



power
to grow

2018-2019
Academic Catalog

Revised August 2018

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Overview

Introduction

The Catalog of the Michigan School of Psychology (MSP) 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 MSP 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 MSP 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. MSP reserves the right to modify policies, schedules, tuition, etc. at any time in order to carry out MSP's purposes and objectives. The catalog is published annually and maintained electronically on the MSP website. Any mid-year amendments are noted as such.

Mission

Our Mission is to educate psychologists today who will transform our world tomorrow.

In support of this mission, MSP creates a learning environment characterized by inquiry, discovery and creativity. Dynamic relationships and strong academic rigor foster the development of psychologists and psychotherapists who make significant contributions to their communities and the mental health profession by delivering expert clinical services with integrity and respect for diverse populations. Certificate offerings and non-credit courses give learners the opportunity to broaden their expertise in psychological areas of study. External involvement is critical to achievement of the institutional purpose; to this end, MSP actively supports outreach, education and service opportunities that generate healthy people, healthy relationships and healthy communities.

Discrimination and Harassment

The Michigan School of 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, transgender, 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

MSP does not discriminate on the basis of race, ethnicity, culture, religion, gender, age, gender identity, transgender, 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 Psychology has been accredited by The Higher Learning Commission, Member-North Central Association. The Record of Status and Scope and the MSP 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

MSP's doctoral program in clinical psychology is accredited by the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychosocial Association
750 1st Street, NE, Washington, DC 20002
p: (202) 336-5979
e: apaaccred@apa.org
w: www.apa.org/ed/accreditation

MSP's ABA courses are designated by the Behavior Analysis Certification Board (BACB) as an approved course sequence. The ABA coursework meets requirements for students intending to sit for examination to become Board Certified Behavior Analysts (BCBAs).

Statement on Ethics

The Michigan School of Psychology adopts, by reference, the Ethical Principles of Psychologists and Code of Conduct, American Psychological Association, <http://www.apa.org/ethics/code/index.aspx>.

The Learning Community

The educational model of the Michigan School of Psychology (MSP) is based upon a philosophy of person-centered teaching-learning. Within this environment, the uniqueness of each individual is recognized and respected. As faculty, staff, and students fulfill the mission and purposes of education and training at MSP, 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 ideas and accomplishments acknowledged and respected.
- To be treated fairly and with positive 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 MSP 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 MSP 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, MSP faculty and students adhere to the APA Ethical Principles of Psychologists: <http://www.apa.org/ethics/code/index.aspx>.

Student Scholarship

Utilizing the practitioner-scholar training model, the academic programs emphasize the importance of scholarship in clinical practice. The MSP 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 coursework in research methodologies. Students design and conduct various research projects. 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 MSP 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 supports MSP in training individuals to become professional psychologists and psychotherapists. The resources and services of the library enable students to develop 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 collection is specifically curated to support the study of clinical and humanistic psychology. The library strives to obtain materials reflecting a variety of opinions and cultural differences.

The majority of the library collection is available for circulation. Non-circulating items include the reference collection, course reserves, and print journals. Policies related to access and borrowing of library materials are posted on the library web page.

Students may search the library's online catalog to identify books, journal titles, and audiovisual materials. Other electronic resources, including online journals and databases, are listed on the library web page.

On campus, students can access electronic resources through laptops and mobile devices. Remote access is available off campus for all online journals and databases. A few electronic resources, such as scoring software for psychological testing, are only available in-house.

The library's interlibrary loan (ILL) service is used to obtain articles, books, and other materials not available at the library. Library staff locate materials at other libraries and borrow materials on behalf of MSP users. ILL policies are posted on the library web page.

Library and information technology staff are available for assistance during most hours of operation to promote the full use of academic resources. Staff members provide instruction to enable students to locate information resources and to evaluate those resources for appropriateness and quality. Librarians tailor instruction to individuals and groups with a specific emphasis on providing information that is relevant to upcoming assignments or academic needs. Staff members are committed to building the skills of information literacy that will serve students throughout their careers.

More detailed information about the library and its services, policies, and facilities can be found on the library section of the school's web page.

Copyright Information

MSP is committed to respecting the rights of copyright holders and complying with United States Copyright Act of 1976 (Title 17, United States Code), Digital Millennium Copyright Act (DMCA), and other related acts. Members of the MSP community are expected to adhere to the laws set forth in these acts in regards to the proper use of copyrighted materials. See the copyright section of the library's web page for more information.

Copyright Infringement

"Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement" (Madzellan, 2010). Copyright infringement violates the US Copyright Act and MSP policy. MSP community members may not send, receive, upload or download copyrighted materials, license agreements, and similar materials, including proprietary, confidential, trade secret, financial, or account information of MSP, except with administrative approval.

MSP community members who violate copyright law may be subject to disciplinary action through the school as well as federal civil and criminal penalties. Penalties may apply even when an individual was not aware that their actions constituted copyright infringement.

Violation of copyright law is an academic offense. 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. See Academic Offenses section.

Federal Civil and Criminal Penalties

“Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.”

¹ Madzellan, D. T. (2010, June 4). Institutional requirements for combating the unauthorized distribution of copyrighted material by user's of the institution's network (DCL ID: GEN-10-08). Retrieved from http://ifap.ed.gov/dpclatters/GEN1008.html#_ftn1

Master of Arts in Clinical Psychology (MA)

The Master of Arts (MA) 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. Program faculty have responsibility for the integrity of the academic program. Faculty continually assess and enhance the program's content and requirements to meet the needs of the field of psychology.

Students have the option of enrolling in day and/or evening classes. Enrollment as a full time student allows program completion of the MA degree in 11 months, otherwise, depending on the specific combination of day and/or evening classes, program lengths can vary. Forty-seven semester credit hours are required to complete the degree.

Program Goals

- Students achieve an understanding of their personal and professional responsibilities as practitioner-scholars.
- Students acquire the knowledge and skills to qualify as licensed clinicians in areas of assessment, intervention and treatment outcomes.
- Students acquire knowledge of multiple psychological orientations with an emphasis in humanistic, existential, and phenomenological psychology and psychotherapy.
- Students acquire the skill to analyze and evaluate psychological research and determine applicability to clinical practice.
- Students achieve an understanding of and respect for the cultural and individual differences necessary to become culturally responsive therapists.

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.

If interested, MA students may elect to pursue the ABA concentration in conjunction with the MA degree. This selection should be identified at the point of admission as certain course substitutions are approved. In order to receive the MA with ABA concentration all requirements for both designations must be fulfilled to include 13 courses and the MA practicum experience for a total of 53 credit hours. Time to completion is based on the pace of enrollment. As a full-time pursuit, it's anticipated that a minimum of two years is necessary to complete all courses and the required practicum experiences.

Admission Requirements

The Admissions 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 process.

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.

Proof of English Language Proficiency must be submitted by students who have completed their degree outside of the United States. 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.

Guest Student Status

Individuals who desire to enroll as a guest student must submit a guest application to the Admissions Office. Guest applicants will be required to submit transcripts showing proof of degree completion appropriate for the level of course he/she is requesting for enrollment. Guest students will be required to meet all MSP course prerequisites. It is the responsibility of the guest student to determine whether the home institution will accept the course and credits earned at MSP, if applicable. The Program Director will review the request and reserves the right to deny guest status and/or to limit the number of courses taken as a guest student. 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 admissions department. The academic Program Director will review the request and transcripts to determine what coursework may still be applicable. 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 master of arts program is at the discretion of the academic Program Director. Applicants must request a review of transfer credit during the admission process. Course descriptions and syllabi from the institution attended for the transfer request must be submitted for review. It is the applicant's responsibility to submit these documents.

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

- The course content must be equivalent to the required MSP master of arts course.
- No more than nine semester credit hours may be transferred.
- Credits must have been earned within five years of application to MSP.
- Credits must have been earned from an accredited institution.
- A grade of 3.0 or better must have been earned in the course.
- Courses awarded credits under a quarter hour system **will be equated to semester hours.**

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.

All students receive supervision from an assigned MSP faculty member who works 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.

MA Degree Requirements

500	Core Concepts in Humanistic and Clinical Psychology - 3 cr.
501	Clinical Skills Seminar – 3 cr.
515	Key Processes in Therapeutic Relationships - 3 cr.
521	Foundations of Family and Child Therapy- 3 cr.
522	Foundations of Psychopathology – 3 cr.
523	Objective and Projective Personality Assessment - 3 cr.
524	Intelligence and Achievement Testing - 3 cr.
525	Existential and Phenomenological Psychology - 3 cr.

550 Professional and Scientific Ethics - 3 cr.
560 Research Foundations – 3 cr.
565 Psychology of Addictions – 3 cr.
571 Group Process: Theory and Practice - 3 cr.
588-590 Practicum - 11 cr.

TOTAL CREDITS – 47

Students admitted to the Master of Arts program are given an academic program plan that outlines course sequencing. This academic program plan details the courses and credit hours required for the degree as well as the course sequence. Students enrolled full-time typically take 15-16 credits a semester. Students enrolled part-time typically take 6-9 credits a semester. Any changes to the program sheet and/or degree requirements will be communicated to the student by the Registrar's Office.

