

UNIVERSITY OF  
MIAMI

DEPARTMENT OF  
PSYCHOLOGY

GRADUATE STUDENT  
HANDBOOK

2005-2006

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## PREFACE

The information provided in this handbook applies specifically to the **2005-2006** entering class. Requirements for previous classes are outlined in the handbook in force at the time of their first registration. **All students should retain a copy of the handbook that applies to their entering class.**

## INTRODUCTION

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

The purpose of this brochure is to outline the overall Departmental regulations and Program area requirements governing progress toward the M.S. and Ph.D. degrees. Prospective degree applicants are also advised to examine the current Bulletin of the Graduate School for a description of University regulations governing graduate study. ***Students must take the final responsibility for compliance with departmental and university regulations.***

<u>DEPARTMENT OF PSYCHOLOGY</u>			
<u>UNIVERSITY OF MIAMI</u>			
<u>DIVISIONS</u>	<b>ADULT</b>	<b>CHILD</b>	<b>HEALTH</b>
<u>TRACKS</u>	1 <u>Adult Clinical</u>	<div style="border: 1px solid black; padding: 2px;">2 <u>Clinical Child/Family</u></div> <div style="border: 1px solid black; padding: 2px;">3 <u>Pediatric Health Clinical</u></div> <div style="border: 1px solid black; padding: 2px;">4 Applied Developmental</div>	<div style="border: 1px solid black; padding: 2px;">5 <u>Health Clinical</u></div> <div style="border: 1px solid black; padding: 2px;">6 Behavioral Neuroscience</div> <div style="border: 1px solid black; padding: 2px;">7 Behavioral Medicine</div>
Underlined tracks are clinical in nature and are monitored by the Clinical Director to ensure compliance with APA standard.			

## IMPORTANT POINTS FOR STUDENTS

### 1. Contact information: email, phones, and addresses.

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

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

Computer Support (c/o Andre Perwin at 284-1939)

Clinical Program Office (c/o Liz Reyes at 284-5720)

Main Department Office (c/o Pat Perreira at 284-2814)

Please make sure that your email account and other contact information is correctly listed (and updated) in the UM directory by checking your information on the EASY system on the UM website ([www.miami.edu](http://www.miami.edu)).

### 2. You are Responsible for the Material in this Handbook

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

### 3. Ethics

Your professional and research training at UM includes becoming socialized to the role of a psychologist, and conducting your research, clinical, and personal activities in a manner that is consistent with the American Psychological Association (APA) ethics guidelines. As a graduate student (effective immediately) you are required to know the APA ethics guidelines and abide by them. You may download a free copy of the guidelines at any time by going to the APA website: [www.apa.org/ethics](http://www.apa.org/ethics) (Also see Appendix V.)

### 4. Disability/Impairment Issues

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

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

The University of Miami maintains an Office of Disability Services (ODS). ODS is the primary University office responsible for the coordination of services for students with disabilities. The contact information is as follows:

Whitten University Center, Suite N-201  
Telephone: 305-284-2374  
<http://www.miami.edu/disability-services/>  
Hours: 8:30 a.m. and 5:00 p.m., Monday to Friday.

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

Eventually, when you complete the program and apply for clinical licensure, you will find that state requirements vary considerably. 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 need to use your syllabi as evidence that you covered that topic as part of one or more courses. Thus, it is important to keep a copy of your course syllabi for ALL graduate level classes. You can also download copies of brief course descriptions from the psychology website ([www.psy.miami.edu](http://www.psy.miami.edu)), but these may not be as useful as a detailed syllabus.

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

When you apply for a clinical internship during your 4<sup>th</sup> or 5<sup>th</sup> 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. Thus, go to the APPIC website ([www.appic.org](http://www.appic.org)) for the most recent version of the clinical hours reported on APPIC application, and use this format to record your hours “as you go.” (There is a sample form in Appendix R.)

## **Department of Psychology Mission Statement**

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

In educating undergraduate students it is the intent of the Department to:

1. Introduce students to and stimulate interest in psychological and behavioral sciences.
2. Develop their critical faculties and expose them to views, arguments, and writings in psychology.
3. Prepare them for graduate study in the social sciences, or in other fields such as Medicine, Law, or Education.

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

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

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

1. Conduct rigorous scientific research, which will elucidate both basic and applied principles of human behavior and psychological processes.
2. Foster 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 to populations in clinical training settings and research settings.
2. Serve within state and national professional organizations, and scientific review/policy committees.

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



## **STEPS TO THE Ph.D**

While all students generally intend to complete the doctorate, admission to Ph.D candidacy and earning the terminal degree occurs only after a series of preliminary Department requirements have been met. These include (1) successfully completing the Department's core statistics and foundation courses, (2) demonstrating continued research activity, (3) completing a Master's thesis, (4) completing advanced coursework required within the student's Program Area, (5) passing a qualifying examination or satisfactorily completing a qualifying paper, (6) completing and defending a Ph.D. dissertation, and (7) meeting all Program Area Competency requirements. The minimum number of credits required for the Ph.D. in Psychology varies according to the student's program area but in no case falls below 72, which includes 6 thesis credits and 12 dissertation credits. Clinical tracks require additional practicum credits and a year-long internship. The specific course requirements for each program may be found in **APPENDICES A through G**. All beginning students must be enrolled for a minimum of 9 course credits per semester in order to be considered full time. Questions regarding waiver of any core course requirement, transfer of graduate credit earned elsewhere and part time status are addressed in **APPENDIX I**. Information regarding each of the department requirements is contained within the sections that follow:

1. **Departmental Core Courses.** It is the intent of the Department that its doctoral graduates, regardless of their field of specialization, be well rounded and informed psychologists. To that end all entering students are required to take a series of core design and statistics courses [PSY 631, PSY 632, and PSY 698] and at least 3 out of 4 foundation courses (PSY 605, 640, 625, 621). Students should consult with their division director to determine which foundation courses should be taken. Core Statistics and at least two of the four foundation courses are taken during the first two years of residence. The remaining foundation course is typically taken during the third year of residence. Completion of two core statistics courses as well as two out of the four foundation courses must be completed with a grade of B<sup>-</sup> or higher before the M.S. degree is awarded. Completion of all six core courses with a grade of B<sup>-</sup> or higher is required for the Ph.D. degree. If a student receives a grade of "C<sup>+</sup>" or lower in any core course, that course must be repeated.

The usual pattern for completing the core sequence of courses is for each student to take two or three of the core courses each semester until all of the courses have been taken. PSY 605, 625, 621, 631 and 698 are taught during the Fall semester of each academic year; PSY 632 and PSY 640 are taught during the Spring semester.

2. **Research and Teaching Activity.** In addition to course work, each student must be involved in a minimum of 10 hours per week of faculty supervised research activity. Entering students are encouraged to align themselves quickly with a faculty member whose research activities most closely approximate their own interests. The Departmental website ([www.psy.miami.edu](http://www.psy.miami.edu)) has a listing of faculty research interests that may be useful to students. In order to demonstrate full-time student status during the summer months, it may be necessary to enroll in a graduate course or in a 700-level research course each summer session. All students seeking an advanced degree in Psychology must also participate substantially in the teaching of undergraduate course offerings in the Department as an essential part of their education.

Within four weeks following registration each semester, new students must provide their division Director with an outline of planned research activities signed by their faculty supervisor. For returning students this should be done immediately. Students who work as research assistants within the Department and those students who are conducting masters or dissertation research projects, may seek authorization to include these activities as part of the 10 hours per week research requirement. The total number of research hours credited in this manner during any given semester is at the discretion of the faculty supervisor.

At the end of each semester the faculty supervisor will evaluate the student's research efforts. This evaluation will become part of the student's permanent Department file. The form used for outlining the research activities for the semester and evaluating these activities may be found in **APPENDIX J**. It is the responsibility of each student to complete one of these forms early each semester and to leave a copy for the file with the department secretary. Furthermore, each student should be certain that his/her supervising Professor completes the form at the end of each semester. In addition, students are required to fill out a Research Supervisor Feedback Form (**APPENDIX S**) at the end of each semester to provide feedback to the Department regarding their research supervisor. Guidelines for Mentoring Graduate Students by Faculty are provided on page 31.

At the end of each semester each student is evaluated by the faculty of the Department. The faculty's evaluation of individual academic progress is forwarded in writing to each student. A negative evaluation may result in the student's termination from the graduate program.

3. **Master's Thesis** (required in all programs). If the student receives a positive evaluation from the Department (satisfactory progress in all respects) at the end of his/her first year in residence, the student should immediately proceed to form a thesis committee and make formal application to the Graduate School for degree candidacy. (The procedures and forms used to form a thesis committee and complete the thesis requirement may be found on page L3.)

In order to receive the Master's degree, a student must earn a minimum of 24 credits in course work, plus six credits of thesis research (PSY 710) and pass a thesis oral defense. No student may receive the M.S. degree in the same semester in which admission to candidacy is granted. Of the 24 credits of course work required, the Department core courses account for at least 12 credits (the first two statistics courses (i.e., PSY 631 and 632) and at least two of the four foundation courses). Most students should have completed the necessary coursework for the master's degree by the end of their second year in residence. If the thesis has not been completed by the end of the first semester of the third year (December 15) the student will be permitted to register only for six credits of coursework plus 3 research credits during the following semester. It is required that all students complete this requirement by May 15 of the year in which they intend to take the qualifying exam.

Bound copied of the completed thesis must be submitted to the Department and to the project chair within 3 months of defending the project. If the master's thesis is not completed by May 15 of the third year the student will be denied permission to register for anything but research credits in subsequent semesters until completion.

In some cases, the Department will accept a Master's Thesis completed at another university as satisfying our Master's Thesis requirement. Only empirical studies will be considered, and they should be submitted to the Area Director for evaluation (see form in **APPENDIX I**).

4. **Advanced Program Area Coursework.** The minimum number of earned credit hours required for the Ph.D degree in Psychology varies according to the student's Program Area (see Appendices A through G) but is typically 72 credit hours or more (see your Division Director for clarification of specific requirements). No more than 6 practicum credits (PSY 670) can be counted toward the Ph.D. course requirements. Research courses (PSY 680, 681) cannot be used to satisfy elective or advanced content course requirements. Special Projects (PSY 682, 683) and Readings (PSY 684) can be used to

satisfy elective or advanced content course requirements, but only with the written approval of the Division Director and the Chairman. In order to remain in good standing within the Department, independent of program area, students must be enrolled for a minimum of 9 credit hours per semester (excluding Summer Sessions) until all advanced coursework has been completed and a dissertation project initiated. In addition, students must maintain a "B" average or better in all advanced coursework attempted with no single grade recorded below a "C-". All "Incompletes" in courses comprising part of the student's degree program must be removed from a student's records before any degree can be awarded.

5. **Qualifying Requirements** - After successfully completing the defense of the masters thesis, students wishing to pursue the Ph.D. degree must first pass a qualifying examination or satisfactorily complete a qualifying paper. The method of assessing the candidate's performance within his or her chosen area may vary depending upon the particular Program area. Options available to Clinical and Non-clinical students are outlined below.

5A. **Clinical Programs** - Prior to the Fall semester of the third or fourth year of residence (dates announced in advance) students in any track of the clinical psychology program who have completed their master's thesis are eligible to take qualifying examinations, which are necessary in order to be admitted to candidacy for the Ph.D. The purpose of these examinations is to allow the student to demonstrate up to date knowledge and critical appreciation of the research and scholarly literature in clinical psychology, including pathology (i.e., personality, psychopathology, and pathophysiology), assessment, and intervention (with the latter being understood to include ethics and professional issues). The Director of Clinical Training coordinates these examinations.

The qualifying examinations are given only once a year, in midsummer generally shortly after the 4th of July holiday. In order to take the examinations, the student must have successfully defended a master's thesis and submitted documentation (See **APPENDIX N**); Eligibility to Sit for the Qualifying Exam/Paper) no later than May 15. The usual sequence of the examinations is one day each for pathology, assessment, and intervention, with at least one day in between examinations. Each examination begins at

9 a.m. and continues until as late as 3 p.m. The Department provides students with computers and word processing software.

