

UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Counseling Psychology
Ph.D. Program

DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL STUDIES

Program Overview

The Counseling Psychology Program at the University of Miami has been accredited by the American Psychological Association (APA) since 1989 and has a proud tradition of preparing students as scholars and clinicians. Firmly committed to the foundational values of the discipline of counseling psychology, including its emphasis on prevention, optimal human development, and the promotion of individual, family, and community well-being, our program strives to prepare students who will make a difference in the world through research, scholarship, and reflective practice.

The Program advocates the scientist-practitioner model of training in which students receive extensive grounding in the scientific underpinnings of the discipline. In turn, students use this knowledge en route to becoming highly skilled scholars and clinicians. Although a degree from our program prepares students to be licensed as practicing psychologists, it is important to keep in mind that the Ph.D. is a research degree; our priority is to cultivate scholars who are capable of developing original lines of research and of playing leadership roles in both academic and applied settings.

Applicants who are exclusively or primarily interested in psychotherapy practice are encouraged to consider more practitioner-oriented training programs like those offering a Doctor of Psychology (Psy.D.) degree.



Our program values diversity in many senses of the word. We are firmly committed to the development of multicultural competence in each of our students. We adopt the philosophy that cultural competence is not a static achievement, but one of continual striving for excellence in the inclusion and affirmation of diverse populations. The University of Miami prides itself on being a “global university in a global city,” and this context offers students a unique opportunity to explore issues of diversity in all aspects of their lives. In the academic setting, such opportunities include: being involved in clinical training with diverse underserved populations; participating as research assistants in grant-funded projects addressing the health-related needs of these populations; pursuing original diversity-related dissertation projects; and, for those fluent in Spanish, practicing bilingual counseling skills in supervised practicum experiences. The training we offer on multicultural issues is consistent with the [American Psychological Association Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality](#) and the [Counseling Psychology Model Training Values Statement Addressing Diversity](#).

Our Program does not adhere to any one theory of human functioning or any one theory of counseling and development. Faculty members work from a variety of theoretical orientations including psychodynamic, cognitive-behavioral, and family systems. We place a high value on students developing a firm grounding in theory and being able to clearly integrate theory in all of their research and clinical work. Diversity is also reflected in the areas of expertise of our faculty. Content areas of expertise include multicultural training, health psychology, social justice, systems and community intervention, and theoretical psychology. Please consult our [faculty listings](#) for a more thorough overview of faculty research interests.

Admissions

The Counseling Psychology Program usually admits a class of four doctoral students. We employ a number of criteria to select students for admission including:

- undergraduate and graduate grade point averages
- the relevance of the applicant's academic background
- previous experience in research
- a personal statement, and
- three letters of recommendation.

In recent years, successful applicants have had an average undergraduate GPA of 3.54. We actively seek to admit students who represent a diverse range of racial, ethnic, and lifestyle groups. Seventy-eight percent of the current doctoral student body is composed of Black, Indigenous, and/or Other People of Color. Consistent with national trends, the present student body has a greater proportion of students who identify as women, ranging in age and representing a diversity of sexual orientation identities, gender identities, and religious preferences.

The deadline for receiving completed applications is December 1 for the following Fall semester. Students are admitted only for the Fall semester. International applicants are strongly recommended to submit application materials no later than October 15, to allow sufficient time for document evaluation prior to the Program's December 1 deadline. Complete information on application procedures including the online application process can be found on the Program's website at:

sites.education.miami.edu/counseling-psychology-ph-d

Financial Aid

Tuition Waiver

All full-time doctoral students receive a full tuition waiver for required coursework. Students entering the program in the Fall 2025 will receive a full tuition waiver up to the designated number of credits required to complete their degree, assuming timely progress toward degree completion.

Graduate Assistantships

Typically, our students receive funding through graduate assistantships and/or fellowships. Graduate assistantships are generally available for 4-5 years of full-time study in the doctoral program. Graduate assistantships require 20 hours of work per week. Their stipends vary, but the stipend for a 20-hour assistantship in the School of Education and Human Development currently pays 32,200 for 9 months and includes student health insurance. An assistantship may involve, for example, assisting faculty with research projects.

Financial Aid, Continued...