Students interested in the ABA concentration in conjunction with the MA program should also review the [ABA curriculum](#). In order to complete the ABA concentration along with the MA degree, students may substitute the following courses for five of the six required ABA courses: PSYC 525, 550, 560, 565, 571.

[Course Descriptions](#)

Enrollment Status

To maintain active enrollment status, students must be registered in at least one semester per academic year. All requests for changes to enrollment status must be approved by the Program Director and Registrar.

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.

The Michigan School of Psychology uses the following for enrollment certification and financial aid:

Full-time enrollment is defined as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled to complete their final degree requirements – practicum/internship only, or whose course enrollment is restricted by final degree requirements - may be considered half-time.

MSP

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.

Graduation

The graduation ceremony is scheduled annually at the end of the third semester. All students who meet the requirements to receive a degree or certificate 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/certificate conferral.

Applied Behavior Analysis Certificate

The Certificate in Applied Behavior Analysis (ABA) provides students with the preparation to become a Board Certified Behavior Analyst (BCBA). MSP's ABA certificate program consists of six courses totaling 21 credit hours approved by the Behavior Analysis Certification Board (BACB). Students may complete the ABA certificate in 2 years (6 semesters) taking one course per semester. The BACB has verified the course sequence as meeting the academic requirements for eligibility to take the BCBA examination.

An ABA concentration can also be integrated into MSP's Master of Arts (MA) in Clinical Psychology program. All requirements must be met to include 13 courses and the MA practicum experience. Refer to the [MA degree information](#) for specific details and requirements.

Graduates of this certificate program are eligible to sit for the international exam to become a Board Certified Behavior Analyst. Prior to sitting for the BCBA exam, applicants must independently attain supervised experience in ABA.

The Applied Behavior Analysis Course Sequence Director along with the MA faculty has responsibility for the integrity of the academic certificate program. *The certificate's content and requirements are closely monitored and assessed to meet the requirements of the BACB and the needs of this field of psychology.*

Program Goals:

- Students acquire knowledge of ethical and professional conduct as behavior analysts. Students attain comprehensive understanding of the scientific foundations and principles of ABA.
- Students learn how to measure and visually display behavioral data and how to formulate and test research hypothesis.
- Students learn how to conduct function-based assessments and analyses of problem behavior and administer behavioral-skill assessments.
- Students design and implement effective behavior-change interventions.
- Students expand and integrate their knowledge of advanced behavioral concepts and practices.

Admission Requirements

Applicants must have a master's degree in psychology, education or behavior analysis. There are no exceptions to this requirement. Applicants must submit an admissions application, official transcripts that reflects a master's degree from an accredited institution of higher education with a minimum 3.0 GPA, a resume, and a 1-2 page writing sample that addresses interest and experience in applied behavior analysis.

Individuals interested in pursuing the MA degree with the ABA concentration must follow the general master's degree admission process and declare an ABA concentration to be considered for admission.

Reinstatement to Program

Any student who withdraws from the program may request to be readmitted by submitting a letter through the admissions department. The academic Program Director and ABA Course Sequence Director will review the request and transcripts to determine what coursework may still be applicable. If reinstated, the certificate requirements will be those of the Catalog in effect at the time of re-enrollment. New course and program requirements may apply.

ABA Certificate Requirements

- 551 Behavior Change Systems Seminar - .34 cr.
- 552 Behavioral Measurement & Research Methods – 3 cr.
- 553 Foundations of Applied Behavior Analysis – 4 cr.
- 554 Behavioral Assessment – 3 cr.
- 555 Behavioral Intervention – 4 cr.
- 557 Ethics in Behavior Analysis & Psychology – 3 cr.
- 559 Advanced Concepts and Practices in Applied Behavior Analysis – 4 cr.

TOTAL CREDITS – 21.34

[Course Descriptions](#)

Enrollment Status

To maintain active enrollment status, students must be registered in at least one semester per academic year. All requests for changes to enrollment status must be approved by the Program Director and Registrar.

The Michigan School of Psychology uses the following for enrollment certification and financial aid: Beginning with the 2018-2019 enrollment cohort of the ABA Certificate, MSP defines full-time enrollment as a minimum of four credit hours per semester and half-time enrollment as a minimum of two credit hours per semester.

Graduation Requirements

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

To complete all certificate requirements, a student must have:

- A cumulative grade point average of 3.00 or higher.
- Satisfactory completion of all required credit hours/courses.

Graduation

The graduation ceremony is scheduled annually at the end of the third semester. All students who meet the requirements to receive a degree or certificate 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/certificate conferral.

Doctor of Psychology in Clinical Psychology (PsyD)

The Doctor of Psychology in Clinical Psychology (PsyD) is a post-master's professional degree for those pursuing the highest level of practice in clinical psychology. Utilizing the practitioner-scholar model, the doctoral program provides discipline-specific knowledge and profession-wide competencies to ground curriculum, clinical training, dissertation research and scholarship. The program fosters an educational environment that values cooperative and collaborative learning and promotes professional development and personal growth.

The program is supported by the institutional mission which is to educate psychologists today who will transform our world tomorrow. Dynamic relationships and strong academic rigor foster the development of psychologists who make significant contributions to their communities and the mental health profession by delivering expert clinical services with integrity and respect for diverse populations.

Program Aims

- Students demonstrate understanding of how clinical practice is informed by psychological research.
- Students demonstrate a comprehensive knowledge base in scientific foundations of psychology.
- Students demonstrate the necessary knowledge and skills to become competent clinicians who integrate contemporary theories and research findings with client-centered practice.
- Students demonstrate understanding of how cultural factors and individual differences influence all professional activities.
- Students demonstrate professional values, attitudes, and behaviors consistent with APA standards of professional ethics and behavior for health service psychologists in all activities, roles and communications.

Professional development and personal growth are integral to the degree programs at MSP, 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, courses, clinical supervision or other program-related activities may require classroom presentations and/or written assignments that involve the communication of personal information. Doctoral program faculty have responsibility for the integrity of the academic program. Faculty continually assess and enhance the program's content and requirements to meet the needs of the field of psychology.

Admission Requirements

MSP seeks to admit 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 Admissions Committee seeks candidates

who demonstrate exceptional ability in professional background or training. Applicant credentials are evaluated as a composite on the basis of all information submitted in the admission process. The following criteria are necessary for consideration:

- a bachelor's degree from an accredited institution with a minimum 2.5 GPA based on a 4.0 scale;
- a master's degree in psychology, social work or counseling from an accredited institution with a minimum 3.25 GPA based on a 4.0 scale;
- graduate-level practicum;
- GRE general test score.

Proof of English Language Proficiency must be submitted by students who have completed their degree outside of the United States.

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.

Guest Students

Individuals who desire to enroll as a guest student must submit a guest application to the Admissions Office. Guest applicants will be required to submit transcripts showing proof of degree completion appropriate for the level of course he/she is requesting for enrollment. Guest students will be required to meet all MSP course prerequisites. It is the responsibility of the guest student to determine whether the home institution will accept the course and credits earned at MSP, if applicable. The Program Director will review the request and reserves the right to deny guest status and/or to limit the number of courses taken as a guest student. 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 admissions department. The Program Director will review the request and transcripts to determine what coursework may still be applicable. 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 admission 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 MSP doctoral course.
- No more than nine semester credit hours may be transferred.
- Credits must have been earned within five years of application to MSP.
- Credits must have been earned from an accredited institution.
- A grade of 3.0 or better must have 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-master's program. Clinical training includes practicum placements in the second and third year followed by full-time internship completed in the fourth or fifth year of the program. Part time internship over a two-year period is also an option based on individual needs. In the third year of the program the Director of Clinical Training meets with students to develop an internship plan that supports their academic and training goals.

Enrollment in 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. Students are also required to attend monthly didactic training seminars held on the third Friday of each month.

While involved in clinical practicum or internship, students are supervised by fully licensed clinical psychologists. All students receive supervision from an assigned MSP 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

Students complete a minimum of 800 hours of practicum training in the second year of the program (Practicum I) and 1,000 hours in the third year (Practicum II). For both Practicum I and II, a minimum of 50% of the total practicum hours are required to be in service-related activities. These are defined as: treatment/intervention, assessment, interviews, report writing, case presentations, and case consultation. Of those service-related activities a *minimum* of 25% of the total practicum hours (200 hours for Practicum I and 250 hours for Practicum II) shall be devoted to face-to-face

patient/client contact. The Director of Clinical Training guides students through the match and application process for practicum placement.

Students must pass a Clinical Competency Exam (CCE) in the final semester of Practicum I (PSYC 717) to determine readiness to begin advanced clinical training. Failure to pass requires a second CCE at the completion of the second practicum (PSYC 720). The PsyD Practicum Handbook, located on the Student Resource website under Clinical Training, provides additional information on the requirements of the CCE.

A total of 2,000 internship hours are required for the PsyD degree, with 25% of these hours (500) in direct client contact. Students are required to participate in the national internship match facilitated by the Association of Psychology Postdoctoral Internship Center <http://www.appic.org/>.

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. The PsyD Practicum and Internship Handbooks, located on the Student Resource website, provide detailed requirements for clinical training.

Dissertation

The dissertation process begins as the student advances through research coursework, dissertation planning and doctoral committee selection. MSP 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 doctoral committee approves the research design and methodology. See the Dissertation Manual for more detailed information, located on the Student Resource website.

