design	3 cr.
BIL 612: Biology Graduate Core I (elective)	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 620: Developmental Psychology	3 cr.
PSY 655: Evolution and Sex (elective)	3 cr.
PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
BIL 613: Biology Graduate Core II (elective)	<u>3 cr.</u>
	12 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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SECOND YEAR

Fall Semester

PSY 605: Neuroscience of Cognition and Emotion	3 cr.
PSY 633: Structural Equation Modeling	3 cr.
BIL 620: Evolution (elective)	<u>3 cr.</u>
	9 cr.

Spring Semester

PSY 602: Scientific Writing and Grantsmanship (elective)	3 cr.
PSY 634: Multilevel Modeling (as elective)	3 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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THIRD YEAR

Fall Semester

EPS 705: Measurement and Psychometric Theory (elective)	3 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	6 cr.

Spring Semester

EPS 707: Item Response Theory (elective)	3 cr.
PSY 830: Doctoral Dissertation	<u>3 cr.</u>
	6 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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FOURTH YEAR

Fall Semester

EPS 710: Meta-Analytic Methods (elective)	3 cr.
PSY 840: Doctoral Dissertation	<u>3 cr.</u>
	6 cr.

Spring Semester

PSY 840: Doctoral Dissertation 3 cr.

Summer

PSY 806: Summer Research Practicum 1 cr.

FIFTH YEAR

Fall Semester

PSY 840: Doctoral Dissertation 1 cr.

Spring Semester

PSY 840: Doctoral Dissertation 2 cr.

DEVELOPMENTAL Requirements

Student's Name _____ Date ____

Summary of Requirements Completed: Developmental (NOTE: Minimum of 60 credit hours required for Ph.D.)

Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.

(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Departmental Core Courses (2 courses required; 6 total credits):

PSY 620: Developmental Psychology (required) **AND** one of the following:

PSY 605: The Neuroscience of Cognition & Emotion

PSY 614: Diversity Issues in Psychology

PSY 625: Social Psychology

PSY 641: Psychopathology Across the Lifespan

Professional Development Course (required 1-credit course typically taken in the fall semester of the first year):

PSY 601: Issues in Professional Development & Research

Meta Science Foundation Courses (2 courses required; 6 total credits; typically, 1 course offered every fall; at least 1 must be taken prior to Quals/M.S. Thesis):

PSY 621: Theories of Development

PSY 636: Research Methods with Children and Adolescents

Developmental Content Foundation Courses (2 courses required; 6 total credits; typically, 1 course offered every spring; at least 1 must be taken prior to Quals/M.S. Thesis; if all 3 courses are taken, 1 will count as an elective):

PSY 622: Cognitive Development

PSY 623: Language Development

PSY 624: Social Development

Methodology Courses (3 courses required; 9 total credits; 2 courses must be taken prior to Quals/M.S. Thesis):

PSY 631: Psychological Statistics, Research Methods, and Design

PSY 632: Multiple Regression & Multivariate Statistics

PSY 633: Structural Equation Modeling **OR** PSY 634: Multilevel Modeling

Research Credits (9 credits) 3 credits of PSY 806 (Summer Research Practicum) and 6 credits of PSY 680 and/or 681 (Research) are **required**.

Master's Credits (6 total credits minimum; typically, 3 credits per semester taken in second year)

PSY 810: Master's Thesis Research

Dissertation Credits (12 total credits minimum; 1 to 6 credits can be taken per semester, but no more than 3 credits prior to proposal acceptance; typically, 3 credits per semester taken in third year and 6 credits per semester taken in fourth year)

PSY 830 or 840: Dissertation Research (PSY 840 should only be taken post-candidacy)

Electives (6 total credits)

Any Psychology graduate course which hasn't been taken as a requirement (e.g. PSY 602, 605, 625, 641, 683, 638, 639, 690) may be taken. *Strongly recommend: Students may take the third of three developmental content foundation courses (622, 623, 624) and/or scientific writing (602) as electives.* Non-Psychology courses (e.g., in Education and Psychological Studies) that are approved by the student's mentor and the Developmental Coordinator may also be taken. Thus, electives can consist of any combination of 3-credit courses.

Qualifying Procedures (indicate topics, committee members, and date when passed) _____

Teaching Requirement (Indicate course, supervisor, and semester taught) _____

Research Mentor(s)

Primary Mentor: _____

Other/Additional Mentors: _____

Master's thesis (indicate topic, committee members, and date completed) _____

Dissertation (indicate topic, committee members, date of proposal acceptance, and date of defense) _____

(Grand total: at least 61 credits required including at least 9 three-credit courses (27 credits), 1 credit of PSY 601, 6 elective credits (2 additional three-credit courses), 9 research credits (3 PSY 806, 6 680/681), 6 master's credits, and 12 dissertation credits.)

Proposed *Illustrative* Course Schedule: **DEVELOPMENTAL**

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 631: Psychological Statistics, Research Methods, and Design	3 cr.
PSY 621/636: Meta Science Foundation (course 1)	3 cr.
PSY 604/605/614/625/641: Departmental Core (course 1)	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 622/623/624: Developmental Content Foundation (course 1)	3 cr.
PSY 620: Developmental Psychology – Departmental Core (course 2)	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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SECOND YEAR

Fall Semester

PSY 633/634: Structural Equation Modeling or Multilevel Modeling*	3 cr.
PSY 621/636: Meta Science Foundation (course 2)	3 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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Spring Semester

PSY 622/623/624: Developmental Content Foundation (course 2)	3 cr.
PSY XXX: Elective (course 1) – example: PSY 622/623/624 Dev Content Foundation (course 3)	3 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	9 cr.

THIRD YEAR

Fall Semester

PSY XXX: Elective (course 2) – example: PSY 633/634 Methodology/Quantitative (course 4)	3 cr.
PSY 680: Research	3 cr.
PSY 681: Research	<u>3 cr.</u>
	9 cr.

Spring Semester

PSY 830: Doctoral Dissertation	<u>3 cr.</u>
	3 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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FOURTH YEAR

Fall Semester

PSY 840: Dissertation	3 cr.
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Spring Semester

PSY 840: Dissertation 3 cr.

Summer

PSY 806: Summer Research Practicum 1 cr.

FIFTH YEAR

Fall Semester

PSY 840: Dissertation 1 cr.

Spring Semester

PSY 840: Dissertation 2 cr.

Note. This is an *example* schedule. Actual schedules will fulfill requirements and reflect student, mentor, and advisor input, as well as course availability. Students can take a maximum of 10 credits per semester. Students are considered full-time if enrolled for 9 credits OR at least 1 credit of an 800-level course. *PSY 633 is typically offered in the fall and PSY 634 is offered in the spring.

JOINT DEVELOPMENTAL/CHILD CLINICAL-FAMILY Requirements

Student's Name _____ Date _____

Summary of Requirements Completed: Developmental/Child Clinical-Family (NOTE: Minimum of 69 credit hours required for Ph.D. in this track)
(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.