All questions on the qualifying examinations are based on specified reading lists made available to the students for study at the beginning of the summer. These reading lists are updated each year by the faculty, with consultation from the group of students who took their qualifying examinations during the previous year. Most of the items on the reading lists are recent articles from peer-reviewed scientific journals. The lists do include a few older (classic) articles and an occasional book or book chapter. There are separate reading lists in the areas of pathology, assessment, and intervention. Each list contains a "core" portion, to be mastered by all students, plus separate "specialty" lists for students in the Adult, Child, and Health tracks. In each day's examination, the student is presented with 6 questions, including 3 core questions and 3 specialty questions. The student is required to answer 4 of these questions, including at least 2 core questions. The core questions are based strictly on items from the core reading list for that day. The specialty questions may draw on either core or specialty reading lists for the day. Students are not permitted to bring any notes with them to the qualifying examinations. In order to reduce the memory load, however, they are provided with a clean (unmarked) copy of the reading lists.

Each question is graded anonymously by two faculty members with expertise on the particular topic, using the following marking system: 3 for outstanding, 2 for pass, 1 for borderline, and 0 for failure. Intermediate decimal numbers may be used. In order to pass in a given area (pathology, assessment, or intervention), the student must achieve an average mark of at least 1.5 for that day's questions. An average mark of 2.5 or above in any of the three areas will earn a commendation. Although the qualifying examinations are given in midsummer for the convenience of students, it must be recognized that many faculty are not on the academic payroll during the summer and cannot be expected to grade exams during that time. Thus, the results on the examinations are generally not available until about September 1.

In the Department's recent experience, almost all students are able to pass their qualifying examinations. Occasionally a student falls short of an average mark of 1.5 in one area (or rarely, two areas). In such a case, the student must arrange to retake an examination in that area (different questions, but based on the same reading list) before the end of the fall semester. The same grading system is used. In this case, however, the student must pass the re-examination in order to remain in good standing in the clinical psychology program. Failure to pass the re-examination would in principle be considered sufficient grounds for termination.

In studying for the qualifying examination, it is considered crucial that students in fact read and study all items on the core list and on their own specialty list. Past experience has shown that reading only summaries of some items is a high risk strategy, not to mention one that defeats the whole purpose of the qualifying examinations to form study groups, delegate individuals to outline the individual readings, and in general provide each other with emotional support during this rather stressful time. On their part, the faculty try to be understanding when their previously dependable research assistants tend to disappear for hours at a time. One cannot deny that in addition to their intended academic functions, the qualifying examinations come to be viewed as a "rite of passage."

5B. **Non-Clinical Programs** - Students enrolled in one of the non-clinical programs (Applied Developmental, Behavioral Neuroscience, or Behavioral Medicine) may elect either to take a comprehensive written qualifying examination or to write a qualifying research review paper in order to gain admission to Ph.D. candidacy. The qualifying requirement must be completed at least one year prior to the granting of the Ph.D. degree and must be written in the candidate's chosen area of specialization. A student who fails the qualifying examination or paper may be allowed to retake the task a second time no later than eleven months after the first attempt.

The student should explore with his or her Faculty Supervisor the advantages and disadvantages of fulfilling the qualifying requirement through written examination or by

writing a review paper. If a written examination is decided upon, the scope of the topic should be explicit and clearly defined, and a reading list developed. In some cases a list of sample questions may be given to the student as a study aid. If a review paper is chosen, the length and scope of the paper should be clearly defined. Articles published within the Psychological Bulletin may serve as models of the quality of work expected in a qualifying paper. Portions of the paper may later be incorporated as part of the introductory section of the student's dissertation.

Once a topic area has been chosen, the qualifying procedure selected and a set of preliminary materials developed, the student with the advice of his or her Faculty Supervisor seeks out two other faculty members who would be willing to serve as members of the Qualifying Committee. At least one of these additional faculty members must be a member of the Specialty Area Committee affiliated with the student's chosen area of concentration. At least one of the three members of the committee must be a member of the Graduate Faculty within the Department of Psychology.

After a tentative Qualifying Committee has been formed, the group meets with the student to finalize the topic area to be covered and the procedure to be followed. When this has been accomplished, each member of the committee must sign an "Agreement to Serve on Qualifying Committee" form (found in Appendix K) that lists the topic area to be covered, designates whether an examination or review paper is to be written and specifies a completion date. This form should then be forwarded to the Departmental office for inclusion in the student's permanent file. The form for use on completion of the requirement is also found in **APPENDIX K**.

6. **Ph.D. Dissertation** - The Ph.D. degree is a research degree. The Department requires each degree applicant to design and execute an original study that makes a unique contribution to knowledge in the field of Psychology.

After successfully passing the qualifying requirements and completing the majority of advanced program coursework, students seeking the terminal degree must select a dissertation research topic and form a dissertation committee as soon as possible. This step is necessary in order to register for

dissertation research (PSY 730). (The procedure used to form a dissertation committee and complete the dissertation requirement can be found on in the next section.)

In order to receive the Ph.D. degree, a student must complete at least 12 credits of dissertation research (PSY 730) as well as have completed all the advanced program area coursework specified within his or her area of specialization. No student may receive the Ph.D. in the semester in which they are admitted to candidacy. Clinical students must defend their dissertation proposal **before** they can apply for internship programs (typically in the Fall of the fourth year). In addition, before applying for internship students must present a letter from The Graduate School acknowledging final acceptance of the Masters Thesis. All students, regardless of their advanced or regular standing at the time of admission, should complete and defend their dissertation research within six years after first entering the graduate program. Students who have not completed their dissertation by the end of the 7<sup>th</sup> year will be required to re-certify credits which is done at the discretion of the Department. Re-certification may require retaking the courses and/or re-satisfying the qualifying exam requirement. Otherwise, credits that are older than 7 years will be decertified. At the end of each semester the faculty will review the candidate's progress toward the degree and will send notification of required action by the student. If not 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.

## 7. **Thesis and Dissertation Procedures**

1. At the time of application for admission to candidacy for the M.S. degree or at the time of successful completion of the Ph.D. Qualifying requirements, a student decides on a problem area for investigation. The student writes a short proposal in the area delineating a particular problem to be researched. The proposal is then submitted to a faculty member from the Department of Psychology whom the student wishes to serve as chair of the, thesis or dissertation committee. In most cases, a faculty member holding a primary appointment in the Department of Psychology serves as chair. However, a faculty member holding a secondary appointment in the Department of Psychology may serve as a co-chairperson of a thesis or dissertation committee provided that a faculty member holding a primary appointment in the Department serves as the other co-chair. In the case of dissertations, the chairperson (or co-chairperson with a primary appointment in



the Department) must also be a member of the graduate faculty. (A list of graduate faculty members may be found in the current Bulletin of the Graduate School.)

2. After a faculty member has agreed to chair a research committee on the chosen problem, the student and the faculty member approach other faculty members with copies of the student's preliminary proposal and determine whether each would be willing to serve on the committee. The minimum number of members for a thesis committee is three; one member must be from the regular (not adjunct or secondary) faculty of the Department of Psychology and (for the thesis only) one must be a University faculty member from outside the Department. At least one member of the thesis committee must be a member of the graduate faculty.

The minimum number of members for a dissertation committee is five. All Committee members must hold a primary appointment in some Department of the University of Miami or hold an adjunct appointment in the Department of Psychology. Three members, including the chair or co-chair of the committee, must be members of the graduate faculty of the University of Miami. At least two members of the committee, including the chair or co-chair, must be from the primary Psychology faculty, and a majority of the committee must hold appointments in the Department of Psychology (primary, secondary, or adjunct). One member must be from outside the primary faculty of the department.

3. When a committee chair and a sufficient number of qualified faculty members have reviewed the student's preliminary proposal and agreed to serve, they inform the Chairman of the Department in writing of this and he or she will file their statements with a copy of the proposal in the student's permanent Department file. (The form used for notifying the Department Chairman of Faculty members' willingness to serve on thesis and dissertation committees (**FORM 1**) appears in **APPENDIX L**.)
4. At this point, the Department Chairman will recommend to the Dean of the Graduate School that a thesis or dissertation committee be appointed and the student be admitted to M.S. or Ph.D. candidacy. The student may now be permitted to register for PSY 710 or PSY 730 as appropriate.
5. The student, after due consultation with his or her committee, will then prepare a final written proposal to include a definitive statement of the problem and its significance along with the detailed design for the conduct of the research.
6. Two weeks after the final proposal has been circulated to the committee the committee will meet with the student to consider any objections or suggestions for revision and will either order such revisions as it considers necessary or approve the design. (The form

used for obtaining committee members' approval may be found in **APPENDIX L (FORM 2)**. The forms should be placed in the student's Department file by the committee chair.) Clinical students must defend their Ph.D. dissertation proposal before applying for internship programs (typically in the Fall of their fourth or fifth year).

7. Following the final approval by the thesis or dissertation committee, and approval by the appropriate ethics committee(s) when human subjects are to be used, the student will begin to conduct the research. The actual execution of the research is carried out by the student independently, in consultation with his or her committee. Procedural modifications within the general framework of the proposal may occur with committee approval, although the student is expected not to depart drastically from the original proposal.
8. Following the execution of the research, the student will prepare the thesis, or dissertation manuscript. The Graduate School has granted permission to the Department of Psychology to have theses and dissertations written in a form consistent with the Publication Manual of the American Psychological Association. Students should follow the Manual in preparation of all research reports. Additional preparation guidelines may be obtained from the Dissertation Secretary, Graduate School, Albert Pick Hall (Brescia Avenue).
9. Upon completion of the master's thesis or doctoral dissertation, a Final Oral Examination will be scheduled, held, and evaluated by the thesis or dissertation committee. At least two weeks prior, all committee members should be provided with a clean copy of the project, thesis or dissertation. The date chosen should allow sufficient time for the student's committee members to read and judge the manuscript and allow the student sufficient time to make any necessary corrections prior to the Graduate School deadline associated with the anticipated commencement. The oral examination is open to all members of the University community, although responsibility for the examination itself is vested in the committee which has supervised the research. The examination is intended to center upon the context of the thesis, or dissertation itself, although it may extend into areas within the general scope of Psychology.
10. The chair and members of the thesis or dissertation committee must sign the appropriate forms obtained from the Graduate School or Psychology Department (**APPENDIX L; FORM 3**) to certify successful completion of the Final Oral Examination. The student is responsible for obtaining these forms and filling out the necessary background information prior to the final oral examination.

11. Following the Final Oral Examination any further corrections or revisions to the thesis, or dissertation are executed. For theses and dissertations, three unbound copies of the final manuscript, with a summary abstract (600 words or less) and the appropriately signed Graduate School forms, are then transmitted to the office of the Graduate School on or before the date specified in the current Graduate School Calendar.

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

**8. Program Area Competency Requirements** - The Department requires all aspirants to the Ph.D. degree to demonstrate an acceptable level of professional competence within the chosen area of specialization before the terminal degree can be awarded. All students are required to teach at least one regularly scheduled undergraduate course typically before the end of their third year of residence. The course subject should include topics related to the student's area of specialization. The nature of the course and the scheduling should be discussed with the student's research advisor well in advance of the semester in which the student will be teaching. Teaching performance is evaluated by at least one member of the faculty who has regularly taught the course. This evaluation will become a part of the student's permanent departmental file. Additional competency requirements vary according to the particular program area and are listed below.

**8A. Clinical Programs**. Students enrolled in any of the Clinical Training Programs (Adult Clinical, Clinical Child and Family, Pediatric Health Clinical or Health Clinical) are required to successfully complete a 1-year APA-approved internship. Each student must complete a thesis and pass the qualifying examination prior to leaving for internship.

**8B. Non-Clinical Programs**. Students enrolled in any of the non-clinical programs (Applied Developmental, Behavioral Neurosciences, Behavior Medicine) must have a paper published (or accepted for publication) in a recognized psychological journal prior to graduation. Papers submitted for publication but not yet accepted do not meet this requirement. A letter of acceptance indicating the title of the paper, the author(s) and journal name must be placed in the students' Departmental file prior to the awarding of the Ph.D.

## 9. Policy Issues and Procedures for Clinical Students

### 9A. Frequently Asked Questions – Clinical Graduate Students

#### **Questions Commonly asked by FIRST Year Students**

##### ***When can I begin clinical practicum?***

Students typically begin practicum during the summer after their first year, or the fall of their second year.

