



Michigan School of Professional Psychology

CATALOG 2010-2011

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Overview

Introduction

The Catalog of the Michigan School of Professional Psychology (MiSPP) outlines academic and administrative policies that provide a framework for student learning and engagement. Its contents serve to guide students throughout their enrollment.

The educational process of MiSPP recognizes the significance of self-directed learning, the value of integrating cognitive and affective learning, and the imperative of blending practical, theoretical, and research components of knowledge. All students participate in a sequence of academic courses and integrated experiences aimed at professional and personal development. The atmosphere of MiSPP is characterized by openness in communication, by caring and respectful relationships between students and faculty, and by a supportive and trusting climate.

Students are expected to adhere to academic requirements (e.g., credit hours for degrees, qualifying exams, and other substantive program requirements) posted in the Catalog for their year of entry. MiSPP reserves the right to modify policies, schedules, tuition, etc. at any time in order to carry out MiSPP's purposes and objectives. The catalog is published annually and maintained electronically on the MiSPP website. Any mid-year amendments are noted as such.



Mission

The mission of the Michigan School of Professional Psychology (MiSPP) is to educate and train individuals to become reflective practitioner-scholars with the competencies necessary to serve diverse populations as professional psychologists and psychotherapists.

Values

The Michigan School of Professional Psychology (MiSPP) is a unique school that emphasizes personal growth, authenticity and creativity as integral parts of the academic process.

MiSPP offers an educational climate that values personal choice, self-determination, and free-will, important components of human potential addressed by the humanistic model of psychotherapy. Maintaining its emphasis on a small interactive learning environment, MiSPP recognizes individualized attention for each student as a priority. MiSPP encourages personally relevant clinical research and cultivates purposeful connections through social action and outreach efforts. MiSPP strives to create a diverse community of teaching and learning and a sense of community that is foundational to enhancing cooperative and collaborative relationships.

While preserving its legacy of humanistic and existential roots, MiSPP integrates contemporary theories and practices to promote quality education of competent practitioner-scholars. MiSPP searches for opportunities to contribute to the well-being of individuals and society through its leadership in humanistic and clinical psychology and the advancement of qualitative research.

Vision

The vision of the Michigan School of Professional Psychology is to be an international leader in graduate education, to embody the core tenets of humanistic-existential theory, research and practice, and to prepare students for diverse careers in psychology.

Discrimination and Harassment

The Michigan School of Professional Psychology is committed to creating and sustaining an environment in which students, faculty, staff and administration can study and work in an open and safe atmosphere, free from discrimination and harassment.

Harassment based on ethnicity, race, culture, religion, age, gender, gender identity, socio-economic status, language, national origin, sexual orientation or disability is exploitative and intimidating. Harassment creates a hostile learning environment and violates the recipient's civil rights. Harassment includes any jokes, slurs, obscene gestures or other communications which devalue or coerce another.

Non-Discrimination Policy

MiSPP does not discriminate on the basis of race, ethnicity, culture, religion, gender, age, gender identity, socio-economic status, national origin, language, sexual orientation, veteran status, genetic information or disability in recruiting and admitting students, hiring employees, or in operating any of its programs.

Accreditation

Since 1984, the Michigan School of Professional Psychology has been accredited by The Higher Learning Commission; Member-North Central Association. The Record of Status and Scope and the MiSPP Degree Granting Charter can be reviewed in the Registrar's Office, by appointment.

Accredited-The Higher Learning Commission
Member-North Central Association
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
(800) 621-7440



Statement on Ethics

The Michigan School of Professional Psychology adopts, by reference, the **Ethical Principles of Psychologists and Code of Conduct** (American Psychological Association, published in the *American Psychologist*, December 2002; <http://www.apa.org/ethics/code.html>).

The Learning Community

The educational model of the Michigan School of Professional Psychology (MiSPP) is based upon a philosophy of person-centered teaching-learning. Within this environment, the uniqueness of each individual is recognized and respected. As faculty, student services staff, and students fulfill the mission and purposes of education and training at MiSPP, they are guided by the ethical principles established by the American Psychological Association.

Members of a person-centered learning community, have the *right*:

- To be treated as individuals.
- To be listened to and accepted.
- To the ownership and acknowledgement of their ideas and creations.
- To equitable, personal and professional regard by all members of the community.

Members of a person-centered learning community, have the *responsibility*:

- To respect one another's cultural, intellectual, personal and professional differences.
- To refrain from harassment or discrimination.
- To properly honor the intellectual and artistic work of others.
- To affirm the person-centered educational process and its facilitation of teaching-learning.
- To treat one another with professional dignity, courtesy and respect.
- To protect the rights of individuals who participate in the research projects of students and faculty.
- To avoid conflicts of interest and multiple relationships which compromise the educational process or harm individuals.

Members of a person-centered community, are *challenged*:

- To learn from one another's experiences and differences.
- To consider conflict as an opportunity for growth and learning.
- To refrain from spreading rumor, slander, or misinformation.
- To respect all persons in the community.
- To contribute to the sense of belonging and connectedness.
- To contribute to the formation and facilitation of relationships which enhance a sense of community.

Social Responsibility

Students and faculty at MiSPP respect the dignity and worth of the individual and honor the preservation and protection of fundamental human rights. They are committed to increasing knowledge of human behavior and of people's understanding of themselves and others and to the utilization of such knowledge for the promotion of human welfare. In coursework and clinical placements, students identify and seek to remediate social issues that adversely impact well being. While pursuing research and other professional activities, students make every effort to protect the welfare of those who seek their services or of any human being or animal that may be the object of study. They use their skills only for purposes consistent with these values and do not knowingly permit their misuse by others. While demanding for themselves freedom of inquiry and communication, students and faculty at MiSPP accept the responsibility that this freedom requires: competence, objectivity in the application of skills, and concern for the best interests of peers, clients, colleagues, and society in general. In carrying out their practicum/internship responsibilities, MiSPP faculty and students adhere to the APA Ethical Principles of Psychologists (<http://www.apa.org/ethics/code.html>).

Student Scholarship

Through the practitioner-scholar training model, the academic programs emphasize the importance of scholarship in clinical practice. The MiSPP Student and Faculty Scholarship Models identify four areas of scholarship: application, integration, discovery and teaching. Faculty foster a climate that supports and encourages student scholarly activities. Both academic programs provide course work in research methodologies. The MA program includes a clinical scholarship project and the PsyD students complete a dissertation as a requirement for graduation.

Students are encouraged to present their research findings at professional conferences, to publish in professional journals and become members of professional organizations. By supporting student scholarship activities while pursuing program requirements, the school aims to instill the pursuit of scholarship as a lifelong commitment.

The Student Scholarship Model can be found on the MiSPP website under Student Resources. Funding may be available, **upon approval by the Program Director**, to support expenses associated with presentations and conferences.

Library

The Moustakas Johnson Library and the Wilkinson Resource Center (WRC) support MiSPP in training individuals to become professional psychologists and psychotherapists. The resources and services of the library and WRC enable students to evaluate their knowledge and practice in terms of theory, research and experiences in and out of the classroom.

A sound knowledge base is built by collecting quality resources. The library strives to obtain materials reflecting a variety of opinions and cultural differences. The library's collection includes approximately 7,000 books, 270 instructional audiovisual materials, and 44 different psychological tests.

The library maintains several special collections, reflecting the research interests of affiliates of the school. The Clark Moustakas Collection consists of memorabilia spanning the life of the founder of MiSPP. The library owns copies of doctoral dissertations and masters' theses produced by candidates of MiSPP, as well as some titles from other institutions. Books authored by graduates of MiSPP are represented in the Alumni Collection. The Mindfulness Collection, supported by grant funding, brings together materials relating to the application of mindfulness principles to the practice of psychotherapy.

The majority of the library collection is available for circulation. Non-circulating items include the reference collection, required and recommended readings placed on reserve, and professional journals in print. Students may search the library's online catalog to identify the books, journal titles, and audiovisual materials available to them.

The online catalog is just one of the electronic resource tools available to students. The library section of the MiSPP Web site provides a gateway to other electronic resources available for research. In addition to standard professional psychology materials, students can find links to electronic journals specific to humanistic psychology, qualitative inquiry, and phenomenology. EBSCOhost is the library's primary source for scholarly and peer-reviewed, full-text articles in the area of psychology, providing access to PsycARTICLES, PsycBOOKS, and the Psychology and Behavioral Sciences Collection. In recognition of the interdisciplinary nature of psychology, the library links to a host of other scholarly databases through ProQuest, InfoTrac, and FirstSearch. If students require resources not owned by the library, librarians request those items through interlibrary loan, a service that provides both free and for-fee access to materials from libraries across the state and nation.

On campus, students can access electronic resources via 15 computer workstations or their own laptops connected to the wireless network. Off campus, all journals and online databases are available remotely by username and password. A few computer resources, such as scoring software for psychological testing, are available for in-house use only.

Two librarians and one Information Systems Coordinator are available in person as well as by phone, email, and fax during all hours of operation to promote the full use of academic resources. Formal and informal communications about services take place during student orientation and throughout the year in both face-to-face and written form. Face-to-face interactions include personal and classroom instruction. Staff members provide instruction to enable students to locate information resources and to evaluate those resources for appropriateness and quality. Staff members are committed to building the skills of information discovery and use that will serve students throughout their careers.

Copyright Information

Copyrighted materials used by MiSPP and its patrons are for the purpose of learning, study and research only. MiSPP adheres to all guidelines for compliance with copyright law. The copyright law of the United States governs the making of photocopies or other reproduction of copyrighted materials.

MiSPP reserves the rights to refuse a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law. Other stipulations may also apply. More information on copyright is available at the circulation desk in the “Copyright Information for Students” handout.

Users of copyrighted material are individually responsible for their adherence to applicable copyright laws and to the policies of MiSPP. For more detailed information, refer to the library section of the web.

Master of Arts in Clinical Psychology (MA)

The Master of Arts program follows the practitioner-scholar model in which academic knowledge and scientific research from the classroom are applied in clinical and professional experience. Competency areas of focus are: Relationship, Assessment, Intervention, Diversity, and Research/Scholarship.

Students enroll in a one year full-time or a two to three year part-time program in a specified sequence of coursework, a clinical scholarship project and practicum. Forty-seven semester credit hours are required to complete the degree. From the time of enrollment, students complete the degree as a cohort.

Upon completion of the Master of Arts degree, students will have acquired:

- knowledge and skills for entry into professional practice.
- an understanding of the philosophy and values of humanistic and clinical psychology.
- an understanding of the constructs of psychological testing and its clinical applications.
- an understanding of psychological concepts relative to individual differences.
- knowledge and ability to apply ethical and legal codes.
- conceptual and methodological knowledge of clinical issues.
- an understanding of the purposes, structures and applications of psychotherapeutic groups.
- knowledge and skills to conduct and be consumers of research.
- an understanding of personal and professional transitions.
- competence in integrating knowledge and research with clinical practice.

Many aspects of the educational process are based on experiential learning and self-exploration. Students participate in courses, group processes, and other related activities that require self-exploration, dialogue and expression of personal information. In addition, course, clinical supervision or other program-related activities may require classroom presentations and/or written assignments that involve the communication of personal information.

Admission Requirements

The Admission Committee looks for candidate's demonstration of exceptional ability in professional background or training. Applicant credentials are evaluated as a composite on the basis of all information submitted in the admission documents.

The following criteria are necessary for consideration:

- bachelor's degree from an accredited institution;

- a major in psychology, social work, counseling, or demonstrated equivalent; and
- a minimum undergraduate GPA of 2.5 on a 4.0 scale.

In addition, relevant field experience in mental health service is desirable.

Applicants who do not meet the requirement for the major may be considered by submitting official transcripts demonstrating successful completion of approved Introduction to Psychology, Abnormal Psychology, and Developmental Psychology courses. Grades of 3.0 or better must be earned in these three courses.

Official TOEFL scores must be submitted by students for whom English is not their primary language.

Applicants with international credentials must have the equivalent to the required U.S. degree(s) and must submit an official course-by-course evaluation from an approved agency.

Applicants who will be attending on an F-1 Visa must also complete all additional required documents for international students.

Applications are reviewed after receipt of all required documents. Individuals who meet all admission criteria may be invited for an interview. Upon completion of the interview, the Admissions Committee makes a decision about acceptance to the program.

Deferring Admission

Applicants who have been admitted into the program may defer their admission for up to one year. Individuals who defer admission will be subject to program requirements in effect at the time of enrollment.

Individuals who defer and fail to enroll at the end of the one-year period must reapply and resubmit all required materials including the required application fee.

Guest Student Status

Individuals who desire to enroll in an MA program course as a guest student must submit a guest application to the registrar and demonstrate adherence with admission criteria and course prerequisites. The request will be submitted to the program director. Regular tuition rates apply.