Mitchell Psychological Trauma Fellowship

The Counseling Psychology Program offers the John C. Mitchell Research Fellowship in Psychological Trauma, which is awarded every year to a current student whose main line of research concerns trauma and posttraumatic stress (defined broadly). John C. Mitchell earned a doctorate from the University of Miami School of Education in 1975 and became a professional counselor in the Phoenix, AZ area. While he was still an undergraduate student in Minnesota, Dr. Mitchell's spine was damaged in an automobile accident, leaving him paralyzed. As a result of his injury, Dr. Mitchell developed a personal and professional interest in the relationship between psychological and physical trauma and, subsequently, in the more general area of psychological trauma research. Upon Dr. Mitchell's death in 1998, he left an endowment to the School of Education's Counseling Psychology Doctoral Program to be used to support doctoral student research on diverse aspects of psychological trauma. The research must be sponsored and supervised by a member of the Counseling Psychology doctoral faculty. The stipend associated with this Fellowship is \$33,600 for 9 months.

University of Miami Fellowship and Barbara Marks Scholarship

Incoming students are eligible to apply for the Dean's Fellowship, UM Fellowship, and the Barbara Marks Scholarship. Dean and UM Fellowship nominations are made by the Admissions Committee and compete campus-wide; Dean's fellows receive \$40,000 a year and UM fellows receive \$35,000 a year for 2 years as well as additional benefits. Traditionally, our students have been very competitive for this award. The Barbara Marks Scholarship is awarded annually to incoming full-time students on a merit basis, and the award can be renewed contingent on satisfactory progress up to a total of 4 years. The Scholarship is awarded to academically talented applicants who have detailed and credible plans to pursue academic careers. The Scholarship provides a \$4,000 supplement to graduate assistantships or fellowships, increasing the 9-month stipend to \$36,200. Many of our current students have secured the Barbara Marks Scholarship to supplement their funding.

Teaching Assistantships

Graduate students may serve as instructors of record for undergraduate courses or as teaching assistants for master's-level courses. These experiences are excellent preparation for a career in teaching or for careers in university counseling centers. Students have been invited to teach a wide range of courses as instructors of record in the Department of Educational and Psychological Studies, including:

- EPS 270 Lifespan and Human Development
- EPS 311 Group Processes and Development
- EPS 351 Introduction to Statistics and Research Design
- EPS 420 Introduction to Counseling and Psychotherapy
- EPS 440 Listening and Helping Skills

In addition, they have been invited to serve as TAs for the following master's courses:

- EPS 668 Social and Cultural Diversity and Counseling
- EPS 673 Trauma in Mental Health Counseling
- EPS 669 Psychopathology for Counselors

Financial Aid, Continued...

Other Financial Aid

Usually, students decide in collaboration with their research advisor whether they qualify to apply for the [APA Minority Fellowship Program](#), which involves a national competition. A limited number of McKnight Fellowships are typically available as well. Students can apply directly for the McKnight Fellowship. There are other national competitions that students may qualify for. Interested students typically discuss these opportunities with their advisor after admission.

Information regarding APA Minority Fellowships is available from:

Minority Fellowship Program
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
<http://www.apa.org/pi/mfp/>

Information on McKnight Fellowships can be obtained from:

The Florida Education Fund (FEF)
201 East Kennedy Boulevard
Suite 1525
Tampa, FL 33602
(813) 272-2772
<http://www.fefonline.org/mdf.html>

Housing

A variety of [off-campus living options](#) is available to our students. We are located in a large urban area, which offers a variety of options. The cost of housing depends on the area. Areas vary from trendy South Beach to suburban Kendall to lush Coral Gables.

Information regarding off-campus living is available from:

Department of Housing and Residential Life
University of Miami
Eaton Residential College
1211 Dickinson Drive
Coral Gables, FL 33146
(305) 284-4505

The program requires the equivalent of at least three years of coursework, including at least three years of full-time residence at the University of Miami. A 1-year, full-time APA-accredited predoctoral internship is also required. Students entering with a master's degree in the mental health field are expected to have taken the prerequisite courses or their equivalent prior to admission. If they have not taken them, they can complete them during the doctoral program. Students entering the Program without a master's degree are required to complete these courses or their equivalent as part of the doctoral program.

