



power
to **grow**



2020-2021
Annual Report

We believe
in every person's
power to grow.

PURPOSE

We envision a future with
healthy **people,**
healthy **relationships,**
and healthy **communities.**

VISION

MISSION

Our mission is to
educate
psychologists
today, who will
transform
our world

VALUES

We respect **every person.**
Period.
We value genuine
relationships.
We **practice** what we teach.

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President's Message



Dr. Fran Brown, President

Last year we rode a rollercoaster of emotions as the COVID pandemic raged across the planet. While vaccines gave us hope, the challenge of trying to rein in the virus seemed almost insurmountable. As more people became vaccinated, institutions, businesses and restaurants re-opened; it looked like we were returning to some version of normalcy. Then a surge...and another. The storm clouds returned, as did anxiety, frustration, and even despair.

It's easy to see only the darkness of 2021. Many of us were, and still are, forced to face tremendous loss and grief; there is no denying it. Yet, when we look deeper we can also find light. Communities came

together to support one another. We've seen some progress on the social justice front, and a renewed focus on mental health. Many of us are connecting to the value of family and friends and examining our life priorities.

In this Annual Report you'll see that tenacity, resilience, and the humanistic spirit prevailed as we continued in our mission to educate psychologists today who will change our world tomorrow. Below are highlights of student, faculty and staff accomplishments during one of the most challenging times in our school's history:

- Preserved the health and safety of the MSP community with sound policy-making based on the science of managing COVID risk
- Completed our campus expansion and opened the long-anticipated Michigan School Psychological Clinic in its permanent, on-campus home
- Maintained full enrollment in all academic programs and held meaningful graduation events both online and in-person with social distancing
- Students provided nearly 33,000 hours of client services to the community while completing their clinical training
- Exceeded American Psychological Association (APA) accreditation standards for intern placement in APA accredited sites; 100% of doctoral interns matched in the profession's national internship match process
- Robust faculty and student research collaborations resulted in meaningful contributions to the field of psychology
- Advanced MSP's Diversity, Equity, and Inclusion (DEI) initiatives and published our [formal DEI Statement](#)
- Supported the launch of MSP's student-led Environmental Conservation Organization, the mission of which is to bring attention to the climate crisis and its impact on our work as psychologists
- Increased engagement with the APA Commission on Accreditation and the Michigan Licensing Board

I'm proud of the many good things that occurred at MSP during the 2020-2021 Academic Year. Together we upheld an exceptional learning environment without interruption, met academic goals, remained connected in meaningful ways, and continued to serve the community.

In closing I'd like to share the following quote by Mike Norton, award-winning author and military veteran:

"Never say that you can't do something, or that something seems impossible, or that something can't be done, no matter how discouraging or harrowing it may be; human beings are limited only by what we allow ourselves to be limited by: our own minds. We are each the masters of our own reality; when we become self-aware to this: absolutely anything in the world is possible."

I take these words with me into 2022, and wish you peace and success in overcoming whatever unexpected challenges this year brings. May we learn from the darkness, focus on the light, and appreciate all that life continues to offer.

Board of Trustees

Board Officers

Tanya Martin, Chair
Clinical Psychologist



Glen Fayolle, Vice Chair
Co-founder & Change Consultant,
Vertex Innovation

Stacey Gray, Treasurer
Portfolio Manager,
CIBC Private Wealth Management



Brian Spitsbergen, Secretary
Regional Executive Director
Workit Health

Members at Large

Colleen Allen
President & CEO,
Autism Alliance of Michigan



Todd Lipa
Executive Director,
CARES in Farmington Hills

DeAndre Lipscomb
Chief Diversity & Inclusion Officer,
Homepoint



Mona Makki
Director,
Community Health and Research
Center,
Arab Community Center for
Economic and Social Services

Paul Sturgis
Senior Director,
HR Strategy & Org. Effectiveness,
Human Resources Michigan Medicine
University of Michigan



H. Sook Wilkinson
Clinical Psychologist,
Retired

MSP Campus Expansion: **A Dream Come True!**



The Diane S. Blau Building



Lecture Hall



Student Lounge

We are pleased to announce MSP's campus expansion with the completion of the Diane S. Blau Building, named for co-founder and President Emerita Dr. Diane Blau. It was a long road from start to finish, but realizing this long-held dream came from trusting the process – and from the contributions of many!