Reinstatement to Program

Any student who withdraws from the program may request to be readmitted by submitting a letter through the admission department. The academic Program Director will review the request and determine if there is space available in the program. If reinstated, the degree

requirements will be those of the Catalog in effect at the time of re-enrollment. New course and program requirements may apply.

Transfer Credit

MiSPP does not accept transfer courses for credit in the MA program. All courses must be taken in residence at MiSPP.

Clinical Training

Enrollment in a practicum is for the entire academic year, ending the last day of classes of the third semester. The Director of Clinical Training works with students to identify, select and approve clinical site placement. The Practicum Handbook, located on the student resource web, provides detailed information about clinical training requirements.

To achieve credit for practicum, the student must successfully fulfill competency requirements as reflected in evaluations and meet the minimum number of client contact hours and total hours (500) on-site as outlined in the Practicum Handbook.

While involved in practicum, students are supervised by fully licensed clinical psychologists. All students receive supervision from an assigned MiSPP faculty member in collaboration with an on-site supervisor. Supervision of clinical work is provided weekly and attendance at supervisory meetings is mandatory. Faculty supervisors provide students with verbal and written feedback relevant to the development of clinical skills. On-site supervisors provide similar types of feedback and also guide and oversee student case management.

Master of Arts Degree Requirements

500	Core Concepts in Humanistic and Clinical Psychology - 3 cr.
510	Psychodiagnostics and Assessment I - 3 cr.
511	Psychodiagnostics and Assessment II - 3 cr.
515	Key Processes in Therapeutic Relationships - 3 cr.
520	Psychotherapy with Children - 3 cr.
525	Existential and Phenomenological Psychology - 3 cr.
530	Identity and Family Transactions - 3 cr.
536	Personal and Professional Transitions - 3 cr.
550	Professional and Scientific Ethics - 3 cr.
560	Research Foundations - 3 cr.
561 A-C	Master's Clinical Scholarship Project - 3 cr.
565	Professional Seminar in Psychology - 3 cr.
571	Group Process: Theory and Practice - 3 cr.
581 A-C	Practicum - 8 cr.
TOTAL CREDITS - 47	

Master of Arts – Full Time Course Sequence

First Semester	Second Semester	Third Semester
500 Core Concepts in Humanistic and Clinical Psychology	515 Key Processes in Therapeutic Relationships	530 Identity and Family Transactions
510 Psychodiagnostics and Assessment I	520 Psychotherapy with Children	536 Personal and Professional Transitions
525 Existential and Phenomenological Psychology	560 Research Foundations	571 Group Processes: Theory and Practice
550 Professional and Scientific Ethics	511 Psychodiagnostics and Assessment II	565 Professional Seminar
561A Master’s Clinical Scholarship Project	561B Master’s Clinical Scholarship Project II	561C Master’s Clinical Scholarship Project III
581A Practicum	581B Practicum	581C Practicum

Master of Arts - Part-Time Course Sequence

Year One

First Semester	Second Semester	Third Semester
500 Core Concepts in Humanistic and Clinical Psychology	510 Psychodiagnostics and Assessment I	520 Psychotherapy with Children
550 Professional and Scientific Ethics	515 Key Processes in Therapeutic Relationships	511 Psychodiagnostics and Assessment II

Year Two

First Semester	Second Semester	Third Semester
530 Identity and Family Transactions	525 Existential and Phenomenological Psychology	536 Personal and Professional Transitions
560 Research Foundations	565 Professional Seminar	571 Group Processes: Theory and Practice
561A Master’s Clinical Scholarship Project I	561B Master’s Clinical Scholarship Project II	561C Master’s Clinical Scholarship Project III

Year Three 581 A-C Practicum in Psychological Services

Course offerings and sequence are subject to change.

Course Descriptions

Enrollment Status

MiSPP defines full-time enrollment as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled in *only* Practicum are considered half-time.

International students attending school on an F-1 Visa must maintain full-time enrollment status and must remain in good academic standing to comply with the requirements of the F-1 Visa.

Graduation Requirements

The degree is awarded upon final audit and is based on fulfillment of all degree requirements. The posting date is the last day of the semester in which all degree requirements are fulfilled.

To complete all degree requirements, a student must have:

- A cumulative grade point average of 3.00 or higher.
- Satisfactory completion of all required credit hours/courses.
- Satisfactory completion of the 500 hour practicum training requirement.
- Successful completion of a Master's Clinical Scholarship Project.

Graduation

The graduation ceremony is scheduled annually at the end of the third semester. All students who meet the requirements to receive a degree within that academic year are eligible to participate in the commencement ceremony. Students must submit a Graduation Application to be eligible to participate in commencement and/or to ensure timely degree conferral.

Doctor of Psychology in Clinical Psychology (PsyD)

Consistent with the mission of the Michigan School of Professional Psychology, the purpose of the Doctor of Clinical Psychology Program is to educate and train students to become competent professional psychologists. Utilizing the practitioner-scholar model, the program provides students with a broad foundation in clinical training and research methods. Critical thinking and an integration of humanistic approaches with current theories of practice are emphasized. The program provides an educational environment that values cooperative and collaborative learning and promotes professional development and personal growth. Graduates are prepared to provide psychological service to diverse individuals and communities.

Professional development, as well as personal growth, are integral to the degree programs at MiSPP, and many aspects of the educational process are based on experiential learning and self-exploration. Students participate in courses, group processes, and other related activities that require self-exploration, dialogue and expression of personal information. In addition, course, clinical supervision or other program-related activities may require classroom presentations and/or written assignments that involve the communication of personal information.

The PsyD program demonstrates the school's commitment to the education and training of professional psychologists through the following goals:

- provides students with a comprehensive knowledge base in the scientific foundations of psychology and prepares them to utilize this knowledge as practitioner-scholars;
- prepares students to become competent clinicians who integrate contemporary theories and research findings with practice and are proficient in evidence-based assessment, diagnosis, intervention and outcome evaluation;
- foster students' understanding of psychological research and how it informs clinical practice;
- provides students with an understanding and appreciation of cultural factors relevant to diversity; and
- provides knowledge of the ethical and professional standards as well as attitudes necessary to become a competent practitioner-scholar who values professional development and ongoing learning.

Admission Requirements

MiSPP seeks individuals who are clinically minded, possess a mature focus, display strong interpersonal skills, demonstrate critical thinking, and who have the goal of becoming a practicing clinician. Well-rounded individuals with proven academic success, professionalism, and an understanding of the field are encouraged to apply. The Admission Committee looks for candidate's demonstration of exceptional ability in professional background or training.

Applicant credentials are evaluated as a composite on the basis of all information submitted in the admission documents.

The following criteria are necessary for consideration:

- a master's degree from an accredited institution with a minimum 3.25 GPA based on a 4.0 scale;
- a bachelor's degree from an accredited institution with a minimum 2.5 GPA based on a 4.0 scale;
- an undergraduate or graduate major in psychology, social work, counseling, or demonstrated equivalent;
- 500 practicum hours or equivalent field experience.

Applicants who do not meet the requirement of 500 practicum hours/field experience may be considered for admission upon successful completion of clinical experience and submission of appropriate documentation.

Official TOEFL scores must be submitted by students for whom English is not their primary language.

Applicants with international credentials must have the equivalent to the required U.S. degree(s) and must submit an official course-by-course evaluation from an approved agency.

Applicants who will be attending on an F-1 Visa must also complete all additional required documents for international students.

Applications are reviewed after receipt of all required documents. Individuals who meet all admission criteria may be invited for an interview. Upon completion of the interview, the Admissions Committee makes a decision about acceptance to the program.

Deferring Admission

Applicants who have been admitted into the program may defer their admission for up to one year. Individuals who defer admission will be subject to program requirements in effect at the time of enrollment.

Individuals who defer and fail to enroll at the end of the one-year period must reapply and resubmit all required materials, including the required application fee.

Guest Students

Individuals who desire to enroll in a PsyD program course as a guest student must submit a guest application to the registrar and demonstrate adherence with admission criteria and course prerequisites. The request will be submitted to the Program Director. Regular tuition rates apply.

Reinstatement to Program

Any student who withdraws from the program may request to be readmitted by submitting a letter through the admission department. The Program Director will review the request and determine if there is space available in the program. If reinstated, the degree requirements will be those of the Catalog in effect at the time of re-enrollment. New course and program requirements may apply.

Transfer Credit

Acceptance of transfer credit for the doctoral program is at the discretion of the Program Director. Applicants must request a review of transfer credit during the admissions process. Course descriptions and syllabi from the institution attended for the transfer request must be submitted for review.

The following criteria are considered in determining the acceptance of transfer credit:

- The course content must be equivalent to the required MiSPP doctoral course.
- No more than nine semester credit hours (or three courses) may be transferred.
- Credits must have been earned within five years of application to MiSPP.
- A grade of 3.0 or better has been earned in the course.

Length of Program/Time to Completion

PsyD students enroll full-time in a four to five year sequence of courses, practicum and internship, research and dissertation, with 141 semester credit hours required for the degree. PsyD students have a minimum of four (4) years and a maximum of seven (7) years from the first semester of enrollment in the program to complete all degree requirements.

Clinical Training Requirement

The PsyD program is a post-masters program and clinical training includes a practicum in year two followed by internship completed in years three and four (the half-time internship model), or a full-time internship in the fourth year. Individuals who wish to complete a full-time internship must meet with the Director of Clinical Training in year two of their program to develop a plan that supports their academic and training goals. Internships may be found locally and at the national level through the Association of Psychology Postdoctoral Internship Center (<http://www.appic.org/>).

Enrollment in a practicum or internship is for the entire academic year, ending the last day of classes of the third semester. Students are encouraged to limit any employment in order to allow adequate time for classes, clinical training and dissertation. The Director of Clinical Training works with students to identify, select and approve clinical site placement. The

Practicum and Internship Handbooks, located on the student resource web, provide detailed requirements for clinical training.

While involved in clinical practicum or internship, students are supervised by fully licensed clinical psychologists. All students receive supervision from an assigned MiSPP faculty member in collaboration with an on-site supervisor. Supervision of clinical work is provided weekly and attendance at supervisory meetings is mandatory. Faculty supervisors provide students with verbal and written feedback relevant to the development of clinical skills. On-site supervisors provide similar types of feedback and also guide and oversee student case management.

Practicum/Internship Requirements

A total of 500 hours on-site with a minimum of 25% (125) hours in direct client contact are required of second year doctoral students in practicum. At the end of the second year of the doctoral program, a Clinical Competency Exam is completed to determine readiness to begin internship training. Students must pass the Clinical Competency Exam before they can begin their internship.

A total of 2,000 hours of internship is required for the PsyD degree. The doctoral internship is generally completed as a half-time internship over the span of two academic years, with 1,000 hours completed each year in the third and fourth year of the PsyD program. A total of 500 hours in direct client contact must be attained during internship. PsyD students may also choose to apply for a full-time internship, preferably at an APPIC or APA-accredited site. See the Director of Clinical Training for details.

To achieve credit for practicum/internship, the student must successfully fulfill competency requirements reflected in evaluations and meet the minimum number of client contact hours and total hours on-site per semester as outlined in the Practicum/Internship Handbook.

Dissertation

The dissertation process begins as the student advances through research coursework, dissertation planning and doctoral committee selection. MiSPP students must follow APA guidelines for research involving human participants. All dissertation research must gain Institutional Review Board (IRB) approval prior to implementation of the study. The student must provide adequate information to and obtain informed consent and signatures attesting to that consent from all individuals who participate in the research. Actual names and any identifying material must be disguised to protect confidentiality. The doctoral committee approves the research design and methodology. See the Dissertation Manual for more detailed information.

Residency Requirement

Residency is required for three years while students are enrolled in classroom instruction. There are no courses offered online.

Enrollment Status

MiSPP defines full-time enrollment as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled in *only* Practicum, Internship, or Dissertation are considered half-time.

International students attending school on an F-1 Visa must maintain full-time enrollment status and must remain in good academic standing to comply with the requirements of the F-1 Visa.