##### ***I'd like to begin practicum at the Psychological Services Center (PSC) during the summer. How can I arrange this?***

In the spring semester, the director of the PSC determines how many students can be accommodated in the summer, and informs the faculty advisors. During April registration for the summer and fall semesters, you should consult with your academic advisor, to determine whether you can begin training during the summer. You must register for a practicum credit during the summer, if you begin your practicum activities.

##### ***When does the summer practicum begin at the PSC?***

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

##### ***Do I need to arrange professional liability insurance before I start my practicum?***

Yes. Proof of coverage must be submitted to Joyce Lalor prior to starting practicum. Although you are also covered by the University of Miami policy when you are registered for a practicum, the clinical program requires that you also obtain individual coverage through the American Psychological Association.

##### ***By what date do I need liability insurance.***

If you begin practicum in the summer, insurance must be arranged by mid-May. Otherwise, all students must have a policy in force by August 15<sup>th</sup> of each academic year. Proof of coverage must be submitted to Joyce Lalor.

##### ***How can I arrange for professional liability insurance?***

Visit [www.apait.org](http://www.apait.org) to apply online for your student insurance. You must also register as a student member of the American Psychological Association.

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

##### ***When do I take my Qualifying Exams?***

Students take qualifying exams after their second or third year of the graduate program. In order to take the exam, you must have successfully defended your Master's thesis prior to May 15<sup>th</sup>, in the year that you plan to take the exams.

##### ***In addition to defending my thesis, is there anything else I need to do before taking qualifying exams?***

Yes. Your advisor must complete a form stating that you have completed your thesis defense and are eligible to take the exam. Please check the Graduate Student Handbook for further details and a copy of the form (APPENDIX N).

##### ***When is the reading list distributed for qualifying exams provided?***

The reading list is distributed in mid-May, after the spring semester has been completed. This is usually on or around May 15<sup>th</sup>.

***When are qualifying exams given?***

There are 3 exams (Psychopathology, Assessment, and Intervention), and they are typically held soon after the 4<sup>th</sup> of July, with at least one day in between each exam (e.g., Monday, Wednesday, Friday, or Wednesday, Friday, and Monday, etc.).

***What happens if I don't complete my Master's Thesis by the middle of my 3<sup>rd</sup> year?***

Students are expected to complete their thesis no later than the end of the fall semester of their 3<sup>rd</sup> year. Students who have not defended their thesis by their 6<sup>th</sup> semester (spring semester of the 3<sup>rd</sup> year) can take only 6 credits of academic coursework in the spring semester. In addition, students who have not defended their thesis by May 15<sup>th</sup> of their third year will only be allowed to register for research credits (no coursework or practica) until their thesis has been completed.

***Do I need to be registered for practicum over the summer?***

Yes. In order to be covered by the University's liability insurance, as well as your individual liability insurance, you must be enrolled in a practicum or research course, even if you are only seeing one client, or conducting one assessment. Registration also helps to document the practicum hours you accumulate.

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

***Where can I find information on internship sites?***

The website for the Association of Psychology Postdoctoral and Internship Centers ([www.appic.org](http://www.appic.org)) contains the most current information on internships and psychology postdoctoral positions. There also is a file cabinet in the 3<sup>rd</sup> Floor Student Lounge that contains information (by state) about internship possibilities in Canada and the US. Further, it is important to talk to psychology alumni and faculty about the internship sites that they applied to and their impressions of each.

***How do I apply for internship?***

The general application for internship can be found online at [www.appic.org](http://www.appic.org). In the fall of the year you apply for internship, the Director of Clinical Training plans several meetings with internship applicants to prepare them for the process.

***Do I have to propose my dissertation before applying for internship?***

Yes, the department requires all students to have defended a dissertation proposal prior to applying for internship. Because many internship sites now request applications by the end of October or by November 1<sup>st</sup>, this means that most students will need to defend their proposal no later than late October of the year they apply for internship.

**Questions Commonly Asked by Students on Internship**

***Licensing requirements vary from state to state. How will I know if I have met the requirements?***

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

***What if I did not complete the coursework required for licensure in a specific state?***

Some states require coursework in areas such as ethics, domestic violence, and history and systems. Most of the requirements should be met through your regular coursework. However, if you have not taken a course on a specific topic, you may be able to use your

syllabi as evidence that you covered that topic as part of one or more courses. Thus, it is important to keep a copy of your course syllabi for ALL graduate level classes. You can also download copies of course descriptions from the psychology website ([www.psy.miami.edu](http://www.psy.miami.edu)). You may need to take an extra course or locally sponsored workshop to meet requirements in some states (e.g., California).

***Can I graduate in May if I have not completed internship?***

In order to graduate in May, you must have completed all course requirements, dissertation, and internship by the date of “application for graduation.” This is usually in April (or earlier) for a May graduation. Because clinical internships typically begin in the summer or fall, very few students graduate in May.

***Can I “walk” in the May commencement exercises, if I have not completed my internship?***

Students on internship, who have defended their dissertation and completed their coursework, can “walk” in the May commencement ceremony, and will officially receive their degree in August, if all degree requirements are met by mid-July. Please check the UM website for information on graduation registration dates and deadlines ([www.miami.edu/commencement](http://www.miami.edu/commencement)).

***What happens if my internship begins in August or September?***

Students with August and September start dates for internship typically do not graduate until the December commencement ceremony. Please consult the UM website to see if it is possible to “walk” in the May ceremony. Otherwise, you should plan to attend the December ceremony.

***How do I handle jobs and post-docs following internship, if I have completed all my degree requirements, but will not receive my degree until December?***

If you are not graduating until December, but need to document that you have completed all your degree requirements, please contact the main office of the Department of Psychology. A letter will be written on your behalf, stating that you have met all the requirements for your degree. This is usually sufficient for you to begin a job or postdoctoral traineeship.

**9B. Practicum-Related Policies and Procedures**

All graduate students who are enrolled in one of the clinical training program tracks (Adult, Child, Health, Pediatric) must comply with the policies of the Clinical Program. These policies have been developed in accordance with the regulations of the American Psychological Association (APA), and particularly with APA’s Committee on Accreditation. The policies are designed either to maintain the clinical program’s current APA accreditation, to protect students, or to facilitate students’ progress through the clinical program.

• **Professional Liability Insurance** (see **APPENDIX P**)

Beginning August 15<sup>th</sup>, 2001 and every August thereafter, all students enrolled in one of the clinical graduate program tracks (Adult, Child-Clinical, Health, Pediatric) are required to secure their own liability insurance, either through the American Psychological Association (see [www.apa.org](http://www.apa.org)) or through an alternative suitable source (e.g., the American Professional Agency, Inc.: [www.americanprofessional.com](http://www.americanprofessional.com)). (The maximum insurance amount of \$1,000,000 per incident/\$3,000,000 aggregate is required.)

All clinical students who will be enrolling in practica or participating in any other department-related clinical activities (i.e., assessment, therapy, consultation) are required to obtain such insurance before involvement in practicum activities at the

University of Miami or in any community placement. Students must submit a copy of insurance verification to the main office of the Department of Psychology **prior** to beginning practicum for the academic year. The format for this document can be found in **APPENDIX P**.

Students should be aware that insurance policies do not cover clinical activities or jobs other than those associated with practicum training or the fulfillment of other program requirements. Failure to provide insurance verification before beginning a practicum placement or any program-related clinical activity will result in the student's forced withdrawal from practicum until such insurance verification is provided.

- **Registering for Practicum Credits (students must enroll every semester and summer after the 1<sup>st</sup> year)**

Once clinical students complete the “first year” courses that are prerequisites to beginning practica (e.g., Assessment; Introduction to Clinical Methods), and begin to enroll in clinical practica, they must enroll in a practicum course. (Students who enter with a master's degree or prior clinical training may be eligible to begin the practicum sequence earlier).

During any semester or summer that a student is engaged in clinically related activities (as defined in point #1), he/she **MUST** be enrolled in one credit of practicum or research. This is to ensure that all students are covered by the University of Miami's Liability Insurance (which only pertains to students enrolled in program-related activities). This policy also ensures that students receive formal feedback on their activities from their supervisors.

- **Clinical Practice Survey Forms – Completed Every Semester and Summer (see APPENDIX O)**

At the beginning of each semester that clinical students are enrolled in the graduate program, and also at the beginning of the summer, students **MUST** complete a Practice Survey. This form asks students to list all clinically related activities that are anticipated/planned for semester (or summer) and the primary supervisors for the activities. Clinically related activities include assigned practica (e.g., Psychological Services Clinic [PSC]; Mailman Center for Child Development), clinical research projects (i.e., projects that involve interviews, assessments, or treatment programs), and “additional” cases or practica activities in which students are involved (e.g., continuing cases at the PSC, neuropsych. assessments). All students must complete the form, even if they are **NOT** engaged in any clinical activities that particular semester or summer.

- **Practicum Guidelines for Psychological Services Clinic**  
*PSC Guidelines*

1. Students are limited to 4 semesters and 2 summers of practicum at the PSC, during which they can see therapy clients. This limit includes “official practica” (i.e., full-time practica required to fulfill the 5 semester program requirement) and “unofficial practica” (i.e., carrying a client or seeing a group at the clinic). The summer practica limit does not include the “summer after the first year of graduate training” if a student only conducts assessments during that summer, but it does count toward the limit if therapy cases are seen.
2. As before, during the first year (2 semesters) and summer of practicum training at the PSC, students are expected to accumulate at least 60 hours of therapy (carrying 3 clients at a time) and 6 (adult and health students) or 9 (child students) assessment cases. No group participation is permitted during the first full practicum year at PSC.

3. Students continuing beyond their first full year of training at PSC are limited to no more than 3 therapy clients at a time. When students are completing another full-time practicum placement simultaneously, they may see one client at the clinic, but must obtain permission from their track advisor (e.g., Sheri Johnson, Kristin Lindahl, Pat Saab) to see additional clients.
4. When students are conducting a group at the PSC, they may not also see individual clients.
5. Students *may* be allowed to engage in practicum beyond the “4 semesters and 2 summers” limit at the PSC, but only on an “as space is available” basis. Such additional experiences will likely be supervised via group supervision, or possibly may take place in a specialty clinic setting.

*Additional Guidelines for Practica*

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

- **Practicum Supervision Feedback Forms – Completed every Semester and Summer (see APPENDIX T)**

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

- **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.

**Procedures for getting “program approval” of “outside clinical activities:**

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



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

II. The letter should acknowledge that you understand that:

- under APA ethical guidelines and the FL state licensing guidelines, you may not represent yourself as a psychologist or as a graduate student in our program/department
- neither the UM liability insurance policy, nor your individual liability insurance policy, covers your activities in case of malpractice, as the activities are not a part of your training program

III. Have the letter co-signed by:

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

• **Policy on Ethics and Confidentiality (see APPENDIX V)**

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

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

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

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

• **Policy on Assessment Reports**

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

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

- a) No more than two weeks should elapse from the time a case is assigned until the intake session is completed. If there is a problem with this time frame, or if the case doesn’t work out (e.g., the client is no longer interested in the assessment), you must advise your supervisor immediately (i.e., within one working day).

- b) Following an intake, all testing should be completed within 4 weeks.
- c) A complete draft of the testing report must be submitted to your supervisor no more than 2 weeks after the testing has been completed.
- d) A final report must be completed within one week of receiving feedback on the necessary revisions from your supervisor.

If the above guidelines are followed, all testing cases will be completed within 2 1/2 months from the time of initial assignment to the time of providing a report with feedback to the client. If any problems should arise with any of the steps that are outlined above, it is your responsibility to advise your supervisor immediately (i.e., within one work day). In no case should the assessment process extend more than a month beyond this time line.

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

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

### **9C. APA Accreditation of the Clinical Training Program**

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

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

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

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

Students typically apply for clinical internships early in the fall of their 4<sup>th</sup> or 5<sup>th</sup> year. At that time, students must provide a summary of all their clinical activities and hours. Most students find this to be a very difficult task, and thus we **strongly encourage students to track their clinical activities and hours at least once per year**, and preferably each semester (and summer). The form contained in **APPENDIX R** may be used for this purpose. It is based on the uniform APPIC Internship Application, and lists the clinical hours and activities that are recognized by APA-accredited internship programs (see [www.APPIC.org](http://www.APPIC.org)).