The building, also known as Building B, is located on land adjacent to our original structure. The former residential building has been renovated to house MSP's long-anticipated psychological clinic and a community event space. Our vision became a reality with the support of MSP's Board of Trustees, Dr. Blau's Foster the Future matching gift campaign, and generous gifts from our donors.

MSP took an outside in approach to construction, with Phase I focusing on site work, paving and landscaping. Phase II began in the Fall of 2019 with building demolition and reconstruction. Even with pandemic delays, construction shutdowns, and supply shortages, our building and facilities team persevered. Interior work, painting, and furniture installation in late 2020 was the final step to opening the building in February 2021.

At slightly over 6000 square feet, The Blau Building houses a lecture hall that holds close to 100 people, meeting and conference rooms, a student lounge area and individual offices. The Michigan School Psychological Clinic is housed on the first floor, with a private entrance, waiting room, therapy offices, and an Applied Behavior Analysis treatment room used to treat children diagnosed on the autism spectrum.

Many contributed to this success – donors, the Board of Trustees, Shaw Construction, S3 Architecture, and MSP's leadership, facilities, and information technology personnel. Generous donors named waiting and conference rooms, the ABA Treatment room, and a water feature that adds to the ambiance of the student lounge area. Others named benches, trees, and gardens that beautifully surround the new building,

A formal opening and welcome to the new building has been delayed due to the COVID-19 pandemic. "We're very proud and can't wait to share our new space and clinic with the larger community," states MSP President Dr. Fran Brown. "We're hoping to hold an open house and 40-year anniversary in the spring of 2022. Be sure to check our social media for updates."

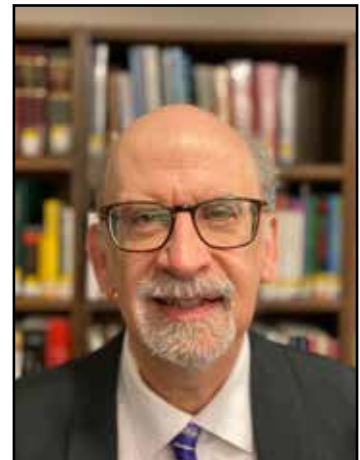
The MSP Psychological Clinic: Making a Real Difference in the Mental Health of the Community

The MSP Clinic, which originally opened in rented space, is now in its second full year of operation. In February 2021, the clinic moved to its permanent home in Building B, and is serving an ever-expanding client base:

- To date, more than 140 clients have taken advantage of the opportunity to receive high-quality, low cost mental health services delivered by MSP student trainees.
- In 2020-2021, the number of clients went from 5 in September to 70 by the end of the practicum year.
- Almost 1200 therapy sessions and 20 psychological assessments were conducted last year, and the ABA treatment room opened its doors to two preschool children.

Our clients primarily reside in Wayne, Oakland and Macomb counties, and come from a variety of racial and cultural backgrounds including Black or African American, White, Asian, Middle Eastern/Arab American, American Indian/Alaska Native, and Hispanic, Latino, Latinx, and Spanish origin.

Clinic staff and students successfully adjusted to the effects of the COVID-19 pandemic by offering therapy sessions via telehealth, and by following health and safety protocols that allowed for in-person psychological assessments and ABA services. According to Dr. Jim Maher, Director of MSP's Psychological Clinic, "In 2021-2022, we plan to offer in-person services to vaccinated clients 12 and older and maintain telehealth services as well," states Dr. Maher. "We hope to see revenue and donation increases that will allow us to provide even more low-cost services delivered within the culture of humanistic principles that has been established in the Clinic."



Dr. Jim Maher, Clinic Director

More information on MSP's Clinic Compassion Fund may be [found here](#).



Clinic Entrance



ABA Treatment Room

Scholarship Awards

Scholarships are privately funded by alumni, employees, and friends and directly touch the lives of students. These awards recognize excellence in scholarship, support students from economically and ethnically diverse backgrounds, and honor those who demonstrate commitment and dedication to humanistic psychology. We are proud to showcase MSP's scholarship recipients for the 2020-2021 academic year.

The **Cereta Perry Scholarship** honors MSP's co-founder for her distinctive contribution to the institution and to the field of psychology. The award was established for the purpose of recruiting diverse students who have traditionally been underrepresented in the psychology profession. This year's recipients were Courtney Cabell and Bettie Williams.