PsyD Degree Requirements

- 600 History and Systems of Psychology - 3 cr.
- 604 Identity Formation - 3 cr.
- 608 Social Bases of Behavior -3 cr.
- 613 Child and Adolescent Psychotherapy - 3 cr.
- 615 Psychopathology and Personality Change - cr. 3
- 618 Community Outreach in Professional Psychology - 1 cr.
- 620 Cognitive and Affective Bases of Behavior - 3 cr.
- 621 Statistics - 3 cr.
- 623 Multicultural Issues in Professional Psychology - 3 cr.
- 624 Psychometrics - 3 cr.
- 627 Psychological Testing and Assessment - 3 cr.
- 629 Advanced Psychological Testing - 3 cr.
- 631 Evidence-Based Practice in Clinical Psychology - 3 cr.
- 632 Group Psychotherapy: Dynamics and Leadership - 3 cr.
- 634 Biological Bases of Behavior - 3 cr.
- 636 Existential and Phenomenological Approaches to Psychotherapy - 3 cr.
- 638 Ethics in Psychotherapy and Psychological Research - 3 cr.
- 642 Humanistic Psychology and Psychotherapies - 3 cr.
- 645 Lifespan Development - 3 cr.
- 647 Couple and Family Therapy: Research & Application - 3cr.
- 651 Qualitative Research - 3 cr.
- 652 Dissertation Preparation I: Planning - 3 cr.
- 653 Dissertation Preparation II: Preliminary Research Applications - 3 cr.
- 662 Supervision and Consultation in Psychology - 3 cr.
- 664 Quantitative Research - 3 cr.
- 683 Mindfulness and Psychotherapy - 1 cr.

- 684 Clinical Health Psychology - 2 cr.
- 685 Psychology of Trauma - 2 cr.
- 686 Human Sexuality: Clinical Application - 2 cr.
- 698 Advanced Academic and Professional Writing - 1 cr.
- 699A-C Dissertation Proposal Development - 6 cr.
- 671A-C Practicum - 12 cr.
- 702A-F Internship - 24 cr.
- 701A-C Dissertation - 18 cr.

TOTAL CREDITS 141

PsyD Course Sequence – Half-time Internship Option

Year One

First Semester	Second Semester	Third Semester
600 History and Systems of Psychology	615 Psychopathology and Personality Change	624 Psychometrics
604 Identity Formation	618 Community Outreach in Professional Psychology	631 Evidence-Based Practice in Clinical Psychology
608 Social Bases of Behavior	620 Cognitive and Affective Bases of Behavior	638 Ethics in Psychotherapy and Psychological Research
642 Humanistic Psychology and Psychotherapies	621 Statistics	645 Lifespan Development
	683 Mindfulness and Psychotherapy	

Year Two

First Semester	Second Semester	Third Semester
623 Multicultural Issues in Professional Psychology	634 Biological Bases of Behavior	629 Advanced Psychological Testing
627 Psychological Testing and Assessment	636 Existential and Phenomenological Approaches to Psychotherapy	632 Group Psychotherapy: Dynamics and Leadership
664 Quantitative Research	651 Qualitative Research	652 Dissertation Preparation I: Planning
671A Practicum	671B Practicum	671 C Practicum

Year Three

First Semester	Second Semester	Third Semester
647 Couple and Family Therapy: Research and Application	613 Child and Adolescent Psychotherapy	662 Supervision and Consultation in Psychology
653 Dissertation Preparation II: Preliminary Research	684 Clinical Health Psychology	685 Psychology of Trauma
699A Dissertation Proposal Development	698 Advanced Academic and Professional Writing	686 Human Sexuality: Clinical Application
702A Internship	699B Dissertation Proposal Development	699C Dissertation Proposal Development
	702B Internship	702C Internship

Year Four

701A-C Dissertation

702D-F Internship in Psychology

PsyD Course Sequence – Full-time Internship Option**Year One**

First Semester	Second Semester	Third Semester
600 History and Systems of Psychology	615 Psychopathology and Personality Change	624 Psychometrics
604 Identity Formation	618 Community Outreach in Professional Psychology	631 Evidence-Based Practice in Clinical Psychology
608 Social Bases of Behavior	620 Cognitive and Affective Bases of Behavior	638 Ethics in Psychotherapy and Psychological Research
642 Humanistic Psychology and Psychotherapies	621 Statistics	645 Lifespan Development
	683 Mindfulness and Psychotherapy	

Year Two

First Semester	Second Semester	Third Semester
623 Multicultural Issues in Professional Psychology	634 Biological Bases of Behavior	62 Advanced Psychological Testing
627 Psychological Testing and Assessment	636 Existential and Phenomenological Approaches to Psychotherapy	632 Group Psychotherapy: Dynamics and Leadership
664 Quantitative Research	671B Practicum	652 Dissertation Preparation I: Planning
671A Practicum		671 C Practicum

Year Three

First Semester	Second Semester	Third Semester
647 Couple and Family Therapy: Research and Application	613 Child and Adolescent Psychotherapy	662 Supervision and Consultation in Psychology
653 Dissertation Preparation II: Preliminary Research	684 Clinical Health Psychology	685 Psychology of Trauma
699A Dissertation Proposal Development	698 Advanced Academic and Professional Writing	686 Human Sexuality: Clinical Application
	699B Dissertation Proposal Development	699C Dissertation Proposal Development

Year Four

703A-C Internship

Year Five

701A-C Dissertation

Course offerings and sequence are subject to change

Course Descriptions

Graduation Requirements

After the successful completion of all second-year requirements, a Specialist (PsyS) in Clinical Psychology degree is awarded. At the time the student's dissertation research study is approved by the Institutional Review Board, the student is considered a PsyD *candidate*.

The PsyD degree is awarded upon final audit and is based on fulfillment of all degree requirements. The posting date is the last day of the semester in which all degree requirements are fulfilled.

To complete all degree requirements, a student must have:

- A cumulative grade point average of 3.00 or higher.
- Satisfactory completion of all required credit hours/courses.
- Satisfactory completion of a 500 hour practicum.
- Satisfactory completion of the Clinical Competency Exam.
- Satisfactory completion of a 2,000 hour internship.
- Successful completion of a dissertation.

Graduation

The graduation ceremony is scheduled annually at the end of the third semester. All students who meet the requirements to receive a degree within that academic year are eligible to participate in the commencement ceremony. Students must submit a Graduation Application to be eligible to participate in commencement and/or to ensure timely degree conferral.

Academic Policies

Academic Advising

Academic advising provides pathways for communication, mentoring and a means to assist students in attainment of their educational goals. Each student is assigned a faculty advisor.

Attendance and Observance of Religious Holidays

Students are expected to attend all course sessions. Absence and tardiness may negatively impact the student's grade.

An absence for the observance of a religious holiday is considered an excused absence. Students must inform the faculty in advance and make arrangements for missed course content/assignments.

Student Evaluation

Students are evaluated on the attainment of core competencies through the fulfillment of course objectives and requirements as specified in each course syllabus.

In addition to the course grade, faculty may provide additional feedback on the student's performance and growth in the form of written qualitative comments and verbal feedback provided during supervision meetings or in other educational forums. The determination of student progress is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress, professional development and behavior.

MiSPP Professional Behavior Expectations

The faculty at MiSPP has adopted the Council of Chairs of Training Councils (CCTC) model policy of *The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* (March 2004).

MiSPP informs all students that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to:

(a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and,

(b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

(a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);

(b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);

(c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and

(d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably:

(a) impacts the performance, development, or functioning of the student-trainee,

(b) raises questions of an ethical nature,

(c) represents a risk to public safety, or

(d) damages the representation of psychology to the profession or public,

appropriate representatives of the program may review such conduct within the context of the program's evaluation processes. (CCTC model policy; <http://www.ncspp.info/NCSP-20CCTC20Model20Student20Competency.pdf>)

Students who fail to meet academic, clinical or research requirements or professional behavior expectations may be dismissed from the program.

Practicum/Internship Evaluation

Through ongoing contact, all supervisors maintain collaborative relationships in guiding the students' progress during practicum or internship. Major areas of focus are the core competencies (relationship, diversity, assessment, intervention, and professional development).

Supervisors complete comprehensive assessments at the end of each semester. Assessments are based on the clinical competencies identified for practicum or internship, and have been adapted from the Competency Developmental Achievement Levels (DALs) of the National Council of Schools and Programs in Professional Psychology (NCSPP). More information on the DALs is available on the MiSPP website and at www.ncspp.info/about.htm.

Based on these assessments, the faculty supervisor assigns the grade, composes the evaluation narrative, and meets with the student to review the evaluations. A temporary mark of "IP" (In Progress) indicates satisfactory progress towards achieving the requirements of practicum. A final grade of "CR" (Credit) is awarded at the end of the practicum or internship experience for successful completion of all requirements.

If a student does not attain the appropriate number of hours as outlined in the Practicum or Internship Handbooks or does not make satisfactory progress towards requirements, a grade of "NC" may be awarded. A grade "NC" will affect academic standing and require a repeat of that semester's enrollment. Any student who receives two "NC" grades for Practicum or Internship will be dismissed from the academic program. Failure to complete the required assignments for missed didactic trainings also will also result in a grade of "NC" for the respective semester in which the seminars were missed.

The PsyD Clinical Competency Exam

The Clinical Competency Exam (CCE) is completed during the third semester of the PsyD II academic year and provides students with the opportunity to integrate course material with practical training and to demonstrate the ability to comprehend the practitioner-scholar model. Students are required to integrate clinical and research data using theories and methods acquired in the classroom and at practica to demonstrate knowledge of case formulation, assessment and

treatment. The CCE is divided into three parts: written assessment, recorded assessment and oral assessment.

The CCE allows faculty to evaluate students' readiness for internship and ability to progress in the program. The minimum passing score is an overall average rating of 2.5. Failure to pass the CCE requires repetition of the practicum prior to enrolling in internship and re-administration of the CCE. The practicum must take place at a new setting and be approved by the Director of Clinical Training. The student's CCE is forwarded to the faculty supervisor of the second practicum.

Students who are required to repeat practicum may enroll in PSYD III coursework or may delay enrollment in such coursework until practicum is successfully completed and the CCE is retaken and passed. Failure to pass the CCE upon second examination results in automatic dismissal from the PsyD program. Please see the Practicum Handbook, located in the student resources web, for detailed information.

Annual Assessment of PsyD Students

The PsyD faculty review the performance of all students at the end of each academic year. Students are notified, in writing, of the outcome. To support student growth and progress, a mid-year assessment is also conducted for students in the first year of the program and for those continuing students who are identified by the faculty as being at risk.

Assessments are inclusive of academic and clinical performance, expectations of professional behavior and research progress. If warranted, students are placed on probation and an educational development plan is created. Students who fail to meet academic, clinical or research requirements or professional behavior expectations may be dismissed from the program.

Marking System

Courses taken at MiSPP are awarded a letter grade; the four-point system (4.00) is used to compute the grade point average (GPA). A limited number of courses (noted below) are evaluated on a credit/no credit basis.

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.67
B+		3.33
B	Satisfactory	3.0
B-		2.67
C	Unsatisfactory	2.0
F	Failure	0.0
CR*	Credit	n/a

NC* No Credit n/a

Mark	Description	Grade Point
I	Incomplete	n/a
IP*	In Progress	n/a
W	Withdrawal	n/a

*for dissertation/master's clinical project/internship/practicum use only

Effective academic year 2010-11, for students beginning the MA or PsyD programs:

- Grades of "C" and below will not count towards fulfillment of degree requirements and will affect academic standing.
- Any student who receives a grade of "C" in a course will be required to repeat the course.

In Progress

A temporary mark of "IP" (In Progress) is given to students who are engaged in practicum, internship, individual scholarship project, or dissertation. "IP" will be given in practicum/internship when performance is satisfactory and the appropriate number of hours for the semester has been completed. "IP" is also given in individual scholarship project or dissertation when a student has satisfactorily completed enough individual scholarship project or dissertation work to warrant "IP" credit. The "IP" will be replaced on the transcript when "CR" (Credit) has been awarded in the final semester. If sufficient progress has not been made, a grade of "NC" may be awarded in any given semester.

Credit /No Credit

A grade of "CR" (Credit) is assigned upon satisfactory completion of practicum, internship, individual scholarship project, and dissertation. A grade of "NC" (No Credit) is assigned upon unsatisfactory performance in practicum/internship or unsatisfactory progress in thesis project/dissertation. Grades of "CR" and "NC" are not used in calculating the grade point average; however, grades of "NC" are considered unacceptable grades for the purposes of student academic progress.

Incomplete

An "I" (Incomplete) mark will be granted only in exceptional situations for circumstances beyond a student's control when requirements for a course cannot be completed in the normal time allowed. To be eligible, the student must be performing satisfactorily in the course. Examples of these circumstances may include catastrophic or life threatening illness or injury of the student; or injury or death of a member of the student's immediate family. An "I" mark is allowed only with the written consent of the instructor and indicates that the student has

presented a satisfactory reason for receiving an “I” mark. Students must request an incomplete prior to the last day of the class in question.

For an incomplete to be granted, students must file an Incomplete Agreement Form with the Registrar, which states what the student must do to satisfy the course requirements, and have it approved and signed by the instructor. The maximum time limit for finishing incomplete work is the end of the subsequent semester.

Following completion of the course requirements, the notation of an “I” mark remains on the transcript alongside the final grade. If the course work is not successfully completed by the end of the subsequent semester, the mark of “I” will be changed automatically to a grade of “F,” which will affect academic standing.