Discipline-Specific Knowledge (Departmental Core) Courses (all 3 required plus PSY 601; 2 plus PSY 601 prior to Quals/M.S. Thesis)

PSY 601: Issues in Professional Development & Research

PSY 605: The Neuroscience of Cognition & Emotion

PSY 624: Social Development (substitutes Social Psychology)

(See Developmental Foundation Courses below.)

Profession-Wide Competencies / General Clinical Requirements (4 plus lab required)

PSY 614: Diversity Issues in Psychology

PSY 645: Introduction to Psychological Evaluation

PSY 656: Introduction Evidence-Based Psychological Treatments

PSY 657: Introduction Psychotherapy, Ethics, and Professional Issues

PSY 671: Lab for PSY 645 (Assessment Lab)

Area-Specific Clinical Requirements (all 4 required)

PSY 641: Psychopathology Across the Lifespan

PSY 647: Psychological Evaluation Across the Lifespan

PSY 660: Evidence-Based Psychological Intervention with Children & Families

PSY 636: Research Methods with Children and Adolescents (Developmental Methods)

Research Methodology, Statistics, and Data (3 required; 2 must be taken prior to Quals/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods, and Design

PSY 632: Multiple Regression and Multivariate Statistics

PSY 633: Structural Equation Modeling **OR** PSY 634: Multilevel Modeling

Developmental Foundation Courses (2 required, based on prior courses and experiences)

PSY 620: Developmental Psychology

PSY 621: Theories of Development

PSY 622: Cognitive Development

PSY 623: Language Development

Electives: (no electives are required although students may take non-required psychology or advisor-approved non psychology graduate courses as electives): _____

Practicum in Clinical Psychology (PSY 670; indicate setting and semester completed; 6 semesters required)

	Practicum Site(s)	Face-to-Face Hours	Supervision Hours
First Year			
Second Year			
Third Year			
Fourth Year			
		Total:	Total:

Face-to-Face (450 – 500 hours required prior to internship); Supervision (minimum of 150 hours required prior to internship)

Advanced Practicum (Indicate semester(s) and assessment or therapy) _____

Additional Online Course Requirements (indicate date of completion)

PSY 001: History & Systems of Psychology ([Appendix E](#); must be completed before starting 2nd year) _____

PSY 002: Supervision ([Appendix F](#); must be completed before applying to internship) _____

Qualifying Procedures (indicate when passed) _____

Teaching Requirement (Indicate course and semester taught): _____

Primary Research Mentor: _____

Additional Mentor (at least one clinical faculty mentor required): _____

Research Productivity (2 first-authored submitted manuscripts or a first-authored submitted manuscript & a grant proposal. Dissertation requirement includes one additional first-authored submitted manuscript):

Master's thesis (indicate topic, committee members and date completed; six credits PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral). (12 credits of PSY 830 (pre-proposal)/840 (post-proposal) are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance.)

APA Accredited Clinical Internship (PSY 804; indicate setting and year) _____
((2 credits required; Enrollment in PSY 804 (Clinical Internship) is required and continuous enrollment at UM is required until graduation; students may enroll for 1 dissertation credit per semester following internship to maintain continuous registration if needed.)

Proposed *Illustrative* Course Schedule: **JOINT DEVELOPMENTAL/CHILD CLINICAL-FAMILY**

An illustrative four-year schedule is provided, although students may require five years to complete the program.

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 631: Psychological Statistics, Research Methods and Design	3 cr.
PSY 641: Psychopathology Across the Lifespan	3 cr.
PSY 645: Introduction to Psychological Evaluation	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 647: Psychological Evaluation of Across the Lifespan	3 cr.
PSY 656: Introduction Evidence-Based Psychological Treatments	3 cr.
PSY 657: Introduction Psychotherapy, Ethics, and Professional Issues	3 cr.
PSY 671: Lab for PSY 645 (Assessment Lab)	<u>0 cr</u>
	12 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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PSY 001: History & Systems of Psychology (online course)

must be completed before beginning of second year

See [Appendix E](#).

SECOND YEAR

Fall Semester

IF OFFERED: PSY 660: Evidence-Based Psych Interventions with Children & Families	
IF NOT: PSY 605: Cognitive Neuroscience <u>OR</u> (PSY 620: Developmental Psychology,	
PSY 621: Theories of Development, PSY 636: Developmental Methods,	
<u>or</u> PSY 622: Cognitive Development)	3 cr.
PSY 633: Structural Equation Modeling	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 636: Developmental Methods	3 cr.
One of the following: PSY 620: Developmental Psychology,	
PSY 621: Theories of Development, <u>or</u> PSY 622: Cognitive Development	3 cr.
PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	10 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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Note: If 6 Masters thesis credits are not completed in second year, these should be used in place of PSY 680/681/830 credits or any elective credit during Fall of one's third year in the program.

THIRD YEAR

Fall Semester

IF OFFERED: PSY 660: Evidence-Based Psych Interventions with Children & Families	3 cr.
IF NOT: PSY 605: Neuroscience of Cognition and Emotion	1-2 cr.
PSY 830: Doctoral Dissertation (OR PSY 680/681: Research Credit)	<u>1 cr.</u>
PSY 670: Practicum in Clinical Psychology	8-9 cr.

Spring Semester

PSY 634: Multilevel Modeling (as Elective)	3 cr.
PSY 614: Diversity Issues in Psychology	3 cr.
PSY 830: Doctoral Dissertation (OR PSY 680/681: Research Credit)	2 cr.
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	9 cr.

Summer

PSY 806: Summer Practicum	1 cr.
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FOURTH YEAR**

Fall Semester

PSY 624: Social Development	3 cr.
PSY 840: Doctoral Dissertation	3 cr.
PSY 670: Practicum in Clinical Psychology	<u>1 cr.</u>
	7 cr.

Spring Semester

PSY 670: Practicum in Clinical Psychology	1 cr.
PSY 840: Doctoral Dissertation	<u>6 cr.</u>
	7 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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FIFTH YEAR**

Fall Semester

PSY 804: APA-Approved Clinical Internship	1 cr.
	<u>1 cr.</u>

Spring Semester

PSY 804: APA-Approved Clinical Internship	1 cr.
	<u>1 cr.</u>

Summer

PSY 804: APA-Approved Clinical Internship	1 cr.
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PSY 002: Supervision (online course)

must be completed before applying to internship

See [Appendix F](#).

******The Clinical Tracks in the Ph.D. Program take 5-6 years to complete, with coursework from the 4th year indicated above, including PSY 830 and 840 credits, often spread between 4th and 5th year, and PSY 804 (APA-Approved Clinical Internship) occurring in the 5th or 6th year. The minimum time to completion is 5 years.

Note: 2 Discipline-Specific Knowledge Courses, two statistics courses, and the History & Systems online course must be taken prior to MS/Quals.

BEHAVIORAL MEDICINE

Requirements

Student's Name _____

Date _____

Summary of Requirements Completed: Behavioral Medicine (NOTE: Minimum of 60 credit hours required for Ph.D.)

Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.