Course Sequence

*** For Students With a Mental Health Master's Degree ***
SAMPLE 5-YEAR DOCTORAL COURSE SEQUENCE
IN COUNSELING PSYCHOLOGY

Fall	Spring	Summer
Year 1		
EPS 700 Quantitative Methods I (3)	EPS 702 Quantitative Methods II (3)	EPS 703 Applied Multivariate Statistics (3)
EPS 701 Introduction to Research Methods (3)	EPS 768 Counseling Psychology Theory, Res. & Practice II (3)	EPS 830 Pre-candidacy Dissert. (1)
EPS 767 Counseling Psychology Theory, Res. & Practice I (3)	EPS 781 Social Bases of Human Activity and Flourishing (3)*	
	EPS 785 PFF Seminar (1)	
Year 2		
EPS 770 Psych. Appraisal I (3)**	EPS 771 Psych. Appraisal II (3)**	
EPS 775 Doctoral Prac. I (1)	EPS 775 Doctoral Prac. I (1)	
EPS 830 Pre-candidacy Dissert. (1)	EPS 780 Cultural Diversity and Mental Health (3)*	
PSY 641 Psychopathology Across the Lifespan (3)	EPS 785 PFF Seminar (1)	
Year 3		
EPS 705 Measurement and Psychometric Theory (3)	EPS 7xx Research Elective (3)	Qualifying Exam
EPS 776 Doctoral Prac. II (1)	EPS 776 Doctoral Prac. II (1)	
EPS 830 Pre-candidacy Dissert. (1)	EPS 785 PFF Seminar (0)	
PSY 605 Cog. Neuroscience (3)	EPS 830 Pre-candidacy Dissert. (1)	
	PSY 604 Cognition and Emotion (3)	
Year 4		
EPS 7xx Research Elective (3)	EPS 779 Vocational Psychology & Career Development (3)	
EPS 782 Supervision in Counseling Psychology (3)	EPS 840 Post-candidacy Dissert. (1)	
EPS 840 Post-candidacy Dissert. (1)		
Year 5		
EPS 803 Internship in Counseling Psychology (1)	EPS 803 Internship in Counseling Psychology (1)	
	EPS 840 Post-candidacy Dissert. (X)	

* Taught in alternate years. ** Taught every other year.

Course Sequence * For Students Without a Mental Health Master's Degree *

**SAMPLE 6-YEAR DOCTORAL COURSE SEQUENCE
IN COUNSELING PSYCHOLOGY**

Fall	Spring	Summer
Year 1		
EPS 676 Counseling Process	EPS 667 Prof., Legal & Ethical Iss. (3)	EPS 675 Therapeutic Group Procedures (3)
EPS 700 Quantitative Methods I (3)	EPS 702 Quantitative Methods II (3)	EPS 679 Lifespan Human Development (3)
EPS 701 Introduction to Research Methods (3)	EPS 768 Counseling Psychology Theory, Res. & Practice II (3)	EPS 703 Applied Multivariate Statistics (3)
EPS 767 Counseling Psychology Theory, Res. & Practice I (3)	EPS 785 PFF Seminar (1)	
Year 2		
EPS 705 Measurement and Psychometric Theory (3)	EPS 7xx Research Elective (3)	
EPS 7xx Research Elective (3)	EPS 774 Predoctoral Prac. I (1)	
EPS 774 Predoctoral Prac. I (1)	EPS 780 Cultural Diversity and Mental Health (3)*	
PSY 641 Psychopathology Across the Lifespan (3)	EPS 785 PFF Seminar (1)	
	EPS 830 Pre-candidacy Dissert. (1)	
Year 3		
EPS 770 Psych. Appraisal I (3)**	EPS 771 Psych. Appraisal II (3)**	
EPS 775 Doctoral Prac. I (1)	EPS 775 Doctoral Prac. I (1)	
EPS 830 Pre-candidacy Dissert. (1)	EPS 781 Social Bases of Human Activity and Flourishing (3)*	
PSY 605 Cog. Neuroscience (3)	EPS 785 PFF Seminar (1)	
	EPS 830 Pre-candidacy Dissert. (1)	
Year 4		
EPS 776 Doctoral Prac. II (1)	EPS 776 Doctoral Prac. II (1)	Qualifying Exam
EPS 782 Supervision in Counseling Psychology (3)	EPS 779 Vocational Psychology & Career Development (3)	
EPS 840 Post-candidacy Dissert. (1)	EPS 840 Post-candidacy Dissert. (1)	
	PSY 604 Cognition and Emotion (3)	
Year 5		
EPS 840 Post-candidacy Dissert. (1)	EPS 840 Post-candidacy Dissert. (1)	
Year 6		
EPS 803 Internship in Counseling Psychology (1)	EPS 803 Internship in Counseling Psychology (1)	
	EPS 840 Post-candidacy Dissert. (X)	

* Taught in alternate years. ** Taught every other year.