**9D. Licensing Requirements**

Because professional licensing requirements vary from state to state, students are responsible for understanding the specific licensing requirements (e.g., specific coursework) for the state within they wish to practice. Students are strongly advised to retain course syllabi, the graduate student manual, and the graduate bulletin for future licensure and employment issues.

## ACADEMIC ADVISING

To facilitate the regular and orderly progress of graduate students through its degree programs, the Department has developed a system of academic advising. The purpose of the system is to aid the student in drawing up an overall plan for his or her degree track and to monitor the student's progress as he or she moves toward the Ph.D. Upon admission to graduate study within the Department, the student's initial academic advisor is the Director of the division to which he or she has been admitted. The Director, or his/her designee, outlines the overall requirements of the degree track and together with the student draws up a tentative course schedule. If the student has not decided upon a regular faculty supervisor by the time of registration for the first semester, the Director or his/her designee takes responsibility for approving a schedule of courses for the student and signing all the necessary forms needed for registration. (Departmental pre-registration procedures are outlined on page 30.)

During the first four weeks of the first semester of residence those students who have not yet aligned themselves with a faculty supervisor must seek out a faculty member whose research interests most closely approximate their own. After finding a faculty member who agrees to supervise his/her work, a Graduate Student Research Evaluation Form is filed (see **APPENDIX J** and Number 2 under "Steps to the Ph.D."). The designated faculty member becomes the student's official faculty supervisor. The faculty supervisor supervises the student's research activities. The student should consult regularly with the faculty supervisor in order that he or she may remain cognizant of the student's progress in the degree program.

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

In addition to serving as an advisor to the student, the faculty supervisor serves to inform the rest of the faculty as to the student's progress. At the end of the Fall and Spring semesters the faculty associated with each Division meet to evaluate all students enrolled in their respective programs. Each student's

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

Advisors and the Department take factors other than satisfactory grades into consideration in determining qualifications for advanced degrees. An adequate GPA does not in itself ensure continuance in an advanced degree program. Many 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.

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

## **GRIEVANCE PROCEDURES**

Student concerns regarding the 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 PGSA (see page 34). Matters of general concern should be brought to the attention of the faculty via the PGSA representative who attend regular faculty meetings. Individual appeals regarding academic probation or termination should be forwarded to the Director of the student's program area for consideration by the affiliated faculty, or directly to the Department Chairperson. Under extreme circumstances, the Department Chairperson may convene an *ad hoc* advisory committee consisting of three faculty members and a representative of the Graduate School to consider all sides in the matter. All University of Miami students are subject to the policies and procedures defined in the "Student Rights and Responsibilities" document available at the Graduate School webpage within the UM website ([www.miami.edu](http://www.miami.edu)). For issues pertaining to academic misconduct or dishonesty, students should refer to the Graduate Student Honor Code at the Graduate School webpage.

## **DEPARTMENT PRE-REGISTRATION PROCEDURE**

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

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

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

### **Waiver of Core Courses**

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

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



### **Master's Theses From Other Universities**

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

### **Transfer of Credits**

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

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

1. Discuss the possibility of obtaining transfer credits with your Faculty Supervisor or Program Director.
2. If the transfer of credits appears appropriate, obtain a "Petition for Transfer of Credit" (reprinted in **APPENDIX I**) and supply the requested information regarding course descriptions, dates and institutions.
3. If not already on file, obtain an official transcript listing the courses and credits to be transferred.
4. Submit the completed Petition form and transcript to your Program Director.

5. The Program Director may request course syllabi and other course materials to assess the suitability of transfer credits. In the case of students who have already formed a Dissertation research committee, the graduate school requires committee approval of all transfer credits.
6. The Program Director forwards the Petition form together with recommendations (and Dissertation committee approval when necessary) to the Department Chairman.
7. The Department Chairman records the Department's final recommendation on the Petition form and forwards it to the Graduate School for final action.

### **Part-Time Status**

Graduate study within the Department of Psychology has been designed for full-time students. Only under unusual circumstances are students allowed to proceed on a part-time basis, and these instances are generally limited to students who have already completed the Department's core statistics and foundation courses. On occasion students have been allowed to take a one semester leave of absence so that upon their return they may complete their course of study on a full time basis. The procedure followed for requesting part-time status or a leave of absence is as follows:

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

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

## **Guidelines for Graduate Student Mentoring Department of Psychology**

As stated in the Department of Psychology Mission Statement, "in training graduate students for a career in psychological sciences it is the intent of the Department to: 1) develop in these students an advanced understanding of behavior, psychological processes, and biological processes, 2) provide rigorous training in research design and analysis, and develop advanced research skills, and 3) provide clinical psychology training and practical experience for those students seeking applied training in a career as a scientist/practitioner." In order to meet these goals it is imperative for departmental faculty to be conscientious in supervising students, and to assume an active role in their mentorship. Graduate student mentorship should include the following duties.

### **I. Advising**

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

### **II. Research Supervision**

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

### **III. Scientific Communication and Grantsmanship**

An important part of scientific training is proficiency in writing, public speaking, and grantsmanship. Mentors should involve their students in the planning and writing of manuscripts and research grants. Frequent writing assignments, with feedback from the mentor, will enhance the student's ability to communicate scientifically. In addition, oral presentations in lab meetings, classes, and scientific conferences will improve their public speaking skills and foster confidence.

#### **IV. Intellectual Development**

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

#### **V. Employment/Internship Opportunities**

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

## **PSYCHOLOGY GRADUATE STUDENT ASSOCIATION**

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

## **SEXUAL HARASSMENT POLICY**

The Department of Psychology will not tolerate verbal or physical abuse on the part of its Faculty, Staff, or Students. The Department endorses the University's policy on harassment, which is outlined in a pamphlet prepared by the Office of Human Resources and Affirmative Action entitled "Student Sexual Harassment." This pamphlet is available from Patricia Perreira.

Courses Offered in the Department of Psychology Graduate Program

Crse #	Title	Semester Offered	Frequency
604	Cognition & Emotion	Spring	Yearly
605	Cognitive Neuroscience	Fall	Yearly
610	Behavior Medicine	Spring	Yearly
613	Psychoneuroimmunology	Spring	Every other year
620	Developmental Psychology	Spring	Yearly
621	Theories of Development	Fall	Every other year
624	Atypical Social Development	Spring	Every other year
625	Social Psychology	Fall	Yearly
631	Psychological Statistics, Research Methods & Design	Fall	Yearly
632	Multiple Regression Statistics	Spring	Yearly
636	Developmental Methodology	Fall	Every other year
638	Psychology of Infant Development	Fall/Spring	Every other year
640	Adult Psychopathology	Spring	Yearly
641	Child & Adolescent Psychopathology	Fall	Yearly
642	Advance Adult Psychopathology	Fall	Every other year
643	Behavior Med Dev Disabilities	Fall/Spring	Yearly
645	Introduction to Psychological Evaluation	Fall	Yearly
646	Psychological Evaluation of Adults	Spring	Every other year
647	Psychological Evaluation Children & Families	Spring	Yearly
648	Psychological Evaluation in Physical Disorders	Spring	Yearly
656	Introduction to Evidence-Based Psychological Treatments	Fall	Yearly
657	Introduction to Psychotherapy, Ethics, & Professional Issues	Spring	Yearly
660	Evidence-Based Psychological Intervention with Children & Families	Fall	Every other year
661	Intervention Pediatric Psychology	Spring	Every other year
662	Health Psychology Interventions	Fall	Every other year
665	Conjoint Family Therapy	Fall	Every other year
666	Early Intervention	Fall	Every other year
670	Practicum Clinical Psy I	Fall/Spring/Summer I & II	Yearly
680-681	Research	Fall/Spring/Summer I & II	Yearly
682	Special Projects	Fall/Spring	Yearly
683	Diversity Issues in Psychology	Spring	Yearly
684	Readings in Psychology	Fall/Spring	Yearly
685	Seminar in Clinical Psychology	Fall/Spring	Periodically
686	Seminar in Clinical Psychology	Fall	Periodically
687	Seminar in Clinical Psychology	Spring	Periodically
688	Seminar in Developmental Psychology	Fall/Spring	Periodically
692	Seminar in Personality	Spring	Periodically
693	Seminar in Behavior Med (Neuropsychology)	Spring	Yearly
694	Foundations in Behavior Medicine	Fall	Yearly
697	Seminar in Biological Psy (Neuroanatomy)	Fall	Yearly
698	Quantitative Psychology	Fall	Yearly
6xx	Seminar on Ethics & Professional Development	Fall	Yearly
704	Internship Clinical Psychology	Fall/Spring	Yearly
710	Master's Thesis	Fall/Spring	Yearly
720	Research In Residence	Fall/Spring	Yearly
725	Master's Study	Fall/Spring	Yearly
730	Doctoral Dissertation	Fall/Spring	Yearly

750

Research In Residence

Fall/Spring

Yearly



APPENDIX A

Requirements For ADULT CLINICAL Track

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Summary of Requirements Completed: **Adult Clinical**

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

**Core (4 courses required)**

- PSY 605 - Cognitive Neuroscience \_\_\_\_\_
- PSY 621 or PSY 660 - Theories of Development or Evidence-Based Psychological Intervention with Children & Families \_\_\_\_\_
- PSY 625 - Social Psychology \_\_\_\_\_
- PSY 640 - Adult Psychopathology \_\_\_\_\_

**Methodology (required)**

- PSY 631 - Psychological Statistics, Research Methods & Design \_\_\_\_\_
- PSY 632 - Multiple Regression & Statistics \_\_\_\_\_
- PSY 698 - Seminar in Quantitative Psychology \_\_\_\_\_

**Normal and Abnormal Adjustment (PSY 640 & 642 Required)**

- PSY 640 - (see above) \_\_\_\_\_
- PSY 642 - Advanced Adult Psychopathology \_\_\_\_\_
- Any of the following as electives: PSY 641, 610, 604, 692, 691 or other approved course.  
List \_\_\_\_\_

**Assessment (PSY 645 & 646 Required)**

- PSY 645 - Introduction to Psychological Evaluation \_\_\_\_\_
- PSY 646 - Psychological Evaluation of Adults \_\_\_\_\_
- Any of the following as electives: PSY 647, 648 or other approved course.  
List \_\_\_\_\_

**Intervention (PSY 656 & 1 other course required)**

- PSY 656 - Introduction to Evidence-Based Psychological Treatments \_\_\_\_\_
- One of the following: PSY 660, 662, 664, 665, 663, 683 or other approved course.  
List \_\_\_\_\_

**Motivation/Learning/Cognition**

One course (e.g., PSY 604) or other approved course \_\_\_\_\_

**Diversity (required)**

PSY 683 - Diversity Issues in Psychology \_\_\_\_\_

**Practicum** (indicate setting and semester completed).

PSY 657: Introduction to Psychotherapy, Ethics, & Professional Issues \_\_\_\_\_

1st practicum \_\_\_\_\_ 2nd practicum \_\_\_\_\_  
3rd practicum \_\_\_\_\_ 4th practicum \_\_\_\_\_  
5th practicum \_\_\_\_\_

(PSY 670, 1 - 3 credits/semester)

**Qualifying exam** (indicate when passed) \_\_\_\_\_

**Internship** (indicate setting and year) \_\_\_\_\_

(Enrollment in 704 (Clinical Internship) is required and continuous enrollment at UM is required until dissertation defense; interns may enroll for 1 dissertation credit per semester to maintain continuous registration.)

**Masters thesis** (indicate topic, committee members and date completed; six credits PSY 710 required)

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

(12 credits of PSY 730 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance. Indicate semesters and credits of PSY 730 enrollment.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Research Advisors** (list)

First year (F) _____	(Sp) _____
Second year (F) _____	(Sp) _____
Third year (F) _____	(Sp) _____
Fourth year (F) _____	(Sp) _____

**Teaching Requirement**

Indicate course and semester taught \_\_\_\_\_

**Illustrative 4-Year Course Schedule for  
ADULT CLINICAL Track**

FIRST YEAR

Fall Semester

PSY 625 - Social Psychology 3 cr.  
 PSY 631 - Psy Statistics, Research  
                   Methods & Design 3 cr.  
 PSY 645 - Intro. Psy Evaluation 3 cr.  
 \_\_\_\_\_  
 9 cr.