(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Foundation Courses (all required)

PSY 601: Issues in Professional Development and Research _____

PSY 605: The Neuroscience of Cognition & Emotion _____

PSY 614: Diversity Issues in Psychology _____

PSY 620: Developmental Psychology _____

PSY 625: Social Psychology _____

PSY 641: Psychopathology Across the Lifespan _____

Research Methodology, Statistics, and Data (all 3 required; 2 courses must be taken prior to Quals/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods and Design _____

PSY 632: Multiple Regression and Multivariate Statistics _____

PSY 633: Structural Equation Modeling _____ OR PSY 634: Multilevel Modeling _____

Behavioral Medicine (required)

PSY 606: Biobehavioral Processes and Disease in Health Psychology _____

PSY 610: Foundations in Health Psychology and Behavioral Medicine

Electives (at least 2 required)

PSY 603: Neuroanatomy _____

PSY 609: Psychopharmacology _____

PSY 615: Foundations of Neuropsychology _____

PSY 645: Introduction to Psychological Evaluation _____

PSY 648: Psychological Evaluation in Physical Disorders _____

Other Psychology courses: _____

Courses in other departments: _____

Qualifying Procedures (indicate topic, committee members and date when passed)

Quantitative Concentration (list courses taken as electives in fulfillment of the balance of requirements for the Quantitative Concentration, and grades in those courses)

Teaching Requirement (indicate course, supervisor and semester taught)

Research Mentor(s)

Primary Mentor: _____

Other/Additional Mentors: _____

Masters thesis (indicate topic, committee members and date completed; six credits PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral)

(12 credits of PSY 830 (pre-proposal)/840 (post-proposal) are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance.)

Proposed *Illustrative* Course Schedule: **BEHAVIORAL MEDICINE**

FIRST YEAR

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 610: Foundations in Health Psychology and Behavioral Medicine	3 cr.
PSY 641: Psychopathology Across the Lifespan	3 cr.
PSY 631: Psychological Statistics, Research Methods, and Design	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 606: Biobehavioral Processes and Disease in Health Psychology	3 cr.
PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 6xx: Elective	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1cr.
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SECOND YEAR

Fall Semester

PSY 605: Neuroscience of Cognition and Emotion	3 cr.
PSY 633: Structural Equation Modeling	3 cr.
PSY 603: Neuroanatomy (elective)	<u>3 cr.</u>
	9 cr.

Spring Semester

PSY 625: Social Psychology	3 cr.
PSY 620: Developmental Psychology	3 cr.
PSY 810: Master's Thesis	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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Note: If 6 Masters thesis credits are not completed in second year, these should be used in place of PSY 680/681/830 credits or any elective credit during Fall of one's third year in the program.

THIRD YEAR

Fall Semester

PSY 614: Diversity Issues in Psychology	3 cr.
PSY 810: Master's Thesis	3 cr.
	6 cr.

Spring Semester

PSY 609: Psychopharmacology (elective)	3 cr.
PSY 634: Multilevel Modeling (elective)	3 cr.
PSY 830: Doctoral Dissertation	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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FOURTH YEAR

Fall Semester

PSY 840: Doctoral Dissertation	3 cr.
	3 cr.

Spring Semester

PSY 830: Doctoral Dissertation	3 cr.
	3 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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FIFTH YEAR

Fall Semester

PSY 840: Dissertation	1 cr.
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Spring Semester

PSY 840: Dissertation	2 cr.
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COGNITIVE AND BEHAVIORAL NEUROSCIENCE

Requirements

Student's Name _____ Date _____

Summary of Requirements Completed: Cognitive and Behavioral Neuroscience (NOTE: Minimum of 60 credit hours required for Ph.D.).
Note: All students must be enrolled as full-time students (9 credits hours in Fall and Spring semesters and 1 credit in Summer semester; or one 800-level credit per semester required) while enrolled in the Ph.D. in Psychology Program.
(Please indicate when the requirement was completed, course number and grade received, as appropriate.)

Foundations in Neuroscience (required for all CBN students; all courses are 3 credits except where noted)

PSY 601: Issues in Professional Development and Research (1 credit) _____

PSY 603 or NEU797: Neuroanatomy _____

PSY 605: The Neuroscience of Cognition & Emotion _____

PSY 697: Neuroimaging in the Psychological Sciences 1: Methods _____

PSY 691: Neuroimaging in the Psychological Sciences 2: Applications and Cultural Context _____

Statistics (required for all CBN students; all courses are 3 credits; 2 courses must be taken prior to Quals/M.S. Thesis)

PSY 631: Psychological Statistics, Research Methods and Design _____

PSY 632: Multiple Regression and Multivariate Statistics _____

PSY 633: Structural Equation Modeling _____

or PSY 634: Multilevel Modeling _____

Additional Requirements (any 3 courses/9 credits mandatory; all courses are 3 credits)

#CSC 650: Computational Neuroscience _____

#CSC 746: Neural Networks and Deep Learning _____

#PSY 633: Structural Equation Modeling _____

#PSY 634: Multilevel Modeling _____

@PSY 610: Foundations in Behavioral Medicine and Health Psychology _____

@PSY 606: Biobehavioral Processes and Disease _____

*PSY 622: Cognitive Development _____

*PSY 620: Developmental Psychology _____

*PSY 623: Language Development _____

*PSY 624: Social Development _____

*PSY 636: Research Methods with Children and Adolescents _____

*PSY 641: Psychopathology Across the Lifespan _____

#Suggested for students with computational/quantitative interests (note 633 and 634 cannot be double counted)

@Suggested for students with health interests

**Suggested for students with developmental interests*

Electives (6 credits required [2 courses]; for all CBN students; all courses are 3 credits except where noted; other PSY 600-level courses or related courses at the University of Miami relevant to student research may be approved by the Division Director for elective credit)

Cognitive and Behavioral Neuroscience Journal Club (no credit) _____

Departmental Core Courses

PSY 614: Diversity Issues in Psychology _____

PSY 620: Developmental Psychology _____

PSY 625: Social Psychology _____

Other

PSY 602: Scientific Writing and Grantsmanship _____

PSY 609: Psychopharmacology _____

PSY 615: Foundations of Neuropsychology _____

PHS 741: Membrane Physiology & Biophysics _____

Research Credits (6 credits) 3 credits of PSY 806 (Summer Research Practicum) and 3 credits of PSY 680 and/or 681 (Research) are **required**.

Qualifying Procedures (indicate topic, committee members and date when passed)

Teaching Requirement (indicate course, supervisor and semester taught)

Research Mentor(s)

Primary Mentor: _____

Other/Additional Mentors: _____

Master's thesis (indicate topic, committee members and date completed; six credits PSY 810 required)

Dissertation (indicate topic, committee members, date of proposal acceptance and date of final oral.)

(12 credits of PSY 830 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance.)

(Grand total: at least 61 credits required including at least 10 three-credit courses (30 credits), 1 credit of PSY 601, 6 elective credits (2 additional three-credit courses), 6 research credits (3 PSY 806, 3 PSY 680/681), 6 master's credits, and 12 dissertation credits.)