Practicum Training

All students with a master's degree in counseling are required to complete 2 years of practica. Students entering with a bachelor's degree are required to complete 3 years of practicum training. Prior to seeing clients, students are asked to obtain a background check.

Students complete their practicum experiences at outplacement sites in the community. The outplacement is arranged by the Practicum Coordinator and tailored to enhance the student's expressed career interests and internship plans. The outplacement site provides an important way for students to further develop their expertise with a particular population. Students have the opportunity to work with diverse populations including clients with a wide variety of ages, ethnic backgrounds, lifestyles, and issues at the outplacement sites. Some of our practica offerings offer training in telehealth.

The following is a partial list of outside practicum sites where students may receive training. Additional sites are continually being added with the approval of the Program faculty in order to meet the individual training needs of our students.

- Jackson Memorial Hospital
- Mailman Center for Child Development at Miller School of Medicine
- Miami Veterans Affairs Healthcare System
- Nicklaus Children's Hospital of South Miami
- Alliance for Psychological Services (forensic setting)
- Community Action and Human Services Department of Miami-Dade County
- Headspace
- Galen Hope Treatment Center
- Miami Job Corps Center
- Pediatric Psychology Associates
- South Florida Integrative Medicine
- University of Miami Counseling Center



Internship Training

Our students are very successful in obtaining high quality APA-accredited, funded internship sites (see placement statistics under [“Student Admissions, Outcomes, and Other Data”](#)). Statistics for the 2022 match year include one student who was matched and two students who withdrew from the match prior to submitting their applications. We provide extensive mentoring and preparation for internship application and placement. The following is a partial listing of internship sites where our students have been matched:

- University Counseling Centers Johns Hopkins
University Counseling Center, Baltimore, MD
- Nova Southeastern University Psychology Services Center
- Southern Illinois University, Carbondale, IL
- University of California, Berkeley, Counseling and Psychological Services
- University of Florida Counseling and Wellness Center, Gainesville, FL
- University of San Francisco Counseling & Psychological Services
- University of Miami Counseling Center, Coral Gables, FL
- Utah State University Counseling and Prevention Services

Medical Centers

- Behavioral Wellness Center at Girard
- Children’s Hospital of Philadelphia, Philadelphia, PA
- Harvard Medical School Cambridge Hospital - Adult/Child OPD, Cambridge, MA
- Jackson Memorial Hospital, Miami, FL
- Nicklaus Children’s Hospital, Miami, FL
- UCSF Zuckerberg San Francisco General Hospital, Child and Adolescent Services
- Yale New Haven Hospital Behavioral Medicine Service, New Haven, CT
- Yale University Child Study Center, New Haven, CT

VA Medical Centers

- Ann Arbor VA Health System, Ann Arbor, MI
- Atlanta VA Medical Center, Atlanta, GA
- Bay Pines VA Healthcare System, Bay Pines, FL
- Edith Norse Rogers Memorial VA, Boston, MA
- Miami VA Healthcare System, Miami, FL
- Veterans Affairs Central Texas Healthcare System, Temple, TX

Community Mental Health Centers

- Aurora Mental Health Center, Aurora, CO
- Miami-Dade County Community Action & Health Services, Miami, FL
- Citrus Health Network, Miami, FL

Research Training

Research experience is an integral part of the Program, and students have the opportunity to be continuously involved in an ongoing research group until they begin internship. Research groups provide experiential training in scholarly work. The purposes of this experience are to assist students in developing an understanding of research, cultivating student interest in scholarly activity, participating meaningfully in ongoing research activity, and preparing students to conduct a dissertation study. In short, the research group experience is designed to provide students with a research apprenticeship during which their interests and skills can be mentored.

During the first 2 years of graduate study, most students participate primarily in ongoing, faculty-initiated research projects, although there are sometimes opportunities for initiating new projects in conjunction with the faculty leader of a research group. Students have the opportunity to participate in many facets of research, including conceptualizing studies, literature reviews, collecting data, data analyses, assisting in drafting grants, and assisting in writing manuscripts. Each student will have different experiences depending on his or her knowledge, abilities, interests, and on what is needed in the particular research group.