Doctoral Program:
Bettie Williams



Master's Program:
Courtney Cabell



Sierra Gillis

The **Jill Benton Humanistic Psychology Scholarship** honors Jill Benton, former MSP librarian and alumna, for her dedication to humanistic psychology. The JBHPS supports a PsyD student who is committed to advancing the science and practice of humanistic psychology as demonstrated by excellence in scholarship. This year's recipient was Sierra Gillis.

The **Marjorie Scott Scholarship for Excellence** was created in honor of faculty member Dr. Majorie Scott's endless commitment to excellence. This award is presented to a graduating student in each academic program who is selected for excellence in research, academics and clinical work. This year's recipients were George Chapp and Evan MacAdams.



Master's Program:
George Chapp



Doctoral Program:
Evan MacAdams

Research at MSP: Bridging Theory & Practice

At the Michigan School, research is a fundamental pathway for the study of human experience. Students develop a lifelong appreciation and commitment to scholarship, and become critical consumers of scientific research.

Research bridges theory and practice. MSP's academic programs prepare students for evidence-based clinical interventions by focusing on the practical skill application, conducting empirical research, and developing an appreciation for lifelong learning. Through their research, students build collaborative relationships with colleagues and faculty, further develop their writing and presentation skills, and enhance their effectiveness as clinicians.

MSP is committed to the exploration of human development and behavior through application of qualitative, quantitative, and mixed method research. Faculty serve as mentors by creating faculty-student research teams that conduct and publish clinically purposeful studies, and together present their research at professional conferences alongside noted scholars and practitioners in the field.

During the 2020-21 academic year, MSP students and faculty published several peer-reviewed journal articles, book chapters, and newsletter contributions. Several presented their research at conferences, contributed to the public discourse via blog posts and web site articles, and served on editorial review boards of peer-reviewed journals. As part of their degree requirements, doctoral students completed dissertations on an extensive range of psychological topics such as suicidality, chronic pain, teaching in the age of school shootings, and more.



Dylan Oseas (above) & Kylee Kowalski (below) presenting for Midwestern Psychological Association.

Differential Diagnosis of ADHD Using the CTMT

Dustin Shepler, PhD; P. Douglas Callan, PhD; Kylee Kowalski, MA; Dylan Oseas, MA; & Michelle Justice, MA
Michigan School of Psychology