Residency Requirement

Residency is required for three years while students are enrolled in classroom instruction. There are no courses offered fully online although certain courses may include online components.

Enrollment Status

To maintain active enrollment status, students must be registered in at least one semester per academic year. All requests for changes to enrollment status must be approved by the Program Director and Registrar.

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. The Michigan School of Psychology uses the following for enrollment certification and financial aid:

Full-time enrollment is defined as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled to complete their final

degree requirements – practicum/internship only, or whose course enrollment is restricted by final degree requirements - may be considered half-time.

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 - 2 cr.
615	Psychopathology and Personality Change - 3 cr.
620	Cognitive and Affective Bases of Behavior - 3 cr.
621	Statistics - 3 cr.
624	Psychometrics - 3 cr.
627	Advanced Intelligence and Achievement Testing – 3 cr.
629	Advanced Objective & Projective Personality Assessment – 3 cr.
630	Multicultural Psychology and Social Justice – 3 cr.
631	Evidence-Based Practice in Clinical Psychology - 3 cr.
632	Group Psychotherapy: Research, Theory and Technique - 3 cr.
634	Biological Bases of Behavior - 3 cr.
638	Ethics in Professional Psychology - 3 cr.
642	Humanistic Psychology and Psychotherapies - 3 cr.
645	Lifespan Development - 3 cr.
646	Psychological Theory – 3 cr.
647	Couple and Family Therapy: Research and Applications – 2 cr.
651	Qualitative Research - 3 cr.
652	Dissertation Preparation I: Planning - 3 cr.
653	Dissertation Preparation II: Preliminary Research Applications - 3 cr.
656	Psychological Theory: Psychodynamic – 3 cr.
658	Psychological Theory: Cognitive Behavioral – 3 cr.
662	Supervision and Consultation in Psychology - 3 cr.
664	Quantitative Research - 3 cr.
684	Clinical Health Psychology – 3 cr.
685	Psychology of Trauma – 3 cr.
686	Human Sexuality: Clinical Application – 2 cr.
690	Internship Readiness – 1 cr.
698	Advanced Academic and Professional Writing - 2 cr.
715-717	Practicum I – 9 cr.
718-720	Practicum II – 9 cr.
816-818	Internship - 18 cr.
820-822	Dissertation - 18 cr.

TOTAL CREDITS 141

Example PsyD Course Sequence

Year One

First Semester	Second Semester	Third Semester
615 Psychopathology and Personality Change	624 Psychometrics	604 Identity Formation
621 Statistics	627 Advanced Intelligence and Achievement Testing	629 Advanced Objective & Projective Personality Assessment
646 Psychological Theory	642 Humanistic Psychology and Psychotherapies	638 Ethics in Professional Psychology
698 Advanced Academic and Professional Writing	651 Qualitative Research	664 Quantitative Research

Year Two

First Semester	Second Semester	Third Semester
600 History and Systems of Psychology	630 Multicultural Psychology and Social Justice	608 Social Bases of Behavior
645 Lifespan Development	631 Evidence-Based Practice in Clinical Psychology	656 Psychological Theory: Psychodynamic
652 Dissertation Preparation I: Planning	653 Dissertation Preparation II: Preliminary Research Applications	717 Practicum I
715 Practicum I	716 Practicum I	

Year Three

First Semester	Second Semester	Third Semester
620 Cognitive and Affective Bases of Behavior	613 Child and Adolescent Psychotherapy	647 Couple and Family Therapy: Research and Application
632 Group Psychotherapy: Research, Theory and Technique	634 Biological Bases of Behavior	658 Psychological Theory: Cognitive Behavioral
662 Supervision and Consultation in Psychology	685 Psychology of Trauma	684 Clinical Health Psychology
690 Internship Readiness	686 Human Sexuality: Clinical Application	720 Practicum II
718 Practicum II	719 Practicum II	

Course prerequisites apply, see Registrar for additional information. Course offerings and sequence are subject to change.

Year Four-Five

- Students must complete the 2000-hour internship requirement during this time period. Students may elect to complete a full-time internship in one year (PSYC 816-818) or a part-time internship (PSYC 810-815) over a two-year period (typically the fourth and fifth year)
- Students must complete the dissertation (PSYC 820-822) during this time period simultaneously with internship or either before or following internship based on approval of the Program Director.

[Course Descriptions](#)

Graduation Requirements

At the time the student's dissertation research 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 1,800 hours of 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 communication, mentoring and a means to assist students in attainment of their educational goals. Each student is assigned an advisor.

Assignment of Credit Hours

Credit hours for graduate courses are based on established seat time requirements for a semester based calendar. The ratio of credit to seat time is 1 credit to 15 hours of instruction. Therefore, a 3 credit hour course must meet for 45 hours over the course of a semester. It is assumed that each hour of class time will be accompanied by 3 hours of time spent in independent preparation (readings, papers, course assignments etc.).

Attendance and Observance of Religious Holidays

Students are expected to attend all course sessions. Absence and tardiness may negatively impact the student's grade. See course syllabus for details related to specific attendance requirements.

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.

Academic Program and Degree Requirements

Students must follow the academic program in effect at the time of enrollment and described in the academic catalog based on the year of program entry. Should changes occur in the academic program, students may choose to upgrade to the newest version however, new program requirements would apply. Students must consult the Registrar for formal approval and to determine the impact on their program plan and time to completion.

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 qualitative feedback. Faculty may also provide feedback on the student's performance and growth via verbal or written commentary throughout the academic year. 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.

MSP Professional Behavior Expectations

The faculty at MSP 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).

MSP 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.

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. Within the MA and PsyD programs, 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).

Based on these assessments, the faculty supervisor assigns the grade, composes the evaluation narrative, and meets with the student to review the evaluation. A grade of Credit (CR) is awarded at the end of each semester for successful completion of all requirements for that semester. If all requirements for that semester are not met, a grade of No Credit (NC) will be awarded.

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 hours accrued during a semester in which a student earned a grade of "NC" will not count towards required clinical training hours. 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.

Practicum requirements and competencies for students pursuing the ABA certificate comply with the requirements of the Behavior Analysis Certification Board. For additional information, contact the Approved Course Sequence Director.

The PsyD Clinical Competency Exam

The Clinical Competency Exam (CCE) is completed during the final semester of Practicum I ((PSYC 717) and provides students with the opportunity to integrate course material with practical training and to demonstrate their grasp of 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: testing and assessment submission, video recorded submission and oral presentation.

The CCE allows faculty to evaluate students' readiness for internship and ability to proceed in the program. Students must receive a score of 3.0 or above from each rater in each of the three parts described above. Failure to pass the CCE requires successful completion of the second 1,000 practicum, at which time the student will be required to participate in and successfully complete a second CCE. The results of the student's first CCE are forwarded to the faculty supervisor of the second practicum.

Failure to pass the CCE upon second examination results in automatic dismissal from the PsyD program. Please see the Practicum Handbook, located on the Student Resource website, 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 may be placed on probation and/or an educational development plan may be developed. 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 MSP 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 use only

In Progress

A temporary mark of “IP” (In Progress) is given to students who are engaged in dissertation. “IP” is given in dissertation when a student has satisfactorily completed enough 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, and dissertation course work. A grade of “NC” (No Credit) is assigned upon unsatisfactory performance in practicum/internship or unsatisfactory progress in dissertation courses. 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 and Financial Aid Satisfactory Academic Progress (SAP). Please see policies on Academic Standing and Financial Aid SAP for further information.

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 formal 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. Incomplete work must be finished by the end of the next semester.

Following completion of the course requirements, the notation of an “I” mark remains on the transcript alongside the final grade. If the coursework 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 do 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.

Dropping a Course

Any student may drop a course(s) within the refund period, as established in the academic calendar. A dropped course(s) will not be reflected on the academic record/transcript. The refund period is 100% tuition refund on or before the first day of the semester. After the first day of the semester, a drop will be refunded as follows:

- 1st day of semester – 100%
- Within 7 calendar days of semester start (2-7 days from start of semester) – 75%
- Within 14 calendar days of semester start (8-14 days from start of semester) – 50 %
- After day 14 – 0% (move into withdrawal period)

At the end of the drop period (last day to receive a refund), a student may consider changes in enrollment by withdrawing from a course.

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 Withdrawal (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 courses appear 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 or certificate 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 or certificate 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 MSP, 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 or certificate 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. A student who believes that a “C” or lower grade is inappropriate due to the reasons stated above has the right to appeal.

Step One – Instructor

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) business 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) business 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) business days of receipt of the instructor's response, present an appeal to the Program Director (or Vice President if the instructor is 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) business days of receipt of the appeal letter, the Program Director (or Vice President) 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 (or Vice President) 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 (or Vice President) will deny the appeal and render a written decision to the student and instructor.