Participation in the research group can lead to becoming a co-author of professional presentations and publications, depending on the student's degree of involvement. We encourage students to participate fully in research so that they can have the experience of co-authoring papers. Most students co-author at least one presentation and/or publication during their training. We are very proud of the accomplishments of our students.

If students have the opportunity to present a paper at a professional conference, the University has some travel funds available, such as through the Graduate Association Fee Allocation Committee and the Office of Student Affairs.



Alumni Employment

Graduates of the Counseling Psychology Program work in a wide variety of settings. They are also engaged in many different kinds of activities, including research, grant writing, teaching, psychotherapy, assessment, consultation, psychoeducation, behavioral medicine interventions, and forensic work.

Alumni have secured employment in the following settings:

- Faculty at Universities
- Medical Schools
- College Counseling Centers
- Community Mental Health Centers
- Private Practice
- Professional Associations
- Research and Consulting Firms
- State and Federal Penitentiaries
- Veterans Administration Medical Center



Student Admissions, Outcomes, and Other Data

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred																							
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		Total			
Total number of students with doctoral degree conferred on transcript	6		3		4		8		7		1		4		2		5		5		45			
Mean number of years to complete the program	6		5.6		6.7		6.4		6.4		6		5.83		5.16		6.87		5.93		6.09			
Median number of years to complete the program	5.6		6		6.8		6		6		6		5.16		5.16		6		6		6			
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Students in less than 5 years	1	17	1	33	0	0	1	13	0	0	0	0	0	0	0	0	0	0	0	0	3	7		
Students in 5 years	2	33	2	67	0	0	0	0	2	29	0	0	2	50	2	100	1	20	2	40	13	29		
Students in 6 years	1	17	0	0	2	50	4	50	2	29	1	100	1	25	0	0	2	40	2	40	15	33		
Students in 7 years	2	33	0	0	2	50	2	25	2	29	0	0	1	25	0	0	0	0	1	20	10	22		
Students in more than 7 years	0	0	0	0	0	0	1	13	1	14	0	0	0	0	0	0	2	40	0	0	4	9		
Please note that students may be admitted with or without a Master’s degree. The figures shown in the table present time to completion combined for all students, regardless of graduate coursework prior to admission. Students who have taken graduate coursework prior to admission can petition for course waivers of courses taken. There is no limit to the number of waivers we accept. Petitions for course waivers are evaluated to determine whether the courses are (a) fully equivalent, (b) partially equivalent, or (c) not equivalent. Students who are able to waive out of courses may lower their time to graduation, depending on the number of courses waived.																								

Program Costs

Description	2025-2026 1 st -year Cohort Cost
Tuition for full-time students (in-state)	\$0
Tuition for full-time students (out-of-state)	\$0
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	NA
University/institution fees or costs	\$1,832
Additional estimated fees or costs to students (e.g. books, travel, etc.)	\$5,420

Internship Placement - Table 1

	Year Applied for Internship																			
Outcome	2015-2016 N	2015-2016 %	2016-2017 N	2016-2017 %	2017-2018 N	2017-2018 %	2018-2019 N	2018-2019 %	2019-2020 N	2019-2020 %	2020-2021 N	2020-2021 %	2021-2022 N	2021-2022 %	2022-2023 N	2022-2023 %	2023-2024 N	2023-2024 %	2024-2025 N	2024-2025 %
Students who obtained APA/CPA-accredited internships	5	100	3	100	8	100	3	100	4	100	4	100	1	33	8	100	4	100	4	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	5	100	3	100	8	100	3	100	4	100	4	100	1	33	8	100	4	100	4	100
Students who sought or applied for internships including those who withdrew from the application process	5	-	3	-	8	-	3	-	4	-	4	-	3	-	8	-	4	-	4	-