Proposed *Illustrative* Course Schedule

COGNITIVE AND BEHAVIORAL NEUROSCIENCE

First Year

Fall Semester

PSY 601: Issues in Professional Development and Research	1 cr.
PSY 605: Neuroscience of Cognition and Emotion	3 cr.
PSY 631: Psychological Statistics, Research Methods and Design	3 cr.
PSY 6xx: Additional Required Course (or PSY 680)	<u>3 cr.</u>
	10 cr.

Spring Semester

PSY 680/681: Research	3 cr.
PSY 632: Multiple Regression and Multivariate Statistics	3 cr.
PSY 6xx: Additional Required Course (or Elective)	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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Second Year

Fall Semester

PSY 603: Neuroanatomy (<u>OR</u> NEU 797: Neuroanatomy)	3 cr.
PSY 633: Structural Equation Modeling	3 cr.
PSY 697: Neuroimaging in the Psychological Sciences 1 – Methods	<u>3 cr.</u>
	9 cr.

Spring Semester

PSY 691: Neuroimaging in the Psychological Sciences 2 - Applications and Cultural Context	3 cr.
PSY 634: Multilevel Modeling	3 cr.
PSY 810: Master's Research	<u>3 cr.</u>
	9 cr.

Summer

PSY 806: Summer Research Practicum	1 cr.
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Note: If 6 Masters thesis credits are not completed in second year, these should be used in place of PSY 680/681/830 credits or any elective credit during Fall of one's third year in the program.

Third Year

Fall Semester

PSY 6xx: Additional Required Course (or Elective)	3 cr.
PSY 810: Master's Research	<u>3 cr.</u>
	6 cr.

Spring Semester

PSY 6xx: Additional Required Course (or Elective)	3 cr.
PSY 830: Doctoral Dissertation	<u>3 cr.</u>
	6 cr.

Fourth Year

Fall Semester

PSY 840: Doctoral Dissertation

3 cr.

3 cr.

Spring Semester

PSY 840: Doctoral Dissertation

3 cr.

3 cr.

Summer

PSY 806: Summer Research Practicum

1 cr.

FIFTH YEAR

Fall Semester

PSY 840: Dissertation

1 cr.

Spring Semester

PSY 840: Dissertation

2 cr.

APPENDICES

Appendix A:

Resources of Interest to Psychology Graduate Students

Psychology Department Resources

- University of Miami Department of Psychology [website](#)
- Psychology Department [Login site](#) contains many of the forms and resources mentioned in this handbook, as well as other useful information
- Department room reservation [calendar](#)
- The “Grad_Students” folder on the department server also contains a number of resources of interest including teaching materials and a guide to research funding opportunities. This folder can be found here: \\datastore01.psy.miami.edu\Groups\Grad_Students

University of Miami Resources

- University of Miami [website](#)
- University of Miami Graduate School [website](#)
- University of Miami [Graduate Student Handbook](#)
- University of Miami [Toppel Career Center](#)
- University of Miami [Student Health Service](#)
- University of Miami [Office of Disability Services](#)
- Graduate Student [Honor Code](#)
- University of Miami [Writing Center](#)
- University of Miami [Camner Center for Academic Resources](#)
- University of Miami [Student Counseling Center](#)
- University of Miami [Multicultural Student Affairs](#)

Other Resources

- American Psychological Association: <https://www.apa.org/>

Appendix B:

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 [Appendix D: Retention, Remediation, and Termination](#), for further details.)

I. Coursework

- a. Students must receive a grade of B- or higher (or Satisfactory if graded U/S) in all required courses to remain in good standing in the program.
 - i. For clinical students, this includes the online courses in History and Systems (PSY 001) and Supervision (PSY 002). Furthermore, certain assignments or exams within select courses must also earn a grade of B- (80%) or higher. Should a student not pass one of these components of the class, the assignment/exam must be repeated until performance reaches a satisfactory level.
- b. Students must also maintain an overall GPA of 3.0 or higher across all courses.

II. Research

- c. Students must complete a Responsible Conduct in Research seminar provided by the Department of Psychology. This seminar meets during both the initial orientation week for new graduate students and periodically throughout the first year of student training.
- d. Students must engage in 15 - 20 hours of research per week, each semester, to remain in good standing.
- e. Students are expected to receive an overall rating of “satisfactory” from their research mentor each semester, which is based on students’ progress toward their stated research goals. Mentors provide this rating though the [Graduate Student Research Evaluation Form](#) at the end of each semester. Ratings on this form may range from 1 (*unacceptable*) to 5 (*outstanding*). If a student receives a lower rating, this may trigger a remediation plan and an overall evaluation of unsatisfactory.
- f. Students must satisfactorily complete and defend a master’s thesis (typically by the 2nd or 3rd year of the program) and receive overall ratings of at least 3 (*average/acceptable*) on the [SACS rating form](#)’s 5-point scale. Students must also receive ratings of at least 3 (*average/acceptable*) out of 5 on rating form items pertaining to the study methodology.
- g. 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). As above, the student must receive a rating of at least 3 (*average/acceptable*) out of 5 both overall and for items pertaining to study methodology on the SACS rating form.

Additional Research Requirements for Students in the Clinical Program

Upon entering the Clinical Psychology program, students must complete and receive a passing grade on the university-sponsored IRB-required CITI course for human subject research. This course must be taken every two years while in graduate training.

By the time of application for clinical internships (usually the fall of the 4th or 5th year), students 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.

Clinical students also must have received an overall rating of “Satisfactory” for their research (via the [Graduate Student Research Evaluation Form](#)) by the spring semester preceding internship application to be eligible to apply.

III. Qualifying Procedures or Papers

Clinical Psychology students must receive an overall grade of at least a 1.5 (on a scale from 0-3) on each component of the Clinical Qualifying Procedures. This includes the case analysis, on which, in addition to passing with a minimum overall grade of 1.5, students must also receive an individual grade of 1 (*marginal*) or higher for the assessment and intervention aspects of the case.

As part of qualifying procedures, clinical students must also submit a first-authored empirical paper for publication as part of the qualifying procedures. The Qualifying Research Paper Evaluation Form, which can be found in the [Qualifying Procedures Packet](#), is used to evaluate the research paper, and students must receive a rating of at least 3 (*good*) on a 5-point scale both overall and on items assessing the quality of the research methods, statistical analysis, and measurement model used. The student’s ability to address diversity issues is also assessed and must receive a rating of 3 or higher.

Psychological Sciences students must successfully complete a first-authored paper, grant application, and/or a written examination. Please see the section on [Qualifying Requirements for the Psychological Sciences](#) for specific requirements by major area of study. In general, an overall grade of 3 (*good*) or better constitutes a passing grade on the qualifying paper, grant application, or examination. Submissions receiving a grade of 2 (*fair*) or lower will need to be revised and resubmitted for evaluation.