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

The decision of the Program Director (or Vice President) 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 program, 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 program 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 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 and MSP Professional Behavior Expectations 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>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 for grades must meet with the Registrar to sign a new program sheet and/or Educational Development Plan.</p>
<p>Financial Aid Impact</p>	<p>Students on Probation are eligible for financial aid providing that they meet the requirement for satisfactory academic progress or successfully appeal. Satisfactory Academic Progress must be 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>
<p>Removal</p>	<p>Probation is removed when:</p> <ul style="list-style-type: none"> • Course grade(s) of “C”, “F” or “NC” are 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	Students are dismissed for: <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	Student records are reviewed, by the Registrar, at the end of each semester for grade requirements, and progress on Educational Development Plans. Students may be reviewed at other times on an as-needed basis.
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	Students who have been dismissed from the institution may submit a letter of appeal to the Vice President within ten (10) business days of the date of notification. If an appeal has been filed, students may continue attending courses pending the outcome of the appeal. The Vice President will investigate and render a decision within ten (10) business days of receipt of the student’s letter. The decision of the Vice President is final.

Reinstatement

Students readmitted after a break in enrollment, must follow the degree requirements of the academic catalog in effect at the time of re-enrollment. New course and program requirements may apply.

Reinstatement after Academic Dismissal

A student who has been dismissed due to 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 must consult with the Financial Aid Coordinator prior to requesting a withdrawal regarding ramifications to aid status including how a withdrawal may affect satisfactory academic progress and loan funding. See Financial Aid section of the Catalog for more information.

All attempted coursework 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.

Academic Integrity

Academic integrity is considered a basic ethical standard and applies to all written, verbal and electronic communication. Students must demonstrate academic integrity in all aspects of academic performance.

The ethical principles cited below refer to publication credit and these should be adhered to in the preparation of MSP 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. Committing plagiarism or failing to properly follow appropriate rules in referencing and citing another’s work are infractions 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 MSP student must adhere to the following guide:

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT (2010; 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:

- submitting 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);
- misrepresenting work done in collaboration with other students as one's own work;
- making false claims or misrepresentations related to clinical training;
- violating 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;
- fabricating data or research, or violating research protocols.

MSP faculty may utilize software and/or require students to submit work to Turnitin.com, a service designed to assist in the prevention of plagiarism and the detection of plagiarism.

General Policies and Procedures

Multiple Relationship Policy

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

Per ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT (American Psychological Association; <http://www.apa.org/ethics/code/index.aspx>) Amended 2010 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.

MSP extends the above to include refraining from entering into or continuing a multiple relationship with members of the MSP community after becoming a member of the community. Such a relationship increases the risk of exploitation or harm to the individual, MSP, 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 MSP 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 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

MSP 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 devices in the classroom must be focused solely on current class activities. Using these devices 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 devices in class.

As a citizen of the MSP 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 detrimental to the educational goals and purposes of the institution or the welfare of the student, clients served and/or members of the MSP community.

Academic Offenses

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

1. Violation of the School's expectations of academic integrity or the 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.
 - Research protocols;
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. failure to maintain ethical standards of conduct and professional behavior expectations while engaged in practicum and internship;
4. forgery, alteration, or misuse of MSP document(s) relating to the academic status of the student;
5. violation of copyright laws;
6. submission of work for one course that has been or is being submitted for another course without express permission of the instructor(s) to do so;
7. publicly disclosure of confidential information that was privately shared in courses, supervision, supervision groups, and internship/practicum activities;
8. 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. unprofessional conduct to include intimidation and/or bullying directly or via social media;
3. disorderly conduct, including breach of the peace or obstruction or disruption of teaching, research, administration, disciplinary procedure, or other MSP activities, including its public service functions or other authorized activities;
4. lewd, indecent or obscene conduct or expression, alcohol or non-alcohol related;
5. use of any tobacco or nicotine products including chewing tobacco and electronic cigarettes;
6. theft and/or unauthorized possession of MSP property or property of a member of the MSP community or campus visitors;
7. failure to remit or return property or records of MSP within the time prescribed;
8. failure to comply with instructions or directions of any properly identified school personnel while these persons are acting in the performance of their duties;

9. unauthorized use of MSP 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 MSP telephone or of any other MSP facilities; (c) possessing, using, making, or causing to be made any key for any MSP 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;
10. vandalism;
11. furnishing false information to any MSP official or making false statements in disciplinary hearings;
12. safety violations, including: (a) intentional false reporting of a fire or explosive device on MSP property; (b) tampering with fire-fighting equipment, safety devices, or other emergency or safety equipment; (c) setting an unauthorized fire;
13. 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 in the Drug and Alcohol Prevention policy;
15. sexual misconduct to include sexual harassment, domestic/dating and sexual violence;
16. possession or use of firearms, even if an individual holds a concealed weapons permit;
17. 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 MSP 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) business 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 conduct
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 MSP Executive Council reviews requests on an individual basis. Individual circumstances and specific requirements are considered.

Drug and Alcohol Prevention

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 MSP 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 [MSP website](#). The Drug and Alcohol Prevention Program, consistent with the MSP 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 of a graduate student or MSP 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.
3. 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 MSP 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 the Higher Education Act, Sec 484, 485, 488 a conviction of any offense for possession/sale of illegal drugs will result in loss of eligibility for any 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 MSP will be reviewed on a biennial basis to determine its effectiveness and to ensure that disciplinary sanctions are consistently enforced.

Sexual Harassment/Misconduct Policy

In the context of Title IX of the Education Amendments of 1972, discrimination on the basis of sex in education programs and activities receiving Federal financial assistance is prohibited. Sexual harassment of students is prohibited by Title IX and can be considered a form of discrimination.

State and Federal Law have determined that sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX. Misconduct, which is so severe or pervasive that it unreasonably interferes with a person's College employment, academic performance or participation in College programs or activities and creates a working, learning, program or activity environment that a reasonable person would find intimidating, hostile or offensive is prohibited.

Sexual Misconduct is a broad term encompassing:

- Physical Sexual Violence
- Sexual Exploitation
- Sexual Harassment
- Non-Consensual Sexual Contact and Non-Consensual Sexual Intercourse

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 who promises preferential treatment in return for sexual favors, makes unwelcome sexual advances, and displays sexually suggestive objects or pictures.

Sexual Misconduct violates MSP policy and Federal civil rights law and may also be subject to criminal prosecution. Complainants have the right to file a criminal complaint. Any criminal complaint will not impede MSP's investigation of and response to the complaint of sexual misconduct or harassment.

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/misconduct.

Complaints of Discrimination, Harassment or Sexual Harassment/Misconduct

If a harassment complaint is filed by a member of the MSP 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) business 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. Both parties may present witnesses and other evidence.
- Each allegation will be treated as a separate incident.
- After completion of the investigation, the Vice President will provide written notice to both parties of the outcome of both the complaint and any appeal, in compliance with Title IX and FERPA.
- If it is determined that a faculty, staff, supervisor or administrator has engaged in harassment or misconduct 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.

MSP's designated Title IX Coordinator is the Vice President. All questions or complaints of discrimination, harassment or sexual harassment/misconduct should be directed to the Vice President.

Sexual Violence

As an extension of MSP's policy prohibiting Sexual Harassment/Misconduct, the school actively works to prevent and will take prompt and effective action in response to any allegation

of sexual violence to include sexual assault, domestic violence, dating violence and stalking. This policy applies to all students and school employees. In the event of any act of sexual violence, the individual, or witness, has the right and is encouraged to file a criminal complaint. The individual has the right to decline to report to law enforcement. Any criminal complaint will not impede MSP's investigation of and response to the complaint of sexual violence. A complaint may be filed with a Campus Security Authority (the Program Director, the Registrar, or the Director of Campus Security) or the Vice President. In the event of a need for immediate assistance or response to a sexual assault, school personnel will coordinate the response with local law enforcement.

In the event of an incident:

- Following any reported incident, 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.
- During the investigation, both parties will have an opportunity to have others present including an advisor of choice with advance notice to the Vice President.
- The preponderance-of-the-evidence standard (more likely than not) will be used in the investigation.
- Regardless of criminal complaint, in the event of a complaint/report filed by a student against a member of the MSP community (fellow students or employee), accommodations will be provided pending the final outcomes of the investigations, which may include the ability to change class, clinical training sites, or work schedules, withdraw from or retake a course without penalty.
- Each allegation will be treated as a separate incident.
- After completion of the investigation, the Vice President will provide written notification of the outcome the complaint and any appeal, to both parties at the same time.
- If it is determined that a faculty, staff, supervisor or administrator has engaged in sexual violence or misconduct, immediate and appropriate action will be taken to include written warnings, suspension with or without pay, or termination of employment.
- If it is determined that a student has engaged in sexual violence or misconduct of any kind, immediate and appropriate action will be taken. This may include a written warning, probation or dismissal. The process for appeal is outlined under the [Student Grievance/Appeal Procedure](#). This procedure will be in the written notification of investigation outcome and sanctions.
- Retaliation against the complainant or anyone involved is prohibited. If it occurs, further disciplinary action will be taken.
- As required under the Clery Act any incident of sexual violence will be reflected in the annual safety and security report
- Any student who has a Personal Protection Order against a third party must notify the school administration – please see Reporting a Crime.

Annually, sexual violence awareness and prevention programming will be provided to students and employees.

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 business 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 on the part of a member of the MSP community.

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) business days of the incident prompting the appeal.