Purpose & Hypotheses	Results	Discussion																																			
<p>Purpose: The Comprehensive Trail Making Test (CTMT; Reynolds, 2002) is used to evaluate executive functioning by examining an individual's integration of visual scanning, set-shifting, and psychomotor speed. When used as part of a psychological testing battery, the CTMT is meant to aid in discriminating between those with and without significant impairments in executive functioning. Importantly, executive functioning can be impacted by a myriad of psychiatric disorders that require diverse interventions. For example, both anxiety and ADHD have been found to impact executive functioning (Ajlchi & Negel, 2017; Barkley, 2015); however, they require two different standards of care and intervention, thus highlighting the need for diagnostic accuracy.</p> <p>Because the CTMT is a clinical instrument, use of clinically-obtained data should be used to determine the predictive utility of the CTMT in differentiating between ADHD and other psychiatric diagnoses. Using a clinically-referred sample from outpatient psychology practices, we investigated the predictive utility of the CTMT and explored clinical implications of its predictive utility.</p>	<p>Analyses & Results: To examine differences in CTMT scores between those diagnosed with ADHD and those who were not diagnosed with ADHD, a MANOVA was conducted.</p> <p>Those diagnosed with ADHD scored significantly lower than those diagnosed with other psychiatric disorders (e.g., anxiety, mood disorder) on all five CTMT trials [$F(5, 166) = 5.56, p < .001, \eta^2 = .057, \text{partial } \eta^2 = .143$].</p> <p>The mean scores for those with ADHD were more than 1 SD below the mean on four of the five trials. By comparison, those with an alternative psychiatric diagnosis tended to perform about half of a SD below the mean on each of the trials, with greater distance from the mean observed on trials associated with posterior attentional network rather than trials associated with anterior attentional network.</p>	<p>Findings & Implications: Consistent with past research that has documented impairment in executive functioning among individuals diagnosed with ADHD (Barkley, 2015), results from the current study indicate that patients who present to an outpatient setting and are subsequently diagnosed with ADHD produce a CTMT profile that evidences impairment in executive functioning.</p> <p>Psychologists are often tasked with completing psychometric assessments in order to aid in differential diagnosis and treatment planning. Results from this study indicate that those with ADHD tend to produce profiles characterized by significantly lower scores on all five trials compared to those diagnosed with other psychiatric disorders. Furthermore, those with ADHD consistently scored lower than those with other psychological disorders, indicating that the level of impairment in executive functioning can be an useful indicator of ADHD in the differential diagnosis process. Overall, the CTMT appears to have merit as a differential diagnosis tool that is useful in distinguishing between ADHD and other disorders that impact executive functioning.</p>																																			
<p>Procedures Following IRB approval, data were obtained from patient medical records from two independent psychological practices offering outpatient assessment services. Data were collected as part of clinical assessments conducted by licensed psychologists.</p> <p>Instruments: The CTMT is composed of five trail-making tasks. "The basic task of the CTMT is to connect a series of stimuli (numbers expressed as numerals or in word form and letters) in a specific order as rapidly as possible" (Reynolds, 2020, p. 8). Norms for individuals 8-0 to 74-11 years-old are provided in the CTMT manual and were used in scoring.</p> <p>Participants: Data from 168 patients (88 males, 78 females, 2 transgender) were analyzed; 83 patients were diagnosed with a form of ADHD. Because executive functioning stabilizes around 12 to 14 years old (Best & Miller, 2010; Carriando, 2016), data were only obtained from patients who were 12 or older at the time of testing. Patients were 12-1 to 72-4 years old ($M=30.3, SD=16.3$). Patients were White ($n = 137$), Black ($n = 8$), biracial ($n = 3$), and other ($n = 10$).</p>	<p>CTMT T-score Means and SD by Diagnostic Group</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">ADHD</th> <th colspan="2">Non-ADHD</th> </tr> <tr> <th></th> <th>M</th> <th>(SD)</th> <th>M</th> <th>(SD)</th> </tr> </thead> <tbody> <tr> <td>Trial 1</td> <td>38.78</td> <td>11.86</td> <td>45.27</td> <td>10.83</td> </tr> <tr> <td>Trial 2</td> <td>39.90</td> <td>12.45</td> <td>44.81</td> <td>11.03</td> </tr> <tr> <td>Trial 3</td> <td>37.80</td> <td>10.71</td> <td>44.02</td> <td>10.60</td> </tr> <tr> <td>Trial 4</td> <td>40.75</td> <td>11.06</td> <td>46.73</td> <td>11.52</td> </tr> <tr> <td>Trial 5</td> <td>37.25</td> <td>8.96</td> <td>46.38</td> <td>11.04</td> </tr> </tbody> </table> <p><small>All differences were significant at $p < .01$.</small></p>		ADHD		Non-ADHD			M	(SD)	M	(SD)	Trial 1	38.78	11.86	45.27	10.83	Trial 2	39.90	12.45	44.81	11.03	Trial 3	37.80	10.71	44.02	10.60	Trial 4	40.75	11.06	46.73	11.52	Trial 5	37.25	8.96	46.38	11.04	<p>Future Research: In the current study, no attempt was made to distinguish among those diagnosed with different ADHD presentations. Future research should better account for ways in which different diagnostic presentations of ADHD may correspond to performance on each of the CTMT trials.</p> <p>Importantly, results in this study were derived from patient files that contained CTMT data. Comparison of norms for the CTMT2 and the data utilized in this study are markedly different. CTMT2 norms suggest that those with ADHD perform about half of a SD below the mean and thus are more similar to the non-ADHD group in this study. Further research is needed to determine whether findings based on CTMT data can be extrapolated to interpretation of the CTMT2, which utilizes norm norms.</p> <p>Similar to the normative groups in the CTMT (and CTMT2), the current sample is lacking racial diversity. Small race-based differences have been reported regarding performance on the CTMT2. Further research is needed to better understand the role of race in interpreting measures of set-shifting and inhibitory control, like the CTMT.</p> <p><small>Correspondence should be sent to: Dr. Dustin Shepler at dshepler@msp.msu.edu</small></p>
	ADHD		Non-ADHD																																		
	M	(SD)	M	(SD)																																	
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michigan school of psychology

Library Expands Online Resource Collection and Virtual Services

The mission of MSP's Moustakas Johnson Library has always been to provide personalized service that ensures students and faculty have the academic, research, and clinical resources they need. That can be tough in a pandemic, but with perseverance, our library staff provided the excellent resources and service our library users have come to expect.

