

UM Clinical Program – Curriculum Plan

The curriculum plan is described below and in the Graduate Student Handbook, which outlines the requirements governing progress toward the M.S. and Ph.D. degrees.

Discipline-Specific Knowledge. Students' training in discipline-specific knowledge is achieved through a mix of coursework, Qualifying Procedures, and a teaching requirement. These experiences contribute to the training of the program's goals and competencies.

In the first semester students begin a 3-semester design and statistic course sequence; the first two courses are completed during the 1st year; the third is taken in the 2nd or 3rd year. The first two courses cover fundamental statistical concepts, research methods and designs, analysis of variance, and multiple regression. Students also begin the 7 required discipline-specific knowledge courses in their first year (beginning with PSY 601), with additional discipline-specific knowledge courses completed during second year and beyond. Prior to the award of a master's degree, students must complete at least 3 (in addition to PSY 601) of the 7 discipline-specific knowledge courses and 2 of the 3 methodology/statistics courses. Required courses cover the *biological, cognitive, affective, and social aspects of behavior*, as well as *advanced integrative knowledge*. Courses also cover research methods and data analysis.

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*

Discipline-Specific Knowledge Courses (7 required of all students)

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

The clinical program uses an infusion model to address the topics of history and systems of psychology and psychological measurement. *History and Systems of Psychology* and *Psychometrics* are integrated into several required courses; content for *Research and Quantitative Methods* is covered in introductory and track-specific required courses in assessment, and in statistics courses.

The *Scientific, Methodological, and Theoretical Foundations* of practice are initially acquired through a systematic series of courses and are concurrently reinforced in practica and research settings. Specifically, all students are **required to take courses** in human development (PSY 620), and psychopathology (PSY 640 or 641, plus a second pathology course). Individual and cultural diversity is covered throughout multiple required and elective courses, including but not limited to: PSY 614 (Diversity Issues In Psychology), PSY 640 and 641 (Psychopathology), and PSY 646, 647, and 648 (assessment courses). Students gain advanced integrative knowledge of basic discipline-specific content through PSY 604 (cognition and affect) and PSY 605 (cognition and neuroscience). All students take two courses pertinent

to professional values and attitudes as well as ethical and legal standards (PSY 601 and PSY 657); PSY 657 covers the APA Ethical Principles and other professional and legal issues, including confidentiality and conflict of interest. At entry into the program, all students participate in an orientation that includes an ethics seminar, completion of a CITI certification course required by the IRB, a statistics boot camp, and discussion with the DCT of ethical issues and professional standards. Prior to starting clinical work, all students complete a seminar covering the APA Ethical Principles.

In addition to the above experiences, all students are required to complete **Clinical Qualifying Procedures** (to qualify for Ph.D. candidacy). The qualifying procedures provides an additional opportunity to evaluate clinical students' understanding and competence in the areas of psychopathology, assessment, intervention, ethics, diversity, and professional standards. This evaluation occurs in the summer following the defense of the master's thesis, and students are required to submit the following components which are graded by clinical faculty: Track-specific Clinical Case Analysis; proof of submission of a first-authored manuscript to a peer-reviewed journal; updated Curriculum Vitae utilizing an approved template; and Research and Theoretical Orientation essays in the style of APPIC internship essays.

In addition to the discipline-specific knowledge courses, all clinical students are required to complete general clinical profession-wide competency and track-specific coursework in assessment and intervention, as listed below. Material covered in coursework is reinforced in required practica and in the Clinical Qualifying Procedures. With respect to **coursework**, theories and methods of assessment and diagnosis are covered in the two-course assessment sequence. All entering students complete PSY 645 during their first semester. This course is comprised of didactic and laboratory components and covers measurement theory, the administration and interpretation of evidence-based measures such as intelligence and personality tests, diagnosis of psychological problems, history and systems, and ethical/legal/cultural considerations. Depending upon students' area of focus, the second required assessment course is either PSY 646 (adults), 647 (child and pediatric), or 648 (health). Many students also take elective coursework in assessment.

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

Profession-Wide Competencies Courses (3 – required of all clinical students)

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

Adult Clinical (3 required)

PSY 642 – *Advanced Psychopathology*

PSY 646 – *Psychological Evaluation of Adults*

Intervention course: PSY 685, 687, or other approved course.

Clinical Child (3 required)

PSY 647 – *Psychological Evaluation of Children & Families*

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

PSY 636 – *Developmental Methodology* (or other Research Methods course)

Pediatric Health (4 required – 3 as for Clinical Child plus the additional course, below)

PSY 661 – *Intervention in Pediatric Psychology*

Health Clinical (5 required)

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

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

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

PSY 648 – *Psychological Evaluation in Physical Disorders*

PSY 662 – *Health Psychology Interventions*

Current knowledge in assessment and intervention is further reinforced through students' **practica**. Students spend at least one year of training at the PSC. There, 2nd year students attend weekly case- conferences focusing on: integrating the current knowledge base in clinical psychology with assessment and treatment of clinical cases, evaluating ethical and cultural issues pertinent to assessment and treatment and developing an understanding of issues of supervision, consultation, and interprofessional/ interdisciplinary skills. At the PSC, students use EB assessments and interventions to integrate knowledge from courses with clinical practice. Various specialty clinics also operate through the PSC (e.g., Schizophrenia Family Project, Child and Adolescent Mood and Anxiety Treatment) that use EB or manualized treatments with quality assurance procedures, or with assessment components involving structured clinical interviews. Advanced practicum settings (e.g., Mailman Center, Miami VA, UM Counseling Center) also incorporate didactic components that address issues of assessment, intervention, consultation/supervision, ethics, and diversity, and so on.