Spring Semester

PSY 640 - Adult Psychopathology 3 cr.  
 PSY 632 - Multiple Regression & Stats 3 cr.  
 PSY 646 - Psy Evaluation of Adults 3 cr.  
 PSY 657 - Intro to Psychotherapy, Ethics  
                   & Professional Issues 3 cr.  
 \_\_\_\_\_  
 12 cr.

SECOND YEAR

PSY 656 - Intro. to Evidence-Based  
                   Psy Treatments 3 cr.  
 PSY 698 - Seminar in Quant. Psy 3 cr.  
 PSY 670 - Practicum Clinical Psy 1 cr.  
 PSY 710 - Master's Research 3 cr.  
 \_\_\_\_\_  
 10 cr.

PSY 604 - Cognition & Emotion 3 cr.  
 PSY 670 - Practicum Clinical Psy 1 cr.  
 PSY 710 - Masters Research 3 cr.  
 \_\_\_\_\_  
 7 cr.

SUMMER

PSY 670 - Practicum 1 cr.

THIRD YEAR

PSY 642 - Adv. Adult Psychopathology 3 cr.  
 PSY 6xx - Elective 3 cr.  
 PSY 605 - Cognitive Neuroscience 3 cr.  
 PSY 670 - Adv Practicum Clin. Psy 1 cr.  
 \_\_\_\_\_  
 10 cr.

PSY 621 - Theories of Development 3 cr.  
 PSY 670 - Adv. Practicum Clin Psych 1 cr.  
 PSY 6xx\* - Elective 3 cr.  
 PSY 683 - Diversity Issues in Psy 3 cr.  
 \_\_\_\_\_  
 10 cr.

SUMMER

PSY 670 - Practicum 1 cr.

FOURTH YEAR

PSY 662 - Health Psy Interventions 3 cr.  
 PSY 6xx - Elective 3 cr.  
 PSY 730 - Dissertation credits 3 cr.  
 \_\_\_\_\_  
 9 cr.

PSY 6xx - Elective 3 cr.  
 PSY 730 - Dissertation credits 6 cr.  
 \_\_\_\_\_  
 9 cr.

FIFTH YEAR

Internship

Internship

**Illustrative 5-Year Course Schedule for  
ADULT CLINICAL Track**

<u>FIRST YEAR</u>	
<u>Fall Semester</u>	<u>Spring Semester</u>
PSY 625 - Social Psychology	3 cr. PSY 640 - Adult Psychopathology
PSY 631 - Psy Statistics, Research Methods & Design	3 cr. PSY 632 - Multiple Regression & Stat
PSY 645 - Intro. to Psy Evaluation	3 cr. PSY 646 - Psy Evaluation of Adults
	3 cr. PSY 657 - Intro to Psychotherapy, Ethics & Professional Issues
9 cr.	<u>3 cr.</u> 12 cr.
 <u>SECOND YEAR</u>	
PSY 656 - Intro. Evidence-Based Psy Treatments	3 cr. PSY 604 - Cognition & Emotion
PSY 698 - Seminar in Quant. Psy	3 cr. PSY 670 - Practicum Clin Psy
PSY 670 - Practicum Clinical Psy	1 cr. PSY 710 - Masters Research
PSY 710 - Master's Research	<u>3 cr.</u>
10 cr.	7 cr.
 <u>SUMMER</u>	
PSY 670 - Practicum	1 cr.
 <u>THIRD YEAR</u>	
PSY 642 - Adv. Adult Psychopathology	3 cr. PSY 621 - Theories of Development
PSY 6xx - Elective	3 cr. PSY 670 - Adv. Practicum Clin Psy
PSY 605 - Cognitive Neuroscience	3 cr. PSY 6xx* - Elective
PSY 670 - Adv Practicum Clin. Psych	<u>1 cr.</u> PSY 683 - Diversity Issues in Psy
10 cr.	<u>3 cr.</u> 10 cr.
 <u>SUMMER</u>	
PSY 670 - Practicum	1 cr.
 <u>FOURTH YEAR</u>	
PSY 662 - Health Psy Interventions	3 cr. PSY 6xx - Elective
PSY 6xx - Elective	3 cr. PSY 730 - Dissertation credits
PSY 730 - Dissertation credits	<u>3 cr.</u>
9 cr.	<u>6 cr.</u> 9 cr.
 <u>FIFTH YEAR</u>	
PSY 6xx - Elective	3 cr. PSY 6xx - Elective
PSY 730 - Dissertation credits	<u>3 cr.</u> PSY 750 - Research in Residence
6 cr.	1 cr. 4 cr.
 <u>SIXTH YEAR</u>	
Internship	Internship

## APPENDIX B

### Requirements of CLINICAL CHILD/FAMILY Track

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

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

#### **Core Courses (PSY 631, 632, 698 required and 3 out of 4 courses from 605, 621, 625, 640/641)**

**Psychopathology (640 or 641)** \_\_\_\_\_  
**605 - Cognitive Neuroscience** \_\_\_\_\_  
**621 - Theories of Development** \_\_\_\_\_  
**625 - Social Psychology** \_\_\_\_\_  
**631 - Psychological Statistics, Research Methods & Design** \_\_\_\_\_  
**632 - Multiple Regression & Statistics** \_\_\_\_\_  
**698 - Seminar in Quantitative Psychology** \_\_\_\_\_

#### **Normal and Abnormal Development (2 from this group are required)**

**641 - Child & Adolescent Psychopathology\*** \_\_\_\_\_  
621 - Theories of Development \_\_\_\_\_  
622 - Deviant Intellectual Development \_\_\_\_\_  
636 - Developmental Methodology \_\_\_\_\_  
687 - (list) \_\_\_\_\_

#### **Assessment (2 are required)**

**645 - Introduction to Psychological Evaluation\*** \_\_\_\_\_  
**647 - Psych Evaluation of Children & Families\*** \_\_\_\_\_  
651 - Infant Assessment \_\_\_\_\_  
687 - (list) \_\_\_\_\_

#### **Intervention (2 are required)**

**656 - Intro to Evidence-Based Psychological Treatments\*** \_\_\_\_\_  
**660 - Evidence-Based Psychological Intervention with Child & Families\*** \_\_\_\_\_  
661 - Interventions in Pediatric Psychology \_\_\_\_\_  
664 - Group Therapy \_\_\_\_\_  
665 - Family Therapy \_\_\_\_\_  
687 - (list) \_\_\_\_\_

#### **Diversity (required)**

**683 - Diversity Issues in Psychology\*** \_\_\_\_\_

#### **Motivation (1 is required, if not taken as one of the above requirements)**

604 - Cognition & Emotion \_\_\_\_\_  
612 - Stress, Emotion, and Motivation \_\_\_\_\_  
622 - Deviant Intellectual Development \_\_\_\_\_  
687 - (list) \_\_\_\_\_

\* = Required Courses

#### **Research Credits**

**710 - Masters** \_\_\_\_\_ (6 cr; second year)      **730 - Dissertation** \_\_\_\_\_ (12 cr)

**Electives** (list)

(1) \_\_\_\_\_ (2) \_\_\_\_\_

**Practicum**

**657 - Intro to Psychotherapy, Ethics & Professional Issues \*** \_\_\_\_\_

\_\_\_\_\_

**Research Advisor**

1st year: \_\_\_\_\_

2nd year: \_\_\_\_\_

3rd year: \_\_\_\_\_

4th year: \_\_\_\_\_

\* = **Required**

A total of 18 courses, plus 6 credits research for Masters, 12 credits research for dissertation, 1 prepracticum and 5 practicum credits are required.

**Internship** (indicate setting and year) \_\_\_\_\_

(Enrollment in 704 (Clinical Internship) is required, and continuous enrollment at UM is required until dissertation defense; interns may enroll for 1 dissertation credit per semester to maintain continuous registration.)

**Qualifying exam** (indicate when passed) \_\_\_\_\_

**Research**

1. **Masters research project** (indicate topic, committee members and date completed; 6 credits PSY 710 required.)

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

(12 credits of PSY 730 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance. Indicate semesters and credits of PSY 730 enrollment.)

\_\_\_\_\_

\_\_\_\_\_

**Teaching Requirements**

Indicate course and semester taught \_\_\_\_\_

**Illustrative Course Schedule for  
CLINICAL -CHILD Psychology Students**

FIRST YEAR

Fall Semester

PSY 631 -Psy Statistics, Research  
Methods & Design 3 cr.  
PSY 641 - Child & Adolescent Psychopath 3 cr.  
PSY 645 -Intro. Psychological Evaluation 3 cr.  
PSY 710 - Masters Research 3 cr.  
9 cr.

Spring Semester

PSY 632 - Multiple Regression & Stats 3 cr.  
PSY 647 - Psy Eval Children & Families 3 cr.  
PSY 657 - Intro to Psychotherapy, Ethics  
& Professional Issues 3 cr.  
12 cr.

SECOND YEAR

PSY 656 - Intro to Evidence-Based  
Psy Treatments 3 cr.  
PSY 698 - Seminar in Quant. Psychology 3 cr.  
PSY 670 -Practicum Clinical Psy 1 cr.  
PSY 605 -Cognitive Neuroscience 3 cr.  
10 cr.

PSY 640 - Adult Psychopathology 3 cr.  
PSY 660 - Evidence-Based Psy Interven  
with Children & Families 3. cr.  
PSY 670 - Practicum Clinical Psy I 1 cr.  
PSY 710 - Masters Research 3 cr.  
10 cr.

SUMMER SESSION

PSY 670 - Practicum Clinical 1 cr.

THIRD YEAR

PSY 6xx\* - Elective 3 cr.  
PSY 625 - Social Psychology 3 cr.  
PSY 6xx\* - Elective 3 cr.  
PSY 670 - Adv Practicum Clinical Psy  
(in tract area) 1 cr.  
10 cr.

PSY 604 or 622 (Motivation, Cognition,  
Learning Req.) 3 cr.  
PSY 670 - Adv Practicum Clinical Psy 1 cr.  
PSY 683 - Diversity Issues in Psy 3 cr.  
PSY 6xx\* - Elective 3 cr.  
10 cr.

FOURTH YEAR

PSY 6xx\* - Elective 3 cr.  
PSY 730 - Dissertation 6 cr.  
9 cr.

PSY 6xx\* - Elective 3 cr.  
PSY 730 - Dissertation 6 cr.  
9 cr.

FIFTH YEAR

Internship Internship

\*These listings can be taken at times other than noted in this sample program, depending on course availability, students interest, and area advisor approval.

**NOTE: All students should be enrolled in one practicum credit during the semesters and summer if they are doing any kind of clinical work, even if the five required practica are completed.**

APPENDIX C

Requirements For PEDIATRIC HEALTH Clinical Track

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

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

**Core Courses (PSY 631, 632, 698 required and 3 out of 4 courses from 605, 621, 625, 640/ 641)**

- Psychopathology (640 or 641) \_\_\_\_\_
- 605 - Cognitive Neuroscience \_\_\_\_\_
- 621 - Theories of Development \_\_\_\_\_
- 625 - Social Psychology \_\_\_\_\_
- 631 - Psychological Statistics, Research Methods & Design** \_\_\_\_\_
- 632 - Multiple Regression & Statistics** \_\_\_\_\_
- 698 - Seminar in Quantitative Psychology** \_\_\_\_\_

**Normal and Abnormal Development (1 of following) - in addition to core**

- 641 - Child & Adolescent Psychopathology\*** \_\_\_\_\_
- 622 - Deviant Intellectual Development \_\_\_\_\_
- Developmental elective #1 \_\_\_\_\_
- Developmental elective #2 \_\_\_\_\_

**Health/Child (not assessment or intervention) (1 course is required)**

One course in Child or Health \_\_\_\_\_

**Assessment (2 of following; course must be child or health oriented)**

- 645 - Intro to Psychological Evaluation\*** \_\_\_\_\_
- 647 - Psychological Evaluation of Children & Families\*** \_\_\_\_\_
- 651 - Infant Assessment \_\_\_\_\_
- 690- (list) \_\_\_\_\_

**Intervention (3 of following) Note required courses (\*)**

- 656 - Intro to Evidence-Based Psychological Treatments\*** \_\_\_\_\_
- 660 - Evidence-Based Psychological Intervention with Children & Families\*** \_\_\_\_\_
- 687 - Intervention in Pediatric Psychology\*** \_\_\_\_\_
- 664 - Group Therapy \_\_\_\_\_
- 665 - Family Therapy \_\_\_\_\_
- 683 - Diversity Issues in Psychology \_\_\_\_\_
- 690 - (list) \_\_\_\_\_

**Diversity (required)**

**683 - Diversity Issues in Psychology\*** \_\_\_\_\_

**Motivation (1 of following; typically fulfilled by 622 requirement)**

- 604 - Cognition & Emotion \_\_\_\_\_
- 612 - Stress, Emotion, & Motivation \_\_\_\_\_
- 622 - Deviant Intellectual Development\*** \_\_\_\_\_

**\*Required Course**

**Electives** (list)

\_\_\_\_\_



**Practicum**

**657 - Intro to Psychotherapy, Ethics & Professional Issues \*** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Research Advisor**

1st year: \_\_\_\_\_  
2nd year: \_\_\_\_\_  
3rd year: \_\_\_\_\_  
4th year: \_\_\_\_\_

\* = **Required Course**

Program requires a total of 18 courses, plus 1 prepracticum, 5 practicum, 6 masters credits and 12 dissertation credits.