To support the all-virtual curriculum during COVID-19, the library pivoted to online service delivery and expanded and streamlined access to its extensive online collection of literature databases, e-books, and streaming videos. MSP librarians prioritized availability of electronic resources that can be accessed from anywhere at any time, provided a large streaming video collection, and implemented an online testing and assessment platform for assessment courses. Scholarly databases we added and additional e-books were purchased. To help students and faculty access these electronic resources securely and seamlessly, a remote authentication system was implemented and MSP Gmail addresses provide a passport to all online library content. Zoom is now a feature of library service, with librarians offering individual virtual consultations.

The most challenging of times can present opportunities to reimagine that which has become routine. Thanks to the creativity of our library staff, these improvements to both library access and service are now embedded in the way the library does business – and the MSP community is better for it!



MSP Library Staff: Stephanie Swanberg (forefront), Jana Thompkins, Mike Diegel

Psi Chi International Honor Society

In academic year 2020-2021, MSP's chapter was once again named a Model Chapter by the International Honor Society in Psychology (Psi Chi). This is the fourth time MSP has received this honor, which is bestowed annually to only 50 chapters worldwide.

Psi Chi was founded in 1929 with the mission to encourage excellence in scholarship and advance the science of psychology (<https://www.psichi.org/>). In support of this purpose, MSP's chapter hosted a number of scholarly workshops and events, including: 1) the 7th Annual Research Symposium that featured the work of students, faculty, and professionals in the field; 2) a series about mental health in law enforcement; and 3) the launch of PsychTalk, the chapter's new podcast. The first episode centered on substance abuse disorder and featured core faculty member Dr. Ryan Blackstock, and Andre Johnson, PsyD student and Detroit Recovery Project CEO.

Philanthropy is an important component of psychological wellbeing, and our Psi Chi chapter modeled how to promote the welfare of others by addressing social issues. The chapter awarded funds to students in financial difficulty due to the COVID-19 pandemic, and four students received professional development grants. Psi Chi also partnered with the larger institution to raise money for the Michigan School Psychological Clinic [Compassion Fund](#), which subsidizes payment for clients who struggle to meet even sliding scale fees. Finally, MSP's chapter collected items for The Foster Closet, a 501c3 organization that supports children in the local foster care system who often join their new foster families with little to no possessions. The Foster Closet provides items free of charge to help make the children's transitions less traumatic, and allow them to arrive at their new homes with a few items to call their own.

Community and Campus Engagement



Given the challenges of the past several months, MSP's vision of a future with healthy people, healthy relationships and healthy communities could not be more relevant. As the nation and world focus on individual and societal health, many relationships are suffering as a result of conflicting views and social isolation. Our institution's grounding in humanistic psychology, and focus on the importance of healthy relationships to the healing process, continues to guide us as we work toward making our vision a reality.

The increased challenge of building and maintaining relationships over the past academic year was met with commensurate determination and commitment. Students, faculty, and staff participated in online community events, conferences, presentations, and study sessions. To combat social isolation, event programming included virtual yoga workshops, a running/walking initiative, self-care email campaign, trivia nights, photo contests, and incentives to get outdoors.

"The 2020-21 academic year brought unique challenges as we virtually welcomed a new cohort of students that had never stepped on campus. We wanted to create the supportive and nurturing environment that MSP is known for, even while being online," said Carrie Pyeatt, MSP's Coordinator of Admissions and Student Engagement. "We strengthened our cohort bonding activities, set up Zoom study sessions, and let students know they were not alone."

Inclusion, Diversity, and Equity Alliance

MSP's Inclusion, Diversity, and Equity Alliance (IDEA) is committed to facilitating ongoing discussions of multicultural issues related to professional psychology. The Alliance monitors public discourse on local, state, and national levels and explores how topics of diversity impact, and are impacted by, clinical practice and training. IDEA regularly welcomes presenters, including MSP alumni, to speak on social justice topics, including multicultural competency and working with marginalized populations.