Internship Placement - Table 2

Outcome	Year Applied for Internsh ip_2015-2016_N	Year Applied for Internsh ip_2015-2016_%	Year Applied for Internsh ip_2016-2017_N	Year Applied for Internsh ip_2016-2017_%	Year Applied for Internsh ip_2017-2018_N	Year Applied for Internsh ip_2017-2018_%	Year Applied for Internsh ip_2018-2019_N	Year Applied for Internsh ip_2018-2019_%	Year Applied for Internsh ip_2019-2020_N	Year Applied for Internsh ip_2019-2020_%	Year Applied for Internsh ip_2020-2021_N	Year Applied for Internsh ip_2020-2021_%	Year Applied for Internsh ip_2021-2022_N	Year Applied for Internsh ip_2021-2022_%	Year Applied for Internsh ip_2022-2023_N	Year Applied for Internsh ip_2022-2023_%	Year Applied for Internsh ip_2023-2024_N	Year Applied for Internsh ip_2023-2024_%	Year Applied for Internsh ip_2024-2025_N	Year Applied for Internsh ip_2024-2025_%
Students who sought or applied for internships including those who withdrew from the application process	5	-	3	-	8	-	3	-	4	-	4	-	3	-	8	-	4	-	4	-
Students who obtained paid internships	5	100	3	100	8	100	3	100	4	100	4	100	1	33	8	100	4	100	4	100
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Cell should only include students who applied for internship and are included in applied cell count from “Internship Placement – Table 1”

Attrition

Variable	Year of First Enrollment																			
	2015-2016 N	2015-2016 %	2016-2017 N	2016-2017 %	2017-2018 N	2017-2018 %	2018-2019 N	2018-2019 %	2019-2020 N	2019-2020 %	2020-2021 N	2020-2021 %	2021-2022 N	2021-2022 %	2022-2023 N	2022-2023 %	2023-2024 N	2023-2024 %	2024-2025 N	2024-2025 %
Students for whom this is the year of first enrollment (i.e. new students)	5	-	4	-	5	-	5	-	4	-	4	-	4	-	4	-	0	0	4	-
Students whose doctoral degrees were conferred on their transcripts	5	100	2	50	4	80	3	60	3	75	1	25	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	1	25	1	20	1	20	1	25	3	75	4	100	4	100	0	0	4	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	1	25	0	0	1	20	0	0	0	0	0	0	0	0	0	0	0	0

Student Admissions, Outcomes, and Other Data

Licensure

Outcome	2015-2025
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	35
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	32
Licensure percentage	91%

Faculty Profiles

LYDIA P. BUKI, Associate Professor

Ph.D., 1995, Arizona State University

Lydia P. Buki, Ph.D., is Associate Professor and Director of Training of the Counseling Psychology program. She earned her doctorate in Counseling Psychology from Arizona State University in 1995. She joined the University of Miami in January 2013, with previous appointments at the University of Illinois and Colorado State University.

Dr. Buki's research focuses on the psychosocial, cultural, individual, and institutional factors that contribute to mental health and cancer disparities in medically underserved Latina/o populations. Having grown up in Buenos Aires, Argentina, she applies her bilingual and bicultural skills to work with the Latina/o population in the U.S. Dr. Buki uses qualitative and quantitative methods to answer various research questions. More recently, with her collaborators she completed a national survey in Uruguay on the influence of knowledge, beliefs, attitudes, and emotions, on breast, cervical, and colorectal cancer screening behaviors. Her research has been funded by the National Cancer Institute. In 2011, she published a co-edited book with Dr. Lissette Piedra titled *Creating Infrastructures for Latino Mental Health*.

Dr. Buki has served the profession in numerous roles. She is the Past Editor of *The Counseling Psychologist*, has been Associate Editor of the journal *Cultural Diversity and Ethnic Minority Psychology*, and was a founding member of the DHHS Office on Women's Health, Minority Women's Health Panel of Experts. In addition, she has been active in governance at the American Psychological Association, having served on the Committee of Women in Psychology and the Board of Professional Affairs.

Through the years, Dr. Buki has received numerous awards for research, teaching, leadership, and service. She is a Fellow of the American Psychological Association Divisions 17 and 45.

BLAINE FOWERS, Professor

Ph.D., 1987, University of Texas at Austin

Blaine Fowers joined the University of Miami faculty in 1990, served as the Director of Training of the doctoral program in Counseling Psychology from 1997 to 2005, and as EPS Department Chairperson from 2005 until July 2009. He was the program coordinator for the Master's program in Counseling from 2005 to 2007. He served as an assistant professor at the University of New Mexico before coming to Miami.

In his role as a teacher, Fowers provides instruction in research methods and social bases of behavior.