Step One - Students must submit a letter to the Vice President (or President if the Vice President is the subject of the grievance) 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 (or 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 (or President) will reject the appeal and inform the student in writing within ten (10) business 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 (or President) will conduct an investigation. The Vice President (or President) will render a written decision to the student within ten (10) business days of receipt of the appeal letter.

Step Two - If step one does not resolve the problem, the student may, within ten (10) business 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) business 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

Financial Aid

The Michigan School of Psychology is approved by the U.S. Department of Education to award federal aid to eligible students. Through participation in Title IV Federal Student Aid Programs, eligible students have loan options to choose from including Federal Direct Unsubsidized Loan, and Federal Direct Graduate PLUS Loan. In addition, MSP offers assistance in the form of academic scholarships and will provide certification for private educational loans for students who are not eligible or cannot secure a Federal Direct Loan.

The student begins the financial aid process by filing a Free Application for Federal Student Aid (FAFSA) and then completes an online master promissory note (MPN) and loan entrance counseling.

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

Enrollment Status and Eligibility for Financial Aid

To maintain active enrollment status, students must be registered in at least one semester per academic year. All requests for changes to enrollment status must be approved by the Program Director and Registrar.

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.

The Michigan School of Psychology uses the following for enrollment certification and financial aid:

MA and PsyD

Full-time enrollment for the Master of Arts and Doctor of Psychology is defined as a minimum of nine credit hours per semester and half-time enrollment as a minimum of five credit hours per semester. Students enrolled to complete their final degree requirements – practicum/internship only, or whose course enrollment is restricted by final degree requirements - may be considered half-time.

Beginning with the 2018-2019 enrollment cohort of the ABA Certificate, MSP defines full-time enrollment as a minimum of four credit hours per semester and half-time enrollment as a minimum of two credit hours per semester.

Gainful Employment

The Michigan School of Psychology (MSP) is required to disclose pertinent employment and program data for programs which award a certificate rather than a diploma. At MSP the certificate in Applied Behavior Analysis (ABA) is a gainful employment program. Summary information on program costs, likely salary range, job titles for which a certificate in ABA may be eligible are found on our [website](#).

Requirements for Maintaining Financial Aid Satisfactory Academic Progress (FA SAP)

FA SAP is reviewed at the end of each semester after grades are submitted. All enrollment is included in FA SAP calculations, whether or not a student received aid in a given semester. To remain eligible for Financial Aid, a student must:

- 1. Maintain a minimum 3.0 cumulative grade point average (GPA) – Qualitative Measure.** All letter grades/marks are considered in evaluating SAP, including repeated courses.
- 2. Complete at least 67% of attempted credits – Quantitative Measure.** Students are evaluated quantitatively by the pace at which they progress toward degree or certificate completion. A student must maintain an aggregate completion rate of coursework attempted, and must pass a minimum of 67% of credit hours. For example, a student who attempted 32 credits and passed 24 has a successful completion rate of 75%. Courses in which a student withdraws and receives a mark of W are included in credits attempted, but not successfully completed.
- 3. Complete the degree/certificate program within the maximum timeframe - 150% Rule.** Financial Aid eligibility extends for a maximum of 150% of required credits for a degree or certificate. For example, 150% of the 47 credit hours required for the Master of Arts in Clinical Psychology equates to a maximum of 70 credits attempted; The 141 credit Doctor of Clinical Psychology is eligible through 211 credits attempted. All enrollment is included in the maximum timeframe to complete calculation, whether or not a student received aid for a given semester. Courses in which a student withdraws and receives a mark of W are included in credits attempted when calculating the 150% rule.

Financial Aid is automatically suspended if it is determined, using FA SAP measures, that a student cannot mathematically finish the degree and comply with the standards of SAP maximum timeframe to complete.

Transfer students

The number of transfer credits accepted to a student's program will be counted as credits attempted in both the quantitative measure (percentage completion rate) and the 150% rule.

Course Repetition and Evaluation of grades

When a student fails a course, they may repeat that course once, according to the school's academic policy, with Financial Aid. The original grade, the grade earned on repeating the course, and all credit hours are included in the three elements of SAP calculations listed above. Students are not allowed to retake a course for the sole purpose of improving a passing grade

A mark of I (Incomplete) is awarded by faculty only due to extenuating circumstances and is considered still active until the final grade is posted. An Incomplete must be completed by the end of the following semester. A grade of I lapses to an F if the coursework is not completed in the following semester. FA SAP status is determined in the next regular cycle of SAP (when grades are submitted at the end of a semester). The MSP Registrar notifies the Financial Aid Office of any grade changes, and FA SAP is run on demand in these instances. If the FA SAP status changes for the student as a result of the grade change, students are notified by the Office of Financial Aid.

Audited courses do not affect GPA and are not counted in credits attempted or completed. Audited courses are not eligible for financial aid and they will not be included in enrollment for consideration of aid.

FA SAP Status Definitions

Good Standing

Students who meet all of the standards of SAP are determined to be in *Good Standing*.

Financial Aid Warning

A Financial Aid *Warning* alerts the student of his or her failure to meet the qualitative and/or quantitative standards of SAP. A Financial Aid Warning does not require an appeal by the student. However, if the student does not meet SAP requirements at the conclusion of the next semester of enrollment, they become ineligible for financial aid (*Suspension*).

Financial Aid Probation

Students with an approved appeal are placed on Financial Aid *Probation*. Students must meet all SAP conditions as determined by the FA SAP Appeal Committee, which may include a review of the Educational Development Plan if applicable.

Suspension of Eligibility for Financial Aid

Students who have not met one or more of the standards of SAP while on *Warning* or *Probation* are placed on *Suspension* and become ineligible for financial aid. The student may appeal this status.

Appeal

Students whose eligibility for financial aid has been suspended may appeal. Submitting an appeal does not guarantee approval. Circumstances for which a student may appeal include the death of a relative, injury, illness or other extenuating circumstances. To appeal, see the [Satisfactory Academic Progress Appeal Form](#).

Return to Good Standing/Reinstatement of Financial Aid Eligibility

Students may self-pay until such time as SAP requirements are met. Students are automatically returned to *Good Standing* for the next semester of enrollment after they meet all SAP measures; that is, a minimum GPA of 3.0 and a successful credit hour completion rate of 67% or more.

Cost of Attendance

For purposes of calculating eligibility for financial aid, MSP estimates the annual Cost of Attendance (COA) based on allowable projected expenses. The COA calculation includes tuition and fees, books and supplies, estimated loan fees, and other indirect expenses such as room and board, transportation, personal and miscellaneous expenses. All students will receive the same allowances for each expense category, excluding tuition and fees. The COA establishes the total amount of financial aid that may be available.

Adjustments for COA may be made on a case-by-case basis to cover extraordinary expenses, such as child care or medical. Students may request a COA evaluation by providing current documentation of expenses with a written explanation of unusual circumstances to the Financial Aid Office.

MSP reserves the right to adjust the Financial Aid Award based on enrollment and cost of attendance.

Return of Title IV Funds

The Michigan School of Psychology (MSP) adheres to the refund policy of the U.S. Department of Education for students who are recipients of Title IV funds. MSP 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 students.

The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at MSP includes the Federal Direct Unsubsidized Loan and Federal Direct Graduate PLUS Loan programs. The date of withdrawal is a driving factor in determining the amount of Title IV funds that may have to be returned to the Department of Education for the semester. A withdrawal calculation must be performed when a student ceases attending or withdraws from all of his/her courses for a semester. MSP will determine the student’s withdrawal date based on one of the following conditions:

- the date the student initiated the official withdraw process through the Registrar’s Office.
- the student’s last date of attendance at an academically related activity (to include class attendance).
- the midpoint of the semester if the student ceases attending without notifying MSP (unofficial withdrawal where no last date of attendance can be determined).

During a semester in which a student has begun attendance and received federal Title IV loan(s) (Direct Loan), and the student is considered to have withdrawn as described above, MSP is

required to determine the amount of earned and unearned Title IV loan funds. The return is determined on a pro-rata basis. A student is only eligible to retain the percentage of Title IV loan disbursed that is equal to the percentage of the semester that was completed by the student. The unearned Title IV loan must then be returned to the appropriate federal aid program(s) within 45 days of the determination that the student withdrew. If more than 60% of the semester has been completed by the student, no Title IV loan funds are required to be returned. 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.

If a student did not receive all of the loan funds that were earned, the student may be eligible for a post-withdrawal disbursement. Loan funds require additional confirmation by the student borrower to authorize any post-withdrawal disbursement. The student may choose to decline some or all of the loan funds so that the student does not incur additional debt.

Unearned Title IV loan funds will be returned to federal programs in the following order:

- Federal Direct Graduate PLUS Loan
- Federal Direct Unsubsidized Loan

MSP will return all unearned loan funds to the applicable federal program. The student will be responsible to pay to his/her MSP account any balance created by the return. Payment is due to MSP within 60 days. The student is responsible to complete loan exit counseling at StudentLoans.gov.

The following is an example of a Title IV return calculation. This example does not represent all return possibilities, but is presented here to illustrate the process in a simple format.