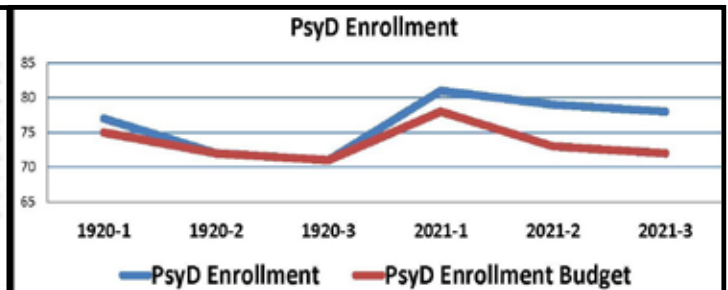
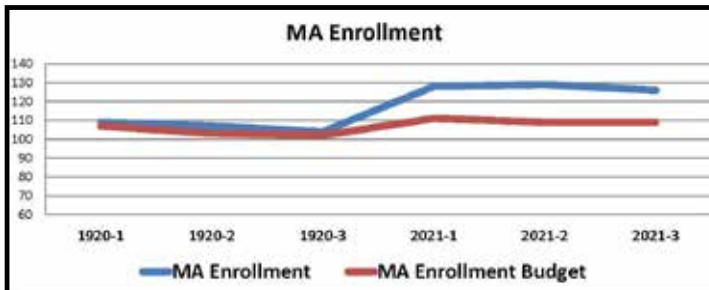
During a year of continued societal/racial unrest, IDEA's focus remained on raising awareness of social justice issues and advocating for change. Jasmine Perin, IDEA's 2019-20 President stated, "IDEA members recognized 2020 as a significantly challenging year and hosted an open dialogue for the MSP community to facilitate connection and healing." Twelve IDEA events were held in 9 months including, but not limited to, 10 Days of Advocacy programming, multiple email campaigns aimed at increasing activism, and participation in the Martin Luther King, Jr. Drive for Freedom, Justice, and Equity Parade. A presentation by Dr. Temple Grandin, prominent author and expert on both autism and animal behavior, provided insight about the challenges of navigating life with autism spectrum disorder. IDEA also helped increase awareness of accommodations needed for students celebrating Ramadan.

"Taking on multicultural issues head on is what I have always loved about IDEA; even when times are dark or hard, IDEA has been a consistent force," said Dr. Danielle Balaghi, Faculty Advisor to IDEA. "IDEA was impressively active this past year with many powerful programming events, such as hosting renowned professor Dr. Temple Grandin, and honoring the Transgender Day of Remembrance. It's always inspiring to work with students who yearn to make our community and field a better, more inclusive, space."

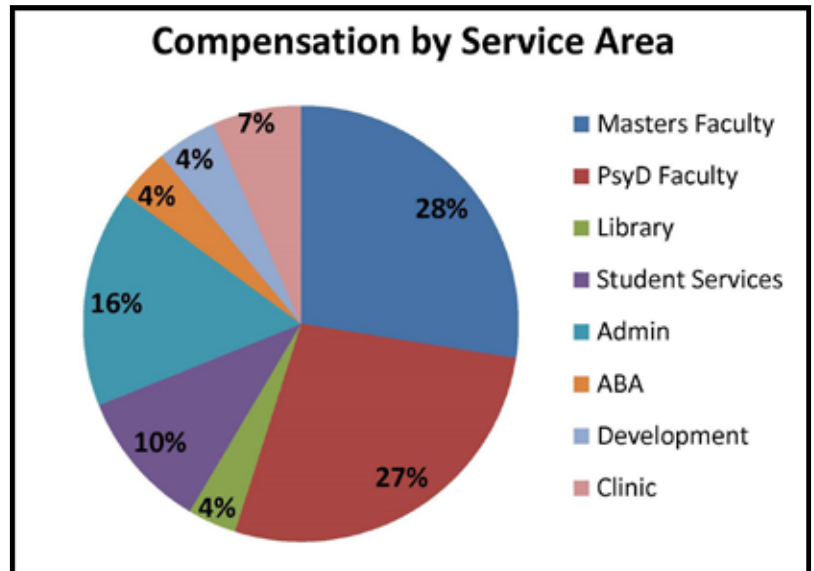
Financial Data

Fiscal Year 2021 (September 2020 - August 2021)

Tuition and Related Fees Trend Analysis				
	Annual 2017/2018	Annual 2018/2019	Annual 2019/2020	Annual 2020/2021
Tuition and Related Fees	4,092,754	4,568,520	5,210,604	5,676,058
Employee Wages and Fringe	2,873,817	3,086,033	3,397,095	3,774,756
Percentage of Tuition and Related Fees	70%	68%	65%	67%