Finally, an important feature of our clinical program is the interface of assessment and intervention training with active clinical research projects. For example, in the Health Division, students have been involved in the Health Promotion and Care Project, which provides cognitive-behavioral oriented interventions related to HIV prevention and HIV care. In the Child Division, clinical research projects with assessment and/or intervention components include UTalk (a preventive treatment for peer-victimized adolescents) and the Child and Adolescent Mood and Anxiety Treatment Program (a treatment study for children with anxiety and mood disorders). In the Adult Division, students have been involved in clinical research on schizophrenia (A Culturally Based Family Therapy for Schizophrenia) and anxiety disorders (Program for Anxiety, Stress, and OCD). With the exception of a very rare student who has interests in animal models, most graduate students are engaged in clinically relevant research activities (for master's thesis, dissertation, and grant-funded research activities) that involve clinical populations, investigate clinical treatments, or have direct implications for clinical practice. The dissertation topics of our graduates over the past 10 years have primarily focused on applied clinical issues, such as: interventions for health populations; the psychological impact of peer victimization and immigration-related stressors; risk factors for affective dysregulation; and conceptualizations of PTSD in children, to name a few. All students discuss the clinical implications of their research findings in their theses and dissertations.

Issues of Cultural and Individual Diversity. 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 (2010 census) is 65% Hispanic or Latino, 19% Black or African American, and 15% Non-Hispanic White. Our Latino population is extremely diverse, and includes Cubans, Nicaraguans, Columbians, Hondurans, Puerto Ricans, Venezuelans, Mexicans, and others from Central and South American and Europe. The Black population includes Haitians, Jamaicans, Bahamians, other Caribbean Blacks, and African Americans. The Miami area also has tremendous diversity with respect to religion, sexual orientation, and SES. Thus, issues of cultural and individual diversity are pervasive in the lives of UM students and faculty.

Within the UM program, issues of diversity permeate research, coursework, and practica experiences. Our program has been highly responsive to the need to adapt research and clinical service delivery to the diverse Miami community by developing culturally sensitive procedures. A sizable proportion of the Department of Psychology's **research and training grants** capitalize on the special opportunities that exist here to study diverse populations, with respect to age, color, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The Department has two federally-funded research training grants, supporting many clinical students that primarily focus on ethnic minority populations. 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.

Diversity issues are integrated into **required coursework**, including discipline-specific knowledge courses, statistics courses, and profession-wide clinical courses (general and track-specific). For example, instructors for the first two required statistics/methodology courses (PSY 631, 632) use examples of analyzing research questions where issues of age, gender, and ethnicity are important variables. Instruction in required clinical courses (PSY 645, 656, 657), and in the track-specific courses in assessment (PSY 646, 647, 648) and intervention (e.g., PSY 660, 661, 662), also incorporate issues of individual and cultural diversity in the material that prepares students for assessment and intervention experiences, either by readings and/or discussions and examples.

Further, all students take a course on Diversity Issues In Psychology (PSY 614), which familiarizes students with some of the major, overarching conceptual issues in the phenomenon of difference, stimulates a dialogue on these issues, and explores how diversity fits into research and/or intervention.

Finally, in **practicum**, students gain direct clinical experiences with ethnically-, economically-, and culturally-diverse populations at the Department's PSC and in all external practicum sites. Because of the Miami area's diversity, all clinical training sites service diverse clinical populations. Practicum sites, including the PSC, integrate discussions of individual and cultural diversity as they apply to diagnosis, assessment, and intervention, into required, case conference presentations.

Professional Values and Attitudes. The faculty model for students attitudes essential for life-long learning that extend beyond the period of formal training. Nearly all students and faculty are **members of professional organizations**. Moreover, all faculty mentors **attend and present their work at scientific conferences** and include students as co-authors on presentations and publications. Under the supervision of faculty mentors, students are expected to submit their research projects for presentation at scientific meetings and prepare papers for publication. Faculty and students frequently **publish** together. For faculty, regular publication in

peer-reviewed journals is required for Graduate Faculty membership and eligibility to mentor students. All students take PSY 601, which addresses issues pertinent to professional development.

Moreover, the Department hosts a regular schedule of **colloquia** throughout the year, and all students must attend at least three annually. In addition, faculty mentor students in teaching endeavors. All students **teach one undergraduate course**, which is viewed as essential to training. Students are assigned faculty advisors during the semester they teach; advisors consult with students about their courses and visit the classroom to evaluate quality and performance. Course evaluations demonstrate that the student instructors are positively viewed.