Institutional charges (tuition/fees): \$9,832
Federal Direct Unsubsidized Loan: \$6,000
Federal Direct Graduate PLUS Loan: \$4,000
Total Federal Direct Loan: \$10,000

Student withdraws on the 45th day of a 103-day semester:

Percent Earned $45/103 = 44\%$

Percent Unearned $100\% - 44\% = 56\%$

Unearned loan funds $\$10,000 \times 56\% = \$5,600$

MSP returns \$4,000 Federal Direct Graduate PLUS Loan funds, and \$1,600 Federal Direct Unsubsidized Loan funds to federal programs

Within 60 days the student is responsible for paying to MSP any bill this creates

The requirements for Title IV program funds when a student withdraws or stops attending are separate from MSP's refund policy for tuition. This policy supersedes any previously published version and is subject to change at any time, in order to comply with federal regulations.

Veterans

The Michigan School of 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 MSP 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. MSP 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 consent. Transcripts must be requested online through the National Student Clearinghouse. A paper transcript request form may be obtained at the Office of the 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 MSP 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 MSP 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 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 established 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 MSP receives a request for access. The student must submit a request for review to the Registrar. MSP education records do not include:
 - records created by MSP 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 MSP 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 MSP to comply with the requirements of FERPA, to:

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.

MSP defines the following items as "directory information":

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

MSP 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. As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records – including your social security number, grades, or other private information – may be accessed without your consent by Federal and State Authorities for researchers performing certain types of studies, even when we object to or do not request such research. In connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your educational records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources.

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

Student Photos

The Michigan School has the irrevocable and unrestricted right and permission to take, use, reuse, publish, and republish photographic portraits or pictures of all members of the Michigan School community. Anyone who registers at, visits, or is employed by the school authorizes the use and reproduction by the school, or anyone authorized by the school, of any photographs taken while at the Michigan School, without compensation.

All negatives and positives, photographic prints, and digital photo files shall be Michigan School property, solely and completely. Photographs will be used by the Michigan School for publications and school purposes only. All members of the Michigan School waive their right to inspect or approve the products and materials. Any member of the School who does not wish to have his or her photograph published should declare this in writing to the Registrar/Director of Admissions & Student Services.

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 MSP, 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 MSP 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 MSP. Members of the MSP community are expected to know and adhere to school rules, regulations and guidelines for their appropriate use including the Student Code of Conduct and facilities regulations. 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 MSP community. MSP may deny use of computing usage or terminate e-mail or web services to anyone in violation of the school policies. IT resource violations may be subject to academic and non-academic misconduct sanctions.

2. Individual Responsibility

Members of the MSP community are given individual authorization for use of IT resources. This authorization is for the user's personal academic use only. Many of the IT resources available through the school have licenses that restrict their use to the MSP 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 MSP'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 MSP 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 MSP, such as the logo, school name, or mission/vision/value statement, is prohibited. Users may not use MSP 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 MSP'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 at-risk 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, MSP reserves the right, as owner of the network and/or hardware 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 Director of Information Technology and Building Services may inadvertently view user files or messages.

8. State and Federal Laws

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

9. Printing

MSP provides printers/copiers for users' personal academic use. Use of these machines is monitored and users are provided with a pin number to allow copying and printing. Users are responsible for the security of their own pin number and are expected to take steps to ensure others cannot gain access to pin.

Equipment and Electronic Communication

MSP provides students laptop computers for academic purposes to be used on campus. Users are responsible for adhering to all IT policy guidelines of use. Additionally, damage to laptops while checked out that is in excess of normal wear and tear, such as dropping, screen breakage, spilling of beverages, etc. will result in an assessment of cost of repair or replacement to a student's account.

All students will receive a MSP 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 their program are cancelled within two weeks. Email accounts for students who are dismissed from MSP are cancelled immediately.

Per the Electronic Consent Agreement, all student billing, posting of 1098-T forms and all other school business will be available electronically through Empower.

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 MSP property is expected to make a report of the criminal activity as soon as possible to the Director of Information Technology and Building Services or the Farmington Hills Police Department, (248) 871-2700. Within the next seven business days, the victim or witness should file a formal report with the Director of Information and Building Services or the Vice President for institutional response and record keeping. In situations where warranted, MSP 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.

In the event that a situation arises, either on or off campus, that in the judgment of MSP administration constitutes a continuing threat, a campus “timely warning” will be issued via the MSP email to students, faculty and staff. For situations that impose an immediate threat to the community and individuals, the school’s paging system will be utilized.

(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 MSP faculty member or staff person is present to monitor the use of the door.
2. Students, faculty or staff shall immediately report any suspicious person entering the building, or on its grounds, to the Director of Information Technology and Building Services or the Vice President.

(C) Informing Students

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

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

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

Smoking Policy

MSP maintains a smoke/tobacco-free campus. There is no smoking on the property. Use of any tobacco or nicotine products including chewing tobacco and electronic cigarettes, is prohibited.

Visitors Policy

Visitors of students, including children, are not permitted to attend classes or meetings at any time. Visitors of students may not be in the library or left unattended in the building at any time.

School Logo and Photos

The Michigan School of Psychology is the owner of its name, logos and other trademarks, and photos and has sole discretion over the usage.

The use of MiSSP's logo/photos is prohibited for the titles of publications, on manufactured articles (such as clothing or other items), in the names of student organizations, on Facebook, Twitter or any social media or in any other way, without the approval of MSP. Request for permission and approval should be made to the Vice President. Violation of this policy may subject an individual(s) to disciplinary action. In addition, any goods upon which MSP's name, logo or trademark appear without authorization is subject to confiscation and may be destroyed.

Electronic Devices

Cellular phones, pagers, tablets and other electronic devices shall not be used in a manner that causes disruption in the classroom, library, or at MSP events. This includes abuse of cellular phones or electronic devices with photographic capability. Violation of this policy may subject an individual(s) to disciplinary action.

Course Descriptions

Master of Arts Courses

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.

501 Clinical Skills Seminar

This course prepares students for a successful practicum experience through a review of critical psychotherapy techniques, such as diagnostic interviewing, creation and maintenance of the therapeutic relationship and framework, readiness for change in relation to treatment goals and progress reviews, documentation skills and termination of the professional relationship. Students will learn to identify and address client resistance and transference, and therapist counter-transference, as well as effective communication techniques. Case studies, role plays, and in-class exercises will illustrate the principles of therapeutic process and change.

515 Key Processes in Therapeutic Relationships

Corequisite: PSYC 588

Prerequisite or Corequisite: PSYC 501

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.

521 Foundations of Child and Family Therapy

This course focuses on theories and applications in providing clinical services to children and families. The course offers the student opportunities to observe and practice therapy in the presence of peers and faculty, while developing professional competency in intervention, assessment, diversity and research regarding children and family relationships. Students examine the theoretical and empirical foundations of family system and other major family/child approaches regarding how individuals within the family contribute to and are shaped by family dynamics, and how the influences of school, peers, gender and socioeconomic status influence individual development and family functioning. 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 and families.

522 Foundations of Psychopathology

This course will explore mental health and illness within historical, social, and cultural contexts, through a review of predominating paradigm such as (but not limited to) the DSM 5. Major disorders and their etiology, symptoms, and preferred treatment strategies will be examined. Multicultural and historical influences on the definition of psychopathology and theories of personality change will also be reviewed.

523 Objective and Projective Personality Assessment

Prerequisite: Successful completion of PSYC 522

A range of objective and projective tests are examined with reference to their psychodiagnostic, therapeutic and educational applications. The course focuses on instruments such as: MMPI-A, MMPI-2-RF, TAT, CAT, HTP, NEO and others. Additionally, the course focuses on the integration of the clinical interview with psychometric tests and DSM-5 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.

524 Intelligence and Achievement Testing

Prerequisite: Successful completion of PSYC 522

This course emphasizes the application of intelligence and achievement tests to specific clinical settings. Students will obtain proficiency in the administration, scoring and interpretation of instruments such as the WAIS-IV, WISC-V, WRAT-4 and other tests, by completing one cohesive battery with a volunteer. Visual-motor testing will also 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-V.

525 Existential and Phenomenological Psychology

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 themes of this course include dream work and psychotherapeutic implications. Emphasis is placed on the reading and comprehension of classic and contemporary works.

550 Professional and Scientific Ethics

Students enrolled in the MA with ABA concentration will be approved a course substitution of PSYC 557

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

Students enrolled in the MA with ABA concentration will be approved a course substitution of PSYC 556

This course explores fundamental elements of social science research. The basic components of the quantitative research paradigm (including parametric and nonparametric statistical designs) are examined as well as those of various qualitative models including Heuristic and Phenomenological methodologies. Through this course, students will become discerning consumers of research literature. Course content is supported by reading assignments and a variety of classroom learning activities.

565 Psychology of Addictions

Students enrolled in the MA with ABA concentration will be approved a courses substitution of PSYC 553, 554, 555, 559

This course will present psychological concepts and applications of several domains of contemporary addiction psychology. The diagnostic criteria for Substance Use Disorders as defined in the DSM 5 will be examined. A history and overview of the various models of understanding addiction and treatment will be explored, including an in-depth analysis of the twelve step philosophy, motivational interviewing, and existential and phenomenological perspectives. In addition, theories as well as myths about relapse and relapse prevention will be covered. Discussions regarding the inherent dynamics and challenges in working with individuals with addictions will be integrated throughout the course.