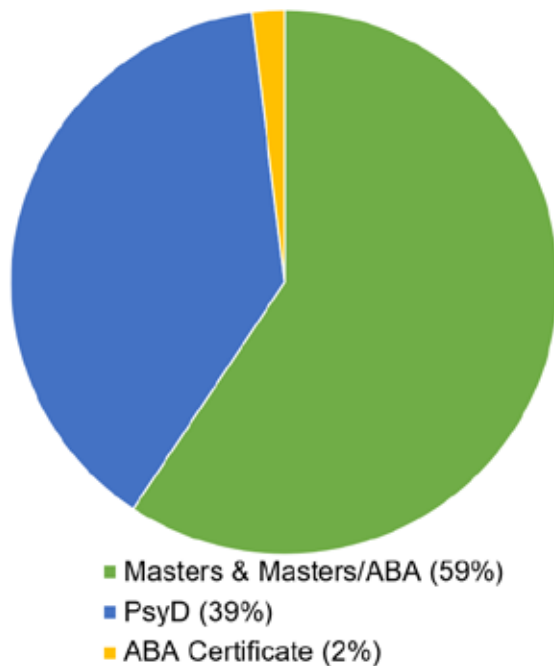


Financial Position Fiscal Year End August 2021	
Cash	
Savings	2,044,519
Checking accounts	242,817
	2,287,336
Investment	3,035,514
Debt	
Current	160,646
Long term	2,834,592
	2,995,238