Auditing a Course

A student may request permission to audit a course under the following conditions:

- The student is in good standing academically.
- The student shows sound rationale for the request.
- The faculty member teaching the course approves the course audit.
- The Program Director approves the course audit.

Audited courses may not apply toward fulfillment of degree requirements. No changes to registration status may occur after the semester has begun. Upon successful completion of the course, a designation of “AU” will be noted on the transcript. A designation of “AU” may not, at a later time, be changed to a grade.

Withdrawing from a Course

Any student who wishes to withdraw from a course must submit a Withdrawal Form obtained from the registrar. Students who withdraw prior to the day which marks 80% of the semester will be given a mark of Withdrawn (W). No withdrawals are permitted after that time. All attempted coursework appears on the transcript. A course withdrawal will affect academic standing and time to completion. Financial Aid recipients should consult with the Financial Aid Coordinator prior to requesting a withdrawal regarding ramifications to aid status.

All attempted course work appears on the transcript. Students who withdraw will receive a mark of “W” if the request is submitted by the last date to withdraw as established in the academic calendar. Course withdrawal after that date will reflect the mark earned in the course.

Repeating a Course

A mark of “W” or any grade of “C,” “F” or “NC” must be repeated. A course may be repeated only one time to replace the deficient grade and fulfill degree requirements. Both the original and the repeated course grade will appear on the transcript; only the repeated course grade is used in calculating the overall GPA. Students may not repeat courses that count towards degree requirements in an attempt to improve the cumulative GPA or course grade.

Grade Change Requests

A change to a posted grade may only be initiated by the course instructor. If the instructor who originally awarded the grade is no longer employed by MiSPP, any request for a grade change must be submitted to the Program director.

Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

Appeal of a Course Grade

Before filing a grade appeal, the student should first understand the following:

- The instructor has the sole responsibility for determining all grades and for assessing the quality of the academic performance of the student.
- A grade can only be appealed when there is demonstrable evidence that prejudice or an arbitrary action on the part of the instructor has influenced the grade. The burden of proof that such an unfair influence has affected a grade rests with the student appealing the grade.
- The student must provide objective evidence demonstrating that the instructor’s assessment of his/her academic performance on assignments, papers, exams, etc. was inaccurate and the final grade was subsequently inaccurate.
- Only final course grades may be formally appealed.

Step One – Instructor

A student who believes that a “C” or lower grade is inappropriate due to the reasons stated above has the right to appeal. To dispute a grade, a student must present a written letter of appeal to the instructor. The appeal must clearly state the facts the student believes support his/her claim, and the requested outcome. This appeal must be filed within the first ten (10) calendar days of the next semester immediately following the semester in which the grade was earned.

The instructor will meet with the student to review the student’s performance with regard to course requirements stated in the syllabus and to indicate how the grade was determined.

If there is a discrepancy between the course requirements, evaluation methods and the grade awarded, it is incumbent upon the instructor to do whatever is reasonable to resolve the issue. The instructor will communicate his or her decision, in writing, within ten (10) days of receipt of the student's written appeal. This must be directed to the student, copied to the Program Director and placed in the student's academic file.

If the instructor is the Program Director, students bypass Step One and present their grade appeals to the Vice President. In such circumstances, the decision of the Vice President will stand as the final decision of the school.

Step Two – Program Director

If *Step One* does not resolve the concern, the student may, within five (5) calendar days of receipt of the instructor's response, present an appeal to the Program Director.

Students must present a letter of appeal with a clear statement of the grade change requested, basis for the appeal and the facts that support the request.

Within ten (10) days of receipt of the appeal letter, the Program Director will render a decision and communicate, in writing, to the student and copy the decision to the faculty member.

If, upon review, the Program Director determines that the appeal is clearly without merit or does not meet the requirements set forth under Appeal of a Course Grade, the Program Director will deny the appeal and render a written decision to the student and instructor.

If, upon review, the Program Director determines that the appeal does have merit, the Program Director will conduct an investigation. After this investigation, the Program Director will render a written decision to the student and instructor.

The decision of the Program Director is final and no further appeal is possible. The outcome of the grade appeal will be placed in the student's academic file.

Academic Standing

Students are required to maintain satisfactory academic progress toward the completion of their degree, which includes adequate performance with respect to grades, grade point average and all other program expectations for academic performance, professional behavior, clinical skills development and research progress.

Students' academic progress is reviewed each semester and on an as needed basis. The formal Annual Assessment process for PsyD students identifies those who may be at-risk of failure to meet program and academic expectations. Individuals who are determined by the faculty to be at-risk are placed on Academic Probation.

Students are required to maintain an overall cumulative GPA of 3.0 or above on a 4.0 scale. Grades of “C,” “F,” or “NC” are not counted toward completion of degree requirements. Students are considered in Good Standing if they have earned a cumulative GPA of 3.0 or above, and they are not on Academic Probation.

In addition, federal regulations require that financial aid recipients make satisfactory academic progress toward a degree to remain eligible for financial aid.

Professional psychologists and psychotherapists have a duty of care to the public and to society. This duty makes the assessment of the student’s overall performance of particular importance. The school reserves the right to take disciplinary action or dismiss a student at any time when a student’s academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution. Please refer to the [Code of Conduct](#) on for additional information.

Academic Probation

<p>Description</p>	<p>Students are placed on Probation for:</p> <ul style="list-style-type: none"> • Receipt of any grade of “C”, “F” or “NC.” • Failure to meet program expectations. • Failure to maintain the minimum cumulative GPA requirement of 3.0. <p>For students admitted in 2009-2010 or 2008-2009 only:</p> <ul style="list-style-type: none"> • Receipt of more than one allowable grade of “C.”
<p>Evaluation Point</p>	<p>All students are reviewed at the end of each semester.</p> <p>PsyD students in year one and those identified as at-risk by the faculty are reviewed bi-annually via the PsyD Student Assessment process. Students may be reviewed at other times on an as-needed basis.</p>
<p>Advising</p>	<p>Students placed on Probation must meet with the Registrar/Student Advisor to develop a new program plan.</p>

Financial Aid Impact	<p>Students on Probation are eligible for financial aid providing that satisfactory academic progress is met for each subsequent semester until the student is removed from probation. If a student fails to meet satisfactory academic progress, the student becomes ineligible for financial aid.</p> <p>Students on Probation are considered to be making good progress if they do not receive any grades of “C” or below until the minimum cumulative GPA of 3.0 is achieved. These students remain eligible for financial aid.</p>
Removal	<p>Probation is removed when:</p> <ul style="list-style-type: none"> • Course grade(s) of “C” is repeated and a grade of at least B- is earned. • Requirements in their Educational Development Plan are met. • The cumulative GPA is raised to 3.0 or above. •

Dismissal

Description	<p>Students are dismissed for:</p> <ul style="list-style-type: none"> • Receipt of two grades of “F” or “NC”. • Receipt of three grades of “C” or below in a single semester. • Being on probation for grades and failing to achieve grades of B- or better in any forthcoming semester. • Failure to successfully pass the Clinical Competency Exam after two attempts. • Failure to meet the remediation requirements of an Educational Development Plan. • Failure to achieve progress toward the cumulative GPA of 3.0.
Evaluation	<p>Student records are reviewed, by the Registrar, at the end of each semester for grade requirements, cumulative grade point average requirements, and progress on Educational Development Plans. Students may be reviewed at other times on an as-needed basis.</p>

Financial Aid Impact	Students dismissed from the institution are ineligible for financial aid.
Removal	Students may only be removed from dismissal status upon successful appeal of the dismissal.
Appeal	<p>Students who have been dismissed from the institution may submit a letter of appeal to the Vice President within ten (10) days of the date of notification. If an appeal has been filed, students may continue attending courses pending the outcome of the appeal.</p> <p>The Vice President will investigate and render a decision within ten (10) days of receipt of the student's letter. The decision of the Vice President is final.</p>

Reinstatement after Academic Dismissal

A student who has been dismissed due for academic reasons may request reinstatement following a wait period of one calendar year. This request must be in the form of a letter, submitted to the Program Director and must include the reason for reinstatement and explain how the student has addressed barriers to academic success. All requests are reviewed on an individual basis. Requests must be submitted according to the following dates:

- by June 1st for reinstatement in the first semester;
- by November 1st for reinstatement in the second semester;
- by March 1st for reinstatement in the third semester.

Withdrawal from the Program

Any student who withdraws during an academic year must submit a Withdrawal Form obtained from the registrar. Financial Aid recipients should consult with the Financial Aid Coordinator prior to requesting a withdrawal regarding ramifications to aid status.

All attempted course work appears on the transcript. Students who withdraw will receive a mark of "W" if the request is submitted by the last date to withdraw as established in the academic calendar. Program withdrawal after that date will reflect the marks earned in that semester.

Academic Freedom

Academic freedom of inquiry is essential to the purpose of higher education and applies to both teaching and research. Freedom in research is fundamental to the advancement of knowledge and truth. Academic freedom in teaching is fundamental for the protection of the rights of instructor and of the student for his or her freedom in learning.

Academic Integrity

Academic honesty is considered a basic ethical principle. Although the ethical principle cited below refers to publication credit, it should be adhered to in the preparation of MiSPP course papers and doctoral dissertation. Every idea, method, theory, concept, or any aspect of an author's work, published or unpublished, that is used, must be appropriately referenced and credited. Carelessness or failure to properly follow appropriate rules in referencing and citations of another's work or plagiarism is an infraction of academic integrity. Multiple or single mistakes in formatting citations within the same paper may be considered plagiarism.

In the preparation of written material, the MiSPP student must adhere to the following guide:

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT (2002;
American Psychological Association; <http://www.apa.org/ethics/code/index.aspx>):

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed.

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status.

Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation.

Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.

Examples of violations of academic integrity may include but are not limited to:

- Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship (plagiarism).
- Misrepresentation of work done in collaboration with other students as one's own work.
- False claims or misrepresentation related to clinical training.
- Violation of copyright laws.
- Submitting work for one course that has been or is being submitted for another course without express permission of the instructor(s) to do so.
- Cheating or intentionally using or attempting to use unauthorized materials, information or study aids for assignments or exams.
- Fabrication of data or research.

General Policies and Procedures

Multiple Relationship Policy

For purposes of the Multiple Relationship Policy in the academic environment, MiSPP extends the definition of “psychologist” to include individuals who are, by virtue of their membership in the MiSPP community, students, administrators, faculty or staff.

Per ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT (2002; American Psychological Association; <http://www.apa.org/ethics/code/index.aspx>) Ethics Code 3.05:

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

MiSPP extends the above to include refraining from *entering into or continuing* a multiple relationship with members of the MiSPP community after becoming a member of the community. Such a relationship increases the risk of exploitation or harm to the individual, MiSPP, or institution with whom the professional relationship exists. Such relationships may include but are not limited to relationships that are romantic or sexual or include the provision of psychotherapy, supervision or business transactions. Students who are registered at MiSPP may not be involved or become involved either on a voluntary or on a paid basis with fellow students as clients, therapists or research participants.

If a multiple relationship exists *within* the learning environment, it is the responsibility of the student, administrator, faculty or staff or to take steps to ensure that neither party has an official evaluative or therapeutic relationship with regards to the other, or other relationship that may compromise the learning environment. The Program Director must be informed so that appropriate assignments or other actions can be taken as necessary. Failure to appropriately acknowledge multiple relationships will be considered a serious breach of personal and professional ethics and subject to appropriate actions, from a verbal warning up to and including dismissal, depending upon the circumstances. Sanctions may be appealed to the president. The decision of the President is final.

If a potentially harmful multiple relationship should arise, it is the responsibility of the professional/individual involved to resolve it with due regard for the best interests of the affected person or institution and in compliance with the APA Ethics Code.

Code of Conduct

MiSPP students are expected to pursue their educational goals and conduct themselves in a manner that preserves an appropriate atmosphere of learning.

Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. Professional attire and demeanor are expected. Written and oral communications, including paper and electronic, should reflect professionalism. Although technology is adjunctive to the learning process, use of laptop or handheld computing technology in the classroom must be focused solely on current class activities. Computing technology use for non-class related activities is disrespectful to instructors/presenters and fellow students and limits engagement in the learning process. Instructors reserve the right to prohibit/limit the use of laptop or handheld computers in class.

As a citizen of the MiSPP academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Membership in this community is purely voluntary, and any student may choose to withdraw from it at any time that the obligations of membership seem disproportionate to the benefits.

Professional psychologists and psychotherapists have a duty of care to the public and to society. This duty makes the assessment of the student's overall performance of particular importance. The school reserves the right to take disciplinary action or dismiss a student at any time when a student's academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution.