Fowers is the author of the books *The Evolution of Ethics: Human Sociality and the Emergence of Ethical Mindedness*, *Human Flourishing: Unavoidable Frailties and Necessary Virtues*, *Finding Virtue in Psychology*, *Re-envisioning Psychology*, and *Beyond the Myth of Marital Happiness*. He has given many keynote and invited addresses domestically and abroad. His primary scholarly interest is in the ethical dimension of psychology. Fowers is particularly interested in the interplay of virtues, cultural ideals, and human flourishing in psychological practices and ordinary life. In a series of articles, chapters, and books, he has applied this framework to the study of marriage, multiculturalism, evolution, and psychotherapy to better understand the nature of human thriving. His current scholarly projects focus on elaborating

Faculty Profiles, Continued...

and investigating eudaimonic theory (Aristotle's understanding of human flourishing) and its proposal that the pursuit of characteristically human goods such as knowledge and justice are central activities in human flourishing.

Fowers is a licensed psychologist and Fellow of the American Psychological Association's Division 24 (Society for Theoretical and Philosophical Psychology) and member of Division 17 (Society of Counseling Psychology). He is an approved supervisor of the American Association for Marriage and Family Therapy. He is an editorial board member of the *Journal of Theoretical and Philosophical Psychology* and has co-edited two issues of the *American Behavioral Scientist*.

DEBBIESIU LEE, Associate Professor

Ph.D., 2005, Arizona State University

Debbiesiu L. Lee joined the University of Miami faculty in August 2006. Lee's research focuses on examining how individuals (racial and ethnic minorities, LGBT) cope with discrimination and the impact of discrimination on mental health, physical health, educational, and employment outcomes. She is also exploring issues related to multicultural competence development and training, and identity development. In her publications, Lee advocates for the use of nontraditional methodologies in multicultural research. Her articles have appeared in the *Journal of Counseling Psychology*, *The Counseling Psychologist*, *Journal of Multicultural Counseling and Development*, and *Psychotherapy*. She has co-edited the book titled *Contemporary Parenting: A Global Perspective*.

In her clinical work, Dr. Lee's passion is in working with low-income families of color. She has specialized in serving young children, adolescents, and their families, particularly in issues related to trauma and mood disorders. Since arriving at UM, she has taught courses focused on multicultural issues in counseling and psychology, lifestyle and career counseling, clinical practicum, and supervision in counseling psychology. Dr. Lee is a member of the American Psychological Association and a Fellow of APA Minority Fellowship Program.



Faculty Profiles, Continued...

GUERDA NICOLAS, Professor

Ph.D., 1998, Boston University

Originally from Haiti, Nicolas obtained her doctoral degree in clinical psychology from Boston University. She completed her predoctoral training at Columbia University Medical Center and her postdoctoral training at the New York State Psychiatric Institute/Columbia University, Department of Child Psychiatry. Prior to coming to University of Miami, she held faculty positions at Boston College as well as the College of Saint Elizabeth in New Jersey.

As a multicultural (Haitian American) and multilingual psychologist (Spanish, French, and Haitian Creole), her research is reflective of her background and interests. Her current research projects focus on developing culturally effective mental health interventions for people of color, with a specific focus on immigrant children, adolescents, and families. In addition, she conducts research on social support networks of Caribbean populations with a specific focus on Haitians, spirituality and adolescents, and social support and mental health of Blacks. She has published books, many articles, and book chapters and delivered numerous invited presentations at national and international conferences in the areas of women's issues, depression and cultural interventions, social support networks of ethnic minorities, and spirituality. She has co-edited the book *Contemporary Parenting: A Global Perspective*.

Dr. Nicolas is an active member of the American Psychological Association, having served on divisional committees for Divisions 12, 17, 35, and 45. In addition, she has been a member of several APA committees including the Committee on International Relations in Psychology, Strategic Planning Committee, and the Committee on Early Career Psychologists. In addition to APA, she has been an active member of the Caribbean Studies Association, the Haitian Studies Association, and the Caribbean Alliance of National Psychological Associations (CANPA). She served as president of the Haitian Studies Association, the Psychology of Black Women Section of Division 35, and the Section of Ethnic Minorities of Division 12. Currently she serves as the Secretary General of CANPA.



Frequently Asked Questions

Q: What is the scientist–practitioner model?

A: The scientist–practitioner model is based upon the concept that psychologists should be well-versed both in research and clinical practice. If a psychologist is not conducting research but practicing in the field, it remains important to be able to critically evaluate published literature in order to continue to provide empirically supported services. Similarly, researchers function best when they are aware of the clinical utility of the research they conduct so that it may be reasonably applied in the field. Thus, an integration of the understanding of both research and clinical practice is vital to the advancement of the field of psychology.