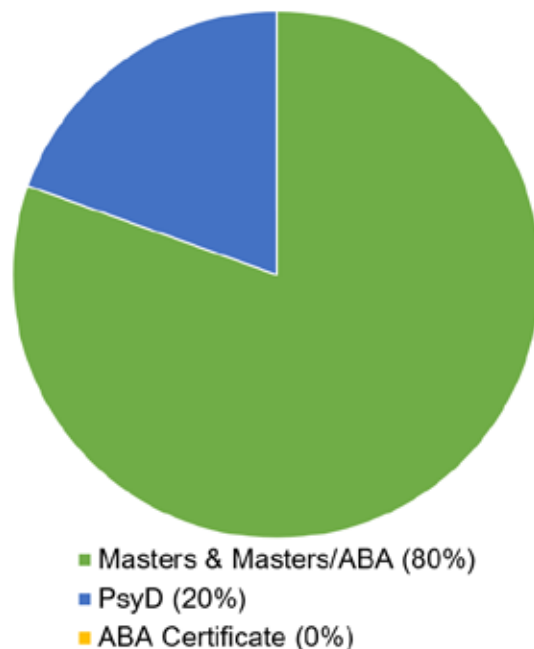


2020-2021 Enrollment Data

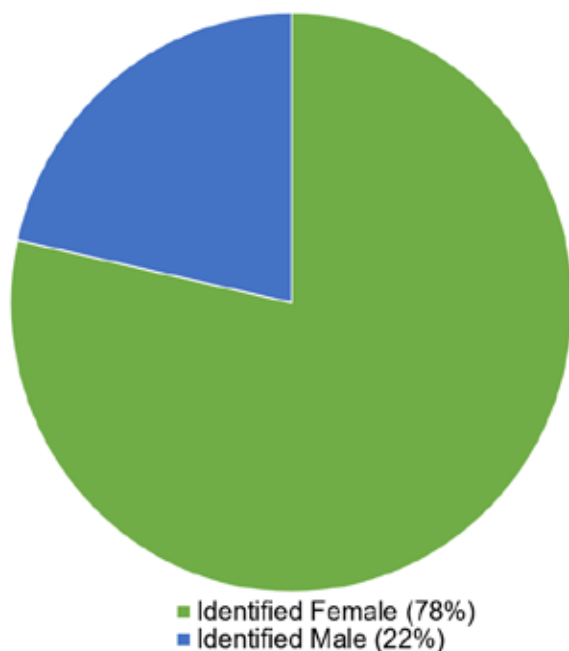
Enrollment by Program
n=209



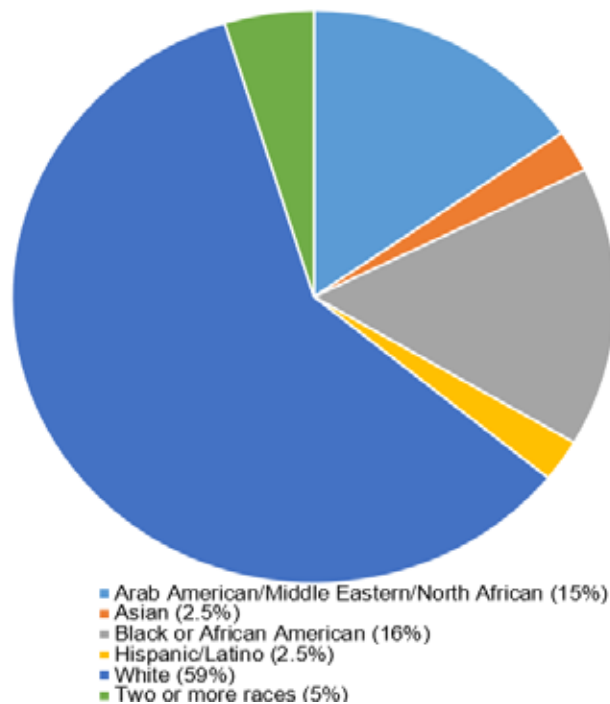
Degrees Awarded
n=87



Enrollment by Gender



**Enrollment by Race/
Ethnicity**



With Gratitude to our Donors

September 2020 - August 2021

Ann Marie Abbey	Nancy Ellen Howard	Amanda Ming
Colleen Allen	Kevin P. Johnson	Sally K. Palaian
Amazon Smile	Kevin Keenan	Kathryn Parker
Anonymous	Sally Kidston	Beth Pollatz
Aziza Tiffani Aremo	Edward Klatt	Elly Potter
Lee G. Bach	Sandy Koltonow	John Potter
Diane S. Blau	Kylee Mae Kowalski	Cynthia Joan Ransley
Jared William Boot	Leanne Kowalski	S. Layla Ritter Ananda
Frances R. Brown	Kroger Rewards	Margaret Sartori
Johanna Buzolits	Barry LaKritz	Marjie Scott
P. Douglas Callan	Georgios Lampropoulos	Dustin K. Shepler
Logan David Chappell	Laura M. Lane	Kevin P. Smith
Shannon Chávez-Korell	Nancy C. Liebler	Brian Spitsbergen
Jeff Cross	Todd L. Lipa	Kelly Srock
Denene J. Decker	DeAndre A. Lipscomb	Paul Sturgis
Misty Jean DeLeon	Julie A. Lohrmann	Sherry Surnow
Jann M. Devereux	Ashley Elizabeth Lupico	Tedesco Building Services, Inc.
Michael J. Diegel	James Maher	Jana L.Thompkins
Palina R. Drake	Roger Maki-Schramm	Rebecca L. Vlasic
Monique Dugan	Mona Makki	Denise E. Wallace
Richard P. Durda	Carole J. Maltzman	Linda C. Walterreit
Paul Farley	Heidi Martin	Michelle D. Wheeler
Glen Fayolle	Tanya L. Martin	Wilkinson Foundation
Kathy Gohl	Donald J. McMillan	Candi Wilson
Stacey Gray	Megan Meade-Higgins	Diane Zalapi
Carol Hanson	Jacqueline A. Meyers	Holly T. Zugic
Carrie Hauser Pyeatt	Michigan Legislative Consultants	

Accreditation

The Michigan School of Psychology is accredited by the:

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Phone: 800.621.7440
Website: hlccommission.org

MSP's PsyD program in clinical psychology is accredited by the Commission on Accreditation of the American Psychological Association (APA).

Questions related to the program's accredited status should be directed to the Office of Program Consultation and Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE
Washington, DC 20002-4242
Phone: 202.336.5979
Email: apaaccred@apa.org
Website: apa.org/ed/accreditation

MSP's ABA courses are designated by the Behavior Analyst Certification Board (BACB) as an approved course sequence, and the BACB has verified that MSP's ABA coursework sequence meets the academic requirements for students intending to sit for examination to become Board Certified Behavior Analysts (BCBAs).

Graduates of this certificate program are eligible to sit for the international exam to become a Board Certified Behavior Analyst upon independently attaining the required supervised experience in ABA.



Non-Discrimination Policy

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

power to **grow**



michigan school
of psychology

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