Academic Offenses

Actions that compromise the integrity of MiSPP scholarly activities are considered to be academic offenses, and may include but are not limited to the following:

1. Violation of APA Ethical Principles of Psychologist governing Plagiarism and Publication Credit to include:
 - Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship (plagiarism).
 - Misrepresentation of work done in collaboration with other students as one's own work.

2. False claims, misrepresentation of clinical training hours or related information, or misrepresentations of written or verbal statements of fact to a member of the faculty, practicum or internship site supervisors, in order to obtain academic credit that is unearned.
3. Forgery, alteration, or misuse of MiSPP document(s) relating to the academic status of the student.
4. Violation of copyright laws.
5. Submitting work for one course that has been or is being submitted for another course without express permission of the instructor(s) to do so.
6. Publicly disclosing confidential information that was privately shared in courses, supervision, supervision groups, and internship/practicum activities.
7. Violation of policy pertaining to multiple relationships.

Non-Academic Offenses

Actions that compromise the professional learning environment are considered to be non-academic offenses, and may include but are not limited to the following:

1. Pushing, striking or physically assaulting, or otherwise intentionally threatening or endangering any member of the faculty, administration, staff, or student body, or any visitor to the campus.
2. Disorderly conduct, including breach of the peace or obstruction or disruption of teaching, research, administration, disciplinary procedure, or other MiSPP activities, including its public service functions or other authorized activities.
3. Lewd, indecent or obscene conduct or expression, alcohol or non-alcohol related.
4. Use of smoking tobacco, in any form, in or outside the MiSPP building.
5. Theft and/or unauthorized possession of MiSPP property or property of a member of the MiSPP community or campus visitors.
6. Failure to remit or return property or records of MiSPP within the time prescribed.
7. Failure to comply with instructions or directions of any properly identified school personnel while these persons are acting in the performance of their duties.

8. Unauthorized use of MiSPP facilities, including: (a) unauthorized entry into the building, office, or other facility or remaining in the building after normal closing hours; (b) unauthorized use of any MiSPP telephone or of any other MiSPP facilities; (c) possessing, using, making, or causing to be made any key for any MiSPP facility without proper authorization; (d) unauthorized use of another student or faculty member's password to gain access to the computer or computer output, including but not limited to any knowing and willing use of fraudulent means to process computer programs and access computer files.
9. Vandalism.
10. Furnishing false information to any MiSPP official or making false statements in disciplinary hearings.
11. Safety violations, including: (a) intentional false reporting of a fire or explosive device on MiSPP property; (b) tampering with fire-fighting equipment, safety devices, or other emergency or safety equipment; (c) setting an unauthorized fire.
12. Violation of Technology Use Guidelines to include individual instructor's restrictions on the use of laptop/handheld computers in class.
14. Unlawful possession, use or distribution of alcoholic beverages, narcotics or dangerous drugs, on school property or as part of any school-related activity as outlined on page 43.
15. Possession or use of firearms, even if an individual holds a concealed weapons permit.
16. Possession or use of explosives, chemicals, weapons or items that could be used or perceived as a weapon.

Jurisdiction

Allegations of academic or non-academic misconduct will be referred to the Program Director or the Vice President as appropriate for review, investigation, and adjudication.

During the course of investigation a student may be suspended and not permitted to attend classes or be on MiSPP premises if the behavior of the student is of concern to the health and safety of others or disruptive to the educational environment. Upon receipt of an allegation of misconduct, the Program Director or Vice President will review, investigate and adjudicate the matter within thirty (30) days.

Sanctions

Sanctions for academic or non-academic offenses may include one or more of the following:

1. A failing grade or mark of “No Credit” in an examination, assignment, or relevant course for violations of the principles of academic.
2. Written reprimand.
3. A requirement of participation in community service, personal therapy or other appropriate activities/assignments.
4. Probation.
5. Suspension.
6. Dismissal.

Right of Appeal

Students have the right to appeal sanctions related to code of conduct according to the steps outlined in the Student Grievance/Appeal Procedure.

Requests for Reinstatement after Dismissal for Misconduct

In the event that a student has been dismissed for misconduct and wishes to be reinstated in the future, the student must write a letter of request to the Vice President. The MiSPP Executive Leadership Team reviews requests on an individual basis. Individual circumstances and specific requirements are considered.

Drug and Alcohol Prevention Program

The school recognizes that substance abuse and chemical dependency are a growing problem in this country. The Drug-Free School and Campus Act (DFSCA) requires MiSPP to adopt and implement a drug prevention program to prevent the use, distribution, unlawful possession, or sale of illicit drugs and alcohol.

A vast and growing body of medical research has documented the debilitating and often deadly consequences of regular or episodic use of mood altering chemicals. Due to factors such as body mass, endocrine function, metabolic biochemistry, genetic history, and overall health, it is not possible to predict who will be susceptible to health risks and what the consequences may be. However, it is known that over time substance abuse and chemical

dependency have measurable, deleterious effects on various organs of the body and on physiological and intellectual functioning. Users often feel they are performing at their best when, in fact, actual performance is poor. Memory is also harmfully affected. Emotional problems and mood swings also may result. The risks are known to be greater when there are accompanying or pre-existing organic conditions. Severe insult to the fetus of a pregnant woman who ingests or inhales mind-altering drugs is also a threat.

A description of the applicable legal sanctions for the unlawful possession or distribution of illicit drugs and alcohol and the health risks associated is available on the MiSPP website at http://www.mispp.edu/index.php?option=com_content&task=view&id=236&Itemid=26 The Drug and Alcohol Prevention Program, consistent with the MiSPP Code of Student Conduct, prohibits the following behaviors.

1. Alcohol abuse and related behavior, including:
 - a. possession and use of an alcoholic beverage onsite or at school-sponsored activities;
 - b. intoxication made manifest by boisterousness, rowdiness, lewd, obscene, or indecent appearance, conduct or expression;
 - c. language which is profane, lewd, or in general unbecoming a graduate student or MiSPP employee.

2. Drug abuse and related behavior, including:
 - a. use or possession of drugs without valid medical prescriptions; or manufacture, sale, or distribution of any controlled substance or mood altering chemical;
 - b. altered behavior made manifest through rowdiness, obscene or disorderly conduct, indecent appearance, conduct, expression, or otherwise impaired functioning;
 - c. language which is profane, lewd, or in general unbecoming of a graduate student or employee.

Violations of this policy will result in a student being referred to the Vice President for action.

Should a student be found in violation of this policy, the sanction will result in one or more of the following:

1. Written reprimand
2. Probation
3. Suspension
4. Dismissal

5. Recommendation for inpatient or outpatient therapy appropriate to the issue involved. If this course of action is recommended, the Vice President will establish guidelines for ongoing enrollment or reentering a MiSPP program at the time that reentry is requested. A letter from the attending physician or psychologist verifying resolution of the problem must accompany the student request for reentry. Participation in drug or alcohol rehabilitation programs may also be required.
6. Filing of a report of violations to city, state, or federal authorities, where appropriate, for prosecution and legal action.

Note: Per HEA, Sec 484, 485, 488 a conviction of any offense for possession/sale of illegal drugs will result in loss of eligibility for nay Title IV loan aid.

Right of Appeal

Students shall have the right to appeal based on the Student Grievance/Appeal Procedure.

The Drug and Alcohol Prevention Program of the MiSPP will be reviewed on a biennial basis to determine its effectiveness and to ensure that disciplinary sanctions are consistently enforced.

Sexual Harassment Policy

Sexual harassment includes: unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature that is defined from the recipient's perspective.

In the context of Title VII of the Civil Rights Act of 1964, the Supreme Court of the United States has determined that sexual harassment constitutes illegal discrimination based on sex when:

- Submission to such conduct is made explicitly as a term or condition of an individual's employment.
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive working environment.

The following are some illustrations of inappropriate actions:

- An instructor, staff member, supervisor, or administrator indicates that a student can earn a better mark by providing sexual favors to the instructor or supervisor.
- An instructor, staff member, supervisor, administrator, or student makes unwelcome physical contact with a student or another employee.
- An instructor, staff member, supervisor, administrator, or student tells sexually offensive or degrading jokes or stories; uses sexually oriented profanity; or makes offensive gestures of a sexual nature.
- An instructor, staff member, supervisor, administrator, or student makes unwelcome comments about the appearance or anatomy of another individual.
- An instructor, staff member, supervisor, or administrator promises preferential treatment in return for sexual favors, unwelcome sexual advances, and the display of sexually suggestive objects or pictures.

All those in the academic environment must exercise their own good judgment to avoid engaging in conduct that may be perceived by others as sexual harassment.

Complaints of Discrimination, Harassment or Sexual Harassment

If a harassment complaint is filed by a member of the MiSPP community with a faculty member, supervisor or administrator, the complaint will be investigated immediately under the direction of the President in accordance with the following procedures:

- A formal investigation will begin within seven (7) days of advisement and will be conducted by the Vice President.
- All claims will be treated seriously and information and facts will be communicated only on a “need to know” basis.
- Witnesses and all individuals interviewed will be instructed to maintain discussions in the strictest confidence. The number of persons who have access to the information will be limited.
- Each allegation will be treated as a separate incident.
- After completion of the investigation, the Vice President will contact the complainant and discuss the results of the investigation.
- If it is determined that a faculty, staff, supervisor or administrator have engaged in harassment of any kind, immediate and appropriate action will be taken. This may include verbal or written warnings, suspension with or without pay, or termination of employment.
- If it is determined that a student has engaged in harassment of any kind, immediate and appropriate action will be taken. This may include a written warning, probation or dismissal.
- Retaliation against the complainant or anyone involved is not allowed. If it occurs, further disciplinary action will be taken.

Student Grievance/Appeal Procedure

Students with concerns involving academic or non-academic decisions, policies, procedures or conduct should first make an attempt to resolve the problem through discussions with the person or persons most directly involved. If these methods are not satisfactory, the student may file a grievance or submit an appeal. This procedure does not apply to the appeal of grades. [See Appeal of a Course Grade.](#)

This procedure may not be used to dispute the legitimate exercise of professional judgment by the faculty, administration or staff, including, but not limited to:

- the basis for student performance evaluation or grade for a course or practicum/internship or for independent academic work under the supervision of a faculty member or in the form of an Educational Development Plan;
- a decision regarding a student's academic status made by a duly designated administrative officer;
- any action taken on a previously filed grievance or outside of the time frame (10 days) in which to file a grievance.

A student may file a grievance under the belief that he/she has been adversely affected by an action that results from:

- violation of a duly adopted school policy as described in official school publications;
- unethical conduct according to professional standards.

Students have the right to appeal dismissal or disciplinary action decisions. In circumstances of dismissal for academic or non-academic misconduct, students are not allowed to attend classes or school activities until the appeal is resolved. The appeal process is not an opportunity for the student to have his or her case reconsidered merely because of dissatisfaction with the decision. Rather, all appeals must be based on one or more of the following:

- new evidence;
- evidence of improper procedure; or
- new arguments that could not be provided at the time of the original appeal/investigation.

The student grievance/appeal procedure will be followed except in cases where there is a specific appeal procedure that exists elsewhere and governs a specific policy.

Procedure

Students presenting grievance/appeals for resolution must present them within ten (10) calendar days of the incident prompting the appeal.

Step One - Students must submit a letter to the Vice President stating the reason for the grievance or appeal, the facts surrounding the issue, the solution requested and any supporting documentation.

If, upon review, the Vice President determines that the request for the grievance or appeal is clearly without merit or does not meet the requirements set forth above, the Vice President will reject the appeal and inform the student in writing within ten (10) days of receipt of the grievance/appeal letter. The decision will stand as the final decision of the school.

If the grievance/appeal meets the above stated criteria, the Vice President will conduct an investigation. The Vice President will render a written decision to the student within ten (10) days of receipt of the appeal letter.

Step Two - If step one does not resolve the problem, the student may, within ten (10) calendar days thereafter present an appeal or grievance to the President, together with all correspondence from step one. The President will then review all material submitted and may appoint a committee to review the appeal or grievance. Investigatory meetings with the student, advisor/supervisor, and others deemed appropriate may be held, as determined by the President or the members of the appointed committee, to gather relevant data and evaluate the situation. The President or committee will communicate a final written decision within ten (10) days of receipt of the appeal letter to the student. This decision is final.

All grievance/appeal procedures and records are confidential in nature and will be treated accordingly. Since this procedure is an institutional process, not judicial, the presence of legal counsel for any party at any stage, including meetings or hearings, must be with mutual consent.