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; as with coursework, an unsatisfactory grade may require repeating the practicum with a satisfactory evaluation. 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 ethical and legal standards, individual and cultural diversity, professional values and conduct, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interdisciplinary skills. Students must achieve ratings of "Meets Expectations" in certain areas (assessment, and communication and interpersonal skills) by the end of their training at the PSC in their second year. Furthermore, students must achieve ratings of "Meets Expectations" or higher across all areas by the end of the Spring Semester before applying to internship, in order to be eligible to apply. (In general, when students receive ratings of "below expectations" or "needs improvement" on their practicum evaluations, this may trigger a remediation plan and an overall evaluation of "unsatisfactory.")

While training at the PSC, clinical students are further evaluated through additional means: first, during the PSC Orientation Workshop, students must receive a passing grade (Pass) on reflection papers addressing their reactions to the APA ethical principles and guidelines that cover diversity. Second, in Case Conference, students must receive satisfactory evaluations ("Meets Expectations" or higher) on their Case Conference Evaluation Forms for both Therapy and Assessment by the end of the spring semester.

Prior to internship application, students must acquire a minimum of 450 face-to-face hours (intervention plus assessment) and 150 hours of supervision.

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 Coordinator.

Appendix C:

Grievance Procedures & Procedures for Documenting Complaints

I. **Grievance Procedures**

Graduate students have multiple avenues available for handling complaints or concerns that may arise. Students have the option of consulting with any faculty member of their choosing, their faculty research mentor, Clinical Coordinator, Director of Clinical Training (DCT), Division Director, Graduate Director, and/or the Department Chair. The department also has a faculty Ombudsperson who can hear complaints and concerns and help to resolve differences. The faculty ombudsperson is Dr. Brian Doss.

Additionally, the department has a student ombudsperson. The student ombudsperson is elected by the graduate students to serve in this position and is a peer who can guarantee that information provided to them is kept confidential (in so far as is allowed by the state of Florida). The role of the student ombudsperson is to be a sounding board for any concerns that arise and provide guidance to students. The student ombudsperson also serves to manage the mentor evaluation process (see Mentor and Faculty Evaluation section), which is another method of sharing any grievances. For the 2024-25 academic year the student ombudsperson is Nirvi Ajmera.

Students are encouraged to discuss concerns using any of the above options. Any faculty member of the student's choosing, the student ombudsperson, and faculty ombudsperson can all serve as a sounding board and can provide advice or guidance. If a student wishes to pursue a change based on the presenting concern, the following steps should be used:

Step 1: The student should first attempt to resolve the concern with the faculty member, mentor, or supervisor, if possible. The student is encouraged to discuss the concern and attempt to find a resolution.

Step 2: If step 1 is not successful, the student should then present the concern to a member of the faculty. Students have the option of consulting with any faculty member of their choosing, their faculty research mentor, Clinical Coordinator, Director of Clinical Training (DCT), Division Director, Graduate Director, and/or the Department Chair. (Note: the faculty ombudsperson can serve in this role, but the student must specifically inform the ombudsperson that they wish to pursue action.) If a student presents a concern to a faculty member prior to Step 1, they will be encouraged to discuss the concern with the faculty member in question.

Step 3: Mediation between the student and faculty member, mentor, or supervisor may be necessary. At this stage, the Department Chair, Director of Graduate Studies and/or Division Director is involved in the mediation. This results in a mediation agreement, which the student and faculty member, mentor, or supervisor both formally endorse willingness to follow.

Step 4: If the mediation agreement is not followed, the student must inform the Department Chair or Division Director. If mediation is not successful, the student will be aided in making the appropriate changes.

If a problem cannot be resolved at the department level, the next step is to present complaints to the Dean of Students or Dean of the 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 handbook on *Students Rights and Responsibilities*. Also of interest is the graduate honor code. Links to these resources are listed below.

- **Dean of Students:** <https://doso.studentaffairs.miami.edu/>
- **Dean of the Graduate School:**
<https://people.miami.edu/profile/7ca0238170496861c62227321edffb30>
- **Students Rights and Responsibilities Handbook:**
https://doso.studentaffairs.miami.edu/assets/pdf/policies/student_rights_and_responsibilities_handbook.pdf
- **Graduate Honor Code:** https://doso.studentaffairs.miami.edu/assets/pdf/honor-council/grad_honor_code.pdf

II. Procedures for Documenting Complaints

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 their Division Director and Department Chair making the formal request and explaining the case. For clinical complaints (e.g., why an individual should be reinstated into the clinical program) the student should write this letter to the DCT and the Department Chair.
2. The request will then be reviewed by the Department's Advisory Group (i.e., the Department Chair, Associate Chair, Division Directors, and the DCT).
3. The Advisory Committee will present the formal complaint and make a recommendation to be made to the entire department faculty or a subset of the faculty (e.g. the Clinical Faculty, etc.), depending on the nature and scope of the complaint.
4. The recommendations of the Advisory Group will then be discussed and voted on by the full faculty or subset of the faculty identified as the appropriate voting group by the Advisory Group and Department Chair.
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 Student Handbook).

Appendix D:

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 division 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 15 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.

Master's 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 complete qualifying procedures 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 Procedure/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 qualifying procedures. Clinical students are required to participate in the Clinical Qualifying Procedures 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 Procedures occur in late May to early June. Students who fail any of the components of the procedures will be required to retake them 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 may need to re-certify their graduate credits and may be dismissed from the program. Students who have completed 8 full academic years as a student in the Ph.D. in Psychology program must formally request Time to Degree Extension approval from the University of Miami Graduate School in order to proceed with degree completion.

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 64](#) (clinical ethics) and [73](#) (general ethics); the APA ethics code can be found in [Appendix H](#) and online (<https://www.apa.org/ethics/code/>).

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, etc.) is grounds for program dismissal.

Personal Problems

As stated in APA's "Ethical Principles of Psychologists and Code of Conduct" (see [Appendix H](#)):

"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 social behaviors, untreated mental or physical health issues, and dishonesty in dealing with peers, supervisors, clients, or others.

If such problems are affecting you, please reach out to any of the support faculty available to you, including the Associate Chair, your Director of Clinical Training, Division Director, faculty mentors, etc. to assist in connecting with resources that may help. Ideally, such supports will be engaged prior to any limitations need to be placed on student's work-related duties but may also be encouraged as part of a support or remediation plan.

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 master's and doctoral degree programs.

Remediation

a. Written notification of problems. Given the nature of our program and the evaluation process, independent evaluators (e.g., clinical supervisors, DCT, clinical faculty) could readily document any problems that students might experience. 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, Clinical Coordinator) who is available to discuss the feedback with them. Every effort is made to speak with

the student in a timely manner. In most cases, students will have already received feedback from a clinical supervisor, research mentor, or course instructor that their performance has been unsatisfactory. Students are also able to discuss their concerns with their 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 noted above), and/or with the student's research mentor, DCT, Division Director, or Clinical Coordinator, a remediation plan is developed if the problem is considered remediable. In some cases a "[support plan](#)" rather than a "[remediation plan](#)" may be engaged with a student that is at-risk for unsatisfactory performance in one or more scholarly or professional domains. 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 during the semester evaluations, our practice is to clearly describe the concern, linking it to measurable or observable behaviors (e.g., competencies indicated on the practicum evaluation form) in the support or remediation plan. For example, concerns have been raised about students' professional skills, such as the timely preparation of assessment reports or case notes.