571 Group Process: Theory and Practice

Students enrolled in the MA with ABA concentration will be approved a courses substitution of PSYC 553, 554, 555, 559

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.

588-590 Practicum

This course is designed to provide practicum students with the opportunity to explore the theoretical basis of assessment and treatment and apply this knowledge in the student's on-site practicum setting. Students will explore various topics in the practicum course which will assist in

the development of the clinical procedures and skills necessary to establish their own approach to clinical work in the practicum setting and beyond. Students will demonstrate their growing knowledge and development of a professional identity through case presentations that exhibit the student's progress with establishing and maintaining therapeutic rapport, accurately evaluating client's presenting problems, identifying an effective treatment method, developing a treatment plan, and monitoring client progress. Students are expected to integrate information from other courses with information from the practicum course to enhance their performance at the practicum site.

Applied Behavior Analysis Courses

551 Behavior Change Systems Seminar

This 5-hour mini-course focuses on the following behavior change systems: Direct Instruction, Precision Teaching, Personalized Systems of Instruction (PSI) and Augmentative Communication Systems.

552 Behavioral Measurement & Research Methods

Prerequisite: successful completion of 553

This course focuses on measurement, data display, interpretation, and experimental design (primarily single-case studies), and formation and testing of research hypotheses. Students are expected to read professional literature, participate in discussions, conduct literature research, and begin to develop and implement behavioral intervention techniques.

This course is open to graduate clinical psychology students and post-graduate students with masters in psychology or education who wish to build their knowledge about behavior analysis and who have completed PSYC 553. It is part of a series of six specialty classes in ABA. Upon successful completion of the entire sequence of six courses and the associated practicum course experience, students are eligible to sit for the examination required for certification in behavior analysis offered by the Behavior Analysis Certification Board.

553 Foundations of Applied Behavior Analysis

This course focuses on concepts and principles that serve as foundational elements of applied behavior analysis (ABA). It also includes philosophical underpinnings and historical perspectives of ABA and the methodology of the science of behavior management. Fundamental behavior analytic terms and vocabulary are presented. Students are expected to read professional literature, participate in discussions, conduct literature research, and begin to learn the application of behavior analysis.

This course is open to graduate clinical psychology students and post-graduate students with masters in psychology or education who have an interest in obtaining introductory knowledge about behavior analysis. It is part of a series of six specialty classes in ABA. Upon successful completion of the entire sequence of six courses and the associated practicum course experience, students are eligible to sit for the examination required for certification in behavior analysis offered by the Behavior Analysis Certification Board.

554 Behavioral Assessment

Prerequisite: successful completion of 553

This course focuses on assessment techniques used for the purpose of behavioral intervention planning. Topics include evaluating existing data and records, determining the need for behavior-analytic services, and identifying and prioritizing intervention goals. Various assessment methods will be reviewed including skill acquisition/deficit measures, preference assessments, and measurements of behavior problems. Students will learn the common functions of problem behavior and understand how to conduct both a descriptive assessment and functional analysis of problem behavior and interpret resulting data. Students are expected to read professional literature, participate in discussions, conduct literature research, and begin to implement behavioral assessment techniques.

This course is open to graduate clinical psychology students and post-graduate students with masters in psychology or education who wish to build their knowledge about behavior analysis and who have completed PSYC 553. It is part of a series of six specialty classes in ABA. Upon successful completion of the entire sequence of six courses and the associated practicum course experience, students are eligible to sit for the examination required for certification in behavior analysis offered by the Behavior Analysis Certification Board.

555 Behavioral Intervention

Prerequisites: successful completion of 553 & 554

This course focuses on intervention techniques used in applied behavior analysis (ABA). It covers the fundamental elements of behavior change and addresses specific intervention procedures. Students learn to use behavioral assessment data to select, develop and implement efficacious treatment plans that utilize principles of ABA. Students are expected to read professional literature, participate in discussions, conduct literature research, and begin to develop and implement behavioral intervention techniques.

This course is open to graduate clinical psychology students and post-graduate students with masters in psychology or education who wish to build their knowledge about behavior analysis and who have completed PSYC 553. It is part of a series of six specialty classes in ABA. Upon successful completion of the entire sequence of six courses and the associated practicum course experience, students are eligible to sit for the examination required for certification in behavior analysis offered by the Behavior Analysis Certification Board.

557 Ethics in Psychology & Behavior Analysis

This course focuses on ethical and professional conduct for behavior analysts and psychologists as delineated in (1) The APA Ethical Principles of Psychologists and Code of Conduct and (2) The BACB Professional Compliance Code for Behavior Analysts. The primary objective of this course is to prepare students to be ethical providers of psychological and behavior analytic services.

This course is open to graduate clinical psychology students and post-graduate students with masters in psychology or education who intend to practice as a psychologist and/or a behavior analyst.

559 Advanced Concepts and Practices in Applied Behavior Analysis

Prerequisite: successful completion of 553

This course focuses on advanced concepts and practices of applied behavior analysis (ABA) including complex theoretical principles and skills essential for personnel supervision and management in the field of behavior analysis. Students are expected to read professional literature, participate in discussions, conduct literature research, and begin to learn the application of behavior analysis.

This course is open to graduate clinical psychology students and post-graduate students with masters in psychology or education who wish to build their knowledge about behavior analysis and who have completed PSYC 553. It is part of a series of six specialty classes in ABA. Upon successful completion of the entire sequence of six courses and the associated practicum course experience, students are eligible to sit for the examination required for certification in behavior analysis offered by the Behavior Analysis Certification Board.

Doctor of Clinical Psychology Courses

600 History and Systems of Psychology

A survey of critical theories, philosophical perspectives, historical milestones, and important individual contributions to the field of psychology are presented. The course reviews many key aspects within the field of psychology, including the establishment of the discipline; relationships between research and practice; the social implications and influences of psychology; and the growth of the American Psychological Association and other important associations. The historical and philosophical precursors to scientific psychology, the development of professional psychology from the 19th to the 21st century, and the cultural contexts essential to understanding these developments, will be highlighted.

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. Emphasis is placed on concepts and foundational theories of identity development, including relational-cultural theory, and the importance of awareness, personal growth and self-responsibility. Through self-exploration, interaction with peers, and investigative research, students will have opportunities to increase personal and professional understanding of identity factors that apply to case conceptualization and the therapeutic relationship.

608 Social Bases of Behavior

This course is a graduate-level survey of contemporary theory and research in social psychology. Classics of modern social psychology as well as recent trends, emerging perspectives, and cutting edge research will be covered. Generally, this course explores the influence of societal and environmental factors on human behavior in individual and group contexts. Topics include but are not limited to: attitude, social cognition, self, group dynamics, prosocial behavior, aggression, and stereotyping.

613 Child and Adolescent Psychotherapy

This course will examine psychotherapeutic treatments for prevalent childhood and adolescent disorders that are likely to be encountered in a clinical psychology practice. We will compare theoretical frameworks as they relate to childhood development as well as pathology. The course will focus on a variety of orientations, including psychodynamic, humanistic, cognitive behavioral, and family systems. In addition, we will discuss empirically-supported treatments designed to enhance the social, emotional, and behavioral functioning of young people. The interventions addressed in this course are utilized with individuals across the age span from toddlerhood through the teenage years and often incorporate work with parents. Specific issues relating to ethics, technology, and cultural concerns will also be addressed in relation to their unique role in the counseling of children and adolescents.

615 Psychopathology and Personality Change

This course will address the identification and diagnosis of psychopathology, including mood, anxiety, thought, substance abuse, eating disorders, trauma and maltreatment, personality disorders, and disorders of childhood. Psychopathology is considered from a number of different perspectives and identified through classification systems such as the current psychiatric classification system, the DSM 5. 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.

620 Cognitive and Affective Bases of Behavior

This course explores the cognitive and affective bases of human functioning, with emphasis on the brain-behavior relationships in learning, thinking, motivation, emotion, memory, and attention. Students will learn the functional aspects of cognition and the hierarchical control of brain systems over behavior. In addition, theories of emotion will be discussed. Students will explore theories of cognition and emotion and learn how treatment and assessment are informed by our developing understanding of brain-behavior relationships. Historical and modern theories of cognition and emotional functioning will be explored.

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.

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 Advanced Intelligence and Achievement Testing

This course offers students an opportunity to expand their knowledge and abilities in assessment of intellectual functioning and achievement testing. It also will expand their awareness of other instruments to assess these domains. Students will increase their ability to write doctoral level intellectual and achievement assessment reports. Emphasis is placed on learning how to conceptualize psychological assessment data and integrate this with biopsychosocial data and behavioral observations into an accurate description of the person's functioning.

629 Advanced Objective & Projective Personality Assessment

This course is an advanced class in the utilization of psychometric instruments for the purpose of personality assessment. The focus of the class is the use of assessment techniques in direct clinical application for conceptualizing clinical cases and developing comprehensive treatment plans. The MMPI-2, MMPI-A, MMPI2-RF and the Thematic Apperception Test (TAT) will be studied in depth. The information gained will be used to evaluate behavior, personality traits and styles as well as other individual characteristics to assist in making judgments, predictions, and decisions in clinical cases. Additional instruments such as the Millon, Beck Depression and Anxiety Scales, and the Rorschach Inkblot Test will be reviewed.