General Information

Crime Awareness and Campus Security

(A) Reporting Incidents and/or Criminal Actions

Any student, visitor, faculty or staff member who is a victim of, or witness to a crime while on MiSPP property is expected to make a report of the criminal activity as soon as possible to the Director of Finance and Facilities or the Farmington Hills Police Department, (248) 871-2754. Within the next seven days, the victim or witness should file a formal report with the Director of Finance and Facilities for institutional response and record keeping. In situations where warranted, MiSPP will investigate further and will pursue legal actions, possibly independent of the municipality of Farmington Hills. Any student who has a Personal Protection Order against a third party must notify the school administration.

(B) Building Security

1. Any door or fire exit that is locked or electronically controlled shall remain closed and locked at all times unless a MiSPP faculty member or staff person is present to monitor the use of the door.
2. Students, faculty or staff shall report any suspicious person entering the building, or on its grounds, immediately to the Director of Finance and Facilities.

(C) Informing Students

All students are notified in October of each year via an annual report, available on the MiSPP website at www.mispp.edu.

(D) MiSPP has no off-campus student organizations.

(E) Alcoholic beverages are not for sale at MiSPP. Guidelines for the reporting, adjudication, and/or administrative action regarding substance abuse are outlined in the Drug and Alcohol Prevention Program and Procedures.

Financial Aid

The Michigan School Professional Psychology is approved by the U.S. Department of Education to award federal aid to eligible students. Through participation in the Title IV Federal Assistance Program, eligible students have loan options to choose from including

Stafford Loan, Plus Loans, and private loans. In addition, MiSPP offers assistance to deserving students in the form of academic scholarships and need-based grants and loans.

The student begins the financial aid process by filing a Free Application for Federal Student Aid (FAFSA) and then completes an online loan application.

Students should refer to the financial aid section of the website www.mispp.edu for additional information.

Enrollment Status and Eligibility for Financial Aid

For enrollment verification and financial aid purposes, MiSPP defines full-time enrollment as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled in *only* Practicum, Internship, or Dissertation are considered half-time and are eligible for financial aid. Students who are enrolled less than half-time are not eligible for financial aid.

Satisfactory Academic Progress for Financial Aid

Students who receive federally funded student aid must comply with federal regulations pertaining to satisfactory academic progress. This is defined as successful completion of 67% of the coursework, registered for in any given semester, as outlined in the Marking System Policy. Failure to maintain satisfactory academic progress may result in cancellation of eligibility for financial aid. An academic standing status of probation or dismissal will affect financial aid eligibility. In addition, the total attempted credit hours for any degree program may not exceed 150% of the credit hours required in the program.

Students who have become ineligible for financial aid due to academic progress may appeal. Contact the Financial Aid Director for the appeal process.

Return of Title IV Funds

MiSPP follows the refund policy of the U.S. Department of Education for students who are recipients of Title IV funds. The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the Stafford and Grad Plus loan programs. This refund policy applies to students who withdraw prior to the date that marks the 60% point of the semester (described below). This date determines a student’s amount of Title IV funds *earned* for said period. A student’s withdrawal date is the last date of recorded attendance.

The return is determined on a pro-rata basis. It is based on calendar days, including weekends (and holidays no longer than five consecutive days), up to the 60% point in the semester. When students withdraw from classes prior to the 60% point, the Title IV financial aid must

be returned to the lender on a pro-rated basis according to the last date of attendance. After the 60% point, Title IV assistance is viewed as 100% earned. A copy of the worksheet used for this calculation can be requested from the financial aid office.

In accordance with federal regulations, Title IV Funds returned to the lender shall include Unsubsidized and Subsidized Stafford and Grad Plus loans. The student is responsible for returning, to MiSPP, any Title IV funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

The Michigan School of Professional Psychology is responsible for providing each student with the information given in this policy, identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for said students.

The policy listed supersedes those published previously and is subject to change at any time.

After calculating return of Title IV loans, a balance may exist on account. The guidelines of the Title IV Student Assistance General Provisions also allow an institution to assess a reasonable administrative fee not to exceed the lesser of five percent of the tuition, fees, and other charges assessed the student, or \$100, whichever is the lesser amount. A student must pay any balance due within 60 days of the notice that is provided upon withdrawal and must complete exit counseling. The Refund Policy is available at www.mispp.edu, Financial Aid.

Veterans

The Michigan School of Professional Psychology is approved for the education of veterans under all applicable public laws relating to veterans training. These laws provide for educational funding for veterans and require reporting by MiSPP on enrollment, progress and academic standing.

Veterans should begin the process of applying for Veterans Administration (VA) educational benefits at the VA website. The website will provide detailed information regarding eligibility for veterans' benefits – www.gibill.va.gov. Upon approval, the "Certificate of Eligibility" letter must be submitted to the Financial Aid Office. MiSPP complies with all VA reporting requirements pertaining to enrollment and academic progress.

Academic Transcripts

Official student records, including transcripts, are privileged, confidential information and are not open to public inspection or released to a third party without the student's written consent. Transcripts must be requested in writing by the student. A transcript request form and procedure may be obtained at the Office of the Registrar or can be found online at www.mispp.edu Registrar.

Transcripts issued directly to the student will be stamped “Issued to Student” and are considered unofficial. In accordance with the Family Educational Rights and Privacy Act (FERPA), official transcripts issued to MiSPP from previously attended colleges and universities are furnished in confidence and are considered part of the student’s educational record. Therefore, duplication of the student’s previous official college transcripts is not permitted.

Students with Disabilities

It is the policy of MiSPP to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a documented disability wishes to receive accommodation in order to participate in the courses, programs, or activities offered by the school, the student must contact the Registrar/Student Advisor for the required forms and procedure. Upon the return of all required documentation, the Registrar/Student Advisor will develop a reasonable accommodation plan and communicate, as appropriate, with the relevant faculty and/or personnel regarding accommodations. The use of these services is voluntary and confidential.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 establishes requirements pertaining to the privacy of education records. The Act provides students the right to inspect and review their education records; the right to seek to amend those records on the grounds that they are inaccurate or misleading; and to have some control over the disclosure of information from the records. The educational records of currently enrolled and formerly enrolled students are protected under FERPA.

The purpose of the Act (FERPA) is to afford students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within forty-five (45) days of the day MiSPP receives a request for access. The student must submit a request for review to the Registrar. MiSPP education records do not include:
 - records created by MiSPP personnel that are in the sole possession of the writer and are not accessible or revealed to any other person;
 - employment records, if applicable;
 - alumni records.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. The student must submit this request to the Registrar, clearly indicating what part of the record is in question. Appropriate MiSPP personnel will review the record and the student will be notified of the outcome.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file, with the U.S. Department of Education, a complaint concerning alleged failures by MiSPP to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-4605

5. The right to restrict the release of "Directory Information" as stated below.

MiSPP defines the following items as "directory information":

- Name
- Home address
- Phone numbers
- MiSPP email address
- Current or past enrollment status
- Academic program/degree
- Dates of attendance
- Degree(s) earned

MiSPP may disclose "directory information," should that information not be considered harmful to the student or an invasion of privacy if disclosed, in accordance with the provisions of FERPA.

Current and former students have the right to request non-disclosure of directory information. This must be an annual written request submitted to the registrar.

FERPA authorizes disclosure of educational records without the consent of the student under the following provisions:

- to school officials with legitimate educational interest;
- to officials of other schools in which the student seeks or intends to enroll;
- to federal, state and local authorities involving an audit or evaluation of federal legal requirements for compliance with education programs;
- to Veterans Administration officials;
- to persons or organizations providing financial aid to students if the information is necessary to determine eligibility for an amount of aid, conditions of aid, or to enforce the terms and conditions of aid;
- to organizations conducting studies for or on behalf of educational agencies or institutions;

- to accrediting organizations carrying out accreditation functions;
- to parents of dependent students according to the Internal Revenue Code of 1986;
- to comply with federal law (e.g. The Patriot Act), a judicial order or lawfully issued subpoena;
- to persons in an emergency if the information is necessary to protect the health or safety of students or other persons;
- to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, the school may disclose the final results of a disciplinary proceeding conducted by the institution with respect to that alleged crime or offense;
- to interested individuals in connection with the final results of an institutional disciplinary proceeding related to an alleged crime of violence to include only the name of the student, the violation committed, and any sanction imposed by the institution, if the student was found to be in violation of rules or policies regarding such crimes;
- to the parent of a student under 21 if the institution determines that the student has committed a disciplinary violation of its drug or alcohol rules or policies or violation of any federal, state or local law.

Personally identifiable information, other than “directory information” contained in the student’s educational record, may be disclosed to third parties only with the prior written consent of the student. This written authorization must be provided to the Registrar and identify the individual or agency’s name and address and phone number and specify the records to be released.

Copies of the Family Educational Rights and Privacy Act are available from the Registrar.

The Solomon Amendment

The 1996 Solomon Amendment mandates that institutions receiving federal funding fulfill requests from the armed forces for access to campus and for lists containing “student recruiting information.” The items that have been identified as “student recruiting information” are student name, address, telephone listings, email address, date and place of birth, level of education, academic major, degrees received, and the most recent previous education institution at which the student was enrolled.

The Solomon Amendment must be honored unless there is an exception that precludes the institution from providing the requested information such as a “Request to Prevent Disclosure of Directory Information” under FERPA.

Student Personal Information

Students are required to provide Social Security Numbers (SSN) with their admissions application, federal and state financial aid and loan programs forms, scholarship, and veteran’s certification forms. Upon admittance to MiSPP, students will be issued a unique student identification number

that will serve as the primary student identifier in maintaining permanent academic records. Since the student identification number is a unique identifier, students should guard its security carefully. Please note that in the event a student forgets this number, it cannot be given out over the phone. A student who forgets his/her student identification number can obtain it in person or by requesting it in writing.

The collection of the SSN or Tax ID Number (TIN) is required of MiSPP for purposes of financial aid and federal reporting. The Taxpayer Relief Act of 1997 requires postsecondary institutions to collect and use students' SSN/TIN to report tuition payments to the Internal Revenue Service (IRS) each year.

IT Policy

Appropriate Use of Information Technology (IT) Resources

IT resources should be used in a manner consistent with the mission and ethical standards of MiSPP. Members of the MiSPP community are expected to know and adhere to school rules, regulations and guidelines for their appropriate use. The Student Code of Conduct and regulations that govern use of MiSPP's facilities also apply to the use of IT resources. The following policy applies more specifically to use of IT resources:

1. General Guidelines

Access to IT resources is a privilege granted to the members of the MiSPP community. MiSPP may deny use of computing facilities or terminate e-mail or web services to anyone in violation of the below policies. IT resource violations may be subject to academic and non-academic misconduct sanctions.

2. Individual Responsibility

Members of the MiSPP community are given individual authorization for use of IT resources. This authorization is for the user's personal use only. Many of the IT resources available through the school have licenses that restrict their use to the MiSPP community.

3. Security

Users are responsible for the security of their own personal user ID and password, and are expected to take steps to ensure others cannot gain access to their account.

4. Intellectual Property

It is unethical and illegal for users to use MiSPP's IT resources to copy or distribute copyrighted materials without proper authorization. Peer-to-peer file sharing is prohibited unless user can demonstrate that the materials being shared comply with copyright laws and there is an academic need for the service.

5. "Hacking" & Malicious Activity

Use of the MiSPP IT resources to destroy data; obtain access to services and data; cause mischief by distributing programs or data that is intended to damage a system;

deny access, or otherwise interfere with the privacy rights others for solicitation, fraud, personal profit, harassment or any criminal activity is prohibited.

6. Commercial, Political and Non-School Activities

Personal use of information that is proprietary to MiSPP, such as the logo, school name, or mission/vision/value statement, is prohibited. Users may not use MiSPP IT resources to sell or solicit sales of services, goods, or contributions; advocate for or attempt to influence a vote in any election or referendum; represent the interests of a non-school related group or organization unless authorized by MiSPP's administration.

7. Privacy

In general, data files and messages traversing the school's network are private. A user's privacy is superseded, however, by the school's requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be in danger or should any other compelling reason arise, user files and messages may be examined under the direction of the Vice President or President. In all cases, MiSPP reserves the right, as owner of the network and/or the computers in question, to examine, log, capture, archive and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should the circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure and that during the course of ordinary management of computing and networking service the Information Systems Coordinator may inadvertently view user files or messages.

8. State and Federal Laws

MiSPP's IT resources may not be used to violate state or federal laws.

Email

All students will receive a MiSPP email address to be used by the academic community for professional purposes and communication. Students are responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students are expected to check their email accounts regularly. Email accounts for students who withdraw from the program are cancelled within two weeks. Email accounts for students who are dismissed from MiSPP are cancelled immediately.