**Internship** (indicate setting and year)

\_\_\_\_\_

(Enrollment in 704 (Clinical Internship) is required, and continuous enrollment at UM is required until dissertation defense; interns may enroll for 1 dissertation credit per semester to maintain continuous registration.)

**Qualifying exam** (indicate when passed) \_\_\_\_\_

**Research**

1. Masters research project (indicate topic, committee members and date completed; 6 credits PSY 710 required.)

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

(12 credits of PSY 730 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance. Indicate semesters and credits of PSY 730 enrollment.)

\_\_\_\_\_  
\_\_\_\_\_

**Teaching Requirement**

Indicate course and semester taught \_\_\_\_\_

APPENDIX D

Requirements For APPLIED DEVELOPMENTAL Track

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Summary of Requirements Completed: Applied Developmental

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

Core (3 of 4 Required)

- PSY 605 - Cognitive Neuroscience \_\_\_\_\_
PSY 621 - Theories of Development \_\_\_\_\_
PSY 625 - Social Psychology \_\_\_\_\_
PSY 640 - Adult Psychopathology \_\_\_\_\_

Methodology

- PSY 631 - Psychological Statistics, Research Methods & Design \_\_\_\_\_
PSY 632 - Multiple Regression & Statistics \_\_\_\_\_
PSY 698 - Seminar in Quantitative Psychology \_\_\_\_\_

Developmental Core

- PSY 621 - Theories of Development \_\_\_\_\_
PSY 622 - Deviant Intellectual Development \_\_\_\_\_
\*PSY 624 - Atypical Social Development \_\_\_\_\_
PSY 636 - Developmental Methodology \_\_\_\_\_
PSY 641 - Child & Adolescent Psychopathology \_\_\_\_\_
PSY 651 - Infant Assessment \_\_\_\_\_

\*Research Practicum

- PSY 677 - Developmental Research Practicum (1 credit) \_\_\_\_\_

Developmental Elective

- One course (choose from 541 or 623, 624, 643, 690)
\*PSY 638 - Development in Infancy & Early Childhood \_\_\_\_\_
\*PSY 666 - Research Methods in Early Intervention \_\_\_\_\_
PSY 683 - Diversity Issues in Psychology \_\_\_\_\_

Non-developmental Electives

- First course \_\_\_\_\_
Second course \_\_\_\_\_ (can be inside Psych., e.g., PSY 635, or in another department, e.g., EPH 571)

Free Electives (developmental and/or non-developmental and/or outside department.)

- First course \_\_\_\_\_ Third course \_\_\_\_\_
Second course \_\_\_\_\_ Fourth course \_\_\_\_\_

(Decisions on 4 courses are to be made in conjunction with major advisor and area coordinator.)

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

\_\_\_\_\_

**Research**

1. **Masters Thesis** (indicate topic, committee members and date completed; 6 course credits of PSY 710 required.)

---

---

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

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(Twelve credits of PSY 730 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance. Indicate semesters and credits of PSY 730 enrollment.)

3. **Research Advisors** (list)

First year	(F) _____	(Sp) _____
Second year	(F) _____	(Sp) _____
Third year	(F) _____	(Sp) _____
Fourth year	(F) _____	(Sp) _____

**Teaching Requirement**

Indicate course, supervisor and semester taught:

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**Illustrative Course Schedule for  
APPLIED DEVELOPMENTAL Track**

FIRST YEAR

Fall Semester

PSY 631 - Psy Statistics, Research Methods, & Design	3 cr.
PSY 641 - Child & Adolescent Psychopathology	3 cr.
PSY 651 - Infant Assessment	<u>3 cr.</u>
PSY 677 - Research Practicum	<u>9 cr.</u>

Spring Semester

PSY 632 - Multiple Regression & Stat	3 cr.
PSY 6xx* -Elective	3 cr.
PSY 590 or 623 - Adv. or Deviant Language Develop.	<u>3 cr.</u>
Research Ethics	
	<u>9 cr.</u>

SUMMER SESSIONS

PSY 710 - Master's Thesis	3 cr.
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SECOND YEAR

Fall Semester

PSY 621 - Theories of Develop	3 cr.
PSY 636 - Developmental Method	3 cr.
PSY 698 - Seminar in Quant Psychology	3 cr.
PSY 677 - Research Practicum	<u>9 cr.</u>

Spring Semester

PSY 622 - Deviant Intellectual Dev.	3 cr.
PSY 624 - Atypical Social Dev.	3 cr.
PSY 710 - Master's Thesis	3 cr.
PSY 677 - Research Practicum	<u>9 cr.</u>

THIRD YEAR

Fall Semester

PSY 605 - Cognitive Neuroscience	3 cr.
PSY 666 - Res & Theory of Early Intervention	3 cr.
PSY 638 - Infancy	<u>3 cr.</u>
	<u>9 cr.</u>

Spring Semester

Teaching Requirement (required finished Thesis)	
683 - Diversity Issues in Psychology	3 cr.
Dissertation	

FOURTH YEAR

Fall Semester

PSY 625 - Social Psychology	3 cr.
Electives	

Spring Semester

Dissertation	
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## APPENDIX E

### Requirements for HEALTH CLINICAL Track

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Summary of Requirements Completed: **Health Psychology**

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

#### **Core (3 of the following are required)**

PSY 605 - Cognitive Neuroscience \_\_\_\_\_  
PSY 621 - Theories of Development \_\_\_\_\_  
PSY 625 - Social Psychology \_\_\_\_\_  
PSY 640 - Adult Psychopathology \_\_\_\_\_

#### **Methodology (all 3 required)**

PSY 631 - Psychological Statistics, Research Methods & Design \_\_\_\_\_  
PSY 632 - Multiple Regression & Statistics \_\_\_\_\_  
PSY 698 - Seminar in Quantitative Psychology \_\_\_\_\_

**Health Courses** (Foundations in Behavioral Medicine (PSY 693) and Behavioral Medicine (PSY 610) and 4 other courses required)

PSY 604 Cognition & Emotion \_\_\_\_\_  
PSY 606 Psychophysiology \_\_\_\_\_  
PSY 609 Psychopharmacology \_\_\_\_\_  
PSY 610 Behavioral Medicine \_\_\_\_\_  
PSY 611 Social Psychology of Health & Illness \_\_\_\_\_  
PSY 613 Psychoneuroimmunology \_\_\_\_\_  
PSY 648 Psychological Evaluation in Physical Disorders \_\_\_\_\_  
PSY 662 Health Psychology Interventions \_\_\_\_\_  
PSY 693 Foundations in Behavioral Medicine \_\_\_\_\_  
PSY 693/694 Seminar in Behavioral Medicine \_\_\_\_\_  
PSY 693/694 Seminar in Pathophysiology \_\_\_\_\_  
PSY 693/694 Seminar (Foundations in Neuropsychology) \_\_\_\_\_  
PSY 693/694 Seminar (Neuropsychology Assessment) \_\_\_\_\_  
PSY 693/694 Seminar \_\_\_\_\_  
PSY 693/694 Seminar \_\_\_\_\_

#### **Assessment (2 courses required)**

PSY 645 - Introduction to Psychological Evaluation \_\_\_\_\_  
PSY 648 - Psychological Evaluation in Physical Disorders\* \_\_\_\_\_  
Elective assessment course \_\_\_\_\_  
(PSY 694 - Neuropsychological Assessment; PSY 646 – Psychological Evaluation of Adults; PSY647 - Psychological Evaluation of Children & Families)

#### **Clinical/Pathology/Disorder Series** (2 courses required)

PSY 610 - Behavioral Medicine (Required) \_\_\_\_\_  
PSY 640 - Adult Psychopathology - Required \_\_\_\_\_  
Elective Courses: PSY 641 - Child & Adolescent Psychopathology; PSY 642 - Advance Adult Psychopathology; PSY 697 – Neuroanatomy

#### **Diversity (required)**

683 - Diversity Issues in Psychology \_\_\_\_\_

#### **Intervention** (2 courses required)

PSY 662: Health Psychology Interventions (Required) \_\_\_\_\_  
PSY 656: Introduction to Evidence-Based Psychological Treatments \_\_\_\_\_

Elective Intervention courses: \_\_\_\_\_  
PSY 660 – Evidence-Based Psychological Intervention with Children & Families (every 2 years)  
PSY 664 - Group Psychotherapy  
PSY 665 - Conjoint Family Therapy  
PSY 683 - Diversity Issues in Health Psychology

**Practicum** (indicate setting and semester completed) PSY 657 and 5 other practica are required

PSY 657: Introduction to Psychotherapy, Ethics, & Professional Issues \_\_\_\_\_  
1st Practicum \_\_\_\_\_ 2nd Practicum \_\_\_\_\_  
3rd Practicum \_\_\_\_\_ 4th Practicum \_\_\_\_\_  
(Psy 670 1-3 cr/semester) 5th Practicum \_\_\_\_\_  
Elective Practica \_\_\_\_\_

**Masters Thesis (6 cr.)** (indicate topic, committee members and date completed; 6 credits PSY 710 required.)  
\_\_\_\_\_  
\_\_\_\_\_

**Qualifying exam** (indicate when passed) \_\_\_\_\_

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

(Twelve credits PSY 730 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance. Indicate semesters and credits of PSY 730 enrollment.)  
\_\_\_\_\_  
\_\_\_\_\_

**Research Advisors** (list)

First year	(F) _____	(Sp) _____
Second year	(F) _____	(Sp) _____
Third year	(F) _____	(Sp) _____
Fourth year	(F) _____	(Sp) _____

**Internship** (indicate setting and year) \_\_\_\_\_  
(Enrollment in 704 (Clinical Internship) is required, and continuous enrollment at UM is required until dissertation defense; interns may enroll for 1 dissertation credit per semester to maintain continuous registration.)

## Illustrative Course Schedule for Health Clinical Psychology Students

### FIRST YEAR

#### Fall Semester

PSY 631 - Psy Stats, Research Methods & Design	3 cr.
PSY 645 - Intro Psy Evaluation	3 cr.
PSY 693 - Foundations in Beh Med	<u>3 cr.</u>
	9 cr.

#### Spring Semester

PSY 610 - Behavioral Medicine	3 cr.
PSY 632 - Multiple Regression & Stat.	3 cr.
PSY 640 - Adult Psychopathology	3 cr.
PSY 657 - Intro to Psychotherapy, Ethics, & Prof Issues	<u>3 cr.</u>
	12cr.

### SECOND YEAR

PSY 605 - Cognitive Neuroscience	3 cr.
PSY 656 - Intro to Evidence-Based Psychological Treatments	3 cr.
PSY 670 - Practicum	1 cr.
PSY 698 - Seminar in Quant Psychology	<u>3 cr.</u>
	10 cr.