630 Multicultural Psychology and Social Justice

This course examines critical multicultural issues that challenge contemporary practitioners of psychology. Topics will include race/ethnicity, sex/gender, sexual identity/orientation, class/socioeconomic status, ability/disability, age, religion/spirituality, privilege and microaggressions. The integration of these concepts with other foundational areas of psychology, such as ethics, assessment, social psychology, lifespan development, and humanistic/existential psychologies, will be highlighted. A psychologist's responsibility for multicultural competency and social justice, in the many professional roles she or he might fill, will be explored throughout the course. To support course objectives, one credit hour of the course is devoted to students' involvement in social justice-oriented community service activities.

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.

Students will learn how to evaluate transcripts of taped sessions to address accurate empathy, alliance, ruptures, and countertransference. Finally, students will learn how to create an evidenced-based style of individual practice.

632 Group Psychotherapy: Research, Theory and Technique

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. Through professional readings, written assignments, leadership experience, group participation, and a presentation of an empirically-based group therapy approach, students will develop a working basis for leading therapeutic groups.

634 Biological Bases of Behavior

This course covers the following topics: brain and nervous system anatomy; brain-behavior relationships and neuropsychology; physiological psychology; the biological bases of vision & perception, motivation, memory, learning, emotions, control of movement, reproductive behavior, pharmacology, drug abuse, biopsychosocial models of stress and pain; neurological disorders, and psychiatric disorders; neuroscience perspectives on psychological symptoms, disorders and treatment; and brain plasticity.

638 Ethics in Professional Psychology

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. Ethics in research and practice are interwoven throughout content areas.

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 explores the developmental processes from prenatal life through late adulthood, with emphases on physical, cognitive, emotional and social aspects. Major theories about lifespan

development will be evaluated from biopsychosocial, cross-cultural and multicultural perspectives. Clinical implications of developmental stages on the context of assessment and treatment of persons, families and communities will be reviewed.

646 Psychological Theory

This course is an introduction to, and overview of, major theories of psychotherapy. The focus is on contemporary theories that have an evidence base. Special attention will be given to therapeutic processes that are common factors across multiple theoretical approaches. Additionally, unique factors that differentiate theoretical approaches will also be given significant attention. Readings and video will endeavor to help the students ground their knowledge of the theoretical with applied illustrations of the major components of each theoretical orientation. The aim of the course will be to provide a foundation in psychotherapy theory that will enable students to develop their own integrative approach to psychotherapy.

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. It examines the historical and philosophical foundations as well as challenges particular to qualitative inquiry. Interviewing, the primary method of data collection in qualitative inquiry, will also be a focus of study. Through examination and application of five 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 in the dissertation process.

652 Dissertation Preparation I: Planning

Prerequisite: PSYC 651 or PSYC 664

As the first phase of the dissertation process, this course focuses on selecting a topic, developing a research question, and reviewing relevant literature. Additionally, an overview of the dissertation process is provided and dissertation chairs and advisors are selected. Students engage in independent study, consult with faculty and peers, participate in class discussions, and demonstrate doctoral level writing and critical thinking as they develop and revise a literature review on a topic of their choosing. As the course progresses, students assess the social and clinical relevance of their work and identify appropriate investigative methods. The final product of this course is composed of an outline of the Introduction and Methods chapters and a well-developed Literature Review chapter that serves as a foundation for the Doctoral Research Proposal. Successful completion of this course prepares students for continued development of the Doctoral Research Proposal in PSYC 653 and PSYC 699.

653 Dissertation Preparation II: Preliminary Research Applications

Prerequisite: PSYC 652

This course is an advanced study of the applications of qualitative or quantitative research depending upon students' intended dissertation research model. Building upon the work in Dissertation Preparation I, students develop a pilot study on their individual dissertation topic using a qualitative, quantitative or mixed method design. Students complete a pilot study proposal, an IRB application, collect data, analyze data and write up and present a final report of their pilot study.

656 Psychological Theory: Psychodynamic

The aim of the course will be to provide a foundation in evidence based psychodynamic theory. The focus on therapeutic processes associated with the psychodynamic approach to psychotherapy will enable students to develop their own integrative orientation for clinical practice.

658 Psychological Theory: Cognitive Behavioral

The aim of the course will be to provide a foundation in evidence based cognitive behavioral theory. The focus on therapeutic processes associated with the cognitive behavioral approach to psychotherapy will enable students to develop their own integrative orientation for clinical practice.

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 counter-transference 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).

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, veterans of war, and human trafficking. Aspects of research, assessment, and therapeutic interventions concerning post-traumatic stress disorder, and developmental trauma are discussed. The course examines the role of vulnerabilities and resilience in the recovery from traumatic experience, vicarious trauma for the therapist, as well as the experience of posttraumatic growth.

686 Human Sexuality: Clinical Application

This course will increase clinical competency in managing and treating common client concerns related to human sexuality. Students will gain knowledge about sexuality, examine their attitudes related to sexuality, and learn practical methods of dealing with sexuality in the psychotherapy process. Students will explore biological and developmental aspects of human sexuality and sexual identity and increase their understanding of psychological and emotional dimensions of sexual behavior. Students will learn to demonstrate the ability to consider intersectionality of sexuality, race, gender, etc., and to apply this knowledge to clinical situations through class discussions and written assignments.

690 Internship Readiness

Prerequisites: Successful completion of PSYC 715-717

The Internship Readiness class will provide information and guidance to prepare students for applying to internships through the APPIC Match process. Students will gain an understanding of the overall process and receive in-depth information about the APPIC application and how to approach writing essays, cover letters, and other materials to support their applications. Students will learn about interviewing for internships and how to approach the decision-making and rank

order process. In addition to learning through class presentations and reading, the course is designed to provide the opportunity to work on internship materials in class and to engage in mock interviews. Additional faculty members will participate in selected class activities.

698 Advanced Academic and Professional Writing

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.

715-717 Practicum I

Prerequisites: Successful completion of PSYC 604, 615, 627, 629, 638, & 642

The goal of practicum training is for graduate students to acquire the theoretical knowledge, clinical competencies, and self-awareness needed to become effective practitioners. The clinical practicum complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and helps students acquire competence in: forming and maintaining therapeutic relationships; demonstrating awareness of how client diversity affects therapeutic relations; providing assessments, diagnostic services and interventions; and demonstrating professionalism.

Students apply the academic knowledge, methods and competencies that are learned in doctoral courses to their work in therapy and assessment. Additionally, the practicum affords students the opportunity to develop their professional identity.

718-720 Practicum II

Prerequisite: PSYC 715-717

The goal of practicum training is for graduate students to acquire the theoretical knowledge, clinical competencies, and self-awareness needed to become effective practitioners. The clinical practicum complements classroom education, provides the opportunity to work with competent clinicians in diverse settings, and helps students acquire competence in: assessment and diagnosis, evidence-based intervention, forming and maintaining therapeutic relationships; demonstrating awareness of how client diversity affects therapeutic relations; and demonstrating professionalism.

Students apply the academic knowledge, methods and competencies that are learned in doctoral courses to their work in therapy and assessment. Additionally, the practicum affords the student the opportunity to develop his/her professional identity.

816-818 Internship

Prerequisite: 718-720 Practicum II and CCE

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 v 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. Students enrolled in the half-time internship model will be registered in PSYC 810-815.

820-822 Dissertation

Doctor of Psychology degree recipients are scholarly consumers of research who integrate rigorous analysis and investigation into their clinical practices. The dissertation demonstrates mastery of the many competencies that are required of an effective practitioner-scholar. This course provides the structure for the implementation and completion of the dissertation process as developed and approved by the Dissertation Committee during the Proposal Meeting. Consistent with the Dissertation Defense Rubric, research methods and procedures are finalized, a scientific study is conducted, data are analyzed and findings articulated.

MICHIGAN SCHOOL OF PSYCHOLOGY

2018-2019 ACADEMIC CALENDAR

FIRST SEMESTER

August 20	1st Semester Tuition Due
August 28 & 29	New Student Orientation
August 30	Classes Begin
August 30	Final day for a full tuition refund
September 3	MSP Closed: Labor Day
September 12	Final day for a partial tuition refund
November 20	Final day to withdraw with grades of "W"*
November 21-23	MSP Closed: Thanksgiving Recess
December 3	2nd Semester Tuition Due
December 10	Classes End

SECOND SEMESTER

January 7	Classes Begin
January 7	Final day for a full tuition refund
January 14	MSP Closed: Martin Luther King, Jr. Day
January 21	Final day for a partial tuition refund
March 19	Final day to withdraw with grades of "W"*
March 22	3rd Semester Tuition Due
April 5	Classes End
April 5	All work due from previous semester incompletes
April 8 - 12	Semester Recess

THIRD SEMESTER

April 15	Classes Begin
April 15	Final day for a full tuition refund
April 29	Final day for a partial tuition refund
May 27	MSP Closed: Memorial Day
July 1	Final day to withdraw with grades of "W"*
July 19	Classes End
July 19	All work due from previous semester incompletes
July 25	Graduation Ceremony

*Courses that are 10 weeks in length may have an earlier withdrawal date. Please refer to the course syllabus for withdrawal dates specific for those courses.

Please Note: MSP 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 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 academic programs.

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