Course Descriptions

Master of Arts Degree

500 Core Concepts in Humanistic and Clinical Psychology

This course explores philosophical and theoretical foundations of humanistic and clinical psychology. In examining humanistic psychology as a "third force," historical perspectives are considered in relation to behaviorism and psychoanalysis. Basic theories and concepts that are investigated include the holistic and unique nature of the person, the significance of emotions, self-actualization, creativity, personal growth, and the individual as an experiencing being. Core theories, concepts and relevant readings are integrated with personal experiences. Students have the opportunity to select a specific precept or thematic area in humanistic and clinical psychology to research more fully.

510 Psychodiagnostics and Assessment

A range of psychological tests are examined with reference to their psychodiagnostic, therapeutic and educational applications. The course focuses on the following instruments: MMPI-2, MMPI-A, MMPI-RF, TAT, CAT, TEMAS WAIS-IV and WISC-IV. Additionally, the course focuses on the integration of the clinical interview with psychometric tests and the DSM-IV-TR diagnostic system in conducting a thorough clinical assessment with sensitivity to diversity and ethical issues. Creative uses, limitations and abuses of assessment techniques are examined from the vantage points of humanistic and clinical psychology. Students are expected to develop and demonstrate a basic competency in the administration and interpretation of each of the above psychological tests.

511 Psychodiagnostics and Assessment II

A continuation of PSYC 510, this course emphasizes the application of psychological testing to specific clinical settings. Students will enhance their proficiency in the administration, scoring and interpretation of the WAISIV/WISCIV, TAT/CAT/TEMAS, and MMPI-2RF tests by completing one cohesive battery with a volunteer. Additional projective, visual-motor and achievement testing will be introduced. Emphasis is placed upon interviewing, integration of test findings, report writing, treatment planning, and viewing the results in the context of the DSM-IV and multiaxial diagnosis. Specialized testing in the instructor's area(s) of expertise will be presented. Students are expected to administer one entire test battery to an individual subject, and do one presentation at some point during the semester.

515 Key Processes in Therapeutic Relationships

This course focuses on the theoretical and practical foundations of therapeutic relationships. Topics to be covered include explorations of feelings and values, a comprehensive study of communication probes and challenges, and a focus on key elements of psychotherapeutic process. Students employ phenomenological methods in assessing practicum experiences and culminate their work with a course project designed to integrate relevant readings, academic concepts, and clinical experience.

520 Psychotherapy with Children

This course focuses on theories and applications in providing clinical services to children. The course offers a conceptual and treatment orientation for child therapy. Major themes explored include: philosophy and values in child therapy, the significance of play, relationship and limit-setting, implications of developmental phases and interferences, working with parents, and directive and non-directive techniques; cultural issues in play therapy; and research on effective play therapy. A connecting theme of all class sessions is the development of the therapist through the integration of clinical experiences with knowledge of the critical factors that contribute to progressive or arrested development in children.

525 Existential and Phenomenological Psychologies

The focus of this course is on the origins of being and knowing as they are formulated in existential and phenomenological modes of inquiry. Students explore concepts of being and non-being, perception, meaning, choice, fear, guilt, angst, and death. Application of this material to psychotherapeutic interactions is required. Other topics of this course include dream work and psychotherapeutic implications. Emphasis is placed on the reading and comprehension of classic and contemporary works.

530 Identity and Family Transactions

Through academic inquiry, introspection and practice, students examine the impact of the family upon identity through the prisms of love and connectedness, power and authority, patterns of communication and family rituals. Also included is a focus on school experiences as a key to identity formation and an in-depth study of relationships ultimately leading to a comprehensive understanding of family processes. Students read selected literature in the field, complete a personal genogram, and engage in other projects/activities that reflect knowledge and integration of critical ideas and experiences.

536 Personal and Professional Transitions

In this course, students are asked to consider the meaning and nature of transition and lifestyle change both academically and experientially. The course explores several contemporary theoretical models and relevant research on the nature of growth and change with a focus on adult development. Students in this course are required to demonstrate an enhanced awareness of personal patterns and processes of change and will be asked to apply course concepts in their work with clients.

550 Professional and Scientific Ethics

This course on professional and scientific ethics is designed to help students understand, develop and apply ethical principles and standards. The course covers the ethics code of the American Psychological Association (APA), laws regarding duties to protect children and vulnerable adults and the rules governing the licensure of psychologists at the Masters and Doctoral levels in Michigan. Additionally, this course examines the literature regarding ethical and legal issues relevant to the practice of clinical psychology.

560 Research Foundations

New course – description under development.

565 Professional Seminar

New course – description under development.

561A-C Master's Clinical Scholarship Project

The Clinical Scholarship Project spans 3 semesters and provides students with the opportunity to complete a disciplined investigation of a specific clinical topic. Through independent study, students gain expertise in an area of clinical relevance. Data are analyzed and research findings are applied to inform a deeper understanding of significant concepts. During the final phase of this project, students develop a presentation to communicate their learning and demonstrate graduate level scholarship.

571 Group Process: Theory and Practice

This course is designed to acquaint students with issues typically encountered by therapists as they plan and conduct group psychotherapy. The course includes a joint focus on content, which includes theories and techniques, and process, which develops from experience with facilitating and/or being an active participant in structured treatment groups. Skilled group therapists are also proficient individual therapists, but skilled individual psychotherapists are not always capable of conducting treatment groups. Individual therapists must be able to relate to clients/patients, and have empathy, insight, and the ability to motivate people who come to them for help to make significant changes in their lives. Group therapists combine this skill set with the ability to simultaneously monitor and motivate multiple people. They connect individuals with each other. The result is that group members obtain personal benefits from the process and from being part of a sequence of events and discussions that facilitate positive change.

581A-C Practicum

The practicum involves exploration of the psychotherapy/clinical process to clarify the purposes, procedures, skills, and theoretical bases of working with clients in the student's on-site practicum setting. The practicum offers students an opportunity to choose from a wide range of health care settings and to be involved with diverse populations. It represents an opportunity for students to provide client services under supervision in a clinical setting. Students apply the academic knowledge, methods and skills that are learned in their courses for the benefit of clients. Students will acquire competency in forming and maintaining a therapeutic alliance with clients, evaluating client presenting problems, establishing a case formulation and treatment plan, selecting an effective treatment approach, and monitoring the outcome of treatment.

Doctor of Clinical Psychology Degree

600 History and Systems of Psychology

A survey of critical theories, philosophical perspectives, historical milestones, and important individual contributions to the field of psychology is presented. The course covers a number of issues that have posed challenges to the field of psychology: establishing the discipline, research and practice, social relevance and the public interest, psychology as an expanding profession, the history of the American Psychology Association, and psychology as a health profession. The growth of professional psychology from the 19th to the 21st Century will be highlighted so that students have a foundation of which to contemplate the future of the field.

604 Identity Formation

This course focuses on identity formation as influenced by biological, socioeconomic, gender, cultural and ethnic factors, family of origin characteristics, communication styles, and other unique factors that influence identity development. Foundational theories and concepts are emphasized including the importance of awareness, personal growth and assumption of self-responsibility. Through self-exploration, interaction with peers, and investigative research, students will have opportunities to increase personal and professional knowledge to apply to their continuing development and future clinical work.

608 Social Bases of Behavior

This course explores the influence of societal and environmental factors on human behavior in individual and group contexts. Contemporary theory and research related to individuals in a group context, and the effects on personality processes on social behavior are addressed.

The course explores the clinical implications of theory and research on the interaction between the individual and context. The role of socio-cultural differences in the individual and group dynamics are emphasized. The course consists of theoretical discussions based on required readings, class presentations, and written assignments.

613 Child and Adolescent Psychotherapy

This course addresses theories and applications of psychotherapy with children and adolescents. A clinical framework integrating existential-humanistic, psychodynamic, and family systems theories is presented. The focus of the course is on treatment and areas related to the treatment process including theories of child and adolescent development, the therapeutic relationship, non-directive expressive play therapy, parent guidance work, psychopathology, assessment and diagnosis of a broad range of clinical issues, and evidence-based strategies.

615 Psychopathology and Personality Change

This course will address the identification and diagnosis of psychopathology, including mood, anxiety, thought, and personality disorders. Psychopathology is considered from a number of different perspectives and identified through classification systems such as the current psychiatric multi-axial classification system, the DSM-IV-TR. Also considered are specific influences on the development of personality throughout the lifespan (e.g., neurobiological, cognitive, behavioral and psychoanalytic). Multicultural and historical influences on the definition of psychopathology and the theories of personality change will be reviewed as well.

618 Community Outreach in Professional Psychology

This course requires students to become involved in community service activities that contribute to civic responsibility and professional development. Students develop activities and projects with community leaders or other representatives that utilize humanistic values in original or ongoing community service programs. Through community service-learning opportunities, students will enhance clinical skills by working in various community settings with diverse populations. The students will, in the process, deepen their own understandings and applications of humanistic approaches to clinical practice, consultation and community service in psychology.

620 Cognitive and Affective Bases of Behavior

This course explores the cognitive and affective bases of human experience, with special emphasis on learning, thinking, motivation and emotion. Theories about human adaptation and psychological response to shifting life circumstances in the creation of cognitive schemas, emotional patterns and behavior are analyzed. The importance of cognitive and affective domains to personal insight and therapeutic change will be explored. The knowledge gained in this course has direct applications to case conceptualization and treatment planning in clinical work.

621 Statistics

This course is designed to provide students with a thorough understanding of the array of statistical methods used in quantitative research. There will be a review of descriptive statistics but the majority of the course will emphasize inferential statistical methods starting with the fundamental theory underlying estimation techniques and hypothesis testing. The statistical methods covered include *t* tests with one and two samples, matched samples, experimental designs using analysis of variance with one dependent variable and multiple analyses of variance with more than one dependent variable; bivariate and multivariate correlation and regression analysis; nonparametric statistics and other multivariate statistical methods to include factor analysis.

623 Multicultural Issues in Professional Psychology

This course examines in detail several critical diversity issues that challenge contemporary practitioners of psychology. Topics include understanding race, ethnicity, gender, socioeconomic class, sexual identity, and spirituality as they relate to psychologists' responsibility for social change and justice, and therapeutic issues in the practice of psychology. These topics provide the focal points for course readings, papers and projects, and for class dialogue.

624 Psychometrics

This course focuses on providing a foundation in the science of measuring psychologically meaningful concepts. Topics covered include scale development, item analysis, norm and criterion referenced interpretation of test scores, reliability and validity. Graduate-level knowledge of descriptive statistics, regression, analysis of variance and factor analysis is a prerequisite for this course. The student will learn how to evaluate the psychometric properties of published tests as well as apply psychometric principles to the construction of a psychological test.

627 Psychological Testing & Assessment

This course offers students an opportunity to expand their knowledge and abilities in psychological testing and assessment and increase their ability to address a wider range of clinical issues. They will increase their skills in the administration, scoring, interpretation and application of major psychological tests. They will expand the number of tests that they are able to administer and score and use in clinical practice. Students will learn to write an integrated report.

629 Advanced Psychological Testing

This course is an advanced class in the utilization of psychometric instruments for the purpose of psychological assessment. The focus of the class will be to use assessment techniques in direct clinical application for conceptualizing clinical cases and developing comprehensive treatment plans. Some of the tests that will be studied in depth for use in the clinical practice will include the Bender Visual-Motor Gestalt Test, the Wechsler Adult Intelligence Test-III, the MMPI-2, and the Rorschach Inkblot Test. The instruments will be used to develop a broad clinical assessment of individual cases. The information gained will be used to evaluate behavior, cognitive abilities, personality traits and other individual characteristics in order to assist in making judgments, predictions, and decisions in clinical cases as a major component of the overall assessment process.

631 Evidence-Based Practice in Clinical Psychology

This course covers the foundations basic to the competent applied practice of clinical psychology. Students will learn how to approach therapeutic alliance development and maintenance, case conceptualization, treatment planning and the ongoing monitoring of treatment effectiveness from an evidence-based perspective. Students will learn how to integrate evidenced-based research and qualitative studies into a clinical perspective that respects both empirical guidelines and the phenomenology of the change process. Students will learn how to utilize research findings to effectively match treatments and therapeutic alliance styles with the individual seeking services. Finally, students will learn how to create an evidenced-based style of individual practice.

632 Group Psychotherapy: Dynamics and Leadership

The emphasis of this course is on theoretical and practical implications of working with tensions, conflicts and creative explorations of individuals within the group and the group as a unit. Second-year students are assigned special leadership and coordination responsibilities in which they apply theories to group development. Various theoretical perspectives and approaches to group psychotherapy will be examined.

634 Biological Bases of Behavior

This course covers the following: brain and nervous system anatomy; brain-behavior relationships and neuropsychology; physiological psychology; the biological bases of perception, motivation, memory, learning, sexuality; biopsychosocial models of stress and pain; comparative psychology; neuroscience perspectives on psychological symptoms, disorders and treatment; brain plasticity, and psychopharmacology.