Our emphasis on observable behaviors/competencies, together with independent evaluators, increases the likelihood that the student will accept feedback and understand how remediation efforts are operationalized. In addition, our practice is to involve the student in a dialogue about the nature of the observed problems, so that the student has an opportunity to offer an opinion about what is causing the problem and make suggestions regarding its resolution. Following a student-faculty meeting to discuss concerns and remediation plans, the student is asked to prepare a summary of the conversation, which is then reviewed and approved by the participating faculty and placed in the student's department file.

Remediation plans are linked to the conceptualization of the problem and require specific goals for the student. Plans also specify a period of follow-up, a timeline for re-evaluation, and consequences for failure to correct the problem. Examples of our remediation efforts include the following: 1) supplementary practicum with augmented supervision in the case of a clinical competency deficit; 2) counseling to address poor stress management skills that interfered with a student's progress; and 3) a leave of absence (with encouragement for therapy) to resolve personal issues that impede performance for students whose problems are believed to be personal in nature (e.g., family problems, psychiatric illness, substance use). Example Support and Remediation Plan templates are included at the end of this Appendix.

- c. Written feedback regarding corrective actions. Whenever substantive written feedback is provided to a student (in the "end of the semester" letter) that requires corrective action, the following occurs. The corrective plan is reviewed again by the Clinical Committee and by

the Division faculty (that represent the student's major area of study) at the next formal evaluation period (typically, the end of the following semester), and often at one or more intermediary points. For example, the Clinical Committee typically meets mid-semester, and this provides an opportunity to review the progress of a student who may have received an unsatisfactory clinical evaluation. Follow-up written evaluations are provided to students by the end of the following semester, if not sooner. The follow-up letter, together with a meeting with the DCT and/or the relevant Clinical Coordinator, summarizes the progress the student has made in remediation. Students who remediate successfully are notified in writing and verbally of their good standing. If a student has had several opportunities for: (a) additional experience, (b) additional, closer supervision, and (c) regular feedback, and if that student has not progressed satisfactorily, the student may be asked to work toward a terminal master's degree, a non-clinical degree, or may be required to terminate the program, as circumstances warrant. The latter feedback is provided in writing as well as verbally, during a meeting with the student.

Appendix E:

PSY 001 - History & Systems of Psychology

Course Description

History and Systems of Psychology is an online course consisting of six modules that address key experiments, movements, and historical issues in the field of psychology. Major topics include: early experimental psychology in Germany, origins of scientific psychology in the United States, early schools of psychology, Freud and psychoanalysis, behaviorism, and cognitive psychology. Additionally, the final module of the course is dedicated to diversity, equity, and inclusion in psychology, particularly in regard to race, gender, and sexuality. Readings for this module will include original research articles. The overall goal of this course is to demonstrate competency in the area of history and systems of psychology, in accordance with the American Psychological Association's Standards of Accreditation.

Course Requirements

You will need to review each module on Canvas. Modules contain assigned readings and videos. At the end of each module, you will need to complete a series of multiple-choice quiz questions. To pass the course, you must achieve a grade of 80% or higher on all quizzes. Module 2 and 6 also include discussion questions; these will be graded as pass-fail based upon completion.

In order to register for the course, you must contact the Sr. Program Coordinator for the Clinical Program, Adrienne Rondon (a.rondon@miami.edu), who will enroll you. Once you have completed all modules and exams, please e-mail Adrienne to let her know you completed the course. This course is self-paced and may be accessed at any time, but must be completed before the beginning of the second year of your graduate studies at the University of Miami. In addition, once you begin the course, it must be completed by the end of that semester (i.e., fall, spring, or combined summer session).

Readings

Benjamin Jr, L. T. (2024). *A brief history of modern psychology, 4th edition*. Wiley.

****The department has purchased multiple copies of this text, which are available for you to borrow for brief time periods. Please e-mail Adrienne Rondon (a.rondon@miami.edu) to borrow a copy.**

Honor Code

This evaluated educational experience abides by the University of Miami Student Honor Code:

All forms of scholastic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and violating the professional ethics of research projects. Moreover, students are expected to warn fellow students who do not appear to be observing proper ethical standards and to report violations of this Code. In determining what constitutes academic dishonesty, a student should be guided by the purposes of the Student Honor Code, common sense, and information provided by the instructor. All graduate students are responsible for reading, understanding, and upholding this Code.

For more information, please see: <https://doso.studentaffairs.miami.edu/honor-council/honor-code/index.html>

Module	Topic(s)	Selected Readings/Materials	Assignments
1	1a: Germany and the birth of a new science 1b: Origins of scientific psychology in America 1c: Early schools of	Benjamin Ch. 3 Benjamin Ch. 4 Benjamin Ch. 5 Cummings Center for the History of Psychology	Module 1 Quiz

	American psychology	(2021). Examining psychology's contributions to the belief in racial hierarchy and perpetuation of inequality for People of Color in the United States. Cummings Center for the History of Psychology. (pages 1-6)	
2	2a: The Historical Promotion of Racism in Psychology 2b: Dismantling Systemic Racism in Psychology	American Psychological Association. (2021). Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in US:[Resolution adopted by the APA Council of Representatives]. (executive summary only) American Psychological Association. (2021). Role of Psychology and the American Psychological Association in Dismantling Systemic Racism Against People of Color in the United States [Resolution adopted by the APA Council of Representatives]. The Association of Black Psychologists (2021). Response Letter to the APA's Apology. Buchanan, N. T., Perez, M., Prinstein, M. J., & Thurston, I. B. (2021). Upending racism in psychological science: Strategies to change how science is conducted, reported, reviewed, and disseminated. American Psychologist, 76(7), 1097.	Module 2 Quiz Module 2 Discussion forum
3	Freud and psychoanalysis	Benjamin Ch. 7 Video: Psychotherapy: Sigmund Freud	Module 3 Quiz
4	Behaviorism	Benjamin Ch. 8 Video: B.F. Skinner in 2 minutes	Module 4 Quiz
5	Cognitive psychology	Benjamin Ch. 11	Module 5 Quiz
6a	Diversity, equity, and inclusion in psychology: Psychology and race	Benjamin Ch. 10 Black, S. R., Spence, S. A., & Omari, S. R. (2004). Contributions of African Americans to the field of psychology. Journal of Black Studies, 35, 40-64. Winston, A. S. (2020). Scientific racism and North American psychology. In Oxford research encyclopedia of psychology.	
6b	Diversity, equity, and	Drescher, J. (2015). Out of DSM: Depathologizing	Module 6 Quiz

	inclusion in psychology: Psychology, gender, and sexuality	homosexuality. Behavioral sciences, 5(4), 565-575. Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. American Psychologist, 74(2), 171. Please read intro (pg 171-172), all "Summary" sections (pgs. 174, 176, 179, 181, and 183), and "Costs of the Gender Binary" section (pg. 183 - 189) Ussher, J. M. (2013). Diagnosing difficult women and pathologising femininity: Gender bias in psychiatric nosology. Feminism & Psychology, 23(1), 63-69.	Module 6 discussion forum
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Appendix F: ***PSY 002 - Supervision***

Students must complete a program-approved **online CE course on supervision** (PSY 002: *Supervision*) prior to applying for internship. Students register on their own and typically take this course during the summer before applying to internship; however, they may take the course at any time prior to **September 15th** of the year they apply.