Q: How much emphasis is placed on research versus clinical training?

A: The Counseling Psychology Program adheres to the scientist–practitioner model. The Program aims to devote approximately equal effort to research and clinical training, and to integrating the two pursuits.

Q: Is financial aid available/How do I finance my continued education?

A: Doctoral students typically obtain a graduate assistantship. The assistantship requires 20 hours of work per week. The monthly stipend for this varies; the current stipend for a graduate assistant in the School of Education who works 20 hours per week for 9 months is \$33,600. Additional funding in smaller amounts is also available through scholarships, the [Graduate Student Association](#), and a variety of other funding sources. Students can also apply for loans through the Office of Financial Aid.

Q: What is the application deadline?

A: December 1st of the year prior to entrance; however, it is recommended that materials be submitted in advance to ensure the file is complete for a timely review. Applications are only considered once a year for the program beginning in the Fall semester. International applicants should send their completed application to the EPS Graduate Admissions office by October 15 rather than December 1.

Q: Is there a minimum GPA or GRE score to be considered for the program?

A: The GRE is no longer required.

Q: How do you evaluate applications?

A: There are six admissions criteria including: (a) undergraduate and graduate grade point averages, (b) the relevance of the applicant's academic background, (c) previous experience in research, (d) previous experience in counseling, (e) a personal statement, and (f) three letters of recommendation. Individual applications are considered as a whole and applicants may be able to compensate for relative weakness in one area with strengths in other areas. The more strengths the applicant has, the better are the chances for acceptance.

Q: Must I have a Master's degree in counseling or a related field to be admitted?

A: A master's degree is not required for admission, although a master's degree in counseling or a closely related field is a valuable asset for admission. We frequently accept students without a master's in counseling degree who are otherwise highly qualified.

Frequently Asked Questions, Continued...

Q: Can I enroll in the program part-time?

A: No. This program is quite demanding and thus part-time enrollment is not possible. Our philosophy is that training in a professional discipline involves a significant degree of socialization into the profession. In other words, students learn a great deal from spending significant amounts of time with faculty and with other psychologists on campus in classes, research settings, and practicum. This can only be accomplished in a full-time program.

Q: Can I enroll in the program online?

A: No. Many of the reasons for this are addressed in the previous question.

Q: Will I have the opportunity to co-author professional presentations and papers?

A: Yes! The Program strongly encourages students' participation in presentations and publications. Many students present papers with the faculty leader of their research group. Most students have already co-authored publications by the time they graduate from our Program.

Q: How many years does it take to complete the program?

A: As our program is individualized for each student, this will vary. However, if you enter the program with all the prerequisites and work at the typical pace, you will complete the coursework in 4 years followed by a 1-year internship. Students complete their dissertations on varying schedules depending on the topic, their ability to focus their efforts, their motivation, and other contingencies. It is not unusual for students to complete their dissertations before they complete their internships, which results in completing the degree in 5 years. Overall, including students who start the program without the prerequisite courses, the average length of time for obtaining the degree is 6 years.

Q: What kinds of jobs do program graduates obtain?

A: Graduates from the Program work in a variety of settings. These settings include academic positions, clinical research positions, private practice, Veteran's Affairs Medical Centers, hospitals, college counseling centers, business positions, and others.

Q: What kind of license does the Program prepare me for?

A: The program prepares you to obtain licensure as a doctoral-level Psychologist. However, every state has different requirements in terms of exams and years of postdoctoral experience required for licensure. Postdoctoral experience required is usually 1 -2 years. All states require that applicants take a national licensing exam, and most require a state exam as well. For additional information on state licensing requirements, see asppb.net/licensure.

For additional information on the doctoral program in Counseling Psychology please contact the Director of Training, Dr. Lydia Buki, by email at l.buki@miami.edu or by phone at 305-284-2230.

Accreditation Information

The doctoral program in Counseling Psychology at the University of Miami is accredited by the American Psychological Association (APA). APA accreditation is recognized in all 50 states as meeting the educational requirement for psychology license eligibility. Many states have additional requirements for licensure; for more details see: <https://www.psychologist-license.com/articles/psychologist-licensure.html>

Questions related to the program's accredited status should be directed to the [Commission on Accreditation](#):

Office of Program Consultation and Accreditation

[American Psychological Association](#)

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Web: www.apa.org/ed/accreditation