PSY 648 - Psy Eval in Physical Disorders	3 cr.
PSY 604 - Cognition & Emotion	3 cr.
PSY 710 - Masters Research	3 cr.
PSY 670 - Practicum	<u>1 cr.</u>
	10 cr.

### THIRD YEAR

(Teaching requirement is typically fulfilled during third year)

PSY 625 - Social Psychology	3 cr.
PSY 662 - Health Psy Interventions	3 cr.
PSY 670 - Advance Practicum	1 cr.
PSY 710 - Masters Research	<u>3 cr.</u>
	10 cr.

PSY 683 - Diversity Issues in Psychology	3 cr.
PSY 6xx* - Elective	3 cr.
PSY 6xx* - Elective	3 cr.
PSY 670 - Advance Practicum	<u>1 cr.</u>
	10 cr.

### FOURTH YEAR

RES 730 - Dissertation	6 cr.
PSY 6xx* - Elective	3 cr.
PSY 670 - Practicum	<u>1 cr.</u>
	10 cr.

RES 730 - Dissertation	6 cr.
PSY 6xx* - Elective	3 cr.
	<u>9 cr.</u>

**(One Practicum credit is typically available each summer)**

APPENDIX F

Requirements For BEHAVIORAL NEUROSCIENCE Track

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Summary of Requirements Completed

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

**Core (PSY 631, 632, 698 required and 3 out of 4 courses from 605, 621, 625, 640)**

- PSY 605 - Cognitive Neuroscience \_\_\_\_\_
- PSY 621 - Theories of Development \_\_\_\_\_
- PSY 625 - Social Psychology \_\_\_\_\_
- PSY 631 - Psychological Statistics, Research Methods & Design \_\_\_\_\_
- PSY 632 - Multiple Regression & Statistics \_\_\_\_\_
- PSY 640 - Adult Psychopathology \_\_\_\_\_
- PSY 698 - Seminar in Quantitative Psychology \_\_\_\_\_

**Psychobiology**

- PSY 610 - Behavioral Medicine \_\_\_\_\_
- PSY 694 - Foundations of Behavioral Medicine \_\_\_\_\_
- PSY 697 - Functional Neuroanatomy \_\_\_\_\_
- NEU 661 - Neuroscience I \_\_\_\_\_
- NEU 662 - Neuroscience II \_\_\_\_\_
- NEU 663 - Developmental Neurobiology \_\_\_\_\_

**Electives**

- PSY 604 - Cognition & Emotion \_\_\_\_\_
- PSY 606 - Psychophysiology \_\_\_\_\_
- PSY 609 - Psychopharmacology \_\_\_\_\_
- PSY 612 - Stress, Motivation & Emotion \_\_\_\_\_
- PSY 613 - Psychoneuroimmunology \_\_\_\_\_
- PSY 683 - Diversity Issues in Psychology \_\_\_\_\_
- PSY 693 - Neuropsychology \_\_\_\_\_

**General Electives**

Medical School courses included

Masters Thesis -6 credits PSY 710 (indicate topic, committee members and date completed; no course credit required.)

\_\_\_\_\_  
\_\_\_\_\_

**Qualifying Paper** (indicate when passed)

\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

(Twelve credits PSY 730 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance. Indicate semesters and credits of PSY 730 enrollment.)



**Research Advisors** (list)

First year	(F) _____	(Sp) _____
Second year	(F) _____	(Sp) _____
Third year	(F) _____	(Sp) _____
Fourth year	(F) _____	(Sp) _____

**Teaching Requirement**

Indicate course and semester taught \_\_\_\_\_

## Illustrative Course Schedule for Behavioral Neuroscience

### FIRST YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
PSY 605 - Cognitive Neuroscience	3 cr.	PSY 640 - Adult Psychopathology	3 cr.
PSY 631 - Psy Statistics, Research Methods & Design	3 cr.	PSY 632 - Multiple Reg. & Statistics	3 cr.
PSY 694 - Foundations in Behav Medicine	<u>3 cr.</u>	NEU 661 - Neuroscience I	<u>3 cr.</u>
	9 cr.		9 cr.

### SECOND YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
NEU 662: Neuroscience II	3 cr.	PSY 610: Behavioral Medicine	3 cr.
PSY 698: Seminar in Quant Psychology	3 cr.	NEU 663: Developmental Neurobio	3 cr.
NEU 697: Neuroanatomy	<u>3 cr.</u>	PSY 710: Masters Research	<u>3 cr.</u>
	9 cr.		9 cr.

### THIRD YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
MCP 641 - Memb. Phys. & Biophys.	3 cr.	PSY 609 - Psychopharmacology	3 cr.
PSY 613 - Psychoneuroimmunology	3 cr.	PSY 683 - Diversity Issues in Psychology	3 cr.
PSY 710 - Master's Thesis Research	<u>3 cr.</u>	PSY 693 - Neuropsychology	<u>3 cr.</u>
	9 cr.		9 cr.

### FOURTH YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
PSY 606 - Psychophysiology	3 cr.	PSY 730 - Dissertation credits	3 cr.
PSY 730 - Dissertation credits	3 cr.	PSY 730 - Dissertation credits	3 cr.
PSY 730 - Dissertation credits	<u>3 cr.</u>	PSY 6XX - Elective	<u>3 cr.</u>
	9 cr.		9 cr.

APPENDIX G

Requirements For BEHAVIORAL MEDICINE Track

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Summary of Requirements Completed: Behavioral Medicine

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

Core (all 6 courses required)

- PSY 605 - Cognitive Neuroscience \_\_\_\_\_
PSY 625 - Social Psychology \_\_\_\_\_
PSY 631 - Psychological Statistics, Research Methods & Design \_\_\_\_\_
PSY 632 - Multiple Regression & Statistics \_\_\_\_\_
PSY 640 - Adult Psychopathology \_\_\_\_\_
PSY 698 - Seminar in Quantitative Psychology \_\_\_\_\_

Behavioral Medicine (PSY 693 & 610 required)

- PSY 610 - Behavioral Medicine \_\_\_\_\_
PSY 693 - Foundations in Behavior Medicine \_\_\_\_\_

Electives

- PSY 604 - Cognition & Emotion \_\_\_\_\_
PSY 606 - Psychophysiology \_\_\_\_\_
PSY 609 - Psychopharmacology \_\_\_\_\_
PSY 612 - Stress, Emotion and Motivation \_\_\_\_\_
PSY 613 - Psychoneuroimmunology \_\_\_\_\_
PSY 683 - Diversity Issues in Psychology \_\_\_\_\_
PSY 693 - Neuropsychology \_\_\_\_\_

Remaining Electives from Psychology and/or Other Departments

- PSY 645 - Introduction to Psychological Evaluation \_\_\_\_\_
PSY 648 - Psychological Evaluation in Physical Disorders \_\_\_\_\_
Other Psychology courses: \_\_\_\_\_

\_\_\_\_\_

Courses in other departments:

\_\_\_\_\_

Masters Thesis -6 credits PSY 710 (indicate topic, committee members and date completed)

\_\_\_\_\_

Qualifying Paper (indicate when passed) \_\_\_\_\_

Dissertation-12 credits PSY 730 (indicate topic, committee members, date of proposal acceptance and of final oral)

\_\_\_\_\_

(Twelve credits of PSY 730 are required, from 1 to 6 per semester, no more than 3 of which may be prior to proposal acceptance. Indicate semesters and credits of PSY 730 enrollment.)

\_\_\_\_\_

**Research Advisors** (list)

First year	(F) _____	(Sp) _____
Second year	(F) _____	(Sp) _____
Third year	(F) _____	(Sp) _____
Fourth year	(F) _____	(Sp) _____

**Teaching Requirement**

Indicate course and semester taught \_\_\_\_\_

## Illustrative Course Schedule - Behavioral Medicine

### FIRST YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
PSY 693 - Foundations in Beh. Med.	3 cr.	PSY 640 - Adult Psychopathology	3 cr.
PSY 625 - Social Psychology	3 cr.	PSY 632 - Multiple Regression & Stat	3 cr.
PSY 631 - Psy Statistics, Research Methods, & Design	<u>3 cr.</u> 9 cr.	PSY 610 - Behavioral Medicine	<u>3 cr.</u> 9 cr.

### SECOND YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
PSY 605 - Cognitive Neuroscience	3 cr.	PSY 683 - Diversity Issues in Psychology	3 cr.
PSY 698 - Seminar in Quantitative Psychology	3 cr.	Behavioral Med or Spec. Elective	3 cr.
Behavior Medicine Elective	<u>3 cr.</u> 9 cr.	PSY 710 - Masters Research	<u>3 cr.</u> 9 cr.

### SUMMER SESSION I

PSY 710 - Master's Research - 3 cr.

### THIRD YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
Behavioral Medicine Elective	3 cr.	PHY 510 - Cellular Physiology	3 cr.
Behavior Medicine or Spec. Elective	3 cr.	PHY 511 - Neurophysiology	3 cr.
Behavior Medicine or Spec. Elective	<u>3 cr.</u> 9 cr.	PHY 512 - Systems Physiology	<u>3 cr.</u> 9 cr.

### SUMMER SESSION II

PHY 512 - continued - 3 cr.

### FOURTH YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
PSY 730 - Dissertation	3 cr.	PSY 730 - Dissertation	3 cr.
PSY 730 - Dissertation	3 cr.	PSY 730 - Dissertation	3 cr.
Behavior Medicine or Spec. Elective	<u>3 cr.</u> 9 cr.	Behavior Med or Spec. Elective	<u>3 cr.</u> 9 cr.

**APPENDIX H**

**DEPARTMENT OF PSYCHOLOGY**

Permission to Register

\_\_\_\_\_, has  
permission

to register (Student Name)\_\_\_\_\_

(I.D.#) \_\_\_\_\_ in Psychology (circle one) 684, 673, 674, 680, 681 for  
\_\_\_\_\_ credits during the (circle one) Fall, Spring, SSI, SSII, of 200\_\_\_\_. I will accept the  
responsibility for supervising and evaluating the work of the student in this course.

\_\_\_\_\_  
Faculty Supervisor

\_\_\_\_\_  
Date

**APPENDIX I**

**Request for Waiver of Core Course**

Student \_\_\_\_\_ Date \_\_\_\_\_

I request waiver of the following core course (complete separate form for each course).

\_\_\_\_\_ 605 \_\_\_\_\_ 640 \_\_\_\_\_ 621 \_\_\_\_\_ 625 \_\_\_\_\_ 630 \_\_\_\_\_ 631  
\_\_\_\_\_ 632

I request waiver because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

=====

**TO BE COMPLETED BY COURSE INSTRUCTOR**

(1)\_\_\_\_\_ I recommend waiver of Psychology \_\_\_\_\_. I am satisfied that the student has mastered the content of the course. I ascertained the student's competence by (state, e.g., special exam, interview, etc.)

\_\_\_\_\_  
\_\_\_\_\_

(2)\_\_\_\_\_ I recommend waiver of Psychology \_\_\_\_\_. However, I have found the student lacking in one or more critical areas in the course. In lieu of the course I recommend that the student be required to:

\_\_\_\_\_  
\_\_\_\_\_

(3)\_\_\_\_\_ The student's previous work does not overlap the core course sufficiently. Therefore I recommend that the request for waiver be denied.

INSTRUCTOR \_\_\_\_\_ Date \_\_\_\_\_

PROGRAM DIRECTOR \_\_\_\_\_ Date \_\_\_\_\_

CHAIR \_\_\_\_\_ Date \_\_\_\_\_

Student's File (Date) \_\_\_\_\_

**Department of Psychology**

We have read \_\_\_\_\_ Thesis entitled  
*Student's Name*

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which was previously accepted by \_\_\_\_\_  
*Name of University*

and agree that it should be accepted as having satisfied our M.S. requirement.