Students must provide a certificate of completion from the program-approved continuing education provider. The department will reimburse the student for the cost of the course.

To register go to: <https://ce4less.com/ce-courses/clinical-supervision-for-mental-health-professionals-e068d/>. The course title is “**Clinical Supervision for Mental Health Professionals E068D C**”.

To seek reimbursement, please upload in your Departmental Box folder #7 a screenshot of your certificate showing your grade, as well as proof of payment. Make sure the receipt includes your name and that it is marked “paid” not “due.” Please make sure the mailing address listed in your Workday is accurate and up to date because a physical check might be mailed from the accounting office.

For any additional questions about course access, registration, and reimbursement please contact Adrienne Rondon.

The syllabus for this course is shown below.

PSY 002: Supervision: A Guide for Mental Health Professionals

Instructor: Jessie Timmons, LCSW

CE4less: Clinical Supervision for Mental Health Professionals

Course Summary

From the time that clinical mental health providers complete their training through the culmination of their careers, they require varying forms of supervision. Appropriate supervision prevents burnout and ensures quality care, professional socialization, and growth. This learning material differentiates between supervision and psychotherapy and highlights the importance of separating the two. The material delineates specific competencies and skills of the supervisor, as well as the goals and responsibilities of everyone involved in supervision. Various approaches and developmental stages of supervision are discussed.

The material also provides methods for maintaining clear boundaries, adhering to legal and ethical guidelines during supervision, and strategies for developing critical thinking skills that support ethical decision making. Multicultural competence in both the supervisory relationship and the supervisees’ practice is specifically explored as well as woven into presentations

throughout the learning material. Strategies for managing conflict and working with other challenges during supervision are also offered.

The learning material discusses concrete resources for structuring sessions, implementing technology, running effective group supervision, and completing documentation, including supervisee evaluation, within the overall supervision process. Finally, the implementation of a clinical supervision program at the administrative level is outlined.

Course Format

This course contains downloadable online lessons (PDF) and a practice test. When you're ready, purchase the course by clicking the "Add To Cart" or "Enroll" button. This will let you take the test, complete the course evaluation and receive your certificate for CE credits.

Learning Objectives

1. Define supervision and the types of supervisory relationships.
2. Differentiate the responsibilities and goals of the participants in supervision.
3. Identify supervisor competencies and behaviors.
4. Describe the various approaches and stages of supervision.
5. Explain ethical and legal issues in supervision, including informed consent, confidentiality and competence.
6. Recognize the essential components of multicultural competence in supervision.
7. Identify strategies to encourage supervisee reflectivity, manage conflict, and address challenging behaviors in supervision.
8. Explain ways to structure the supervisory session, including the implementation of technology.
9. Describe both supervisor and supervisee evaluation, including the use of evaluation instruments and communication of feedback.
10. Explain the role of documentation and record keeping in supervision.
11. Recognize the essential elements of administering a supervision program.

Course Syllabus

- Introduction
- Definition of Supervision
- The Supervisory Relationship
- Responsibilities of Supervision Participants
 - The Client
 - The Therapist Supervisee
 - The Supervisor
- Goals of Supervision and Differentiation From Therapy
- Supervisor Competencies
- Supervisor Behaviors
- Supervision Approaches
 - Competency-Based Approaches

- Treatment-Based Approaches
 - Developmental Approaches
 - Integrative/Eclectic Approaches
- Ethical Issues in Supervision
 - Informed Consent
 - Competence
 - Confidentiality
 - Boundary Issues in Supervision
- Cultural Competence and Humility
 - Cultural Humility in the Supervisory Relationship
 - Preparing Trainees for Competent Practice Across Cultures
- Encouraging Supervisee Reflectivity
- Managing Conflict in Supervision
- Strategies for Specific Supervisee Behaviors
 - Anxiety and Perfectionism
 - Defensiveness and Resistance
 - Apathy, Disengagement, and Burnout
 - Potential Harm
- The Supervisory Session
 - The Initial Supervision Session
 - The Supervision Contract
 - Formats for Supervision
 - Use of Technology in Supervision
 - Structured Versus Unstructured Supervision
 - Group Supervision
- Evaluation: Issues and Concepts
- Documentation and Record Keeping
- Program Administration
- Summary

<https://ce4less.com/ce-courses/clinical-supervision-for-mental-health-professionals-e068d/>

Assignments

Students will access the course materials by signing up for the course on ce4less.com. They will complete the reading listed , followed by the online course post-test. They must pass the test and upload in their Departmental Box folder #7 a screenshot of the certificate with the grade and the “paid” receipt in order to process the reimbursement.

Appendix G:

Requirements for Students Completing Practicum at the Miami VA

ALL trainees:

- Met all requirements for enrollment and continued participation in the specified training program;
- Met all criteria for their level of training;
- Evidence or self-certification that they are physically and mentally fit to perform the essential functions of the training program, with or without a reasonable accommodation;
- Evidence or self-certification of up-to-date vaccinations for healthcare workers as recommended by Centers for Disease Control (CDC) and required by VA <https://www.cdc.gov/vaccines-adults/recommended-vaccines/index.html> unless excepted by VA policy. VA approved immunization accommodations or medical exemptions must be submitted with this TQCVL.
- Evidence of tuberculosis screening or testing as recommended by CDC health care personnel guidelines https://www.cdc.gov/tb-healthcare-settings/hcp/screening-testing/?CDC_AAref_Val=https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm;
- Identification documents to meet VA security requirements; [PIV Credential Identity Verification Matrix \(va.gov\)](#); and
- Results of screening against the Health and Human Services' List of Excluded Individuals and Entities (LEIE). <https://exclusions.oig.hhs.gov/>.
- Primary source verification of current and past license(s) or registration(s) in any field
 - Certification(s) through the state licensing board(s) and/or national and state certification bodies
 - Drug Enforcement Administration (DEA) registration
 - National Provider Identifier (NPI) registration

As applicable:

- **HPTs who were born male** and who are US citizens, immigrants to the US, or are otherwise required by law to register, have registered with the Selective Service System, even if they have served in the armed forces. <https://www.sss.gov>
- **HPTs who are international medical school graduates** have had primary source verification of the Educational Council for Foreign Medical Graduates (ECFMG) certificates.
- **HPTs who currently have or previously had full unrestricted license(s)**, including licenses in other professions, have been screened against the National Practitioner Data Bank (NPDB). <https://www.npdb.hrsa.gov/>
- **HPTs who are non-US citizens:**
 - Have current immigrant, non-immigrant, exchange visitor or other documentation stating that they are eligible to live and work in the US;
 - Appropriate documents can be provided and could include permanent resident card, employment authorization document Form I-766, visas: J-1, J-2, H-4, E-3, H-1B or DS-2019;
 - Have been issued a US social security number.