636 Existential and Phenomenological Approaches to Psychotherapy

This course focuses on applications of existential and phenomenological theory, research, and psychotherapy. It includes demonstrations and discussions of the applications of the works of Binswanger, Boss, Frankl, Bugental, Heidegger, Husserl, Kierkegaard, Sartre, Schneider, Van-Deurzen-Smith, May and Moustakas, and others to obtain a theoretical grounding for the treatment of psychological disorders and dysfunctional behavior. Knowledge of concepts, theories, and research is applied in the clinical psychology practicum.

638 Ethics in Psychotherapy and Psychological Research

This course reviews the ethical behavior that is expected of professional psychologists. Students are required to understand and apply Ethical Principles of Psychologists as developed by the American Psychological Association (APA). Students are also required to understand Michigan Public Health Law, Part 182, *Psychology*, which defines the services offered by psychologists, and the nature of the therapist and person-in-therapy relationship relevant to informed consent, confidential information and disclosure. Also covered in this course are the State of Michigan Public Acts explicating the Child Protection Law and Adult Protective Services and the Michigan Board of Psychology definitions and rules governing the licensure of psychologists at the Masters and Doctoral levels.

642 Humanistic Psychology and Psychotherapies

This course offers advanced study in humanistic psychology and related psychotherapies. It emphasizes the integration of humanistic theory, values and practice, and clarifies how humanistic theoretical concepts can be translated into the relationship with the client. Students examine aspects of growth and change, human potential and the use of creativity as a therapeutic resource. Several models of humanistic psychotherapy are studied culminating in each student's development of an original clinical paradigm based on foundational aspects of humanistic psychology.

645 Lifespan Development

This course concentrates on the clinical implications of developmental processes over the lifespan with emphasis on specific areas of development including physical, cognitive, emotional, moral, social, gender and sexual. Lifespan development is examined in depth through individual inquiry, classroom presentations, group discussion, and comprehensive reading. Clinical implications of developmental challenges and impediments provide the context for assessment and treatment of persons in therapy.

647 Couple and Family Therapy: Research and Applications

This course focuses on challenges and interventions relevant to theory, concepts, and therapeutic processes and practices regarding couples and families. Students are introduced to the leading approaches to working with couples and families who present relationship issues. The course offers the student opportunities to observe and practice therapy in the presence of peers and faculty and develop professional competency in intervention, assessment, diversity and research regarding couple and family relationships.

651 Qualitative Research

This course provides essential knowledge on the development and understanding of scientific studies of persons, human behavior and experience. Through study and application of eight qualitative research models, the course serves as a basis for investigating problems and questions that challenge the practitioner-scholar. It prepares the student for organized and rigorous scientific inquiry.

652 Dissertation Preparation I: Planning

Formerly Doctoral Candidacy Planning

As the first phase of the dissertation process, this course prepares students for the Proposal Meeting and Institutional Review Board (IRB) approval. Included are refinement of the research question and design, committee selection, discussion and development of each section of the research proposal, and an understanding of the fundamentals of reviewing relevant scientific literature and writing a literature review in preparation for dissertation work. The students complete a first draft of the first three chapters of the Doctoral Research Proposal. An overview of the entire dissertation process is also provided. Written submissions must satisfy the requirements of the Michigan School of Professional Psychology and adhere to APA ethical standards.

653 Dissertation Preparation II: Preliminary Research

Formerly Research Applications

This course is an advanced study of the applications of qualitative and quantitative research. Students conduct a research pilot study on their individual dissertation topic, consisting of the qualitative, quantitative or mixed method data analysis. The pilot study is a presentation of the data according to the student's research model.

Students also write a preliminary scientific literature review on the topic of their dissertation. Through computer and manual searches, and immersion in the topic, students familiarize themselves with relevant scientific literature and thematically organize those findings into a comprehensive preliminary review of the literature.

662 Supervision and Consultation in Psychology

Topics to be covered are various theories and models of supervision & consultation. Competency, developmental, experiential, process and events based models of supervision will be explored. Consultation models in primary care, school, for-profit business and non-profit organizations will be examined. The course will also focus on the status of the evidence base for supervision and highlight the many empirically unexplored issues in supervision and consultation. Aspects of the supervisory relationship will be examined with a critical review of the literature on alliance, parallel process, transference and countertransference in the supervisory relationship. This course will foster increased awareness of the multicultural issues in the supervisor-supervisee-client triad. Course participants will develop an appreciation of how to respond to supervisee's personal issues, skill difficulties and skill deficits with a balanced perspective on the need to both promote the professional development of the supervisee and also protect the public from impaired professionals in training. Students are expected to apply each topic through readings, case presentations, and critiques of live and recorded supervisory sessions. While touching on the competencies of assessment, diversity, intervention and

relationship, this course focuses on building a foundation of supervisory and consultative competencies.

664 Quantitative Research

Building on knowledge acquired in graduate level courses in statistics and psychometrics this course focuses on developing competencies in research design (e.g., hypothesis generation; experimental, quasi-experimental, naturalistic inquiry; group and single-case research designs; randomized controlled trials; longitudinal and cross sectional designs), methodology (e.g., sampling, instrument, instructions for research subjects, data collection procedures), and program evaluation (needs assessment, process/implementation evaluation, formative and summative assessment program evaluation, outcome evaluation, cost-benefit analysis, public health benefit). Attention is given to considerations for critical appraisal and utilization of research findings (e.g., technical adequacy, limitations to generalizations, threats to internal and external validity, design flaws) and to the presentation and dissemination of research findings (e.g., analyzing the data and interpreting results for publication in a journal or presentation to professional colleagues, dissemination of results via various appropriate avenues).

671 A-C Practicum

The goal of practicum training is for graduate students to acquire the theoretical knowledge, clinical competencies, and awareness-of-self needed to become effective and caring practitioners. The clinical practicum complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and helps students acquire core competencies and a professional identity.

The practicum offers students an opportunity to choose from a wide range of health care settings. Students acquire competencies in forming and maintaining therapeutic alliances with clients, employing cultural sensitivity in facilitating the therapeutic process, evaluating presenting problems, establishing case formulation and treatment plans, selecting effective treatment approaches, and monitoring outcomes of treatment. Students apply the academic knowledge, methods and competencies that are learned in doctoral courses to their work in therapy and assessment.

683 Mindfulness and Psychotherapy

This course outlines and presents applications of mindfulness for clinician self-care and supervision, and as a tool to enhance positive behavior change for clients and patients. Students will acquire competency in understanding and applying the core concepts of mindfulness and psychotherapy to clinical practice, while learning mindfulness techniques. Student learning outcomes in this class will contribute to clinical competencies in psychotherapeutic self-awareness, therapist-client relationship building, research and evaluation, assessment and intervention strategies, diversity and social responsibility, management and supervision, and writing and presentation skills.

684 Clinical Health Psychology

This course provides students with a history and overview of the field of clinical health psychology. The role of the biopsychosocial model for the delivery of psychological assessment and treatment services for individuals with health problems will be covered. Students will review

a wide range of clinical research in health psychology. The course will introduce students to intervention guidelines for helping children, adolescents, adults and older adults with medical conditions who are experiencing problems with compliance, symptom management, health-promoting behaviors, and/or adjustment to illness.

This course offers students an opportunity to learn about the essential strategies for maintaining collaborative relationships with medical professionals in the process of providing integrated care to individuals and families. Some of the challenges and opportunities faced by clinical health psychologists in professional practice will be presented and discussed.

685 Psychology of Trauma

The focus of this course is on the psychological, biological and socio/cultural aspects of traumatic stress, including acute trauma and complex trauma. The course explores the psychological sequelae of various types of interpersonal violence, such as physical abuse, sexual assault, political trauma across diverse populations and veterans of war. Research, assessment, and therapeutic interventions concerning post-traumatic stress disorder are discussed. The course examines the role of vulnerabilities and resilience in the recovery from traumatic experience.

686 Human Sexuality: Clinical Applications

This course is designed to explore biological and developmental aspects of human sexuality, psychological and emotional dimensions of sexual behavior, sexual identity, social forces affecting sexual issues, and research trends in the area of human sexuality. Practical methods of dealing with sexual problems, sexual communication, and cross cultural and diversity perspectives on human sexuality will also be investigated. Social and legal issues related to sexuality, as well as issues related to psychological and sexual health will also be explored.

698 Advanced Academic and Professional Writing

Formerly Professional Writing Seminar

Composition skills are strengthened through examination of effective writing techniques. The study of content and process challenges common to research writing is undertaken through live, in-class writing activities and experiential learning opportunities. Group discussions and in-class critiques sharpen the student's ear for composition. Exemplary writing samples are highlighted. Scholarly and professional writing and publication options are outlined, as well as APA style, manuscript and report preparation and presentation skills are covered. Students develop a projected dissertation timeline and an assessment of strengths and challenges.

699 A-C Dissertation Proposal Development

The Dissertation Proposal course is taken in the third year of the PsyD program; students are registered in the course for three semesters. In this course students identify and receive approval of dissertation committee members, finalize the dissertation proposal, hold a proposal meeting, and complete the Institutional Review Board (IRB) process. Working closely with the chair of the Dissertation Committee, students refine their proposal and obtain approval for sending it to committee members for review and feedback. At the Proposal Meeting the student must demonstrate preparedness to begin dissertation research; the research question is reviewed and

any required revisions identified. The student then moves through the process of requesting approval from the IRB.

701 A-C Dissertation

This course provides the structure for the implementation and completion of the dissertation process as developed and approved by the Doctoral Committee during the Proposal Meeting. Research methods and procedures are finalized, a scientific study is conducted, data are analyzed and findings articulated. The manuscript is comprised of six chapters, references and appendices.

Chapter drafts are submitted to the Doctoral Committee Chair for examination. When the Chair has approved a chapter, it can then be submitted to committee members. Upon completion and approval of the whole manuscript by the Chair, the Doctoral Committee considers its readiness for the Defense Meeting. The dissertation is then fully discussed by the committee and the Poster Presentation is displayed. The dissertation process concludes when all changes are made and the document gains final administrative approval.

702 A-F or 703 A-C Internship

The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. The internship involves the interns in progressive and developmentally sequenced clinical experiences (e.g. assessment, treatment planning, psychotherapy, consultation, psychological testing, and evaluating treatment outcome) that prepare them for beginning professional practice upon receipt of the PsyD degree. The internship complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and strengthens core competencies and professional identity.

Students choose from a wide range of health care settings and interact with professionals from multiple disciplines. Interns apply the knowledge, therapeutic methods and skills learned from course work and practicum experience in clinical settings. The internship provides intensive and diverse supervised opportunities for the student to function in the various roles performed by a professional psychologist.

MICHIGAN SCHOOL OF PROFESSIONAL PSYCHOLOGY
2010-2011 Academic Calendar

FIRST SEMESTER

August 31 & September 1	New Student Orientation
September 2	Classes Begin
September 2	Final day for a full tuition refund
September 6	MiSPP Closed: Labor Day
September 15	Final day for a partial tuition refund
November 25-26	MiSPP Closed: Thanksgiving Recess
November 22	Final day to withdraw with grades of “W”
December 6	2 nd Semester Tuition Due
December 10	Classes End
December 16-January 2	Semester Recess-MiSPP Closed

SECOND SEMESTER

January 3	Classes Begin
January 3	Final day for a full tuition refund
January 17	MiSPP Closed: Martin Luther King, Jr. Day
January 18	Final day for a partial tuition refund
March 21	Final day to withdraw with grades of “W”
April 4	3 rd Semester Tuition Due
April 8	Classes End
April 8	All work due from previous semester incompletes
April 11-15	Semester Recess

THIRD SEMESTER

April 18	Classes Begin
April 18	Final day for a full tuition refund
May 2	Final day for a partial tuition refund
May 30	MiSPP Closed: Memorial Day
May 30	Final Date for Clinical Competency Exams – PsyD II
June 29	Final day to withdraw with grades of “W”
July 4	MiSPP Closed: Independence Day
July 18	Classes End
July 18	All work due from previous semester incompletes
July 29	Graduation Ceremony
August 1-August 5	Summer Recess-MiSPP Closed

Please Note: MiSPP operates on a semester credit-hour model. The standard semester length is 14 weeks; when there are less than 14 weeks, the length of course meeting time is adjusted to meet the semester credit hour standards of 15 hours of instruction per credit hour awarded. This calendar is subject to change.

Organization and Governance

The Michigan School of Professional Psychology is a private independent non-profit institution of higher education. Governed by a Board of Trustees, the President and personnel manage daily operations. The faculty are responsible for all aspects of the degree programs.

Student representatives are elected by the student body to participate in a Graduate Council. This council provides a formal means of communication to respond to student issues, obtain input for institutional decision making, and promote a supportive and collaborative academic environment. Students may also be representatives on Board and institutional committees.

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