\_\_\_\_\_  
Area Director

\_\_\_\_\_  
Date

Final Decision \_\_\_\_\_

\_\_\_\_\_  
Chairman of Department

\_\_\_\_\_  
Date



**UNIVERSITY OF MIAMI**  
**GRADUATE SCHOOL**

**PETITION FOR TRANSFER OF CREDIT**

I hereby petition for transfer of the following graduate credits taken at

\_\_\_\_\_ (Institution) \_\_\_\_\_ (City)

Course#	Credits Sem	Hrs Grade	Title	Date Taken

(Use other side for any comments on nature of courses)

The official transcript of this work \_\_\_\_\_ is on file at the University  
\_\_\_\_\_ was requested by me on \_\_\_\_\_ (Date)

Name \_\_\_\_\_ (Please Print) Date Submitted \_\_\_\_\_

ID # \_\_\_\_\_ Address \_\_\_\_\_

**Please remember:**

1. Credits with grades of "C" are not acceptable for transfer.
2. Courses over six (6) years old, or taken by extension, are not acceptable.
3. Limit of six (6) credits for transfer in thirty (30) credit program.  
Limit of nine (9) credits for transfer in thirty-six (36) credit program.
4. Credits that pertain to and have been counted toward another degree cannot be transferred.

**DO NOT WRITE BELOW THIS LINE**

=====

Recommendation of major department: \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_

Final Action Taken:

By: \_\_\_\_\_ Date: \_\_\_\_\_



**APPENDIX K**

**DEPARTMENT OF PSYCHOLOGY**

**Agreement to Serve on Qualifying Committee**

I have examined the topic outline entitled \_\_\_\_\_

\_\_\_\_\_

submitted by \_\_\_\_\_ and agree to serve as a member/chairperson of his/her qualifying committee. It is my understanding that the qualifying procedure to be followed by the student involves a written examination/review paper and falls within the Specialty Area of \_\_\_\_\_. The Qualifying requirement is scheduled to be completed by \_\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**MEMORANDUM**

Date \_\_\_\_\_

TO: Chairman  
Department of Psychology

FROM: Director

SUBJECT: Qualifying Paper/Examination

This is to advise you that the committee listed below has approved the Qualifying paper/examination of \_\_\_\_\_,

The qualifying Specialty area is \_\_\_\_\_.

A copy of the paper/examination is attached.

Chairperson \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX L**

**FORM 1**

**DEPARTMENT OF PSYCHOLOGY**

**AGREEMENT TO SERVE ON MASTER'S THESIS**

**OR DISSERTATION COMMITTEE**

I have read the preliminary proposal submitted by \_\_\_\_\_  
for the research (s)he proposes to do in fulfilling the requirements for his/her thesis/dissertation  
under the title, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

and I agree to serve as a member/chairperson of his/her project/thesis/dissertation committee.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**FORM 2**

**DEPARTMENT OF PSYCHOLOGY**

**APPROVAL OF THE THESIS/DISSERTATION PLAN**

I have read the final proposal submitted by \_\_\_\_\_ for the research (s)he proposes to do in fulfilling the requirements for his/her thesis/dissertation under the title, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I approve of the plan for conducting the research and authorize him/her to proceed to collect data in accordance with this plan.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**FORM 3M**

**UNIVERSITY OF MIAMI GRADUATE SCHOOL  
CERTIFICATE OF APPROVAL OF MASTER'S THESIS  
(3 originals are required)**

**TO BE FILLED IN BY STUDENT:** (Please type)

Author's Name: \_\_\_\_\_

Author's ID #: \_\_\_\_\_

School: \_\_\_\_\_ Major: \_\_\_\_\_

Title of Thesis: \_\_\_\_\_

\_\_\_\_\_

**TO BE FILLED IN BY COMMITTEE MEMBERS** (who also sign certification page of thesis)

This is to certify (1) that this thesis has been approved by the committee; (2) that the student has satisfactorily passed the oral examination in defense of the thesis on \_\_\_\_\_ (date); (3) that credit should be given as follows, with a grade of "S":

Course No. \_\_\_\_\_ Credits \_\_\_\_\_

**(Please have committee members' names typed/printed in next to or below their signature.)**

SIGNED: \_\_\_\_\_ Chairperson \_\_\_\_\_ (Date)

\_\_\_\_\_ (Committee Member)

\_\_\_\_\_ (Committee Member)

\_\_\_\_\_ (Committee Member)

**TO BE FILLED IN BY DISSERTATION COORDINATOR**

This thesis has been examined and found to be complete and suitable for binding.

Signed: \_\_\_\_\_ (Date)  
Dissertation Coordinator in the Graduate School

(One copy of signed form to be returned to the Psychology Department.)

**FORM 3D**

**UNIVERSITY OF MIAMI GRADUATE SCHOOL  
CERTIFICATE OF APPROVAL OF DOCTORAL DISSERTATION  
(3 originals are required)**

**TO BE FILLED IN BY STUDENT:** (Please type)

Author's Name: \_\_\_\_\_

Author's ID #: \_\_\_\_\_

School: \_\_\_\_\_ Major: \_\_\_\_\_

Title of Dissertation: \_\_\_\_\_

\_\_\_\_\_

**TO BE FILLED IN BY COMMITTEE MEMBERS** (who also sign certification page of thesis)

This is to certify (1) that this dissertation has been approved by the committee: (2) that the student has satisfactorily passed the oral examination in defense of the dissertation on \_\_\_\_\_ (date); (3) that credit should be given as follows, with a grade of "S":

Course No. \_\_\_\_\_ Credits \_\_\_\_\_

**(Please have committee members' names typed/printed in next to or below their signature.)**

SIGNED: \_\_\_\_\_ Chairperson \_\_\_\_\_ (Date)

\_\_\_\_\_ (Committee Member)

\_\_\_\_\_ (Committee Member)

\_\_\_\_\_ (Committee Member)

\_\_\_\_\_ (Committee Member)

**TO BE FILLED IN BY DISSERTATION COORDINATOR**

This thesis has been examined and found to be complete and suitable for binding.

Signed: \_\_\_\_\_ (Date)

Dissertation Coordinator in the Graduate School

(One copy of signed form to be returned to the Psychology Department.)



## **APPENDIX M**

### **LIST OF ADDITIONAL BROCHURES AND WEBSITES OF INTEREST TO PSYCHOLOGY GRADUATE STUDENTS**

Department of Psychology at the University of Miami  
(website, [www.psy.miami.edu](http://www.psy.miami.edu))

Department of Psychology Policy on Assistantships

Department of Psychology List of Faculty members and Research Interests  
(also on website)

Graduate Student Honor Code; Graduate Student Rights and Responsibilities  
(both on Graduate School website at [www.miami.edu](http://www.miami.edu))

For information on American Psychological Association (APA) programs contact:

APA  
750 First Street, N.E.  
Washington, DC 20002-4242  
(202) 367-5500  
Website: [www.APA.org](http://www.APA.org)

**APPENDIX N**

**ELIGIBILITY TO SIT FOR THE QUALIFYING EXAM/PAPER**

In order to be eligible to take the Qualifying Exam/Paper a student must be in good standing, have successfully completed the course requirement for the M.S. degree and successfully defended the M.S. thesis by May 15 of the year he/she wishes to fulfill the qualifying requirement. Students who have received an M.S. degree from another institution must provide an official transcript and proof of the M.S. degree (i.e., the M.S. degree itself) from that institution. Only after the thesis has been approved by the Division Director will they be allowed to sit for the Qualifying Exam/Paper (also by May 15).

Below is a checklist of these items which **must** be verified by the student's advisor and by the department.

- \_\_\_\_\_ Completion of M.S. coursework or official transcript of M.S. coursework from other institution.
- \_\_\_\_\_ Documentation of approved M.S. degree from other institution or successful M.S. defense at UM
- \_\_\_\_\_ Student in good standing within Department.

\_\_\_\_\_  
Student's Advisor

\_\_\_\_\_  
Departmental Staff

\_\_\_\_\_  
Departmental Chair

**APPENDIX O  
CLINICAL PRACTICE SURVEY**

Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year \_\_\_\_\_ Summer \_\_\_\_\_

**ALL CLINICAL STUDENTS ARE REQUIRED TO COMPLETE THIS [by September 15<sup>th</sup>]  
RETURN to Liz Reyes in Flipse 320 or put it in her mailbox**

**Name:** \_\_\_\_\_ **Major Research Advisor:** \_\_\_\_\_

- (1) What track are you in? **Adult**                      **Child**                      **Health**
- (2) What year are you in?      **1<sup>st</sup>**      **2<sup>nd</sup>**      **3<sup>rd</sup>**      **4<sup>th</sup>**      **5<sup>th</sup>**      **Other:** \_\_\_\_\_
- (3) Do you carry individual student malpractice insurance (through the APA or otherwise)? **YES**    **NO**
- (4) Are you currently seeing any assessment or therapy clients, even as part of a research placement?  
**YES**              **NO** (do not continue)
- (5) Are you currently a full-time practicum student?    **YES**    **NO** (go to #6)  
If yes, what is your **primary practicum setting?** \_\_\_\_\_
- Are you also seeing clients/cases in a setting other than your primary practicum setting? **YES**    **NO**
- (6) Have you completed your 5 credits of full-time practica but are still seeing clients? **YES**              **NO**
- (7) Please complete the following for **all sites that you have clinical contact, including required practicum**. Use the back of the form if more space is needed.

Name of site: \_\_\_\_\_  
Type of clinical work: \_\_\_\_\_  
Number of clients (per week): \_\_\_\_\_  
Number of hours (per week): \_\_\_\_\_  
Name of supervisor: \_\_\_\_\_  
Supervisor's e-mail address: \_\_\_\_\_ Supervisor's Phone: ( ) \_\_\_\_\_  
Type of supervision: **Individual**      **Group**      **Other:** \_\_\_\_\_  
Amount of supervision per week: \_\_\_\_\_  
Are you being paid? **Yes**              **No**

Name of site: \_\_\_\_\_  
Type of clinical work: \_\_\_\_\_  
Number of clients (per week): \_\_\_\_\_  
Number of hours (per week): \_\_\_\_\_  
Name of supervisor: \_\_\_\_\_  
Supervisor's e-mail address: \_\_\_\_\_ Supervisor's Phone: ( ) \_\_\_\_\_  
Type of supervision: **Individual**      **Group**      **Other:** \_\_\_\_\_  
Amount of supervision per week: \_\_\_\_\_  
Are you being paid? **Yes**              **No**

Name of site: \_\_\_\_\_  
Type of clinical work: \_\_\_\_\_  
Number of clients (per week): \_\_\_\_\_  
Number of hours (per week): \_\_\_\_\_  
Name of supervisor: \_\_\_\_\_  
Supervisor's e-mail address: \_\_\_\_\_ Supervisor's Phone: ( ) \_\_\_\_\_  
Type of supervision: **Individual**      **Group**      **Other:** \_\_\_\_\_  
Amount of supervision per week: \_\_\_\_\_  
Are you being paid? **Yes**              **No**

## **APPENDIX P**

**APPENDIX Q**

APA Tracking Form \_\_\_\_\_ Spring \_\_\_\_\_

- 1) Your name: \_\_\_\_\_
- 2) Year in program (circle one):    1            2            3            4            5            6
- 3) Track (circle one):    Child            Adult            Health
- 4) Year entered program: \_\_\_\_\_
- 5) Ethnicity (circle one):    African American/Black            Caucasian            Hispanic/Latino  
    Asian/Pacific Islander            American Indian/Alaska Native            Multi-ethnic
- 6) Date of Birth: \_\_\_\_\_
- 7) Funding type (circle one):    TA            RA            Fellowship
- 8) Research Advisor: \_\_\_\_\_
- 9) Have you defended your masters thesis (circle one)?    YES            NO  
     If yes: What was the date of your thesis defense? \_\_\_\_\_  
             Who was your major advisor? \_\_\_\_\_
- 10) Have you defended your dissertation (circle one)?    YES            NO  
     If yes: What was the date of your dissertation defense? \_\_\_\_\_  
             Who was your major advisor? \_\_\_\_\_  
             What was the title of your dissertation? \_\_\_\_\_

11) For the current school year (i.e., **from September 1, 2000 to August 31, 2001**), please check the appropriate boxes in the table below:

	<u><b>YES</b></u>	<u><b>NO</b></u>
Are you a member of any professional/research organizations?		
Have you been an author/co-author of any papers or workshops at professional meetings?		
Have you been an author/co-author of any articles in professional and/or scientific journals?		
Are you involved in grant-supported research (e.g., a RA)?		
Are you involved in teaching (either through a TA or by teaching a class)?		
Are you involved in the delivery of professional services on- or off-campus (e.g., practicum placements)?		