Appendix H:

Council of University Directors of Clinical Psychology (CUDCP) Expectations for Internship Eligibility

A copy of these expectations can be found [here](#) on the CUDCP website.

1. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group.
2. Trainee successfully completed a master's thesis (or equivalent).
3. Trainee passed program's comprehensive or qualifying exams (or equivalent).
4. Trainee's dissertation proposal has been accepted at the time of application to the internship.
5. Trainee successfully completed all required course work for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed an organized, sequential series of practicum experiences supervised by at least two different clinical psychologists that involve formalized practicum experience in evidence-based assessment and therapy. The Trainee completed at least 450 face-to-face hours of assessment/intervention and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co-therapy, audio/videotape review). During early formative years, the ratio of face-to-face hours to supervision hours approximated 1:1 and increased to around 4:1 as the Trainee developed intermediate to advanced clinical skills.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
 - a. Publishing an article in a refereed journal or a book chapter as an author or co-author, or
 - b. Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Appendix I:

Templates/Examples of Graduate Student Support and Remediation Plans

The following are sample support and remediation plan templates, based on the American Psychological Association's Competency Remediation Plan template (<https://www.apa.org/ed/graduate/competency-resources>).

Support Plan

Date of Support Plan Meeting:

Name of Trainee:

Primary Supervisor/Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

<u>Area to Support</u>	<u>Trainee's and Program's Goals</u>	<u>Trainee's Responsibilities/ Actions</u>	<u>Supervisors'/ Faculty Responsibilities/ Actions</u>	<u>Timeline for Plan</u>	<u>Assessment Methods</u>	<u>Check-in Date</u>

Competency Remediation Plan

Date of Competency Remediation Plan Meeting:

Name of Trainee:

Primary Supervisor/Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Foundational Competencies: Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Competency Remediation Plan

<u>Competency Domain/ Essential Components</u>	<u>Problem Behaviors</u>	<u>Expectations for Acceptable Performance</u>	<u>Trainee's Responsibilities/ Actions</u>	<u>Supervisors'/ Faculty Responsibilities/ Actions</u>	<u>Timeframe for Acceptable Performance</u>	<u>Assessment Methods</u>	<u>Dates of Evaluation</u>	<u>Consequences for Unsuccessful Remediation</u>

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Trainee Name

Date

Training Director

Date

Trainee's comments (Feel free to use additional pages):

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Competency Remediation Plan Continued

SUMMATIVE EVALUATION OF COMPETENCY REMEDIATION PLAN

Follow-up Meeting(s):

Date (s):

In Attendance:

<u>Competency Domain/ Essential Components</u>	<u>Expectations for Acceptable Performance</u>	<u>Data and Feedback related to the benchmark</u>		<u>Outcomes Related to Expected Benchmarks (met, partially met, not met)</u>	<u>Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)</u>	<u>Next Evaluation Date (if needed)</u>
		<u>Things that went well</u>	<u>Things that did not go well</u>			

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Trainee

Date

Training Director

Date

Trainee's comments (Feel free to use additional pages):

Appendix J:

Graduate Student Resources: Therapists for Graduate Students

Please see the department's Grad Student Therapy Resources folder on Box:
<https://miami.app.box.com/s/s5dz4h6kwgckru0mp7umh8lb7rnymnp8>

Appendix K:

Technical Standards for the Clinical Psychology Tracks in the Ph.D. Program

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth non-academic qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to successfully progress through the Clinical Psychology Doctoral Program and to be approved for internship and subsequent graduation, current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are unable to meet these standards may be recommended for remediation or may be terminated from the program, consistent with policies articulated in the Clinical Program Handbook.

I. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a non-discriminatory manner. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. In research teams, doctoral students must demonstrate the ability to interact appropriately with research participants, other students, and faculty and staff members. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

Doctoral students must be able to take responsibility for their behavior, which includes being open to feedback from their supervisors, academic instructors, and research advisors. They must be open and empathic with others and show respect for different viewpoints,

perspectives, and opinions. They must strive to work collaboratively with others in the classroom, laboratory, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting research or clinical practice, doctoral students must effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). Doctoral students must be able to advocate for their own needs in the workplace without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career.

Doctoral students must demonstrate cultural humility, including the ability to reflect on their own identities and biases, particularly those that may negatively impact client or patient care and professional relationships, and to engage respectfully and effectively with individuals from diverse backgrounds.

A clinical psychology student must have sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. Doctoral students must display this emotional health in spite of multiple and varied academic, teaching, research, and clinical training responsibilities. Doctoral students must be able to modify behavior in response to constructive criticism.

The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

II. Intellectual Skills

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.

Doctoral students must be able to critically evaluate their own and others' research, including the ability to identify limitations in the research literature or design of a specific study, to critique a manuscript as an ad hoc reviewer, and to "make psychological sense" of their own data. They must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area, to appropriately discuss this literature in individual and group lab meetings, and to integrate their understanding into scientific writing and presentations. They must further

demonstrate an ability to generate novel hypotheses and to design a study that follows from those hypotheses.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, hands-on research and clinical training, preparation and presentation of written and oral reports, and use of computer-based technology.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code and by current state and federal laws, including the Florida Psychological Services Act, a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

III. Communication Skills

Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about clients/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied practicum settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, tone of voice, and/or body language). Doctoral students must also demonstrate the ability to clearly communicate their needs, including any accommodation or support needs, and to proactively seek clarification when expectations or instructions are unclear. They are expected to engage collaboratively with faculty, supervisors, and staff to ensure that appropriate supports are in place and to address concerns in a timely and professional manner.

Proficiency in both written and spoken English is required; however students with disabilities that impact communication will be fully supported and given equitable consideration in meeting program expectations. In such cases, the program will work collaboratively with students to provide reasonable accommodations that support effective communication and equitable participation in training activities.

IV. Commitment to Non-Discrimination

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the Clinical Psychology Doctoral Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the Clinical Psychology Doctoral Program, including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the University's Office of Disability Services. The Office will determine a student's eligibility and recommend appropriate accommodations and services.

In the event of deteriorating function, consistent with the APA ethics code, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, clients/patients, other students, faculty and staff members, or research participants.

V. References

American Psychological Association (2010). Ethical principles of psychologists and code of conduct. Retrieved from <https://www.apa.org/ethics/code/>

Florida Statutes & Administrative Codes <https://floridaspsychology.gov/resources/>

The University's Policy Statement on Non-Discrimination – <https://welcome.miami.edu/privacy-and-legal/non-discrimination/index.html>

The University's Office of Disability Services <https://camnercenter.miami.edu/disability-services/index.html>

UM Student Responsibility Form
(2026-2027 New PhD Students: please complete and return to Ms. Pat Perreira
by September 1, 2026)

Name: _____
(Please Print)

Track: _____

Advisor: _____

I have received a copy of the University of Miami Graduate Student Handbook. I understand that it is my responsibility to read and understand the requirements and procedures detailed in the handbook. I also understand that I am responsible for following through on the program requirements and procedures.

Signed: _____

Date: _____